

BULLETIN

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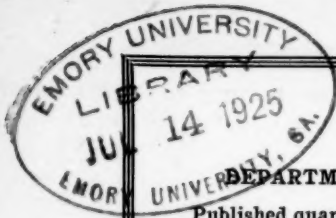
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DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

WILLIAM S. GRAY

5-6

Dean of the School of Education, University of Chicago, Chicago, Illinois

Current problems of elementary education form a storm-center of vigorous thought and discussion. Such matters as the size of the elementary school unit, its coördination with other units, improved methods of classifying pupils, the selection of new materials of instruction, and better methods of teaching are receiving deliberate and thorough consideration. There is every indication that the next decade will witness radical changes in the character of elementary education and that there will be unparalleled opportunities for constructive leadership on the part of elementary-school principals. These opportunities will extend from the improvement of the routine phases of administration and supervision to fundamental changes in the organization and content of elementary education. Without deprecating the value of routine responsibilities, it is the purpose of this discussion to emphasize the opportunities of principals in promoting fundamental educational reforms.

The need of important reforms can be briefly explained. During the last seventy-five years social forces have brought about radical changes in the purpose and scope of elementary education. In 1850 only a small part of one's education was secured from books and teachers; today society demands that schools provide extensive training for efficient citizenship. Formerly schools were responsible for little or no training outside the three R's; during recent years the range of subjects has greatly increased. Scarcely a year passes without vigorous demands for new and desirable types of training.

Elementary schools responded to the demands of the past primarily through expansion. The length of the school year was increased, the materials of instruction were expanded, new subjects were introduced, larger and better buildings were constructed, more books and better equipment were provided, and a wider variety of teaching devices were introduced. In fact expansion continued until there is now little or no opportunity of meeting new obligations through additions. The time has come when the whole program of elementary education must be canvassed thoroughly, if elementary schools are to become highly efficient in providing modern educational opportunities.

Needed reforms can be accomplished and future progress assured only through the systematic and vigorous coöperation of all agencies interested in elementary education. Society must make its needs known through various agencies. Research foundations must supply funds for the comprehensive study of fundamental problems. Students of education must make detailed investigations of problems relating to school organization, materials of instruction, and methods of teaching. The unique opportunity of the principal lies in the fact that he supervises and directs the institution in which changes should be made.

In the past the forces urging changes were largely external to the school. What is needed in an era of rapid social change and of noteworthy progress in educational science are forces within the school which are alert and responsive to society's needs and to fundamental changes suggested by scientific investigations. Because of his intimate and vital relation to the school, the elementary school principal is in an admirable position to wield a strong influence in promoting fundamental reforms. His possibilities in this connection can be described most clearly by discussing examples of significant changes which are needed in school organization, the content of elementary education, and methods of teaching.

Detailed investigations are being made by several agencies of appropriate administrative units in public education. The purpose of these investigations is to define the various units and to secure coördination between them. This is a problem which cannot be solved without the full coöperation of principals. Proposed changes in the organization of elementary schools must be tried out in order to determine their advantages and limitations. The problem must be studied in various communities, for it is not unlikely that the size of administrative units should differ in regions of sparse and dense populations. Of even greater importance is the need of investigations to determine how an eight-year school can be reorganized most advantageously into a six-year unit. Energetic principals in various parts of the country who are demonstrating in concrete terms new and efficient forms of school organization are making very significant contributions to the scientific solution of this important issue.

A second problem relates to the functional coördination of administrative units. In the past, each unit has usually set up objectives of its own without careful consideration of the work which precedes or follows. For example, many kindergartens have given little attention to instruction which prepares definitely for specific problems or subjects in the first grade. Recent studies made in Seattle, Washington, and in other cities, show clearly that several prerequisites for reading can be emphasized to advantage in the kindergarten, such as wide experience, facility in the use of ideas, fluent command of simple English sentences, a relatively wide speaking vocabulary, and a genuine desire to read. Principals who define in specific terms the relationship between the elementary-school grades and the units above and below them secure greater economy in their own schools and contribute directly to the rapid solution of similar problems in other schools.

There are problems relating to the internal organization of elementary schools that are demanding careful consideration. The most urgent of these is doubtless the need of improved methods of classifying pupils. With the introduction of intelligence tests, pupils have frequently been grouped on the basis of their mental age. Evidence is at hand to indicate that other factors must also be considered. These will be determined and improved methods of classification derived through deliberate studies of the problem made by principals in the practical administration of groups of children.

Three opportunities to contribute to fundamental reforms in school administration have been mentioned. They include the reorganization of

administrative units, establishing effective coördination between them, and deriving improved methods of classifying pupils. These problems, and many others, are challenging the interest and serious consideration of progressive principals in all parts of the country. The coöperation of principals is of the greatest significance, because they control the practical situations in which proposed changes must be tried out, improved, and refined. Attention will be directed next to equally important opportunities in improving the content of elementary education.

The recent report of the committee appointed by the National Council of Education emphasized the need of fundamental changes in the course of study. In the first place there must be exact determinations of the pupil experiences which should form the core of the elementary school curriculum. Research agencies must of necessity assume responsibility for comprehensive studies on a Nation-wide basis. Much of the information which is needed must be secured from deliberate studies of the habits and needs of children as they are revealed in the classroom. Furthermore, new materials of instruction can be adapted to the needs of children only through their experimental use in the classroom. The hundred or more principals who are making use of and criticizing proposed materials of instruction in the social sciences are taking advantage of a significant opportunity. Without their coöperation progress in the organization of that material would be much slower and far less certain.

A second problem in curriculum making grows out of a demand for fewer units of instruction each day in contrast to numerous recitations in different subjects. The proposed plan emphasizes the value of productive correlations; the traditional plan insures progressive sequence and constant growth in dealing with problems in a particular field. There is need of detailed analyses of the relationships existing between bodies of subject-matter, and carefully directed experiments to determine the growth of pupils in knowledge, intellectual power, and skill, when different principles are employed in organizing and presenting units of subject-matter.

These problems cannot be solved in a few experimental schools. The coöperation of principals and teachers in numerous types of schools is absolutely essential to any adequate solution of curriculum problems. The best examples available today of productive subject-matter units have been prepared by elementary school teachers working under the direction and constructive criticism of progressive principals.

A third and very urgent problem at this time is the construction of suitable courses to meet the needs of different ability groups. Research agencies may be able to provide suggestive courses and standards of accomplishment. The work of the committee of the National Society for the Study of Education on the education of gifted children is very promising in this connection. The recommendations of such committees become productive only when they are appropriated by principals, modified to meet conditions in particular classrooms, and refined as a result of accumulated experience.

Three examples have been given of valuable opportunities to contribute to needed changes in the content of elementary education. Inasmuch as principals are in administrative control of the institutions where changes should be made they virtually hold the key which may open or close the door to needed reforms. They have the opportunity of developing new units of instruction, of making experimental use of proposed courses of study, of adapting materials of instruction to the needs of individual schools and different ability groups, and of modifying continually the programs of their schools to meet the demands of a changed social order.

The final example which will be presented emphasizes opportunities to promote fundamental reforms in methods of teaching. Although the example is taken from the field of reading, the opportunities which are discussed have wide application. The discussion is limited to the field of reading because the history of recent changes in that subject illustrates admirably significant opportunities open to principals, and emphasizes the fact that reform in any subject depends largely on the contributions which principals and teachers make toward the solution of the problems involved.

Modern reforms in the teaching of reading began with a clear-cut distinction between oral reading and silent reading. By means of time measurements it was found that fluent readers read more rapidly silently than they read aloud. It was shown later by more detailed laboratory studies why this was true. At the time these investigations began, instruction in reading was limited almost exclusively to oral exercises. In the course of time, evidence in regard to the distinction between oral and silent reading became so impressive that it could not be ignored. Principals who had followed the progress of scientific studies urged the adoption of silent reading instruction in their schools and made administrative provision for it. Teachers studied the differences between oral and silent reading which were evident in the classroom, and they planned specific exercises to secure progress in each type of reading. As classroom experimentation continued a demand arose for new types of reading materials. The response to this demand has been a veritable flood of supplementary reading books and so-called silent readers.

The lesson which this incident in the history of reading teaches is that the research man and the principal have significant opportunities and obligations in securing educational progress. The scientist must be diligent in his search for fundamental principles of procedure and for important differences in the mental processes of children. The duty of the principal is to keep thoroughly posted concerning such investigations, to organize, with the help of his teachers, methods of instructions based on significant distinctions, and to make administrative provisions for them. As constructive work goes forward in the classroom, distinctions will be discovered which were not noted in the laboratory. Classroom studies as well as laboratory studies are therefore essential to a thorough investigation of problems of teaching. Reform in any field of instruction goes forward most rapidly when research men and principals cooperate in discovering significant differences and in reorganizing instruction when changes are needed.

With the introduction of silent reading instruction a new demand arose. Principal and teachers soon discovered that clearer definition was necessary of the fundamental habits in oral and silent reading, and the most important periods for emphasizing each. The demand became so insistent that funds were provided by the Commonwealth Foundation for a detailed study of reading habits. The specific purpose of Dr. Buswell's investigation was to determine the stages of growth for three important elements of reading. The results of his studies supplied teachers with a body of illuminating facts concerning important reading habits. They showed clearly when these habits normally approach maturity in their development. They suggested vital questions concerning current methods of reading instruction and pointed out desirable changes in the teaching of reading.

This step in the reorganization of reading instruction emphasizes the importance of the discovery of problems in the classroom. The principal can promote progress in a given subject by actively seeking for problems which need additional study. These can be discovered through testing, personal observations, and by discussing with teachers the difficulties which they encounter. In many cases these problems can be solved through careful studies carried on in the classrooms in which they originate. In other cases, it will be necessary to refer them to laboratories where more elaborate methods of investigations can be employed.

Time will permit the discussion of only one additional step in the reorganization of reading instruction. When teachers began to emphasize silent reading the fact was soon recognized that this type of reading occurs in a variety of forms some of which are relatively simple and other extremely complex. Detailed laboratory studies were therefore made of the adjustments of the reader to different kinds of passages and when reading for different purposes. A study was also made of the mental processes which may be aroused during analytical study as distinguished from reading. The result showed that there are important distinctions between types of silent reading. The next step in the improvement of teaching is to organize methods of teaching silent reading which take into consideration significant differences in the mental processes involved in reading for different purposes.

During the next five years, principals will have abundant opportunity to bring about radical changes in the character of the instruction in reading in the schools under their supervision. Teachers must be informed concerning important distinctions between different types of reading and their significance. Applications must be made of general suggestions concerning appropriate methods in order that they may be modified and refined. Records must be made of specific difficulties which are encountered in order that they may be studied more thoroughly in laboratories. The kind of selections which interest and hold the attention of pupils must be studied in the classrooms of all types of schools in order that textbook makers may proceed intelligently in supplying appropriate silent reading materials. In fact, progress in the improvement of instruction in all subjects depends more largely than is usually recognized on the results of detailed studies made by classroom teachers. Principals have unusual opportunities at this time in

stimulating interest in improved methods of teaching, in instructing teachers concerning important distinctions, and in aiding them in the refinement of the technique of teaching.

This discussion has emphasized the opportunities of principals in securing fundamental educational reforms. In an age of rapid social change and significant progress in the science of education, the importance of their contributions cannot be over-emphasized. Reforms can be accomplished only as problems are thoroughly studied both in the classroom and in the laboratory. Constructive suggestions have value only as they are tried out in concrete situations, modified to meet existing conditions, and refined as a result of accumulated experience. In their administrative and supervisory capacities, elementary-school principals hold commanding positions. They have the unique opportunity of opening the doors of elementary schools to needed reforms and of contributing directly to a reorganization of elementary education on a practical and scientific basis.

THE PRINCIPAL IN ACTION

A. E. WINSHIP

Editor, The Journal of Education, Boston, Massachusetts

The unit of the American Republic is the neighborhood. The only universal functioning of a neighborhood is the elementary school, whether of one teacher or of a hundred teachers. In the final analysis, the principal is the functioning factor in the elementary school which is the functioning unit of the neighborhood from which the American Republic is built.

A private school may be invaluable to individual students, may make a bigger man or woman of a given boy or girl, but no private school can function as a neighborhood. A church school can be more religious than a public school can be but it can never be a neighborhood.

Important as is the classroom teacher, she can never function as a neighborhood factor except as she functions through the elementary school, the controlling factor of which is the elementary principal who has come to be a vital American institution. The new opportunities of the elementary principal brings increased responsibility. He is now, first of all, a neighborhood leader through the children. The classroom is his responsibility only when the classroom teacher fails to function adequately, the neighborhood is his responsibility at all times. When a teacher's friction makes a large draft on the principal's time and energy she is robbing the neighborhood of its just deserts.

Projects, pageants, clubs of various kinds afford limitless opportunities for a principal to reach and unify the neighborhood in city or country. No principal is functioning adequately unless he devotes much time and thought to neighborhood leadership. It is no longer his special duty to look after the way the children learn the detail of school subjects.

The neighborhood is an important unit in the greatest and oldest republic in the world, and the preservation of the republic is the preservation of neighborhoods, and the preservation of the neighborhood for tomorrow is chiefly dependent upon the way the principal has the school function in the community.

PRINCIPALS OF THE PRESENT

JAMES E. RUSSELL

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I have a great deal of sympathy for the principal of any kind of school. This afternoon, after listening to the advice given by Dean Gray, I experienced a particular feeling of sympathy for the principal of the elementary school. Again, when viewed from another standpoint by Dr. Winship, whom I have learned to love and respect, the principalship appears appalling in its scope and possibilities.

The principal of a school, like the head of any organization who is obliged to work through others, must take into account certain human factors. I am not as certain as Dr. Winship is that the head of any great industrial concern is wholly ignorant of what his employees and associates are doing. On the other hand, I am quite positive that the detail outlined by Dean Gray is impossible for any principal of a school to accomplish.

The work of a principal of schools is to get things done through other people. He must know, in a general way at least, what is to be accomplished, and through his organization he must, to a certain extent, know the capacity, abilities, and the undertakings of those who work under him. It is true that the successful principal of a school must have a high ideal as to what his pupils are going to do and what they are going to be when they leave school. The work, then, of getting things done through others involves not only a certain amount of general information, together with special knowledge and a certain understanding of the technique to be employed, but it also means that the principal must be a master in dealing with human beings. The getting of things done through other people is a different problem from doing these same things ourselves. It is one thing to do a piece of work, and another to get it done successfully. In all administration there are human factors to be considered.

What are the human factors involved in the work of principalship of the public elementary school? With whom do you have to deal? In other words, who are the persons through whom you must work in order to get things done that are worth doing? These persons are your teachers or members of the staff and these persons differ among themselves more than the famous provinces of Gaul. If you have twenty teachers, you have twenty different personalities to deal with. There are no two alike, yet in my experience I have come to feel that there are at least two general types of teachers.

The first type is the teacher who loves the subject he teaches. Outstanding in our personal experiences there may be two or three such teachers. They are the ones who had so great a love for the subject that they were led to study it; they are the ones who brought the subject to us in such a way that we in turn came to respect it, if not to love it.

In my own personal experience I have had one teacher in a public school who loved his subject. That subject was arithmetic, and that teacher

reveled in the study of arithmetic. I unexpectedly found another teacher of this kind in my college course. In looking for a snap course I took English literature with the intention of using the time for getting up on some other subject, but no sane person could listen to Professor Corson read Shakespeare, Tennyson, and Browning—about all he did was to read and throw in a few words of explanation as he went along—without somehow having the love for the subject that was in him carry over. The result is that I owe to him the greater part of the interest I have in good reading of English literature of any kind. The teachers who love their subjects and who have the ability to carry over to the study something of that same love cannot help feeling that the well-being of the student depends upon getting that subject, getting just as much as possible, and getting it just as thoroughly and systematically as possible. Consequently, in order to magnify his subject and make it of greatest service to the student, he develops his courses and expands his offering into a department of instruction.

But there is another type of teacher, the one who is vocationally minded. Instead of asking what the subject will do for the student as the academically minded teacher does, this teacher is constantly asking what the student can do with the subject. These are the teachers who think constantly in terms of the needs of the students. They have before them the fact that boys and girls leave school forced to earn a living. If the school fails to give them some preparation for the duties that await them, there is no other help available. The earning of a decent living is prerequisite to well-being in any position in life. Therefore, in the formation of the curriculum, in the materials of instruction, and in the methods of teaching, due consideration should be given to the practical applications of what is learned to the demands of the vocation in which our pupils are to be engaged.

These two types of mind are found among teachers of all grades, from kindergarten to university. The academically minded teacher properly finds his greatest opportunity in the high school and college; the vocationally minded teacher reaches his zenith in the trade school and the professional school. But every principal has both to deal with, because I verily believe the Lord made us all to learn in one direction or the other, and no amount of training or persuasion can ever bring us to see eye to eye.

Most of the administrative problems which confront a school principal are rooted in these fundamental differences. Every discussion concerning what should be taught and how it should be taught aligns one group against the other, and, generally speaking, the best that can be hoped for is a compromise. The worst that can happen is the recrimination that too often is engendered by honest differences in opinion. Haven't you heard it said that we who are vocationally minded have no respect for scholarship, no love for learning, no interest in character-building? And on the other hand, isn't the academically minded teacher sometimes characterized as a "moss-back," a theorist, a person who prefers to teach a subject rather than to teach children?

The plain fact is that both types are needed, and needed in most schools. The earning of a living is conditioned by making life worth living. Some-

how, therefore, the principal must learn how to get on with both kinds of teachers, and to get from each that which each is best qualified to give. Moreover, he must bring the two groups into friendly relations with each other. If they can't agree, they must still respect each other's opinions. Let them understand that there is a higher end than the realization of the personal desires of any one person, or any group of persons; that the well-being of the institution and of its students is preeminent. Once this standard is set, you will not find it difficult to secure that harmony which merges personal preferences into the general good of all.

THE SCHOOL ASSEMBLY AS A SOCIALIZING INFLUENCE

ELLA M. PROBST

Principal of Longfellow School, Minneapolis, Minnesota

The school assembly as a regular activity of the elementary school is a comparatively recent development. One has only to consult the architectural plans of the average elementary school of a few years ago, to discover that no thought whatever was given to an assembly room. High schools and universities were usually equipped with auditoriums, but evidently school assemblies were not considered a necessary part of elementary education, for no provision was made for a room big enough to hold a general assembly.

I had my first teaching experience in a school of this old type. At that period of educational history each classroom was a distinct unit. There was little coördination of effort, no common building projects, and consequently little unity of purpose. This lack of school spirit made building discipline something of a problem, and many extra responsibilities were placed upon the teachers because of the necessary hall duty, and the supervision of the playground and basement.

The children seldom met in a large group and therefore had little training in assembly etiquette; so when an occasion arose, when it was necessary for the entire school to assemble, the result was rather disheartening. I remember with painful distinctness the occasions when we gathered in the hall to celebrate the Christmas season and to observe Memorial Day. A community Christmas tree made the first necessary, and a speech by an old soldier was the occasion for the second.

The children were marshalled into the hall under the watchful eye of the teacher who spent an uneasy hour with attention divided between the program and the behavior of her class, while the children, feeling no particular responsibility for behavior, made the most of their opportunity. Discipline in those days, was spelled with a capital "D," but because it was teacher-directed, almost anything could happen when the children were placed in a strange situation with the usual controls removed. Self-control and self-direction were preached, but we knew them only in theory, not

in practice. Invariably the children reacted normally from the repression of the schoolroom; the lid was off and the kettle boiled over. It was no wonder that we dreaded these occasions, and saw little good in a school assembly.

Today, however, as social values in education are being stressed in our curricula and methods, and the possibilities of the elementary school assembly as a means of furthering education for social efficiency are becoming more and more apparent, we find that school equipment is conforming to the demands of the new education. Most of the modern well-equipped elementary schools are supplied with auditoriums. Where there is no regular auditorium, we usually find a gymnasium of sufficient size to permit an assembly of the entire school.

I recently visited an elementary school in one of our large cities, where no expense had been spared in the matter of equipment. The auditorium was a revelation to me. In capacity and equipment it eclipsed many of our opera houses, and almost rivalled some of our moving picture palaces. But when I tried to learn what use was made of this wonderful equipment, I was greatly disappointed. The auditorium was used mainly for school entertainments, and occasionally for community singing. The assembly was not an integral part of the school.

This is apparently not an unusual situation, for since then I have talked with school people from various parts of the country, where elementary schools are equipped with assembly rooms, and I find that the problem frequently is "What shall we do with our auditorium period?"

There is little literature available on the subject of the elementary school assembly. The most helpful statement that I have found is one that was published last year by the Lincoln School of Teachers College, Columbia University. This pamphlet is entitled, "Some Uses of School Assemblies." It describes various types of assemblies and is rich in suggestion. The ideal, as set forth in the foreword, is "one of vital school meetings where pupils learn to share their interesting experiences, to express themselves intelligently, easily, and naturally; where they grow toward higher standards of comradeship, citizenship, and scholarship through coöperative efforts in school affairs."

Those who are finding it difficult to use the assembly period with profit are among those who limit the use of the assembly to the purpose named in the first part of the Lincoln School statement—that is, the presentation of programs of various kinds. However, in my judgment, the great value of the assembly is suggested by the second part of the statement—the opportunity it affords for growth "toward higher standards of comradeship, citizenship and scholarship through coöperative efforts in school affairs."

In the Longfellow School, of Minneapolis, the assembly is a clearing-house for school information, policies, purposes, and laws. The whole school family considers together matters which concern the entire group. A "large group" consciousness is thus developed, and the goals which are set before the children become less difficult of attainment, because all

are thinking together. The direct contact also does away with any possibility of misunderstanding or confusion of ideas.

When I was assigned to this district five years ago, the school was housed in an old three-story building that was built in the days when the stairs were steep and the halls dark and narrow. There was no gymnasium. There was so much congestion in the halls and stairways, that hall duty had been necessary; at least the first thing I saw, was a schedule posted in the hall assigning teachers to various posts for hall and basement duty before school and at recess. It was not accustomed to this procedure, as I had always believed that building machinery could be managed better by the children themselves, and at less cost. But before I could bring about this change in management it was necessary for the children to think about the matter as I did. The teachers said it couldn't be done.

The old building was dingy and discolored, and naturally it was difficult to arouse pride in its care. Moreover, the new Longfellow School, a beautiful bungalow building with gleaming white enamel and expensive fumed oak finish, was almost completed and ready for use. I trembled to think what might happen when we entered its lovely halls. Clearly something had to be done, and that right away. The new building was spread all over a big city block; it had seven entrances and many long winding hallways. It was manifestly impossible to have teacher-control with any success under these conditions. The only solution was self-direction and self-control.

So I called our first assemblies, and we met in the dim narrow halls in three groups, one on each floor. We talked things over, always with the new building in mind. Eventually it was decided to organize in each classroom a civic league which should serve as the coöperating unit in getting our house in order.

Each chapter elected its president, secretary and line captains. We have found that this responsibility not only gives children experience in recognizing and selecting leaders, but that they are more likely to be obedient to leaders of their own choosing. The president appointed minor executives, sentinels for hall duty, and housekeepers for care of the rooms. The room organizations understood they were responsible for the building machinery.

This was a new game and the children entered into it with enthusiasm. It was not all smooth sailing, however. Some of the executives were incompetent, others were tyrannical and I had many tangles to straighten out those first few weeks. We kept our hands off, however, and let the children solve their problem, except when there was discord or mutiny, and then we took the reins of authority into our own hands. It has been our experience that while children can be trusted with executive responsibilities, they lack the wisdom and experience to deal efficiently with those of their number who are in need of discipline. When children sit in judgment on their fellows, the usual result is a weakening of respect for authority, and it is my opinion that this is the rock on which so many systems of student-government have come to grief.

As the children became accustomed to their new responsibilities, the order about the halls and playground steadily improved. Of course, there were distressing lapses, but when things did not go well we talked matters over in assembly and kept the goal constantly before us.

Finally, the day arrived when the new school was completed and ready for occupancy. The line captains had previously visited the building to locate their new rooms, and were now ready to guide their squads to their new quarters.

Moving day was a good test of the morale that had been developed through assembly. All of the classes followed the regular daily program in the old building until morning recess at 10:30. During the recess period the classes under the leadership of their line captains marched five blocks to the new building, walked into their rooms, hung up their wraps and went to work. Twenty minutes after the children had left the old building they had switched on to their program in the new building and not a lesson was missed.

On the afternoon of that first day, we had our first assembly in the beautiful gymnasium of the new school. It was a joyous occasion. Everybody made speeches and children from the kindergarten to the eighth grade told what they could do to show their appreciation of their wonderful new school. There were chairs for the teachers but none for the children, so they sat comfortably and happily on the clean hardwood floor of the gymnasium.

The civic leagues which were organized at that time, are still operating and form the link between the general assembly and the classrooms. Without these coöperating units the assembly could not function as effectively as it does.

No attempt is made to have the meetings of the various civic leagues uniform in character. The time of meeting, length of session, and nature of the program is determined by each group, according to its special need and the purpose which the individual organization serves.

A record is kept of the business meetings and the minutes are read at each session. A glimpse into the secretary's book reveals many interesting things. One notes that most of the motions have to do with the coöperation of the children in some building enterprise or room project. School business which is mentioned in general assembly usually finds an echo in this childish record. In all of the minutes one reads the whole-hearted endeavor of the children to raise not only the standard of scholarship but the standard of behavior as well.

All of the chapters have certain specified responsibilities in the matter of building management. Each executive has a definite program. The sentinels are responsible for order in the halls, for seeing that shoes are properly scraped in muddy weather, for keeping outside doors closed during cold weather and all the many other details that are connected with passing in and out of the building.

The room organization is responsible for classroom management in the absence of the teacher. When a teacher is absent and the substitute is

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late in arriving, I make a point of not visiting the room in this interval. The children always recognize this situation as an opportunity to test their powers of self-direction and initiative, so the president takes charge and the program proceeds along the usual lines until the substitute arrives.

While the civic leagues are the working units, the weekly assembly is the dynamo which supplies the energy to keep the building machinery operating effectively. It is of twenty minutes duration and is held every Tuesday at 2:55. Promptly at the ringing of the assembly gong, the three doors of the gymnasium swing open, and each squad, with the captain at its head takes its appointed place. The teachers do not accompany the children. They are relieved of all responsibility for assembly etiquette and are seated together in another part of the gymnasium. The children appreciate their responsibility for good order and can be depended upon to behave sensibly and give respectful attention to the program.

The announcements come first, and most of these are made by the children. The president of the Four Square Club usually has an announcement to make with reference to a hike or some other proposed club activity; the thrift secretary gives a report on the amount of savings deposited the previous banking day and a pennant is awarded to the room having the highest per cent of depositors. When an issue of the school magazine, "Longfellow Life," is due the circulation manager solicits subscriptions to the paper, while at other times the managing editor solicits contributions to its pages. When a schedule game is to be played by any of the athletic teams, the team captain usually conducts a "pep fest." The team is cheered and the childish voices of the kindergarten children unite with those of the Rooter Club in giving "fifteen big ones" to the heroes of the hour. Sandwich sales, and paper sales are advertised by those interested, and the children have grown so accustomed to addressing the entire school, that they are as free from embarrassment and self-consciousness on the stage as they are in their own classrooms.

After the announcements are made, I am given my opportunity to talk with the children about any matter that needs to be considered. Sometimes it is my privilege to commend some praiseworthy effort; and again, some family trouble may need to be cleared up. It is a building practice to note any evidence of carelessness or mischief and to mention the matter in assembly. The children who are responsible are expected to report on themselves immediately after assembly, and they seldom disappoint us.

Not long ago a resident reported that several boys had been seen catching on freight cars in the railroad yards. The boys were not recognized, but it was thought that they attended our school. The matter was mentioned in assembly and the danger of playing in the railroad yards was pointed out. All of the boys concerned promptly reported on themselves, and their statements checked so accurately with the report I had received, that I knew they were telling the truth. They agreed to keep out of the railroad yards in the future and, as far as I know, they have kept their promise. A short time before this, several boys were suspected of smoking. The subject was brought up in assembly, and the boys were instructed to report

on themselves if guilty. Within forty-eight hours every one that was even remotely suspected reported on himself together with several others to whom no suspicion had been attached. Each boy was directed to make a statement telling when and where he smoked, and where he obtained his cigarettes. This statement was dictated privately to the school stenographer, read by the boy and signed. This same procedure had been followed the year before and it was interesting to note that of all the boys who had erred the year before, there were only three upper-grade boys who had lapsed. Two of these were persistent offenders so the matter was taken up with their parents. The third boy did not come to the office but I found this letter on my desk the next morning:

MISS PROBST:

I have broken my promise to you since last year about smoking. I don't like the habit of smoking, but I forget when boys give cigarettes to me. I have smoked about six cigarettes since you spoke to me last year. Often, at times when I start smoking, I think about what I promised you and throw the cigarette away. I am sorry I broke my promise.

Yours truly,
R. E.

In talking the matter over with Robert, I learned that he had been working in a shoe shining shop during summer vacation, and that his companions were grown young men who smoked habitually. It was easy to understand his difficulty in keeping his promise. So considering the fact that the only evidence which I had was that which he furnished against himself, the nature of the temptation, and the fact that he had not touched a cigarette since the beginning of school, his offense was pardoned.

Most of the offenders were little boys in the fourth and fifth grades who were just beginning the habit. In the case of these boys it was considered that the confession together with the signed statement in the office files, would be a sufficiently powerful deterrent to prevent a recurrence, so the whole proceeding was kept confidential. This is our procedure for controlling the trespassing of children on other people's property, the use of bad language, roughness on the playground, dishonesty, or any other acts that are incompatible with good citizenship.

Some teachers might criticize the public mention of a misdemeanor as bad psychology, but it has been our experience that if a fault of which the children are aware is glossed over or ignored, it is very likely to be repeated. The children have made great gains in the matter of frankness in admitting a fault, so that it is seldom necessary to hold an inquiry in order to clear up a situation.

The most enjoyable part of our assembly is the impromptu program given after school affairs have been taken care of. No committees or groups of teachers are held responsible for the program. That plan was tried but it proved to be an added burden on the teachers. Our present plan is simple and quite satisfactory. On the day of the assembly the teachers send to me in writing any number that the children are prepared to give which might be of interest to the school. No one feels obliged to get anything ready but we usually have more offered than we can use and there

is generally a pleasing variety. The contributions are always taken from the regular work of the school, so the program reflects the trend of thought and interest in the daily work.

A public hearing for the finest and best in the school serves many purposes. It furnishes an incentive for the best work, it gives inspiration to the entire group, and it affords the pupils who participate excellent training in public speaking. Dramatizations and plays are given, stereopticon talks are made, original poems and compositions are read, and class exercises of various kinds are given; in fact any number which affords pleasure or profit is welcome lacking on this impromptu program. Occasionally artists from outside are invited to give a musical program, and speakers to address the assembly on various citizenship subjects. The school orchestra and the boys' and girls' glee clubs play an important part on the assembly program, and they are always enthusiastically received.

Special assemblies are held on all patriotic occasions and much is made of the birthdays of our great men. The exercises held on Roosevelt Day will serve as an illustration of this type of program.

One pupil from the English department told the story of Roosevelt's boyhood; another, his career as a soldier; a third, his contributions to the world's literature; and still others spoke of Roosevelt the statesman, the patriot, and the great American. The entire school recited "The American's Creed" and quotations from Roosevelt were given in concert by each class. Patriotic songs were interspersed throughout the exercises, and the program closed with the flag salute and the singing of "America."

In addition to the patriotic observance on special days, every weekly assembly closes with a flag salute and the singing of a patriotic song.

The assemblies which are most stimulating and inspirational are those which express the spontaneous enthusiasm of the children, for a worthwhile project. Such an assembly was held on thrift day. Without planning, organizing or rehearsing, thrift speeches ranging from childish sentences by the kindergarten children to earnest appeals by the eighth graders were given from the stage in the gymnasium. Our bank deposits had shown a tendency to sag, but the influence of this thrift drive is still felt on banking day as the record of the weekly deposits show.

The Thanksgiving assembly was another of these heart-warming occasions. This was a program of deeds, not words. At the ringing of the assembly gong all of the children passed in a long file through the gymnasium bringing with them their offerings for the needy. As the line passed along, three huge piles grew up on the gymnasium floor. The first was clothing which was clean, mended and ready to wear; the second, perishable foods; and the third, staple groceries, canned fruits, and vegetables. At the close of the assembly twenty one children's carts carried the perishable food to needy families in the district, and the clothing and staples were sent to a central welfare committee, that supervised their distribution.

The Red Letter Day of all our assemblies this year was the Junior Red Cross Rally. Previous to this assembly, talks had been given by the children in all of the rooms on the Junior Red Cross, its history, purpose, and

contribution. The best speakers in each room were elected by a vote of the children to represent them in the assembly. The most popular speeches proved to be those having to do with the experiences of the children in earning or saving their Red Cross money. So much enthusiasm was aroused that the next day, in the Red Cross march, pennies, nickels, and dimes to the amount of \$47 were placed on a Red Cross emblem, held by four little girls.

The controlling aim of the whole assembly project is to develop in the children the essential qualities of American citizenship. We have tried to make our school a real democracy where the children live together in fellowship, and where they participate in a whole-hearted endeavor to raise the standards of scholarship and behavior. We have made only a small beginning but our efforts have been richly rewarded.

These are a few outstanding evidences of growth in morale which are attributed to the influence of the assembly:

1. The building has been in use nearly five years but it shows virtually no signs of wear. The white enamel which covers all of the woodwork in the lavatories is as immaculate as it was the day the building was first entered. Not a finger print, scratch or pencil mark mars its perfect surface. Any accidental ink spots on the floor or desks are immediately removed.

2. A part of the school ground has been terraced and seeded and the pupils understand that this must be protected. So careful have the children been that a child's foot print is rarely seen in this section. More than that, the children's appreciation of the principle has made them careful of their own and other people's lawns so that one seldom hears complaints about trespassing.

3. Owing to the absence of hall duty, police duty on the grounds or responsibility for building machinery, the teachers are free to do better work in their teaching. Room discipline has become negligible because of the attitude of the pupils and the children are quiet, orderly and business-like in the halls and about the building.

4. Because of the interest of the children in the success of their undertaking, the disorderly, disobedient child is a misfit and the social judgments acting upon him, generally bring him into harmony with the group ideals.

5. Discipline as a moral issue, has been reduced to a minimum. When there are irregularities, the pupils are given an opportunity to report on themselves, and great gains have been made in establishing habits of truthfulness and honesty.

6. Because of the honor system in the classroom, it is possible to call the teachers together during school hours if it seems necessary, and to have the comforting assurance that the classroom organizations are carrying on the work without interruption or waste of time.

7. There are no strata of society, no color lines. Colored children in the school are frequently elected to positions of honor and responsibility by their classmates.

Although conditions are far from what we hope to make them, we cite these evidences as milestones on our way to the attainment of a real democracy which we believe is possible in every public school. The hope of democracy rests in the public school, and in these troubled times, when greed and strife among the peoples of the world seem to make a travesty of the brotherhood of man and when international trust and confidence seem unattainable ideals, great indeed is the responsibility of the public school. By virtue of its position and its contact with all classes, the elementary public school possesses a peculiar advantage as a constructive force. Given the right vision, faith in its power and an atmosphere of freedom that will encourage active participation by all the children, the public school, through its assembly, can become a well organized, self-controlled democracy where children attain, through daily living, the knowledge, habits, and attitudes that will make them fit citizens of this great Republic.

Edgar A. Guest tells the story simply and eloquently in the following lines which are taken from his poem, "What We Need."

We were settin' there an' smokin' of our pipes, discussin' things,
Like licker, votes for wimmin, an' the totterin' thrones o' kings,
When he ups an' strokes his whiskers with his hand an' says t' me:
"Changin' laws an' legislatures ain't, as fur as I can see,
Goin' to make this world much better, unless somehow we can
Find a way to make a better an' a finer sort o' man.

"The trouble ain't with statutes or with systems—not at all;
It's with humans jest like we air an' their petty ways an' small.
We could stop our writin' law-books an' our regulatin' rules
If a better sort o' manhood was the product of our schools.
For the things that we air needin' ain't writin' from a pen
Or bigger guns to shoot with, but a bigger type of men.

"If we ever start in teachin' to our children year by year,
How to live with one another, there'll be less o' trouble here.
If we'd teach 'em how to neighbor an' to walk in honor's ways,
We could settle every problem which the mind o' man can raise.
What we're needin' isn't systems or some regulatin' plan,
But a bigger an' a finer an' a truer type o' man."

THE ELEMENTARY SCHOOL PRINCIPAL

BELLE M. RYAN

Assistant Superintendent of Schools, Omaha, Nebraska

When the topic "The Elementary School Principal" was suggested, we decided to ask successful principals to give standards on which principals' services should be evaluated. A request made of twenty efficient elementary principals to give seven or eight of the most important requirements of a successful elementary school principal, afforded the following:

1. *Adequate educational background*—It seemed to be the consensus of opinion that with the opportunities afforded at the present day, it is reasonable to expect a principal to be doing some systematic professional work under the guidance of an authority in his field. The older principal on the corps who has secured a high grade of educational background through years of study, travel, and observation should be given due credit for this background, but in no case should a principal be rated high who is not well informed and who does not have culture.

2. *Professional interest*—In no field of modern-day science is there more progress and change taking place than in the field of education. Those who have made a continuous study of this problem realize that the methods of today are such an improvement over the methods of yesterday that the teacher who has not kept abreast of the times professionally does not belong in the classroom. With the great minds devoting their time to the improvement of education, it is reasonable to expect that the methods in education will continue to improve as rapidly in the years to come as they have in the years past. No school system, for this reason, can afford to have as one of its leaders in the elementary department a teacher or a principal who is not willing to give his time, money, and strength to keeping abreast of things educationally.

3. *Willingness to do hard work*—While it may seem trite and not necessary to mention, those of us who have had work in the administrative side of the school system realize that the question of ability to do hard work is most essential in any one who is assigned to help carry the educational load. An ordinary day's work of so many hours cannot be accepted as the work of a progressive principal. He must be willing many times to forget himself and to do a work for which he may expect no remuneration except the satisfaction of doing the thing as well as he knows how. There is a distinct difference between the teacher who does what he calls a day's work and the teacher who whole-heartedly gives himself to the accomplishment of the task at hand.

4. *Ability to organize and carry through*—It has been our unfortunate experience to have seen in some principalships men and women who theoretically ought to make most successful principals. On paper or in conversation their plans of organizations and the results obtainable would have to be

accepted by the most meticulous, but unfortunately the organizing ability and the ability to get results do not always go hand in hand so that when one speaks of a good organizer, he must at the same time include the ability which gets good results. The good organizer who does not have the ability or who does not follow through his plans to their finish may make a much more chaotic condition in his school than the one who simply lets his school drift without the introduction of any new schemes or devices.

5. *Ability to create a harmonious working atmosphere*—The principal of a large elementary school must have the tact to coördinate the dispositions of the teachers under his supervision in order to get a harmonious working whole. Particularly is this true in the systems where the work is closely interlocked. Departmental programs cannot be worked out satisfactorily unless teachers are led to give and take and to realize that they are teaching children first through subject matter. It is detrimental to teachers and pupils if the atmosphere in a school building is of such a nature that there is conflict or unpleasant relations among members of the corps. The principal of a school must make it his business to lead his teachers to see that in his building there is the spirit which is most conducive to the best in the teachers, which will ultimately bring out the best in the pupils.

6. *Principal the leader*—No matter how democratically a school may be organized; no matter how willing the principal is to turn over to the judgment of his teachers the plans, the schemes, the devices, and the policies of his school; there must be a leader. If all teachers were placed on the same basis today, tomorrow there would be someone dominating the situation. The principal must make himself the one who is the leading factor in his building. This does not necessarily have to be done in an autocratic dictatorial manner. It may be that the wise principal makes the best leader by being a follower in many plans, but the principal is the one who is ultimately to be checked for the progress of his school and he must study himself to see that he is the one who is outlining the constructive policy for the building.

7. *Interest in extra-curricular activities*—It has been stated very wisely that whatever a nation wishes in its citizens of tomorrow must be instilled in the lives of the boys and girls of today. Many habits for good or evil are cultivated or inhibited in the boy or girl while he is in school. The best manner in which to train our boys and girls that they have responsibilities as well as liberties in connection with the management of their city, State, and Nation is to begin this training early. Let them know that they are a part of the community. The most successful working unit in America today is the elementary school district. Through this, as we learned in war times, we are able to put into action almost immediately any plan of procedure. In order that the community may know its school better, appreciate it, and be willing to support it; in order that the school and teachers may know the community, its wishes, its conditions, and its desires, it is necessary that some coöperative scheme be devised whereby the school itself will take part in extra-curricular activities and whereby the people of the district will join in the school activities.

It is not possible for any student of education today to pass by lightly the education of its pupils for leisure time. The leisure time problem produced the great social problem in America. By participation in extra-curricular activities of a community, the boys and girls are trained in healthful, wholesome, beneficial use of their leisure time. This is fundamentally one of the most important beginnings toward the solution of the troublesome social problems which demand the time, effort, and money of welfare organizations, corrective and penal institutions in later years. The principal who is not able to organize so that he can manage his extra-curricular activities is lacking in one of the abilities which must be considered quite seriously in an elementary school principal.

8. *Possessor of desirable social qualities*—No teacher should aspire and no superintendent should select for a principal of an elementary school a non-social being. This non-social man or woman may be able to work with things in laboratories, away from every-day life, but he cannot be the success which the community is entitled to if he is not naturally a man who likes to mix with his fellows, who has been among them enough to know human nature and who is philosophically agreeable about taking people where he finds them and leading them from there forward. He must be an optimist.

9. *Personality*—Perhaps the summation of all the above characteristics would make the ninth, which is personality, but it has come to our observation as it has to others that often a person who may be valuable to the community as a scientist or an electrician or expert in the educational field may not be valuable as a teacher. This has been proven to us in considering someone who possesses rare knowledge of a subject and unusual qualities according to his college professors but does not have the personality which fits him for a principal. Unless he has acceptable personal characteristics, he should not be placed in a position of leadership.

These nine requirements are the criteria on which these principals think their services should be evaluated. What are the criteria on which the superintendent's office bases its selection for a principal? To state specifically the various questions which occur to the administrative office in this selection the following would perhaps be the outstanding ones:

1. Is he making good in his present work? Is he outstanding among his fellows as one who is doing the present work satisfactorily? It may be possible that the person in a teaching position is not placed where he would render the best service. As a principal his work might be more satisfactory but the superintendent who takes such a chance in the selection of his principals cannot hope for very successful leadership. There may be some few of this type but there are very few, and there are so many who are able to be chosen from those who are doing the work satisfactorily that it seems injudicious for those held responsible for the successful management of the school system to run any such unnecessary risk.

2. Has he a professional spirit? This requirement is covered by the criteria already given.

3. Has he discriminating judgment? The superintendent of a school system may have his work entangled and greatly increased by the narrow

judgments of his principals. A really successful elementary principal should be able to see a case not alone from the viewpoint of his own school but from the larger viewpoint of the system or the city. He should be judicial-minded so that his decisions do not make things more complicated for the administrative staff.

4. Is he exact and tactful in conversation? In order that the administrative office be relieved of as much work as possible which is not necessary, it is essential for the co-workers with the superintendent to learn to state a case succinctly and exactly. The art of giving information fully in the fewest words is an art which principals should cultivate. Much of the administrative officer's time is taken by the principal who proceeds to a case through tiresome, useless circumlocution. The necessary facts should be stated. All other facts unless they have a direct bearing on the case should be eliminated. If the superintendent finds that these are necessary for his handling of the case, he will call for them. What he needs is the general statement of the case. It is not necessary for him to be burdened nor for his time to be wasted by long, drawn-out detailed interviews. The principal of an elementary school must measure up to the thread-bare adjective "tactful." Something may be true. There may be no particular reason, if it is analyzed, why a layman would see that it should not be told, but the tactful person knows the efficacy, the uselessness, and the trouble caused by remarks which in themselves may have no weight but in the course of their travels from person to person with the accumulated spiciness may ultimately make a serious administrative problem.

5. Is he recommended by his official superiors? A superintendent may have very great confidence in his own judgment. He should have if that judgment is a trained and experienced one, but if he is trained and experienced he will not depend on his own judgment alone. The opinion of principals and supervisors is likely to be a very fair one. If the superintendent wishes to test his own judgment in the matters and to feel that his judgment is worth while, it would be very gratifying to fortify himself by the opinion of his co-workers.

6. Does the teacher under consideration for a promotion take suggestions kindly and profit thereby? The "profit thereby" is a very important part of this statement. Our experience has taught us that very often a teacher fails because he neglects this. Many teachers will listen most attentively and intelligently to suggestions but they do not profit thereby. They are either unable to put these suggestions into action or they are not able to check themselves as to whether or not they are following out the suggestions offered.

7. Is this teacher the sort of person who will help cheerfully to carry the education load? The superintendent of schools must have the coöperation of his teaching corps in order to put into practice whatever good ideas he may have. His training may be all that could be expected and his ideas most valuable to a community, but unless he is able to select co-workers who will be willing to coöperate with him to see that these ideas function, the results will not be what they should be.

8. The principals themselves feel that personality should be a big item in evaluating their services. The administrative office is influenced and should be influenced by the personality of the teacher under consideration. Personality may be a sum total of all characteristics listed above. Experience has taught us that teachers who are very well prepared for certain subjects, who are on paper most desirable candidates, do not make a success of their work on account of a serious lack of the social qualities which are necessary to be successful in the field of teaching.

Place of elementary principal in the community—It was learned by those who handled much war work that the most satisfactory unit through which to work was the elementary school district. The elementary school principal is acquainted with practically every family in the district. It is through him that any problems—local, city, or National—may be most satisfactorily promulgated. The principal of the elementary school must be able to secure the coöperation of his district to the extent that they are willing to join enthusiastically in the various civic activities which are initiated through the school.

Many educational movements do not receive the support they should because the community itself is not educated to their value. The principal of the building must make an effort to educate not only the pupils in his school but the families of the pupils as well, to the value of the many new ideas which have been tested and proved worth while in the educational field. It has been called to our attention at different times that the police department of a city is able to know what sort of principal is in the elementary school by the respect for law and order in that district. While this has not, to our knowledge, been scientifically tested, it has seemed to us that various branches of the law enforcing department are called upon much less frequently in those districts in which we have a capable principal who has served in the district for a number of years.

The principal's duties we divide into three groups—(1) clerical, (2) managerial, and (3) supervisory. It should not be required that the principal of any building devote any time to clerical work. He should be allowed a clerk. As little of every one's time as possible should be devoted to the mechanics of a school building. A school should be so systematized that very little system is apparent to the casual visitor. The principal who is able to make his school most like the daily life outside of school is the one in our judgment who is going to establish in the minds of the young people attending that school their responsibilities as individual citizens of the community, as citizens each one of whom must carry his load and not sit back and do nothing but blame others when things do not go right. The major time of the principal should be devoted to improving methods of instruction. This is the place the greatest benefit reaches the child, but the other functions of the principal must be done in an efficient way or the capstone of his working skill in leading others to do good teaching cannot be accomplished with the least possible interference.

The superintendent who is anxious to build the most efficient school system will lean heavily on his elementary school principals, will see that

these members of his staff are selected not on account of their influence, personal friendship, or popularity but on the cold-blooded basis that they are the ones who are most efficient to render that city good service through its schools. The entire school system is made up of these elementary district units. In no place in a school system should more care be exercised than in the selection of elementary school principals.

THE PRINCIPAL FACTORS WHICH DETERMINE THE EFFICIENCY OF AN ELEMENTARY SCHOOL

LEO B. BAISDEN

Principal of High School, Everett, Washington

The principal factors which determine the efficiency of an entire school system have been quite definitely established by the various survey commissions. If each of you were asked independently to survey a school system, your procedure, and the items included in your surveys would be quite uniform. If, on the other hand, you were asked to report on the relative efficiency of 100 elementary schools in a given system, the difference in standards and the relative importance assigned to various factors would be almost chaotic, because the major factors which determine the efficiency of an elementary school have not been clearly defined and your reports would be largely a matter of personal opinion. It is relatively easy to rate the efficiency of a number of shops or factories by simply measuring the output in terms of money, labor hours, etc. But with a school, the activities are so complex and manifold, and some of the results are so subtle and intangible, it is difficult to arrive at the means of evaluation.

One correspondent in reply to a questionnaire says: "In my opinion it is quite impossible to measure the efficiency of a school by any system of rating." In opposition to this I would only remark that every elementary school in the country is constantly being rated by superintendents and others on some sort of basis, and it is, therefore, important to arrive, so far as possible, at some understanding as to what the factors are that should be considered and relatively how important these factors are.

The study of the factors which determine elementary school efficiency upon which I have been engaged for some time, embraces four phases: A survey of current educational periodicals; a survey of books on school administration and management; a study of school survey literature; a questionnaire to practical school men—principals and superintendents. The study has been supplemented by visiting personally elementary schools in many of the principal cities of the United States.

As you know, there is very little literature dealing with the subject specifically. This absence of definite literature dealing with the subject lends special significance to the information secured from questionnaires which were sent to the superintendent and to ten principals in each of ten repre-

sentative cities of the United States. The instructions to principals were as follows:

A. "There are many factors which affect in some degree the work of your school. The list of factors given below is the result of a survey of the opinions of forty representative principals. Add to the list any others that you think should be included. Place a cross before each of them that you would regard important if you were judging the schools of your city." This was followed by a list of ten suggested factors.

B. "In the blank space below rearrange in the order of their importance the factors you have checked in the list above. Opposite each item indicate what weight you would give on the basis of 100 per cent."

In connection with the value assigned to each factor, it is evident that the values are only relative, and approximate. Their significance in my judgment lies not in the absolute value assigned any factor, but in the relative value in

TABLE I

Factor	Frequency of mention	Total units of value	Median value	Range in per cent
Teaching corps	63	1466	20	2-100
Teaching efficiency	61	619	10	3-30
Extra-curricular service	59	849	12	2-40
Handling own problems.....	55	389	5	2-20
Attendance ratio	52	445	6	2-30
Promotion rate	52	353	5	1-20
High school work.....	45	345	6	2-20
Holding power in high school.....	45	320	8	1-13
Cost	32	207	6	1-12
Morale	26	131	5	1-12
Character and citizenship.....	15	259	15	10-40
Community coöperation	14	260	20	10-30
Adaptability of organization.....	13	101	5	3-15
Intelligence of pupils.....	12	202	15	5-28
Miscellaneous	21	446	20	10-30

comparison with other factors. Table I represents the opinions of sixty-five principals in the following cities: Boston, Chicago, Cincinnati, Cleveland, Denver, Detroit, Duluth, Los Angeles, New York, Oakland, Philadelphia, Port Arthur, and Seattle.

In the first column is shown the number of principals mentioning the factor. The second column shows the total units of value assigned the factor; that is, the sum of the values assigned by all principals. The third column shows the median value on a percentage basis assigned by the principals mentioning the factor. The fourth column shows the range of values assigned. It seems to me that the importance of a given factor may well be judged, first, by the frequency with which it is mentioned, and, second, by the value assigned it. You will note that there were only ten items which received prominent mention.

In addition to the items shown in Table I there were 21 miscellaneous factors suggested, such as, "Results of classroom visitation," "Extent to which pupils are permanently stimulated," "Social education," etc. None

of these, however, was mentioned more than once, and the total value of such miscellaneous points was only 446 out of 6500.

It is interesting to note that practically the same results were obtained in a similar questionnaire sent to the principals of Seattle, a report of which appeared in the *Elementary Principal's Bulletin* for January, 1923.

The importance given the factor of the teaching corps, which should also include morale, 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. It is right here that the superintendent should recognize his obligation to see that the various schools in his system are properly manned. Definite provision should be made for instance to prevent some schools from getting all of the old teachers and others all of the new teachers. The inefficiency of a school as judged by teaching performance ought sometimes to be charged to administrative inefficiency in the superintendent's office in placing teachers.

The factor of teaching efficiency needs no comment.

The factor of extra-curricular activity doubtless takes its high rank from the fact, which we all recognize, that no school can be efficient with a corps which is mentally deceased.

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 may be 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 factor which I have termed "adaptability of organization" is important as an index to the degree in which the school is capable of adjusting the course of study to the needs of the children. This would be shown in scientific classification, classes for deviate and gifted children, etc. The other 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 high-school work" and "rate of promotion." On the other hand some of the factors such as "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 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.

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 will tend to establish standards of elementary school efficiency over the country at large. It will focus the attention of superintendents and principals on the big factors of school efficiency in the light of their relative importance. It will help to locate weak spots so that the superintendent and principal can work intelligently towards their elimination. It will aid in the hiring and placing of new teachers to the best educational advantage. Finally, it will 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 PRINCIPAL'S CONTRIBUTION TO THE TEACHER

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One of the pronounced advances in public-school leadership during the past decade has been made by the elementary school principals. A visit to any of the leading cities educationally throughout the country will convince one of that fact. Organized, constructive, professional work by the Seattle principals was practically unknown ten years ago—today those same principals, through their committees and general meetings are a leading factor in our school progress. Leadership has come to this group largely through one avenue—and that one avenue has been service. The relation of the principals to the teachers has a new meaning, and with it comes a spirit of fellowship that is most commendable.

In this address I wish to speak briefly concerning an investigation that was made by the principals to learn, "How the principal can help the teacher." This topic was assigned to two principals, who prepared and sent questionnaires to all the teachers in the city. The questions asked were along three lines: (1) What can the principal do to help the teacher in a professional way? (2) What can the principal do to help the teacher in an administrative way? (3) What can the principal do in making his personal relationship to the teacher more effective?

Replies were received from about 50 per cent of the teachers and were classified as follows:

- I. In a professional way.
 1. Assistance with the exceptional child, 37 per cent.
 2. Interpretation of the course of study, 29 per cent.
 3. As a professional leader, 20 per cent.
 - a. The recommendation of good professional literature, 18 per cent.
 - b. Sound advice, 11 per cent.
 - c. Assistance by teaching, 6 per cent.
- II. In an administrative way.
 1. Furnishing supplies and equipment, 50 per cent.
 2. Definite directions, 28 per cent.
 3. Distribution of building load, 13 per cent.
 4. Régime so planned that interruption of classroom instruction is minimized, 9 per cent.
 5. Management of halls, basements, and play grounds, and of difficult disciplinary cases, 12 per cent.
 6. Teachers' meetings, 5 per cent.
- III. In personal relationships.
 1. The higher human qualities, 60 per cent.
 2. Constructive criticism, 16 per cent.
 3. Poise, 7 per cent.
 4. Helping teachers in self-analysis and mannerisms, 1 per cent.

I. How the principal can help the teacher in a professional way.

a. *Assistance with the exceptional child*—In these replies it will be noted that 37 per cent of the teachers advocated assistance with the exceptional child. This gives further emphasis to the need of greater attention being given to the classification of pupils in the public schools. The use of tests and measurements has demonstrated the wide range of abilities that exists among pupils of the same grade. The teacher with from thirty-five to forty-five pupils must handle the work of her room more or less as a unit, which plan often fails to reach the retarded or the accelerated pupil. Too often the teacher, through her efforts to give extra assistance needed by the backward pupils, gives them a disproportionate amount of time. The entire class suffers from such a procedure. It is unfair to the 90 per cent of pupils of average ability to have one fourth of the teacher's time given to the other 10 per cent of the pupils in the room.

How to care for the special pupil is a difficult problem. No plan thus far advanced seems to meet it entirely. The ungraded room with an auxiliary teacher has proved to be fairly satisfactory in schools sufficiently large to justify such an arrangement. The principal in the smaller school as well as in the larger must give greater attention to the use of intelligence tests as an aid in classifying the pupils so that they can be better graded according to their ability. No teacher should be required to keep a pupil in her room indefinitely who is not mentally able to do the work of the grade or who is a constant disturber. The "ninety and nine" who "can do" are more

important to save than the one lost sheep who may never be able "to do" if saved.

b. Interpretation of the course of study—Twenty-nine per cent of the teachers called attention to the need of greater assistance in interpreting the course of study. It is not surprising to get this expression from the teachers, as they are sometimes given a new course of study at the opening of a semester with little or no explanation of the plan back of it or how it is to be administered. I question if any course of study entirely new in content should be put into operation until the teachers have had at least a semester's time to study it thoroughly and get explanations from those who have been instrumental in working it out.

A good illustration of the difficulty in getting satisfactory results from plans new to the teachers has been demonstrated by some of the results obtained with the problem and project methods. It is very easy for a supervisor to pick out some good problems and illustrate them before the teachers and thus leave the impression that all topics can be handled in a similar manner. The teacher goes back to her classroom and attempts to follow the directions given. Some of the teachers have gone so far as to attempt to make every lesson in geography or history a problem lesson regardless of the nature of the topics to be covered or the reference material and textbook assistance that are available. The results from such a procedure are certain to lead to a poorly connected, piecemeal knowledge of the subject by the pupil. A semester of practical study of the problem method for any given subject before introducing it would give the teachers, and I dare say the supervisors, a better knowledge of what can reasonably be expected to be accomplished. It is this failure to be able to reach that visionary goal that discourages teachers and causes them to lose confidence in many methods that are excellent in themselves, if they are used with moderation and sense.

After a course of study has been in operation for a few months it is well to ask some of the teachers who have been the most successful in getting satisfactory results to explain what they have accomplished, and how they have done it. Small groups can then discuss such a report with much profit to all. I have never experienced any difficulty in getting large attendance at a teachers' meeting when the program provided concrete help for the group in the work they were doing. This is indeed a rich field for the principal to cultivate.

c. As a professional leader—The desire for professional leadership is coupled with the need of interpretation of the course of study. There probably is no more damaging contribution to the teaching profession than the presence now and then of school executives who give but little, if any, of their time to the professional inspiration of the teacher. The teachers in a building with such a principal in charge soon lose their spirit of wanting to serve and become a part of a routine business organization. The lack of holding power of such a school is soon apparent.

Some principals and department heads feel that they make a sufficient contribution professionally when they say to a new teacher, "I am glad you are to be with us. If you have any trouble, come and see me." This is one

of the best invitations one could possibly give to get a teacher to remain away. The best evidence that a principal can show that he wishes to help the teacher is really to help her, and best of all, to find means of helping her without being asked.

Not long ago a teacher who wished a transfer came to see me. He said, "I have been in this building for five years, during which time I cannot recall having received any professional suggestion from the head of the department. He sees that I have ample supplies and textbooks, but that is merely routine work. What I need is to be encouraged and shown how I can grow." I wonder how many teachers have had similar experiences.

Two years ago I visited an algebra teacher who happened to be assigned to a portable building. He had five classes daily in the same subject. I had known this teacher for a number of years and had regarded him as an average instructor. On this visit I said, "You are out here by yourself and I would like to see what kind of record your pupils can make at the end of the year in the competitive tests which will be given to the algebra pupils in all the city high schools." His face brightened and he said, "All right, I welcome the opportunity." Six months later the test was given and his five classes of pupils made more A and B grades than all the algebra pupils combined in any other one building of the city. Today, this teacher is one of our best instructors in mathematics, and he recently prepared suggestions as to the teaching of mathematics by the supervised study method which have proved to be of great assistance to the other teachers. He simply caught the spirit; his pupils also caught it, and the results were assured. It did not require professional suggestion to arouse this teacher. What he needed was the recognition that would permit him to demonstrate what he could do.

II. In an administrative way.

a. Furnishing supplies and equipment—One half of the teachers apparently have suffered from the delay that so often occurs when school material is not ready when it is needed. In the large majority of cases, however, there is no excuse for the delay other than "Order too late," "Board held up requisitions for investigation," "Copy of outlines not ready to be printed," etc.

No efficient business establishment would make a practice of permitting highly paid help to remain idle a part of the time waiting for necessary material. The loss is much greater in schools than in business because it affects the work of the pupils, who form bad habits early in the semester which are hard to correct later on.

Some principals make a practice of keeping their stock rooms in perfect order. Pupils often assist in this work. This makes it possible to keep a close check on where material can be found and how soon the supply will be exhausted. Such a spirit of order is contagious and teachers and pupils are unconsciously encouraged to give greater attention to the proper use of school material. Thousands of dollars are saved annually in some school systems having free textbooks and supplies by the careful checking and transferring of the supplies.

b. Definite directions—The lack of a well-defined plan of administration is called to the attention of the principal by one third of the teaching force. It is astonishing to note how little some of us practice what we preach to the pupils and the teachers about the need of being punctual and definite in the work to be done.

Not long ago, a questionnaire was sent to the teachers of the high schools asking for suggestions for the handling of school activities. One of the outstanding replies was "make a definite schedule for activity needs and assemblies." One teacher stated it as follows: "I will plan my work with the classes for tomorrow with the expectation of having a full period for its recitation and development. On the following day, without a moment's notice, the bell is likely to ring for an assembly which will mean a shortening of all the forenoon periods about one half. My plan of work for the day is practically ruined and the worth of the period to the class is lost." While it is not always possible to foretell the time of an assembly or teachers' meeting, it is generally known by the principal a day or more in advance. Knowledge of the schedule of such meetings by the teachers a month in advance would often save much confusion and embarrassment. Rules covering tardiness, issuing of report cards, school discipline and general building routine should be definitely understood by all. Much of the friction between teachers often arises from the lack of well-understood building policy.

III. In personal relationships.

a. The higher human qualities—The human element is one of the greatest prerequisites to successful leadership. Time and again I have heard teachers say, "I do not want to ask Mr. —. May I take the matter up with Mr. —, for he is much more approachable?" The irate parent is usually quickly calmed when he is met with a feeling of friendly welcome that puts him at ease. It is hard for the majority of people to tell their troubles to any one, much more so to tell them to a superior in authority who has an outward coat of formality that is difficult to penetrate.

Too much of the principal's time is often given to looking for the difficulties that may or may not arise in the administration of his school. This naturally gives the teacher the impression that such a principal is always looking for trouble, and he is not, as a rule, a welcome visitor. The principal should endeavor to find something the teacher is doing that is worth while and then give it the proper recognition. Such a procedure makes constructive suggestions welcome, and the teachers will be eager to receive them.

The kind word or a pleasant "good morning" sincerely spoken by the teacher has always meant much to me. Why should not a similar expression on the part of the principal be equally refreshing to her?

In closing, I wish to call the attention of the teachers to their own responsibility as co-workers in helping to make "the principal's contribution to the teacher" effective. Permit me to quote a portion of a letter sent by a superintendent of one of our largest cities, to the principals, regarding the grading of teachers:

"Every school room in a building is the beneficiary of the building atmosphere and spirit created by principal and teachers working unitedly, sympa-

thetically and generously toward the achievement of results in character and intelligence for the children of the building. Every teacher is helped by the smoothness and buoyancy with which the building load moves, and it is fair neither to the school interests nor to nine contributing teachers, if the tenth teacher limits her thought and endeavor to the demands of her own room, when all the while the work of her room is benefited by the influence created by the thought and care of the nine. Close examination of the work and influence of this tenth teacher will usually reveal that it has some serious flaws under an apparently meritorious technique. On the other hand, the teacher whose technique may be only mediocre, but who is always ready with help and cheer, whose presence in a corps is a benefaction, whose work abounds in happy effects and reveals unmistakable fruition in the character of her pupils, belongs above Class B. It must be kept steadily in view that character is the best fruit of all teaching, and we must not be blinded by intellectual feats. No teacher who is much blamed by pupils and parents after they have had a chance to know her, no teacher who is sarcastic, no teacher who is a scold, no teacher whose joy in service has waned, no teacher whose methods are flavored with dishonesty of any sort, no matter what her skill in teaching subject matter may be, is entitled to a place among the meritorious."

THE TECHNIQUE OF SUPERVISION

A REMARKABLE PUBLICATION

THUS rather unfamiliarly are the methods and principles of the head teacher's work described in "The First Yearbook of the Department of Elementary School Principals," a branch of the National Education Association of the United States. Capable and enterprising as the National Association of Head Teachers in this country has shown itself to be, it has so far produced nothing so valuable and so arresting as this businesslike treatise. It is doubtful if ever the peculiar problems of the primary school head have been approached before in such a definite, scientific way. One could quote sufficient to fill many pages of *The Teachers World* without exhausting the interest and usefulness of the pamphlet.—From *The Teachers World*, London, England, November 29, 1922.

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

IDE G. SARGEANT

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Foreword—The present report was prepared in answer to calls from groups of principals in various parts of the country for definite information about the percentage relationships of salaries, supervisory and clerical assistance. Your chairman in conference with Mr. John K. Norton, director of research, and Mr. S. D. Shankland, executive secretary, prepared an inquiry which was sent to over four hundred and fifty superintendents—all those in cities of ten thousand or above in population. Due to the efficient work in tabulating returns at the headquarters of the National Education Association, we are able to give conclusions drawn from replies from over fifty per cent of the inquiries sent out.

The organization of the National Department of Elementary School Principals has given a decided impetus to the organization of local and State associations of principals. It is felt that at the earliest moment possible a directory of all local and State associations, with the names and addresses of the president and secretary should be published. Such a directory is now being compiled. It will do much to bring about an exchange of ideas and coöperative action.

A retrospect—The position of superintendent of schools was formerly largely of a political nature with no particular requirements in the way of scholarship or training as standards of entrance. If the candidate had the requisite number of votes he secured the position regardless of qualifications and no one remonstrated to any great degree. But the tremendous growth of our industrial centers compelled school boards to call to their assistance trained executives to administer the complicated school systems. Gradually the scope, importance, and responsibilities of the position are being definitely outlined in the public consciousness. However, this concept is not yet entirely clear, for if it were, it so vitally affects the welfare of all our people, that to be the chief professional executive officer of a great school system would rank second only to the presidency of the United States in the public imagination and be rewarded accordingly.

But the position has evolved far enough to make plain the fact that its duties are almost innumerable and that it is becoming less and less possible for the *superintendent* to do any effective, constructive, personal supervision of teachers and pupils. No matter how much he may wish it otherwise, the facts compel the conclusion that he can be little more than chief of staff of a corps of principals who will be able to give personal supervision to a *single* school.

Like the superintendency, the principalship has been a matter of evolution. It is now seen that not only must the principal be capable of giving professional supervision to teachers and children but he must also be a community leader of a high order if there is to be that intelligent support of public education which is so much needed.

If the policies of the Board of Education and the superintendent are to receive a strong popular support, it will be largely through the work of the principals in making this policy clear to the leaders of their districts. This in turn means that the principal must be accorded independence within his own school; given requisite supervisory and clerical assistance and paid a salary which will command the respect of his constituents.

School clerks—The replies to the inquiry sent to all cities over ten thousand in population show that the majority of the largest systems furnish their principals with school clerks. A considerable percentage of those in the smaller systems are also given some clerical assistance. Of the 2171 elementary principals listed in the reply, a report was given for 1557 as to clerical assistance furnished. No report was given for 614. The results are summarized below:

CLERICAL ASSISTANCE TO PRINCIPALS ¹		Number of principals
With 3 full-time clerks.....		5
With 2 full-time clerks.....		44
With 1 full-time clerk.....		402
With a part-time clerk.....		123
Total number reporting clerical assistance.....		574
Total number reporting no clerical assistance.....		983
Number of principals not reporting.....		614
Total number of principals concerned.....		2171

It is only a question of time when all schools with fifteen or more teachers will have a clerk. Routine clerical work must be done. The principal must become more and more a helper and trainer of teachers. The logical result of these two necessities is the clerk.

Of fifty-nine cities reporting, thirty-one express a preference for commercially trained clerks. This is on the ground that to be really effective the clerk should be able to do most of the routine clerical work without reference to the principal. This requires permanency in the position. The teacher-clerk means constant shifting and hence lowered efficiency as a clerk.

¹ See Table A in appendix for the detailed facts relative to clerical assistance furnished principals.

TYPE OF SCHOOL CLERK PREFERRED	Number of cities
Preferring commercially trained clerks.....	31
Preferring teacher-clerks	20
Preferring unassigned teachers	8
Total reporting	59

Of fifty-eight cities reporting, thirty-four are now employing commercially trained clerks.

TYPE OF CLERK NOW EMPLOYED	Number of cities
Commercially trained clerks	34
Teacher-clerks	14
Both	3
Unassigned teachers	7
Total reporting	58

The clerks in the majority of cities, thirty-one out of fifty-six reporting, are protected in their term of service by rules of the Board of Education or otherwise.

Some systems are paying salaries sufficient to obtain competent clerks. The medians show that in the majority of cities, however, the salary of the school clerk is inadequate.

MINIMUM, MAXIMUM, AND AVERAGE SALARIES OF SCHOOL CLERKS

Salary groups	Number cities with minimum salary indicated	Number cities with maximum salary indicated	Number cities with average salary indicated
Over 1500.....	4	6	5
1500.....	..	1	2
1400.....	1	1	..
1300.....	..	1	2
1200.....	3	1	6
1100.....	..	2	3
1000.....	4	6	3
900.....	4	1	6
800.....	10	3	4
700.....	7	5	2
600.....	7	1	6
500.....	4	2	3
Under 500.....	3	1	1
Number cities reporting.	47	31	43
Median salaries all cities	\$825	1042	992

MEDIAN SALARIES OF SCHOOL CLERKS

	Cities over 500,000 in population	Cities 100,000 to 500,000 in population	Cities 25,000 to 100,000 in population	Cities under 25,000 in population	All cities
Median minimum ...	800	650	883	775	825
Median maximum ...	1100	...	1200	...	...
Median average	900	950	1075	925	992

The reports on this question, often incomplete, show that the school clerk's salary is as yet little standardized.

The reports as to the equipment of the principal's office were also incomplete. Of 2171 principals, 897 had typewriters in the offices, forty-five did not. No report was given for the remainder. Similar information relative to other items of office equipment are given below:

OFFICE EQUIPMENT OF PRINCIPALS

	Number of principals
With typewriters	897
Without typewriters	45
With duplicating machines	1113
Without duplicating machines	39
With filing cabinets	1569
Without filing cabinets	16
With other necessary equipment	872
Without other necessary equipment	3

The median value of the office equipment for the 107 cities reporting was \$333. (See Table B in the Appendix.)

VALUE OF EQUIPMENT OF PRINCIPAL'S OFFICE

Average value	Number of cities reporting
\$1200 and over	3
1000-1199	5
800-999	2
700-799	4
600-699	5
500-599	11
400-499	8
300-399	23
200-299	19
100-199	18
Under 100	9
Total cities reporting	107

The average value of the equipment of the principal's office reported by the various sized cities is given below:

MEDIAN AVERAGE VALUE OF OFFICE EQUIPMENT

3 cities over 500,000 in population.....	\$525
10 cities 100,000 to 500,000 in population.....	400
40 cities 25,000 to 100,000 in population.....	322
54 cities less than 5000 in population.....	310
All cities	333

Teachers—How much work remains to be done in the interest of the children is shown by the fact that our study reveals three cities having a class average of over fifty pupils per teacher in the elementary schools and one city with a class average of over fifty pupils per teacher in the high school.

The median of thirty-seven pupils per teacher in the elementary schools and twenty-seven pupils per teacher in the high schools for the country as a whole is an improvement although the average per teacher is still ten too high for elementary schools.

SIZE OF ELEMENTARY AND HIGH-SCHOOL CLASSES

Elementary teachers		High-school teachers
Average number of pupils taught	Number of cities	Number of cities
Over 50.....	3	1
45-49	7	1
40-44	31	2
35-39	60	4
30-34	40	32
25-29	6	57
20-24	1	34
Under 20	1	6
Median	37	27

Salaries paid elementary and high-school teachers—Of the one hundred and fifty-five cities reporting minimum salaries for elementary teachers, three reported minimums of between \$1500 and \$1599, four cities reported minimums of between \$1400 and \$1499, etc. The median minimum for the one hundred and fifty-five cities is \$1057. Similarly read the distributions of maximum salaries paid elementary teachers reported by one hundred and fifty-six cities and the average salaries paid elementary teachers reported by one hundred and thirty-eight cities. For the 147 cities reporting on the minimum salary for high-school teachers, two report a minimum of between \$2100 and \$2199, one a minimum of between \$2000 and \$2099, etc. The median minimum for high-school teachers for the 147 cities reporting is \$1382. Similarly read the distributions of maximum salaries reported paid by 170 cities and average salaries reported paid by 131 cities to high-school teachers.

SALARIES OF ELEMENTARY AND HIGH-SCHOOL TEACHERS

Salary groups	Elementary teachers			Salary groups	High-school teachers		
	Number of cities paying				Number of cities paying		
	Mini- mum	Maxi- mum	Average		Mini- mum	Maxi- mum	Average
1	2	3	4	5	6	7	8
Over 2500	..	3	..	Over 3000	..	20	2
2400	..	4	..	2900	..	..	1
2300	..	..	..	2800	..	7	..
2200	..	3	1	2700	..	6	..
2100	..	3	..	2600	..	3	1
2000	..	12	2	2500	..	16	2
1900	..	8	1	2400	..	16	6
1800	..	16	6	2300	..	9	6
1700	..	7	7	2200	..	14	5
1600	..	16	8	2100	2	9	6
1500	3	26	14	2000	1	20	11
1400	4	20	19	1900	1	9	10
1300	6	13	25	1800	7	22	17
1200	29	17	21	1700	6	6	14
1100	13	2	17	1600	8	8	22
1000	53	4	12	1500	23	3	9
900	27	1	4	1400	21	1	10
800	8	..	1	1300	25	..	7
700	6	1	1	1200	36	1	2
Below 700	6	..	1	Below 1200	17	..	..
Total	155	156	140		147	170	131
Median salary	\$1057	\$1577	\$1352		\$1382	\$2243	\$1809

MEDIAN SALARIES PAID ELEMENTARY TEACHERS

	Cities over 500,000 in population	Cities 100,000 to 500,000 in population	Cities 25,000 to 100,000 in population	Cities under 25,000 in population	All cities
1	2	3	4	5	6
Median minimum.	.....	\$1100	\$1064	\$1040	\$1058
Median maximum.	\$2250	1884	1725	1485	1572
Median average..	1950	1670	1428	1295	1375

MEDIAN SALARIES PAID HIGH-SCHOOL TEACHERS

	Cities over 500,000 in population	Cities 100,000 to 500,000 in population	Cities 25,000 to 100,000 in population	Cities under 25,000 in population	All cities
1	2	3	4	5	6
Median minimum.	\$1775	\$1490	\$1405	\$1309	\$1382
Median maximum.	3200	2650	2163	2057	2179
Median average..	2300	2275	1883	1705	1823

Assistant principals—Of eighty-three cities that reported as to assistance given the elementary principal in the way of a head of department in addition to the clerical assistance, forty-seven cities reported that some help was given in addition to clerical assistance, thirty-six cities reported no help was given in addition to clerical assistance. For the 2171 principals there were reported 859 assistant principals. Some cities did not report, however. Of the 859 assistant principals, 826 are women and 33 men. (See Table C in Appendix.)

TITLE OF PRINCIPAL'S ASSISTANT

Number of cities reporting "head teacher"	6
Number of cities reporting "vice principal"	9
Number of cities reporting "assistant principal"	19
Number of cities giving other titles	3
Total	37

Of 32 cities reporting, five said the duties of the principal's assistant had been standardized, twenty-seven said it had not been standardized. Twelve cities reported that the duties of the principal's assistant were left for the principal to assign.

Division of the time of the elementary principal's assistant—Of the fifteen cities that reported that the assistant principal gave some time to supervision, five reported that 100 per cent of the time was given to supervision, one reported that between 75 and 99 per cent of the time was given to supervision

Per cent of time	Number of cities reporting per cent given to			
	Supervision	Administra- tion	Classroom teaching	Special work
100	5	..	7	1
75-99	1	..	10	..
50-74	1	1	4	1
25-49	5	4	1	2
Under 25	3	6	2	5
Total number of cities replying	15	11	24	9

and one reported that between 50 and 74 per cent of the time was given to this.

Of the eleven cities that reported some time given by the head of department to administrative duties, one city reported that between 50 and 74 per cent of the time was given to this, etc. Similarly read the table for classroom teaching and special work. Also see Table D in Appendix.

Distribution of salaries paid assistants of elementary and high-school principals—Of the 43 cities reporting minimum salaries for assistants of elementary principals, one reported a minimum of between \$2400 and \$2599, three cities reported a minimum of between \$2200 and \$2399, etc. The median minimum for the 43 cities is \$1437. Similarly read the distributions of maximum salaries paid assistants of elementary principals reported by 47 cities and the average salaries paid assistants of elementary principals reported by 44 cities.

For the 48 cities reporting on the minimum salary of assistants of high-school principals, one reported a minimum of between \$3600 and \$3799, one a minimum of between \$3400 and \$3599, etc. The median minimum paid assistants of high-school principals for the 48 cities reporting is \$2267.

SALARIES OF ASSISTANT ELEMENTARY AND HIGH-SCHOOL PRINCIPALS

Salary groups	Assistant elementary principals			Assistant high-school principals		
	Number of cities paying			Number of cities paying		
	Minimum	Maximum	Average	Minimum	Maximum	Average
1	2	3	4	5	6	7
\$4000 and over	..	..	..	..	4	2
3800	..	..	..	..	3	1
3600	..	..	..	1	5	4
3400	..	..	..	1	1	6
3200	..	..	..	2	6	4
3000	..	3	1	3	9	8
2800	..	..	..	4	4	6
2600	..	1	2	4	3	5
2400	1	5	3	7	8	8
2200	3	6	4	3	4	8
2000	2	2	1	3	4	6
1800	4	4	7	7	5	5
1600	5	12	10	4	5	4
1400	8	10	9	3	..	4
1200	7	4	7	4	1	1
Under 1200 ...	13	..	..	2	1	3
Total	43	47	44	48	63	75
Median salary.	\$1437	\$1758	\$1720	\$2267	\$2825	\$2562

MEDIAN SALARIES OF ELEMENTARY PRINCIPAL'S ASSISTANTS

	Cities over 500,000 in population	Cities 100,000 to 500,000 in population	Cities 25,000 to 100,000 in population	Cities under 25,000 in population	All cities
1	2	3	4	5	6
Median minimum.	\$2000	\$2450	\$1250	\$1350	\$1433
Median maximum.	2550	2200	....	....	....
Median average..	2550	1975	1800	1500	1693

MEDIAN SALARIES OF HIGH-SCHOOL PRINCIPAL'S ASSISTANTS

	Cities over 500,000 in population	Cities 100,000 to 500,000 in population	Cities 25,000 to 100,000 in population	Cities under 25,000 in population	All cities
1	2	3	4	5	6
Median minimum.	\$2300	\$2600	\$2400	\$1500	\$2325
Median maximum.	....	....	....	1888	....
Median average..	2750	3225	2750	1950	2767

Principals—The replies to the questionnaires sent out brought together information affecting elementary principals in 33 States, 169 cities. A total of 2171 elementary supervising principals are represented. A number of questionnaires were not used since they were too incomplete or else concerned teaching principals, not supervising principals. In the tabulations affecting high-school principals 33 States, 169 cities, and 290 principals are represented.

Eight cities reported that their elementary principals supervised over forty teachers, five cities reported that they supervised between 35 and 39 teachers, etc. The median number of teachers supervised by the elementary principals is 18.

The tabulation for the high-school principals shows that of the 152 cities reporting, 12 cities reported that their high-school principals supervised over 80 teachers, five cities reported that they supervised 75 to 79 teachers, etc. The median number of teachers supervised by high-school principals is 37.

Of the 156 cities reporting, one stated its elementary principals were supervising an average of over 2400 pupils, two reported their principals supervising from 1800 to 1899 pupils, etc., the median number of pupils supervised by the elementary principals being 592. Of the 153 cities reporting for high-school principals, one city reported its principals supervising 2800 to 2999 pupils, one supervising from 2600 to 2799 pupils, etc., the median number of pupils being supervised by the high-school principals being 900.

AVERAGE NUMBER OF TEACHERS SUPERVISED BY PRINCIPALS

Average number of teachers supervised by elementary principals	Number of cities	Average number of teachers supervised by high school principals	Number of cities
Over 40	8	Over 80.....	12
35-39	5	75-79	5
30-34	5	70-74	3
25-29	11	65-69	5
20-24	30	60-64	5
15-19	53	55-59	5
10-14	45	50-54	8
Under 10	3	45-49	6
		40-44	21
Total	160	35-39	11
		30-34	18
		25-29	13
		20-24	21
		Under 20.....	19
		Total	152
Median number of teachers supervised 18		Median number of teachers supervised..... 37	

AVERAGE NUMBER OF PUPILS SUPERVISED BY PRINCIPALS

Average number of pupils supervised by elementary principals	Number of cities	Average number of pupils supervised by high-school principals	Number of cities
2800 and over.	1	2800	1
2600	..	2600	1
2400	..	2400	6
2200	..	2200	2
2000	..	2000	5
1800	2	1800	7
1600	..	1600	6
1400	4	1400	11
1200	7	1200	9
1000	8	1000	16
800	21	800	25
600	34	600	25
400	64	400	24
200	17	200	4
Under 200.....	1	Under 200....	1
Total	159		143
Median	592		940

Distributions of salaries paid elementary and high-school principals—Of the 142 cities reporting minimum salaries for elementary principals, one reports a minimum of between \$3200 and \$3399, five cities report minimums of between \$3000 and \$3100, etc. The median minimum for the 142 cities is \$1884. Similarly read the distributions of maximum salaries paid elementary principals reported by 144 cities and the average paid elementary principals reported by 148 cities.

SALARIES OF ELEMENTARY AND HIGH-SCHOOL PRINCIPALS

Salary groups	Elementary principals			High-school principals		
	Number of cities paying			Number of cities paying		
	Minimum	Maximum	Average	Minimum	Maximum	Average
1	2	3	4	5	6	7
Over 5000....	..	..	..	2	11	6
4800....	..	1	..	..	2	3
4600....	..	..	1	..	1	..
4400....	..	2	..	4	10	4
4200....	..	1	..	3	3	5
4000....	..	5	2	3	20	14
3800....	..	2	2	5	7	9
3600....	..	4	3	8	12	10
3400....	..	9	2	6	8	7
3200....	1	5	3	5	10	16
3000....	5	17	6	20	20	20
2800....	2	9	10	2	4	5
2600....	3	14	11	7	5	5
2400....	13	20	21	15	8	7
2200....	7	11	17	..	1	5
2000....	22	19	18	3	..	..
1800....	31	11	31	1	..	..
1600....	29	9	11	2	..	..
1400....	15	4	8	2	1	..
1200....	12	1	2	1	..	..
1000....	2	..	..	1	1	..
Total	142	144	148	90	124	116
Median salary.	\$1884	\$2570	\$2247	\$3110	\$3666	\$3300

For the 90 cities reporting on the minimum salary for high-school principals two reported minimums of over \$5000, four minimums of \$4400 to \$4599, etc. The median minimum for high-school principals for the 90 cities reporting is \$3110. Similarly read the distributions of maximum salaries reported paid by 124 cities and average salaries reported paid by 116 cities to high-school principals.

MEDIAN SALARIES PAID ELEMENTARY PRINCIPALS

	Cities over 500,000 in population	Cities 100,000 to 500,000 in population	Cities 25,000 to 100,000 in population	Cities under 25,000 in population	All cities
Median minimum.	\$2800	\$2150	\$1850	\$1764	\$1848
Median maximum.	4000	3067	2762	2230	2550
Median average..	3000	2600	2434	1925	2244

MEDIAN SALARIES PAID HIGH-SCHOOL PRINCIPALS

	Cities over 500,000 in population	Cities 100,000 to 500,000 in population	Cities 25,000 to 100,000 in population	Cities under 25,000 in population	All cities
Median minimum.	\$3950	\$3300	\$3075	\$2792	\$3059
Median maximum.	5650	4517	3834	....	....
Median average..	4350	3950	3775	3207	3393

The percentage relationships between various salaries is given below. For example, the median minimum salary of elementary school principals is 60.41 per cent of the median minimum of high-school principals; the median maximum, 79.48; the median average, 66.13; etc.

PERCENTAGE RELATIONSHIP OF SALARIES

Salaries compared	Minimum per cent	Maximum per cent	Average per cent
Elementary principals and high-school principals	60.41	79.48	66.13
Elementary teachers and elementary principals	58.60	61.64	61.27
High-school teachers and high-school principals	45.17	59.37	53.72
Elementary teachers and high-school teachers	76.55	72.14	75.42

THE winter meeting of the Department of Superintendence of the National Education Association is to be held in Chicago, February 23-28, 1924. Headquarters for the Department of Elementary School Principals will be at Hotel LaSalle. Meetings will be scheduled for the afternoons of Monday, Tuesday, and Wednesday, and for Wednesday morning. The annual banquet is Tuesday evening.

APPENDIX

TABLE A. CLERICAL ASSISTANCE FURNISHED PRINCIPALS

Population of cities	Number of cities replying	Number of principals furnished					Number of cities where clerks are selected by				
		Three full-time clerks	Two full-time clerks	One full-time clerk	Part-time clerk	No clerical assistants	Board of education	Superintendent	Board of education and superintendent	Principal	Principal and superintendent
I	2	3	4	5	6	7	8	9	10	11	12
Less than 25,000	62	..	..	23	23	171	2	7	5	2	3
25,000 to 100,000	50	1	3	90	49	307	1	9	5	3	8
100,000 to 500,000	17	1	11	84	51	314	..	4	3	..	3
500,000 and over	4	3	30	205	..	191	1	2	..	1	..
Total	133	5	44	402	123	983	4	22	13	6	14

TABLE A. CLERICAL ASSISTANCE FURNISHED PRINCIPALS—Continued

Population of cities	Number of cities preferring			Training of clerks now employed				Is tenure of clerks protected by special rules	
	Commercial clerks	Teacher clerks	Unassigned teachers	Number commercially trained	Number teacher clerks	Both	Number unassigned teachers	Yes	No
I	2	3	4	5	6	7	8	9	10
Less than 25,000	13	7	1	16	4	1	3	8	10
25,000 to 100,000	13	6	5	12	6	2	3	15	10
100,000 to 500,000 ...	4	5	1	4	3	..	1	5	5
500,000 and over	1	2	1	2	1	..	..	3	..
Total	31	20	8	34	14	3	7	31	25

Read Table A as follows: 23 principals in cities of less than 25,000 in population were reported as having 1 full-time clerk, 23 a part-time clerk, etc. The number of cities reporting on each question varied. A total of 133 cities replied on some phase of this question. (See column 2.)

TABLE B. AVERAGE VALUE OF EQUIPMENT IN PRINCIPAL'S OFFICE

Amount	Cities less than 25,000	Cities 25,000 to 100,000	Cities 100,000 to 500,000	Cities 500,000 and over	All cities
1	2	3	4	5	6
Under \$100	4	4	1	..	9
100-199	15	3	..	..	18
200-299	7	11	1	..	19
300-399	10	9	3	1	23
400-499	4	2	2	..	8
500-599	3	5	1	2	11
600-699	3	1	1	..	5
700-799	2	2	..	..	4
800-899	..	1	..	..	1
900-999	1	..	..	..	1
1000-1199	3	1	1	..	5
1200-1499	1	..	..	..	1
1500 and over....	1	1	..	..	2
Total	54	40	10	3	107
Median salary...	\$310	\$322	\$400	\$525	\$333

TABLE C. SUPERVISORY HELP GIVEN PRINCIPALS

Population of cities	Are duties of principal's assistants standardized? Cities reporting		Cities reporting work of principal's assistant assigned by principal	Cities reporting work of principal's assistant assigned by		Number of principal's assistants who are		Number of cities reporting basis for determining number of principal's assistants to be		
	Yes	No		Grades	Subjects	Men	Women	Number pupils	Number classes	Number schools
1	2	3	4	5	6	7	8	9	10	11
Less than 25,000...	1	9	4	7	1	3	78	2	4	4
25,000 to 100,000...	2	13	4	7	6	10	150	5	5	2
100,000 to 500,000...	1	4	3	3	1	17	222	3	4	..
500,000 and over...	1	1	1	3	..	3	376	1	2	..
Total	5	27	12	20	8	33	826	11	15	6

Read Table C as follows: The duties of the principal's assistants in 1 city of less than 25,000 in population were reported standardized, their duties in 9 cities were reported as not standardized, etc.

TABLE D. DIVISION OF TIME OF PRINCIPAL'S ASSISTANTS

Size of city	Per cent	Percentage of Assistant's Time Given to				
		Super- vision	Adminis- tration	Classroom teaching	Special work	Total
1	2	3	4	5	6	7
Less than 25,000.....	Under 25	1	2	1	2	6
	25 to 49	1	2	1	1	5
	50 to 74	..	..	..	..	..
	75 to 99	..	..	4	..	4
	100	..	..	2	1	3
	Total.....	2	4	8	4	18
25,000 to 100,000.....	Under 25	2	3	1	1	7
	25 to 49	2	1	..	..	3
	50 to 74	1	..	2	1	4
	75 to 99	..	..	4	..	4
	100	3	..	3	..	6
	Total.....	3	4	10	2	24
100,000 to 500,000.....	Under 25	..	1	..	2	3
	25 to 49	2	1	..	1	4
	50 to 74	..	1	2	..	3
	75 to 99	1	..	1	..	2
	100	..	..	2	..	2
	Total.....	3	3	5	3	14
500,000 and over.....	75 to 99	..	..	1	..	1
	100	2	..	..	..	2
	Total.....	2	..	1	..	3
Total all cities		15	11	24	9	59

As a result of the inquiry of the 1923 Salary Committee of the National Education Association, certain facts are available that are of value in connection with this study. Some of these facts have been summarized in the following tables which were prepared from the tabulations found in *Teachers' Salaries and Salary Trends in 1923*—The report of the Salary Committee of the National Education Association.

MR. DON C. ROGERS, formerly connected with the Extension Division of the University of Iowa, was recently appointed Special Secretary of the Chicago Principals Club. Mr. Rogers will devote his time to the investigation of problems in the field of education of special interest to the members of this organization. These investigations will be the basis of much of the constructive work which the Principals Club is promoting in the Chicago school system. This appointment is indicative of the growing desire on the part of school people to lend substantial aid to the improvement of the public schools.

TABLE E. MEDIAN SALARIES PAID CITY TEACHERS AND PRINCIPALS IN 1922-23

Teachers or Principals	Cities over 100,000 in popu- lation	Cities 30,000 to 100,000 in popu- lation	Cities 10,000 to 30,000 in popula- tion	Cities 5,000 to 10,000 in popula- tion	Cities 2,500 to 5,000 in popula- tion	All cities
1	2	3	4	5	6	7
Teachers						
Kindergarten	\$1791	\$1462	\$1318	\$1264	\$1193	\$1653
Elementary	1876	1467	1277	1200	1105	1653
Junior high-school.....	2136	1665	1439	1370	1271	1797
Senior high-school.....	2487	1917	1670	1567	1469	2101
Special class.....	2071	1653	1586	1463	1463	1928
School nurses.....	1423	1395	1510	1425	1388	1427
Principals						
Elementary non-supervis- ing	2160	1867	1590	1460	1342	1678
Elementary supervising.	3126	2344	2008	1880	1850	2819
Junior high-school.....	3485	3041	2317	1890	1594	2740
Senior high-school.....	4400	3808	3057	2498	2062	3073

For the detailed distributions of salaries paid on which the medians in this table are based see Tables 5 to 13, *Teachers' Salaries and Salary Trends in 1923*, National Education Association, Washington, D. C.

WE ARE not likely to overestimate the importance of the office of school principal. As the superintendent of schools gives tone and character to the whole school system, so the school principal gives tone and character to the school under his control. In the administration of a school system the superintendent should tend to magnify the office of school principal. Whatever can be done to add strength and dignity and responsibility to the office should be done, with a view to making each principal feel that his work is large and important, and that he must keep growing constantly if he is to continue to measure up to the demands of the position. Everything pertaining to his school should pass through his hands, and the position should be made one of definite and fixed responsibility.

The knowledge, insight, tact, skill, and qualities of helpful professional leadership of the principal of the school practically determine the ideals and standards of achievement of both teachers and pupils within the school. The best supervisory organization cannot make strong schools where principals are weak and inefficient, while a strong and capable principal can develop a strong school even in cities where the general supervisory organization is weak and the professional interest of teachers is low. The mere fact that helpful supervision is so predominantly personal in its nature and methods gives to the office of school principal large potential importance. *Ellwood P. Cubberley, The Principal and his School, p. 27.*

TABLE F. MEDIAN MINIMA OF SALARY SCHEDULES OF CITIES IN 1922-23

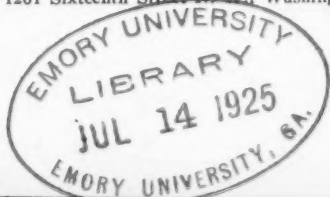
Teachers or principals	Cities over 100,000 in population	Cities 30,000 to 100,000 in population	Cities 10,000 to 30,000 in population	Cities 5,000 to 10,000 in population	Cities 2,500 to 5,000 in population
1	2	3	4	5	6
Kindergarten teachers ...	\$1221	\$1094	\$1065	\$1118	\$1055
Elementary teachers.....	1230	1070	1032	1063	1013
Junior high teachers.....	1392	1215	1119	1204	1134
Senior high teachers.....	1522	1429	1288	1384	1341
Special class teachers....	1307	1250	1200	1225	1200
School nurses	1243	1282	1280	1285	1300
Non-supervising elemen- tary principals.....	1750	1634	1411	1310	1255
Supervising elementary principals	2092	1830	1650	1775	1650
Junior high-school princi- pals	3050	2525	1850	1584	1550
Senior high-school princi- pals	3272	3036	2515	2134	2016

For detailed distribution of minimum salaries in effect in city school systems on which these medians are based see Tables 26 to 30 in *Teachers' Salaries and Salary Trends in 1923*, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

TABLE G. MEDIAN MAXIMA OF SALARY SCHEDULES OF CITIES IN 1922-23

Teachers or principals	Cities over 100,000 in population	Cities 30,000 to 100,000 in population	Cities 10,000 to 30,000 in population	Cities 5,000 to 10,000 in population	Cities 2,500 to 5,000 in population
1	2	3	4	5	6
Kindergarten teachers....	\$1850	\$1750	\$1495	\$1471	\$1434
Elementary teachers.....	1877	1745	1440	1465	1331
Junior high teachers.....	2400	1900	1585	1562	1528
Senior high teachers.....	2483	2136	2040	1877	1804
Special class teachers....	2072	1841	1640	1500	1588
School nurses	1633	1592	1528	1567	1650
Non-supervising elemen- tary principals.....	2250	2050	1731	1629	1567
Supervising elementary principals	3333	2575	2090	2100	1800
Junior high-school princi- pals	4025	3090	2225	1850	1684
Senior high-school princi- pals	4536	4043	3078	2581	2286

For detailed distribution of maximum salaries in effect in city school systems on which these medians are based see Tables 32 to 36 in *Teachers' Salaries and Salary Trends in 1923*, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.



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TABLE H. SALARIES OF SUPERINTENDENTS OF SCHOOLS 1923

Salaries paid	Number cities of 100,000 and over in population paying salary	Number cities of 30,000 to 100,000 in population paying salary	Number cities of 10,000 to 30,000 in population paying salary	Number cities of 5,000 to 10,000 in population paying salary	Number cities of 2,500 to 5,000 in population paying salary
1	2	3	4	5	6
Median	\$8000	\$5861	\$4110	\$3557	\$3082
\$10000 and over..	16	2	..	..	..
9500-9999	1	..	..	..	..
9000-9499	2	..	..	..	..
8500-8999	..	1	..	..	..
8000-8499	10	1	..	..	..
7500-7999	4	4	..	..	..
7000-7499	2	3	2	..	..
6500-6999	6	6	1	..	..
6000-6499	8	30	7	..	1
5500-5999	2	9	6	4	..
5000-5499	5	21	22	7	5
4800-4999	1	4	4	3	4
4600-4799	..	1	5	1	..
4400-4599	..	6	30	11	5
4200-4399	..	2	10	15	5
4000-4199	1	4	41	37	13
3800-3999	..	1	5	8	2
3600-3799	..	1	25	33	25
3400-3599	..	1	27	37	28
3200-3399	..	1	9	22	30
3000-3199	..	1	9	44	61
2800-2999	..	..	1	9	17
2600-2799	..	..	4	13	42
2400-2599	..	..	3	5	40
2200-2399	..	..	..	1	13
2000-2199	..	..	..	2	8
1800-1999	..	..	..	..	9
1600-1799	..	..	..	1	..
1400-1599	..	..	..	..	..
Under 1399	..	..	..	1	..
Total	58	99	211	254	308

The above table was prepared from Tables 67 to 71 given in *Teachers' Salaries and Salary Trends in 1923*, National Education Association.

RECENT BOOKS AND ARTICLES OF ESPECIAL INTEREST TO THE ELEMENTARY SCHOOL PRINCIPAL

CUBBERLEY, ELLWOOD P. *The principal and his school*, Houghton Mifflin Company.

This book is one of the Riverside Series and deals with the organization, administration, and supervision of instruction in an elementary school. An attempt is made in this volume to do what in the industrial world is commonly spoken of as job analysis. The job analyzed is that of the elementary school principal.

PRICE LAURA SPECHT, *National League of Teachers' Associations Yearbook, 1923-1924*; page 46, The functions of the elementary school principal.

This article attempts to show to what extent the elementary school principalship is professionalized. It analyzes what the principal is doing and what he should do from five different viewpoints.

FILLERS, H. D. *The School Review*, January, 1923; page 48, The managerial duties of the principal.

This article analyzes the managerial duties of the principal in a series of charts and tables which are accompanied by appropriate comment and discussion.

Teachers' salaries and salary trends in 1923—report of the Salary Commission of the National Education Association.

This report is the result of a comprehensive salary inquiry. Detailed tables give salary information for 1000 cities, for rural communities in all States, and for 405,060 teachers, principals, supervisors, and school executives; also discusses principles and standards involved in the making and administration of teacher salary schedules.

The second yearbook of the Department of Elementary School Principals—The problem of the elementary school principal in the light of the testing movement.

John L. Bracken, Editor. National Education Association, 1201 16th Street Northwest, Washington, D. C. 336 pages. Price, \$1.50.

A study of actual practice in the use of tests and measurements in a considerable number of typical elementary schools. The contributors include seventeen elementary school principals and twelve specialists in the fields of educational research and school administration. A practical treatment of a very live problem.

MOHLMAN, DORA KEEN, *The elementary school principalship*. University of Illinois Bulletin, May 7, 1923, Urbana, Ill.

A brief discussion of the elementary school principalship accompanied by an excellent annotated list of recent articles and books on this subject.

A REVIEW OF THE SECOND YEARBOOK

JESSIE M. FINK

The First Yearbook gave to the principal of the elementary school a digest in technique of supervision. It enabled every principal to know first hand just what standards of technique are demanded for the successful administration of an elementary school. For this, our group is indebted to Worth McClure. The edition will go down in the history of this organization as a masterly piece of work.

Our Second Yearbook is a compilation of scientific articles such as never before has been presented to our department or group by any authority. With the testing movement in use upon all sides, with its incorporation into every system of note, with its advocates and opponents frequently obscuring its real effectiveness by numerous pros and cons, the least favored of principals may emerge from the waves of confusion to obtain a decidedly clear idea of the situation through perusal of the pages of this scholarly presentation of "The Problem of the Elementary School Principal in the Light of the Testing Movement." Here is a series of discussions not only clarifying conditions, but presenting workable methods of procedure. Moreover, each presentation is from the pen of an elementary school principal who has been living daily in the light of the testing movement.

S. A. Courtis, National authority upon this subject, submits an article on "The Contributions of Measurement to Teaching" which is worthy careful study by the most sophisticated. His treatment is satisfactory in its practicability. For instance, he calls attention to the fact that sectioning on the basis of intelligence scores is an expedient, a temporary one, and not to be misapplied as final. This statement is a revelation in itself to those not quite clear as to the exact utility of the test. Again he gives the factors (as presented by Baldwin) which need to be considered in planning for individual work as (1) Physical, (2) Mental, (3) Emotional, (4) Social, (5) Educational. What a wealth of material is here for the use of principals, especially those who are denied, by geographical reasons, the opportunity of first-hand experiment in the great psychological and pedagogical laboratories of our universities and cities!

Aymer J. Hamilton contributes on "Achievement Testing in the Elementary School." He gives specific criteria by which one may know the best tools for securing the best results. Thus the worth of any test may be determined by applying the following principles to it: (1) Is it valid? (2) Is it reliable? (3) Is it objective? (4) Is it properly scaled? (5) Has it unimpeachable standards? He then mentions the names of several successful tests and outlines their uses for classification.

Following these dissertations upon measurement come nine splendid articles upon classification and reorganizations involving test results by W. M. Greenwell, Oakland, California; Mary C. Flynn, Los Angeles, California; Helen Davis, Jackson, Michigan; F. T. Hardwick, Everett,

Washington; Vera G. Sheldon, Rockford, Illinois; Warren K. Clayton, Detroit, Michigan.

The next division takes up "The Effects of Classification Involving Test Results." Leonard Power, principal of the Franklin School, Port Arthur, Texas, sets forth in his direct style a plan used by him in testing his school and in using the results as a basis for reclassification and reorganization. It is a helpful illustration and fills a need much felt by the profession. Lawrence S. Chase, of Montclair, New Jersey, and A. M. Santee, of Duluth, Minnesota, also contribute valuable articles.

"The Teaching of Reading" includes studies by Ernest Horn, of the State University of Iowa; M. Ethel Brown, of Springfield, Illinois; Charles Potter, of Seattle, Washington; Marion Carswell, and Willard W. Beatty, of Winnetka, Illinois. Each of these articles is authoritative and permeated with suggestions and experiments of the most recent developments in education. "Remedial Work in Reading" includes accomplishments along this particular phase of work by Helen Bass Keller and Grace M. Fernald, of the University of California, Southern Branch, Los Angeles. Also that of Elda L. Merton, of Waukesha, Wisconsin.

"The Teaching of Language" is set forth by Margaret H. Smith, Los Angeles, California; G. M. Wilson, Boston, Massachusetts; Clyde A. Brown, Chicago, Illinois; and Clifford Woody, of the University of Michigan.

"Remedial Work in Arithmetic" comes in for a full and complete treatment by Leo J. Brueckner, and Amy Souba, of Minneapolis; Elda L. Merton and G. O. Banting of Waukesha, Wisconsin.

"An Evaluation of After-Testing Work with Bibliography," constitutes Chapter 9, while Chapter 10 deals with the "Platoon School" as advocated by Arthur S. Gist, of Seattle, Washington. "Auditorium Studies," by R. D. Chadwick, Duluth, Minnesota, presents a definite course to pursue whereby incomparable results may be attained by the proper use of the auditorium.

Perhaps no article has attracted more attention than the last one in the volume. Dr. Burris, founder and sponsor of this department, presents a scale for rating school principals and assistant principals. Here we have an instrument by which we may check up on ourselves. The only thing left unmentioned in the scale is a recommendation to have it objectively applied by an unbiased friend, or preferably (if one wants the truth) by an enemy. This is the last word in measurement. Evidently Dr. Burris concludes from his long and varied experience with the "genus" principal, that no desirable characteristics may be omitted from the personality of him who aspires to the exalted and munificently rewarded position of principal of an elementary school. With all seriousness, it is a scientific scale and worthy of careful study.

A directory of local principals' organizations and a directory of the Department of Elementary School Principals concludes the book.

Editor J. D. Bracken has rendered this department and the cause of elementary education a service that will place his name on its honor roll

to remain so long as the department shall endure. There is at present no means of knowing what the direct outcome of this contribution to education may mean, but it is perfectly evident that it contains material of inspirational and practical value sufficient to completely revolutionize and reorganize the procedure of the elementary school principals of this Nation.

A limited number of copies of the Second Yearbook remain in stock, which may be purchased for \$1.50 each. Make checks payable to Courtland V. Davis, Treasurer, and address to 1201 Sixteenth Street, Northwest, Washington, D. C.

THE THIRD YEARBOOK

ARTHUR S. GIST

*Editor of the 1924 Yearbook and Principal, B. F. Day School
Seattle, Washington*

The Executive Committee of our department has chosen the topic, The Status of the Principal, for the Third Yearbook. It is the purpose to have the topics treated in such a way that they will show the daily activities of the principal in a manner revealing the development of the principalship to that high type of professionalism which we are beginning to experience. There is one type of Yearbook which has for its purpose the treatment of but one topic from several different angles by different contributors. There is another type which treats a greater number of topics all classified under a larger topic. It is the latter plan which we hope to follow. Since we plan to have these treated from the standpoint of a scientific study of actual working conditions, only elementary school principals will be asked to contribute articles. We are becoming better acquainted with the capable and interested principals, so that we feel that from now on we are in a better position to standardize our own ideals and practices.

As editor of this Yearbook, I wish to make an urgent plea at this time for suggestions as to our plan, our outline of topics for the Yearbook, the manner of treating the topics and the names and addresses of principals upon whom we may call for assistance in preparing our Yearbook, together with the topics in which they might be especially interested. Let me urge you not to hesitate in writing me concerning any phase of this work upon which you have a suggestion to offer.

Following is a tentative outline:

THE STATUS OF THE PRINCIPAL

- I. The evolution of the principalship.
- II. The professional aspect.
 - A. The principal himself.
 1. The principal and his scholastic training.
 2. The principal and his personal qualifications.
 3. The principal and his own professional growth.
 4. The principal as a citizen.

- B. The principal and the teacher.
 - 1. The principal and the improvement of instruction.
 - 2. The principal and the professional growth of his corps.
 - 3. The principal and the specialized subjects.
 - 4. The principal and a democratic régime.
 - C. The principal and the pupil.
 - 1. The principal and the character education of his pupils.
 - 2. The principal and the scientific classification of his pupils.
 - 3. The principal and the physical welfare of his pupils.
 - 4. The principal and educational and vocational guidance.
 - D. The principal and educational accessories.
 - 1. The principal and the courses of study.
 - 2. The principal and the textbooks.
 - 3. The principal and the use of supplementary aids (reference books, the public library, visual aids, etc.).
 - E. Miscellany.
 - 1. The principal and his educational program.
 - 2. The principal and the platoon school.
- III. The administrative aspect (for a subsequent Yearbook if later officials so desire).
- 1. The principal and his community.
 - 2. The principal and the administrative office.
 - 3. The principal and the selection, transfer, and dismissal of teachers.
 - 4. The principal and the janitorial service.
 - 5. The principal and his remuneration.
 - 6. The principal and extra-curricular activities.
 - 7. The principal and his office assistance.
 - 8. The principal and a business management of his school.
 - 9. The principal and his physical plant.

AT THE Cleveland meeting, measures were taken to procure for publication a list of voluntary organizations of elementary school principals, including the names of officers. Members of the Department are invited to coöperate in making this list as complete as possible. Mail information about such clubs or organizations to Mr. W. L. Longshore, President, Greenwood School, Kansas City, Missouri.

LOOKING AHEAD

A MESSAGE FROM PRESIDENT LONGSHORE

To the Members of the Department of Elementary School Principals: The Department of Elementary School Principals of the National Education Association has had a marvelous growth, professionally and numerically in the little more than two years of its activity. The temporary organization was effected at Atlantic City meeting, February, 1921. Mr. Leonard Power, principal of the Franklin School, Port Arthur, Texas, was chosen temporary president along with the usual list of officers. The permanent organization was completed at Des Moines, Iowa, July, 1921. The temporary officers were made the officers of the permanent organization for the first year. Upon application the organization was admitted as a Department of National Education Association during the Des Moines meeting.

President Power prepared a splendid program for the meeting in Chicago, February, 1922, which was well given and enthusiastically received. Early in his term of office, Mr. Power appointed Worth McClure, Gatewood School, Seattle, Washington, as editor of the First Yearbook. This Yearbook was the basis of the program given at the Boston meeting, July, 1922. It immediately attracted National attention, and the edition of two thousand copies was soon exhausted.

Mr. Worth McClure was chosen the second president at Boston. He prepared an excellent program for the Cleveland meeting. Re-read the April Bulletin, 1923, and addresses from the Cleveland program in this Bulletin as proof.

President McClure appointed John L. Bracken, of the U. S. Grant School, of Duluth, Minnesota, as editor of the Second Yearbook. This Yearbook of three hundred forty pages was the basis of the program given in Oakland, California, July, 1923.

The first year closed with a membership of eleven hundred and the second year with a membership of three thousand.

I have recited this bit of history "Lest we forget," and also to point the way to the great work that has been done and the responsibility that rests on the shoulders of each one that has to do with the work for the current year; and that includes every wide awake, professionally minded, hard working, progressive, up-to-date elementary school principal in the United States.

The position of the elementary school principal is recognized as the most vital, influential, and strategic position in any school system. The elementary school principals of this country are the largest body of professionally minded school people connected with any school system, and if they do not make their influence felt for the good of their pupils, the good of their communities, and the good of their teachers it is their own fault. Organization, coöperation, unity of action, professional spirit, and study will give them a chance to render real service. "The fault, dear Brutus, is not in our stars

but in our selves that we are underlings." Group consciousness is much higher in the scale of civilization and education than is the individual consciousness. Mr. Arthur S. Gist, of the B. F. Day School, Seattle, Washington, has been appointed editor of the Third Yearbook, the subject of which is the Status of the Elementary School Principal. Mr. Gist is well qualified by education and professional study, by experience, by research work, by habits of thought, by enthusiasm, and by industry to produce a Yearbook that will be epoch-making. See his prospectus in this Bulletin. We bespeak for him your hearty coöperation.

So far in our young department we have bent our studies and our energies in arriving at an understanding of our relations with the different educational agencies, such as boards of education, superintendents, assistant superintendents, supervisors, special supervisors. We have directed our attention to the use of tests and measurements, but I believe there are some questions that are larger and more vital than even these.

1. There has been much talk, many committees have made reports, and said reports have been printed; but very little has been actually done to save the time of elementary school children. If we can do this, and we are the only people who are in the strategic position to do it, we will render a distinct service to oncoming generations. If we can increase the efficiency of the schools, save time, and decrease the cost we will be hailed as real benefactors. The shorter time used in preparing pupils for high schools is in use in enough places in the United States so that its efficiency or inefficiency can be measured and established, and this should be done.

2. The schools of a country must necessarily reflect the state of civilization that has been attained, and as civilization develops there are more and more demands on the schools, and we must meet them. It seems that these demands have overwhelmed the traditional organization of our elementary schools, as they are, and they are breaking down under the load. It is becoming next to impossible to find time to do the work or find teachers who can meet the demands under the traditional organization. Hence I would like to see a thorough study of and a fair trial given to the newer forms of organization so as to test their merits.

3. Then there is the question of the curriculum and the part the elementary school principal and teachers should have in making it.

Have we in these vital questions sufficient challenge to hearten us for our work? If the prospect was an easy one, any one could do it. I can hear the elementary school principals from the North to the South, from the East to the West saying we are ready for the great adventure.

W. T. LONGSHORE, *President*

Greenwood School, Kansas City, Missouri.

SECRETARY'S MINUTES

OAKLAND MEETING

The business meeting of the Department of Elementary School Principals was held Thursday afternoon, July 5. It was called to order by President Worth McClure, who asked the secretary to read the following proposed amendments to the Constitution of the Department: *Article III, Section A*—"The officers of the Department shall be the President, three Vice-Presidents, the Secretary, the Treasurer, and the Executive Committee." *Article IV, Section C*—Strike out the word "majority" making the section read: "Two thirds of the members present in a regular session will be necessary to make the proposed amendment a part of the constitution." *Article V, Section D*—A nominating committee of five members shall be appointed by the president at the first session of the July meeting. This committee shall nominate one candidate for each office to be filled. Nominations from the floor shall be permitted. Moved by Miss Katherine D. Blake that the amendments to the Constitution of the Department be adopted as read. Carried.

The treasurer's report, showing a balance on hand of \$2003.04, was read by the president in the absence of the treasurer. A motion was made by Miss Blake that report of the treasurer be adopted. Motion carried.

Mr. Anthony, chairman of the Nominating Committee, presented the following report and moved its adoption:—*President*, W. T. Longshore, Kansas City, Missouri; *First Vice-President*, Ide G. Sargeant, Paterson, New Jersey; *Second Vice-President*, Elizabeth Bates, Los Angeles, California; *Third Vice-President*, George A. Beers, Chicago, Illinois; *Secretary*, Mrs. Jessie M. Fink, Grand Rapids, Michigan; *Treasurer*, Courtland V. Davis, Norfolk, Virginia; *Executive Committee—1927*, Luise Krauss, San Francisco, California; *Executive Committee—1926*, Anna Laura Force, Denver, Colorado.

Mr. Pullman, of Birmingham, Alabama, moved to substitute the name of J. D. Williams, of Birmingham, Alabama, for that of Ide G. Sargeant, as first vice-president. Miss Blake nominated Mrs. Piexoto, of New York, for member of the executive committee, term expiring in 1926. Motion was made by Mr. Marsh, of California, that the secretary cast the ballot for the nominees for all offices as read excepting those for which nominations had been made from the floor. Carried. Balloting now took place, and J. D. Williams was elected first vice-president, and Anna Laura Force, member of the executive committee.

The officers for 1923-24 are as follows: *President*, W. T. Longshore, Kansas City, Missouri; *First Vice-President*, J. D. Williams, Birmingham, Alabama; *Second Vice-President*, Elizabeth Bates, Los Angeles, California; *Third Vice-President*, George A. Beers, Chicago, Illinois; *Secretary*, Mrs. Jessie M. Fink, Grand Rapids, Michigan; *Treasurer*, Courtland V. Davis, Norfolk, Virginia; *Executive Committee—1927*, Luise Krauss, San Francisco, California; *Executive Committee—1926*, Anna Laura Force, Denver, Colorado.

Miss Blake, of New York, moved to appoint a committee for the revision of the constitution of the department. Carried. Moved that the constitution as it now stands be printed in the first edition of the Bulletin. Carried.

A motion was made that a vote of thanks be given our retiring president for his able and efficient service. Carried. A similar motion was made thanking Mr. Bracken, editor of the Yearbook, for his great services to the cause. Carried. Mr. Anthony, of Pittsburgh, moved that Leonard Power, Worth McClure, and John L. Bracken, who are entering other lines of school work, be made honorary members of this department. Carried. Retiring President McClure thanked the officers and the editor of the Yearbook for their inspiring coöperation. He called attention to the fact that the department was devoted primarily to the problems peculiar to the

elementary school principal and prophesied a continuance of its rapid growth so long as it remained true to this ideal. The newly elected President Longshore was then called to the chair and spoke of his sense of responsibility and devotion to the department. He bespoke the active help of every principal in increasing the membership rolls and in coöperative professional service.

Meeting adjourned.

JESSIE M. FINK,
Secretary

THE OAKLAND MEETING

The Oakland meeting will remain long in the memory of the delegates and visitors who were fortunate enough to attend this delightful assembly. Interest was keyed to the highest pitch from the fact that not only our own department and the National Education Association were presenting hitherto unapproached programs, but an educational association of the world was in the process of making on the very spot. Many of our department were actively engaged in this specific work of helping plan and devise methods of procedure which when completed would be an instrument through which the educational organizations of the world might function. Unflagging zeal and enthusiasm abounded.

The Department of Elementary School Principals presented three splendid programs one of which was a joint program with the Department of Elementary Education. These were based upon the articles appearing in the Second Yearbook. Discussions followed each address. A more scholarly presentation would be difficult to imagine. Each member has reason to feel that our profession is coming into its own. President Worth McClure spared no pains to make this meeting a record affair.

The Oakland dinner—The environment at Oakland was inspirational. In that land where the profusion of flowers and sunshine is proverbial, a feast of rare delight and beauty was accorded us. The table abounded in delicacies indigenous to the locality as well as with importations from "just over the Pacific," until the heart of the most satiated epicure or the most exacting connoisseur must have leaped with anticipation. The satisfaction to the eye and palate were exceeded only by the spirit of kindness which greeted us upon all sides. Miss Elizabeth Arlett and her assistants have made us their debtors for this charming social function. Seated at the speakers' table were: President Worth McClure, Secretary W. T. Longshore, Secretary Jessie M. Fink, J. W. Anthony, Mary McSkimmon, Anna Laura Force, Olive M. Jones, Fred M. Hunter, Payson Smith, Effie McGregor, J. D. Bracken, Dr. W. B. Owen, and A. E. Winship. Speeches were made by Superintendent Hunter, Dr. Payson Smith, Dr. Winship, and Dr. W. B. Owen. President McClure presided.

The officers' breakfast—The officers of the department met at a breakfast July 3, at Hotel Oakland for the purpose of discussing matters of importance to the department. Three of our founders were leaving us, Mr. Leonard Power, of Port Arthur, Texas; Mr. Worth McClure, our President from Seattle; Mr. J. D. Bracken, editor of the present Yearbook. The ability

of our leaders had gone abroad and more lucrative fields of endeavor were opened to them. Mr. Power is to become a college president; Mr. McClure enters the superintendency work; Mr. Bracken does likewise in St. Louis, Missouri. That recognition and professional advancement are due these young men, that education is being recruited from the best by gaining them, is all too evident to us, and we are proud of their success. Nevertheless we are the poorer for their loss to our department, and this meeting was called to decide upon questions of procedure caused by these vacancies.

Mr. Arthur S. Gist, of Seattle, Washington, accepted the editorship of the Yearbook for 1924, thus filling the place left vacant by Mr. Power. Mr. Bracken's work in editing the present Yearbook is such as to attract National commendation. How many hours of indefatigable labor Mr. Bracken must have spent upon it is evident. Certainly no such contribution to the work of the elementary school principal has ever appeared before, and every officer of the department took pleasure in acknowledging a personal satisfaction in the presentation of the principals' problems as set forth in this edition. We were all agreed that it stands as a monument to the ability of our group and that no way of adequately measuring its real contribution to elementary education is as yet available. The officers present at this breakfast were: President Worth McClure, W. T. Longshore, Jessie M. Fink, John W. Anthony, Olive M. Jones, Mary McSkimmon, Anna Laura Force, J. D. Bracken, and S. D. Shankland.

Fields of education from college presidencies to superintendencies; from chairmen of world committees to the president of our great National organization have this year drawn leaders from our particular group. We should be less than human if we did not rejoice in these opportunities for our members; we should be less than human if each heart did not beat a bit higher at the evidence of our contribution. We should be unworthy of our group if we were not stimulated to greater service by the consciousness of service rewarded.

We are proud of *our* Olive M. Jones, president of the National Education Association; we are proud of Katherine Blake, one of our great leaders in education; we are proud of Mary McSkimmon, whose graciousness is unsurpassed and whose leadership is an inspiration. The ethical delicacy which pervaded this group at Oakland during the "friendly campaign" constitutes a star in the ethical firmament of the educational world. Our department has a mission in producing leaders. On with the work; recruits are numerous.

PERSONALS

Anna Laura Force, of the Lincoln School, Denver, Colorado, is chairman of our membership committee and reports a large increase in membership.

Ambrose Cort, principal of Public School No. 73, Brooklyn, New York, also State Director of Education of the State of New York, was always on hand to assist in any necessary work to be done at the Oakland meeting.

S. D. Shankland, our executive secretary at Washington, was in evidence at this meeting and by his timely advice greatly expedited matters of interest to the department.

Mrs. Fred M. Hunter, of Oakland, California, made a host of friends among our group by her charm and affability.

Our newly-elected president, W. T. Longshore, has the support of the entire membership back of him. He was the unanimous choice of the delegates and has richly deserved the honor conferred upon him. At the same time the department feels it is to be congratulated upon securing so competent and understanding a leader.

Mary Flynn, principal of Micheltorena School, Los Angeles, California, also president of the Los Angeles Elementary Principals' Club, entertained Mrs. Jessie M. Fink, at her home in Los Angeles.

Superintendent Fred M. Hunter is an outstanding friend to this department. At the Hotel Oakland banquet he gave a most interesting and resounding speech.

Margaret Strahan, of Grand Rapids, Michigan, president of the Grand Rapids Principals' Exchange Club, visited Yosemite National Park and spent the entire summer in places of interest in California.

Olive M. Jones, President of the National Education Association, and Mrs. Jessie M. Fink, secretary of the Department of Elementary School Principals, were guests of Mr. and Mrs. F. O. Heydenfeldt, of San Francisco, on a motoring trip through Yosemite National Park and Lake Tahoe.

Mary McSkimmon, of Brookline, Massachusetts, spent some days in visiting places in California, among them Yosemite and Lake Tahoe.

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 1923-24. One dollar of this fee is for a year's subscription to the Department Bulletin.

Kindly send all publications, including the Third Yearbook to be issued in June, 1924, to me at the address given below.

Name
(Typewrite or print)

Mailing address
(School or street)

.....
(City and State)

My present position is