

BULLETIN

OF THE

Department of Elementary School Principals

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DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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REPORT ON EDUCATIONAL PROGRESS

IDE G. SARGEANT

Principal, Public School No. 10, Paterson, New Jersey

UNUSUAL ACTIVITY in the educational field is reported from all parts of the Nation. The broadening conception, by the people at large, of the part education must play in their own welfare is shown by the increased outlay for new buildings, better equipment, smaller classes, and better trained teachers. And this in the face of critics who view with alarm the ever-increasing amount appropriated for the schools. Fortunately for the public good these critics belong for the most part to a class un-American in attitude if not so by birth. Either because they were educated in exclusive private schools or because of their vast wealth, they have drifted out of sympathy with the common man, lack confidence in his ability to rise above a certain level and wish to train their own children in an exclusive circle wherein they cannot become contaminated by association with the children of the masses. To them, taxation to train the average child beyond what is necessary to make him an efficient cog in the industrial machinery is an unwarranted use of the taxing power. The recent utterances and reports of certain prominent individuals and leaders of large accumulations of capital justify my statement.

This is not the attitude of our people, taken collectively. They have faith in the common man and in the public school. Just as rapidly as our school forces can demonstrate clearly the need of more money it will be granted by the taxing power. The average man has the good sense to know that our national well-being and safety depend upon an ever-ascending scale in the level of general intelligence and morality. Safety of the individual and of property depends upon this. The public school is the instrument by which it must be done. For this reason it must be made as efficient and complete as human ingenuity can devise. For this reason the school forces must organize, study, and clearly set forth by suitable publicity what the needs of the schools are. It is our business. We are the paid agents of our people to do this work. It is our part to lay bare the truth. Do this and we shall have the most generous support.

No department of school work has shown a greater awakening to the possibilities lying before us through proper organization and coöperation than the Elementary School Principals. It may be well to review some of the information coming to our committee from the principals throughout the Nation.

Chicago principals assess themselves \$30 annually in dues and employ a secretary to carry on needful activities in connection with their school work.

Seattle principals paid the expenses of their president to the Department of Superintendence meeting in Chicago last winter. His expenses were also paid while he was making a survey of the schools at Denver, Sioux City, Chicago, Minneapolis, and Spokane.

Boston is working out a plan for Citizenship Training based on the following outline:

- I. A study of the characteristics resulting from the development of the fundamental virtues.
- II. A study of the characteristics resulting from adjustment of life work to native endowment.
- III. A study of characteristics resulting from the developed capacity for the right use of leisure.

Detroit and Kansas City report remarkable work with the platoon form of organization.

Pittsburgh's most outstanding progressive accomplishment was the establishment of a vocational trade school. Courses leading to a trade are now offered in shoe repairing, tailoring, auto mechanics, carpentry, printing, machinist, and electricity, with other courses in preparation. Pre-vocational centers were established to care for the over-age and retarded pupil. The platoon school idea has resulted in the changing of many traditional organizations into platoon schools. There has been an extension of centers for mental deviates and the Board of Education has just launched a five-million-dollar building program for junior and senior high schools.

Philadelphia shows magnificent progress in educational growth along scientific lines.

Beginning last year, they selected twenty-four schools to reorganize on the basis of grouping by intelligence. Each grade was broken up into three groups: (a) Composed of those pupils who, as a result of an intelligence test, supplemented by the opinion of the teacher and the principal, proved the ablest; (b) the next ablest section; and (c) the third ablest section of the grade. Of course, this is only possible where a school is large enough to break up the grades into three groups. The result has been highly satisfactory to teachers, children, and parents. There has been very little criticism of the plan, and we are considering its further extension.

In September, Philadelphia will establish a new type of institution, in the form of a demonstration school. This will be a full-sized elementary school, fully equipped, and manned with picked teachers who will be placed on a special salary intended to attract only the best. The classes will be of normal size, the children will be the "run of the mill." The object of this school is to demonstrate through daily activities the possibilities of the course of study as developed by picked school teachers. This school is to help young teachers and others who need to observe good teaching and our course of study exemplified at its best. We hope to get a good deal of professional stimulus from this experiment.

Philadelphia is one of the first of the largest cities definitely to adopt the 6-3-3 plan as a city-wide organization. We are not utilizing abandoned elementary schools for junior high schools but we are building new buildings which cost from \$800,000 to \$1,000,000 each and which are especially adapted to the purpose. In addition to three elementary school-buildings which were converted into junior high schools, we have now five specially built junior high schools in operation. These accommodate about eighteen

hundred pupils each and are confined strictly to the work of the seventh, eighth, and ninth years. Every convenience in the way of equipment is provided, and specially trained teachers form the faculties. This fact is recognized by the salary schedule with a maximum of \$2800. In the fall we shall open four more such schools. We are completing plans for the construction of about twenty-four.

A teachers' council, known as the Philadelphia Public School Council, has been successfully established and is operating very well, indeed. The purpose of this council is to facilitate the coöperation of the teachers with the administration and to assist in the solution of problems which affect the welfare of the teachers.

Grand Rapids has accomplished some excellent work along Americanization lines. Her policy of registering the name, the street address, and making a personal call on every foreigner within her boundaries explains how it is done. She declares that the success of her plan depends on three factors, namely:

(a) A board of education who is willing to authorize sufficient classes to take care of the enrollment.

(b) A well organized parent-teachers' association throughout the city.

(c) A good organizer to enlist the coöperation of a community in this project, for it is a community affair.

Her citizenship classes show a gain of 699 in attendance in 1923 over the number in attendance in 1922.

Her work along orthopaedic lines is hardly less remarkable. The Mary Free Bed Guild cares for an average of five hundred patients a year in its clinic. This Guild has certainly set a pace for a community organization.

Paterson's notable achievements in the educational field has been the replacement of her old elementary schools by new buildings, representing an outlay of several millions and the building this year of a girls' high school at the cost of a million and a half. These institutions have all that is best in school architecture and equipment. She has also established a school for the crippled and blind. Her salary schedule for teachers places her among the few leading cities of the Nation. She is one of the pioneers in appointing one of her own teachers a member of the board of education, and this teacher has been a marked success as a board member.

A feature at *Schenectady* that deserves more than passing notice has been the establishment of six centers for intermediate or junior high schools. Although in operation less than a year, her superintendent reports the following gains: The pupils now have real joy in doing school work; better teaching has resulted from her introduction of the intermediate school; overloading by older pupils is now very rare; discipline is easier and better; better scholarship; pupils stay in school at least one year longer; this type of school affords greater opportunity to develop leadership; good citizenship is emphasized in the most practical way—that is, by actual practice; supervised study lessons and often the elimination of home study; and more and better training is now given in the practical arts and in the fine arts.

When we consider that the cities I have mentioned are but a type of the large number in this broad land who are building for better things, we can see that the forces of education are becoming more aggressive and there is much hope for the better life.

Many of our leading thinkers are discussing seriously the fact that in spiritual growth we have not kept pace with material inventions and discoveries and because of this fact we are suffering the distressful life mentioned by H. G. Wells. What is more, other thinkers besides Mr. Wells see the only solution of our troubles in a new type of school, presided over by a new type of schoolmaster. One who is no longer shy. One who dares to be arrogant if the need be. One who is aggressive in the fight for the right.

Professional organizations—The last five years have been a period of much activity among principals. During this time, both national and state organizations have been formed. These associations have committees working on important problems the solution of which will do much to bring a more effective procedure into the field of public school work.

We have only begun to spend money in education. Vaster and still vaster sums will go into this work as the intellectual horizon of our people broadens. But with these increased expenditures will come an added responsibility to the head of the school to see that none of the money is wasted and that the advantages accruing to the school community are equal to any in the land.

No principal can meet these demands unless he actively supports the professional organizations of his group as well as the general associations. He must be familiar with the yearbooks, the bulletins, the monographs, the studies, the committee reports and the work of the various meetings. And there is no agency by which he can keep in touch with all this information except through his membership in his group association.

Supervisors—Our study reveals the fact that in the country as a whole, the province of the special supervisor is in a nebulous state. In some systems there is much friction and the special supervisors are a nuisance and a hindrance to educational progress. In some systems principals decline to show the coöperation necessary to make the supervisors' work the success it should be. In other systems supervisors, principals, and teachers are working in perfect coöperation and securing splendid results. This is a troublesome proposition. Principals and supervisors should get together, clear up the difficulties and work out a plan acceptable and helpful to all.

In those systems where the special supervisor is functioning most efficiently, the supervisor acts exclusively as an expert adviser or instructor with no administrative powers, all administrative duties being the province of the principal.

Assistant principal—We found the status of the assistant principal undefined. For many it is an empty title as they teach every period in the day with no free time for supervision. There is no definite agreement, even among superintendents, as to how many teachers can be supervised effectively by one individual. This can be determined and should be determined

in the interests of the children. It should be taken up at once by our national department.

Secretary, Board of Education—Within the last few years there has been a tendency on the part of secretaries of educational boards to organize themselves into bureaucrats. In some systems they have actually usurped the powers of the superintendent, bully principals and teachers, belittle and misrepresent principals and teachers to members of the board of education and become insulting and petty tyrants. In some instances secretaries have been legislated out of office to get rid of them by retiring them on pensions. This is a matter that should be dealt with vigorously by our national and state associations. This is a very important position and it is vital to the welfare of the schools that it be filled by a high-grade broad-minded man.

Glass welfare—Then there are questions that deeply concern the comfort of the pupils. One of the most necessary is the reduction of the number of pupils per teacher; no teacher can do justice to a class of more than thirty children and our people as a whole should know it. Modern apartment houses and business plants are equipped with awnings and electric fans for the comfort of the occupants. Yet in 90 per cent of our schools the south and east exposure of the building are without awnings, rooms without fans with teachers and children sweltering in the heat of early summer and fall. It is a mystery why some humane society has not taken up the matter of this disgraceful situation.

The windows on the eastern and southern side of all school buildings should have awnings and the rooms equipped with electric fans for hot weather. Common mercy to the little fellows spending so many hours there demand it.

Principals, both elementary and secondary, have it within their grasp to do a work for the Nation and for civilization never before vouchsafed to any group or profession in human history. Are we ready to accept the challenge?

During the year the schools have been severely criticised by such well-known publicists as H. G. Wells, Upton Sinclair, Dr. Nicholas Murray Butler, and Dr. Henry Pritchett. We may feel that some of these writers have indulged in poetical license and overdrawn our faults, but all of us well informed know that they have a substantial basis for their assertions. It is useless for us to play the ostrich and hide our faces. We are confronted by cold facts.

"The Goslings," by Upton Sinclair, pictures conditions in the schools that are not only cruel, shameful, and disgraceful but extremely dangerous to the body politic if true. For us to ignore or attempt to dismiss his charges as the work of a sensation monger, shows us to be lacking both in the self-respect and the intelligence to grasp its psychological effect upon the public and the rank and file of the teaching corps. A strong committee of this department should be appointed and properly financed to go to the bottom of the matter. If Upton Sinclair has lied then his untruth should be laid bare. If he has told the truth and the "black hand" and crooked politics

have the schools by the throat, it should be blazoned from the housetops until the people arise in their wrath and drive the malefactors from the temple of childhood divorcing the schools forever from everything but honest administration.

Because it overemphasized the growing expenditures for public education and gave utterance to a discreditable babyish wail about increased taxes therefor, the eighteenth Report of the Carnegie Foundation for the Advancement of Teaching aroused intense hostility and greatly lessened the effectiveness of its many excellent assertions, suggestions and conclusions. A careful reading of this report has convinced me that a committee of our department could do a valuable piece of work for the schools, by giving this report a careful study, separate its vagaries from its truth and make their own report thereon at our winter meeting.

The most important single element of gain to education during the last five years has been the collapse of the idea that there should be a close analogy between the school system and the military system; with its gradations of rank; its feudal notion of loyalty to the chief rather than to the welfare of the community; its tradition that all information about the schools should come from the head of the system, and that any expression of views, or the exercise of initiative by a school worker below the rank of superintendent is a species of insubordination. The imperialistic idea of organization for American schools, as for American business, was an importation from the old world and has been a heavy handicap to American progress. It has made of teachers the "shy and specialized class," cited by Wells. It has made possible, the wrongs suffered by teachers; their bitterness, and has created the despicable double-faced sycophants in some of the principalships pointed out by Upton Sinclair. In many systems it endangered one's position and future for one to express an original idea, unless credit was given to the "chief." The deflation of this imperialistic notion is giving us a superintendent of larger calibre, one really a leader by right of merit, one who resembles the expert chairman of a board of directors in a big business enterprise. Principals are getting away from the "cog-automaton" type and developing into real educational leaders. Teachers are sitting in council with principals and superintendents, writing courses of study; rules for the government of schools and becoming members of school boards. Already the democratic idea has given us more courageous and better trained teachers. It has brought a single salary schedule with equal pay for equal attainment in many systems.

Teacher recruiting—The biggest task ahead is the proper organization of the school forces and creating an *esprit de corps*. Much as we have done in this line, we are still far from being on as effective a basis as the need requires. Not only must teachers be aroused to the call of our time but the public must be thoroughly informed of the needs. America must be made to see that it is not merely schools for children for which we are pleading but public safety. The shocking case of Leopold and Loeb in Chicago, and the Cooneys in New York, are a thundering challenge to the virility of school and community. We cannot evade our responsibility if

we would. It is not education in three R's alone but the safety of life and property for which we are working.

Thousands of classes are without teachers or properly trained teachers. Children growing up in ignorance of the verities. This summer at the military camps our Government will spend thousands in training young men for war. Is our danger of invasion by a foreign foe as great as our danger from the Loeb's, the Leopolds, the Cooneys, the bandits, the conditions disclosed by the oil investigation and the booze hounds? Why not establish great summer camps for teachers, similar to the military camps, where large numbers of our best young men and women can be brought together to give them training, arouse their enthusiasm and aid recruiting for teaching?

If we are going to induce the grade of ability, which we must have, to enter the work of teaching, the whole attitude of this Nation must be changed toward the work. The financial value of the position, its standing in the eyes of the community as compared with other callings. The respect which citizens generally have for teachers as being persons of sound sense and practical judgment, need to be greatly changed, if our young men and women are to enter the work with the same avidity and enthusiasm as they enter law, medicine, and business. What could do more to arouse the imagination of the Nation, to the magnitude and importance of education than for the United States Government to establish great summer school camps throughout the Nation for the training of teachers as is now done for embryonic soldiers at the summer military camps? Bring to these summer schools for teacher-training as instructors the best the country can offer in the way of inspiration and understanding of the Nation's problems and possibilities. For the parent it would mean a teacher of the right kind for his children. For the capitalist it would mean a teacher capable of teaching the value of property rights. For labor it would mean a teacher able to train the coming generation in a proper understanding of what constitutes justice and its absolute necessity to any permanent adjustment of the difficulties between labor and capital.

THE First Yearbook is out of print. There remain in stock a few copies of the Second Yearbook, "The Problem of the Elementary School Principal in the Light of the Testing Movement," and of the Third Yearbook, "The Status of the Elementary School Principal." The price is \$1.50 each. Make check payable to Courtland V. Davis, Treasurer, and address envelope to 1201 Sixteenth Street N. W., Washington, D. C.

PROFESSIONAL GROWTH OF THE PRINCIPAL FROM THE STANDPOINT OF THE PRINCIPAL¹

ROSE A. PESTA

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DURING the past four years I have been so much engrossed with the work of the Chicago Principals' Club that I have not done the usual reading for professional growth, nor have I been able to try out the various experiments in education that have appealed to me. All my time outside of school has been spent on the work of the principals as a group. Consequently, I felt that I could formulate no message on the subject, *The Professional Growth of the Principal from the Standpoint of the Principal*. On more careful thought, however, I realized that this work for the whole group in itself promotes professional growth. Anything which causes one to see his work from a new angle, from a larger field of vision, tends toward growth in his profession, and certainly work done for the whole group of principals does that. But although in doing this work there may be a sacrifice of the growth which would come from individual reading and experimentation, it must be recognized that this service does give a new perspective on the individual problem and causes that problem to be viewed in its larger relationships. In approaching this subject it has been a comfort, too, to recall the Toronto scientist who recently made such advances in the study of diabetes. He stated that if he had read "all that was written on diabetes and known all the conflicting theories he probably would never have touched the problem." So with me and this subject. Aside from having read Cubberley's recent book on the *Principal and His School*, I know not what the writers are saying on this or allied subjects.

In discussing the professional growth of the principal, there must of course be some sort of unanimity of thought as to what we mean by a principal. I do not mean the principal who is merely the head teacher with certain administrative duties with respect to the other teachers and rooms of pupils about him. Not until this head teacher does have some responsibility for the teaching going on in the surrounding rooms would I dignify him by the name of principal. It would seem to me far better if the term principal might always be reserved for the type of office which does imply responsibility for the teaching and teacher training of the school. That is the meaning of the term as I shall use it.

The elementary principal arrives at his position usually by two distinct paths and on the direction of his approach depends in large measure what he needs for his initial professional growth. There is the principal who has been so successful in his teaching work in the elementary grades that he has come up through them and has finally won a principalship; sometimes by some additional academic requirement, sometimes not. He is the type that has practical, accurate knowledge of the running of the school; of how to teach children of the various grades and ages. His need would be

¹ An address before the Department of Elementary School Principals, Washington, D. C., July 3, 1924.

to enlarge his knowledge by reading and study of the more recent investigations in the field of education. He would probably need, because of his intimate knowledge of school work, to watch himself lest he go to the extreme of restricting unduly the initiative of the individual teacher.

The other type is the student recently a graduate from the university who comes in directly as a principal of the elementary school after an apprenticeship as a high school teacher for a longer or shorter term. In either case, this type of individual is the one who is usually up-to-date on the recent literature in regard to teaching, educational theory, and philosophy. On the other hand, even though he may have had some experience in teaching in the high school, he frequently has little practical knowledge of the art of teaching elementary children; he does not know grade work. He would probably, because of his general knowledge of education, his qualities of leadership, be an inspiration to the teacher to do her best with her individual problem. But it might easily happen that by his very proper discussion of the larger elements of education combined with a lack of knowledge of elementary school work he could so dissipate the energies especially of the younger, untrained teachers that they would fail to instruct the children in those fundamental facts which are rightly their heritage. His duty would be in every way possible by teaching, by observation, by discussion to acquire some of the practical knowledge of the instruction of little children.

The ideal principal is of course the one who possesses the characteristics of both of these individuals. When we find such a one we immediately recognize him as an educational leader. It is the duty of the ordinary individual to recognize to which type he belongs and to work to improve his weaker side. Here is the first and immediate field for professional growth. Each by reading, by study, by experimentation must develop himself into the full rounded principal; the one who knows the work of the school thoroughly; who is modern and up-to-date in educational literature; who has the qualities of a leader and who has such a grasp of the educational problems of the elementary school that he is recognized in that field by the community; one who furthermore has such relations with the community as to be regarded as a leader by them.

We frequently hear the expression, "As is the principal, so is the school." I realized a much fuller meaning of this sentiment after a recent tour of inspection of the schools of various cities with the Educational Commission of Chicago. For nine school days we did nothing but visit school after school, usually three and four a day. One of the most outstanding conclusions of that visitation is that the principal gives the distinctive character to the school of which he has charge. If he stands for a fine school spirit, the school will have it; if he is especially trained in music, the school will be exceptional in music. If his hobby is tests, the teaching of the school will reveal that. Even in cities where individual schools have, as far as could be judged, little or no initiative in organization or in educational experiment this would be true. The principal would have placed his stamp on the school; would have so impressed his personality upon it that it was evident

even to visitors who could spend only a short time in the separate schools. Since the schools so take on the character of the principal, we must face the responsibility of this headship. In our schools evidently we build a monument to ourselves; our educational ideas; our philosophy of life. Certainly then it behooves us to stand for the best and finest things educationally since what we believe, what we stand for, is going to affect the lives of so many.

We shall conceive then of our ideal principal as doing all that he can to fit himself for the responsibility of his position. He will gain a knowledge of the subject-matter of the elementary school, of the art of teaching that; he will develop by reading and experimentation a philosophy of education; he will refine his own methods of handling his school and he will avail himself of all the training in the specific duties of the principal that is offered. That is about as far as he can go by himself. Indeed, if the central office or whatever represents higher authority is not sympathetic, he may not develop himself even to this extent. That is to say, he may deduce his educational ideas, but in some systems he could neither put them into practice nor express them. Samples of this, too, I have seen in my visitation of other cities. In ones which were apparently much freer than others in permitting individual experimentation I have seen an educational discussion cut off by the superintendent of schools and the interpretation made that that discussion indicated lack of harmony with the prevailing educational theory of the office. I am quite aware that the principal's function is to carry out the educational ideas of the superintendent of schools in so far as they are practical, but in so doing, unless he is a fossil, he must be forming educational judgments. The superintendent of schools, if he is progressive, if he has the real interests of education at heart, should want these reactions from his thinking assistants. To stifle them is not in keeping with our spirit of democracy, nor does it promote true progress in educational development.

However, these are the circumstances under which we work and in any discussion on professional growth we must recognize them. Partly because of the restrictions of the central office whether on freedom of speech or experimentation and partly because his advancement is dependent on that of the group, one principal working alone can develop only just so far professionally. Further, because of the isolated character of his position he needs to have his ideas checked by comparison with those of his fellow workers. He needs also a certain peace of mind for full professional development. There must be, for example, some assurance as to tenure of office, some adequate compensation immediately for services rendered and some provision for a competence in old age. None of these things can be secured by one principal working alone. They must come either as the result of recognition from above or as group action on the part of the principals. Now while these things which I have mentioned might come as a result of the forces operating above, true professional growth and standards could never come that way. They must be a result of fermentation and action within the group of elementary principals themselves working together. And this then leads me to a consideration of the local organization of principals.

The secretary of the National Education Association in his report last July stated that only a few of the local affiliated organizations are working on educational problems. I suppose that applies to principals' organizations as well as to others. In the formation of an organization the aims are apt to be vague and rather nebulous; the main idea is to get together, to get acquainted and since the members of your would-be organization are all educators then the getting together usually is combined with a presentation of some educational theme, perhaps some discussion. As soon, however, as your association sets for itself any one definite aim to be attained, such as improved pensions, tenure of office law, etc., it becomes a much more closely knit organization, operates more strictly on a business basis, and has a tendency toward a political cast.

Now all these are good and worthy objects which certainly advance the principal professionally. But they are not the only nor indeed the main avenues of his professional growth. These must be found directly in the problems of his educational work. Yet there is the tendency for an association to stop with the handling merely of the first type of problem. In fact, there seems to be something almost antagonistic about the two ideas. The association—and I am now speaking of associations in general and not merely those of principals—which develops from the vague formless beginning of a social organization with some educational tendencies into a progressive educational organization seems to find it difficult to undertake any battle for the definite improvement of the position of its members. And the association which develops from the same beginning into a closely knit, efficient business organization securing definite advances in administration, in freedom and power for its members seems to find it hard to keep the educational side of its work going. The two types ought not to be antagonistic; the ideal association is the one which can combine both these functions. And just as the individual principal must face the problem as to which particular class of the two I outlined he belongs to, so your organization must face this question and then proceed to develop its atrophied side.

At the last meeting of this association, the warning was sounded to keep our organizations from becoming agencies for political manipulation. That is the danger in one direction. The danger at the other extreme is that they are so aimless in purpose as to eventuate merely in "talk." Most of you know how well organized we principals are in Chicago; besides our general principals' club which is the main organization, there are two separate clubs, one for men and one for women for social purposes. And now we have growing up among us two more groups; the group of men principals newly elected to the system and a similar group of women principals. Each of these is for mutual help in learning the duties of a new and complex job. One of these groups announced as its topic just prior to the National Education Association meeting, "What can I get out of the National Education Association meeting? How?" Their announcement continues, "It will be discussed without regard for the feeling or pride of anybody and with frank understanding that many teachers' meetings have been simply a place for airing theories and getting advertisement, and hence to be avoided. This

expresses what I mean by the danger in the other direction. Thinking individuals are not going to dissipate their energies by belonging to organizations that cannot do some effective work. Your association then must steer its course carefully between the Scylla of mere talking and the Charybdis of politics. As to whether it will succeed in doing this depends in large measure upon the leaders that it chooses. Mr. Payson Smith, the past president of the Department of Superintendence, has been preaching the doctrine of our need of leaders; that our emphasis should not be on the 100 per cent basis but on whether or not we can develop a leader or leaders out of this mass that seemingly are all on a par. As far as I can gather in all this organization work, your association is bound to develop in the right direction if you have leaders who have the vision to see what its purposes and aims should be.

We are then considering an association with leadership such as to keep it from going to either of the extremes I have described, yet such as will be able to maintain the two-sided character of it—namely, that of securing definite advances in position and recognition for the principal while at the same time solving the educational problems of its field and enabling its members to be “students of their calling.” Such an association can do much for the professional growth of the principal within its fold no matter how adverse the circumstances. Since I have already referred several times to the conditions necessary to professional growth such as a feeling of security, freedom from worry on the part of the principal, I shall go on immediately to deal with the direct elements of that growth.

What any particular association would start working upon would depend on what its circumstances are at the time. In Chicago, for example, we have no need to work for the setting up of requirements to become a principal. These have already been set up. And that is true of a great many cities. This is one of the reasons why the principalship has risen in prominence in recent years. It is in many school systems the highest position for which there are educational requirements. In filling positions beyond it, educational ability and attainment may or may not be considered. At least they are not specified. But even for the principalship in many good-sized cities there are no specific educational requirements. In such a city one of the first measures that an association should undertake to improve professional conditions among the principals is that of working for the establishment of such requirements. It may, first, obtain information from other cities as to what are the requirements for the position. Having this country-wide information to present to its members and to its central office will at least focus attention on this subject. Certainly, if the central office does not wish to establish such requirements, it can go no further than a campaign of information. But this campaign is not complete at this point. One of the especial functions of a local association is to develop its members as speakers. Some one has said that “one of the great responsibilities of principals is that of selling modern education to the people.” If he is to fulfill this function he must be developed, trained as a speaker. There is no better field in which to do this than in his local association. The recognition of this fact accounts in large measure for the local associations so generally throughout the coun-

try confining their programs to their own membership. Your principal then would be expected to be in touch with the various clubs of the community, men's and women's. He would be accustomed to talking to them on educational subjects. He might very well give these organizations some of the information obtained by the principals. That is one of his legitimate methods of improving education in his community and his city.

Another splendid professional field for a young and struggling association to invade is that of establishing a code of ethics for its members. We have no such code in Chicago though there has often been discussion in regard to establishing one. Frequently, the measures we have been particularly interested in have been adopted as rules by the central office. In times past, it was perfectly possible for a principal to go into a school other than his own, visit a fine teacher there and ask her to transfer to his school. That was declared unethical by the principals' group. It no longer is possible. Nor is it possible for a principal in leaving one school completely to denude that school of its teaching force. In the history of a principals' association elsewhere, I have read this statement: "Our ideas of ethics forbade encroachment upon questions which the superintendent might be called upon to deal with for fear we might interfere with his program." The article goes on to say that "the superintendent being actively interested in every question affecting the welfare of the schools and the children, there was practically nothing but abstract or academic or social matters proper to come before us." Certainly that association needed an awakening on the subject of professional ethics and in any organization an understanding of the ethical relationship between the superintendent and the workers in the field is well worth while. How about the ethics of what you owe to your community in giving them the benefit of the practical educational ideas you have evolved through the years? Is there no responsibility there? Is there no responsibility to the superintendent himself, in giving first-hand information as to how his theories are working out in practice? I suppose there is no one field in which we need more of light, an honest scientific consideration of educational facts rather than partisan bolstering up or kowtowing to some one's theories or at best, silence. The hope of education in this country today is its democracy. It should not be a system forced down from above, but a growth from below, utilizing all the wisdom, all the intelligence and experience of the workers in the field. Ethics constitutes then a splendid avenue of work for professional growth from all angles; the principal's relation to the members of his group, to the teachers of his school, and to his superior officers.

The field of supervision also offers innumerable ramifications for the work of a principals' organization in improving the professional status of its members. In the past, supervision connoted merely inspection and examination, supplemented by institutes in which teachers were given ideas as to methods and directions of what and how to teach. That is not the conception of supervision in the finer sense today. But it still may be and probably is the opinion and practice of a large number of principals throughout this country who have not made intensive study of this subject recently. The

thing then for a local association to do is to start working on the new ideas on supervision; get specific examples as developed by the principals of its own community and make all of this known to all the members of its group. The Chicago Club codified some of its work along these lines into its Bulletin No. I on Supervision.

Recognition that supervision is so important a function of the principal has been largely the cause of the increased prominence of the principalship. But no one will force supervision on the principal. If he is not inclined to perform this function on his own initiative, then it devolves on the association to make him see its importance. The work previously mentioned will tend to do that, but always there comes the plea that there is no time for it. And so the association must do what it can with that problem. It would develop for the group blank forms that will expedite matters, discuss systems of disposing of administrative details, the use of the bulletin board, etc. In other words, it will build up out of the suggestions of the group a whole array of time saving devices, of effective administrative helps. They will be valuable in themselves that they will be even more valuable indirectly in forcing on the principal the idea that he must have system, that he must get through his administrative duties expeditiously. The Chicago association has just been at work on this phase and is about to issue Bulletin No. II on Supervision.

These are but a few examples of the work which a principals' club might undertake in order to develop its members professionally. Thus far I have said nothing of the principal's responsibility for the professional growth of the teachers of his school. It is said that the reason why teachers experience an early professional death is that principals make no effort to keep them educationally alive. This might well be conceived as a field for study under supervision. As he owes distinct obligations to the teachers of the system in regard to their professional growth, so I presume it would be granted that the superintendents under whom he works owe a distinct service and duty to him. Conversely, I am not at all sure but that he in turn has obligations to these superintendents in respect to their professional growth. If this obligation exists, certainly I could immediately specify fields of work under it.

And what is the part which the Department of Elementary School Principals should play in all of this struggle for professional growth on the part of the principals? If it is the belief of this department that local associations can accomplish any portion of this program which I have outlined, then it should be one of its definite objects to assist in the establishment of local organizations. Each local organization that it succeeds in establishing would seem to me to constitute a jewel in its crown. Toward these local clubs and all those already existing, it would owe an obligation in getting them started right, or if started, then headed in the right direction so that they would keep always as their prime purpose the professional advancement of their members as a group.

And then there are so many fields in which this organization is so much better able to collect information than are the local clubs. For example, it should have ready for the local organization information as to clerical

service employed in principals' offices throughout the United States; it should be able to furnish up-to-date information on the professional attainments required for the principalship throughout the country. This information should not merely be collected once but having been collected the file should be kept up-to-date. It might indeed be done in such fashion as to yield valuable material at some future date on the status at any particular time of the professional attainments of the whole body of principals.

We have heard a great deal about supervision being the prime duty of a principal. I am well acquainted with what is being done in Chicago, but I do not know at all about the work of other local associations in this field. I know that at least one principals' association has been doing some work, because of the number of articles that have emanated from that source. Probably there are many others. Here again is where the Department of Elementary School Principals can assist us. It could keep us informed of the activities of the local organizations in these various fields. What better way of stimulating professional work in these associations than to let them know what other local organizations are doing? It is the usual method adopted whenever one wishes to spur a group to action. In this respect its function would be to bind together and strengthen all local organizations. But as I conceive it this department has a function beyond all this. In our yearbooks which are being prepared annually, we are getting the opinions of the best minds on the various fields of the principals' work; the first year on the all important field of supervision; the second, on that of tests, and this year, a bird's-eye view of the whole field from all angles. Superb compilations all of them, but even they do not represent the full extent of the service which the National Association can render to the principals. Let us take, for example, the first yearbook; that accumulated the latest and best thought on supervision at that time. For two years now the doctrine of that book has been seeping down through the membership all over the country. In view of this fact, are we now ready to take the next step—that is, are we as an association ready to express what is our ideal on this subject? Many individuals have done so, but that is not the same thing as doing it ourselves. It isn't our professional platform unless it emanates from within ourselves. We don't expect some higher authority to draw up the professional beliefs of the doctors and lawyers. Why should we leave it to a university professor or a superintendent here and there to utter the platforms of our professional creed? What do we believe is the position of supervision in the field of the principals' work? Are we ready to define what we mean by supervision? Do we believe that the principal is the responsible head of the school, having charge of all the supervision with all special supervisors acting as adjuncts of his work? By this series of questions, I am merely indicating that it would be quite possible for us as a national body to go one step farther than we have previously gone—namely, to boil down our beliefs, if we have any, on some of these subjects to definite statements which might be issued as a platform.

Dr. Owen, past president of the National Education Association, pointed out that there is no national governmental system of education. The only

unifying force there is comes through the voluntary organization of the National Education Association. As that is true in general, so is it true in regard to each separate field of educational work. That clearly places before the Department of Elementary School Principals the duty of becoming the spokesman for the common elements of the principals' work throughout the country.

We should be able to count then on this department to encourage the development of local clubs; to help these local organizations to develop in the right direction; to collect nation-wide information on clerical service for principals, tenure, salary, and professional requirements for the position; to disseminate information as to what local organizations are doing as an incentive to others; and finally to recognize its mission as the national organ for the unification and standardization of that section of education comprised of the principals' duties. This is a glorious field for service on the part of the Department of Elementary School Principals.

PROPER ATTITUDE TOWARD THE PRINCIPALSHIP

JESSIE M. FINK

President, Department of Elementary School Principals, Grand Rapids, Michigan

AT THE ANNUAL banquet of the Department of Elementary School Principals, Raleigh Hotel, Washington, D. C., on July 2, 1924, Mrs. Jessie M. Fink, newly elected president and late secretary of the Department, in her address said in part:

"The one great opportunity sought by the majority of principals in this country is the privilege of functioning in education through organization, administration, and the improvement of instruction.

"Many school boards fail to detect the waste in a system where inadequate office equipment and clerical assistance is denied. No business man would take his efficiency expert to do the work of the messenger boy or telephone operator, or to do other routine tasks easily performed by a modicum of intelligence. Yet that is just what boards of education do when they demand these duties of a principal, though that person be of the highest institutional training and successful experience.

"Persons should be trained for this office work, for school machinery, for building and equipment reports, for attendance and census reports, for messenger service, for telephone responses, for graphing and statistical recordings, for all information of material and physical values, for the conservation of school plants and prevention of waste reports, for the many details incumbent upon a clerical position.

"For half price this mechanical side of the school plant could be properly attended to, and the instructional part function to much greater advantage by leaving the one person qualified to supervise instruction free to carry out the needs of the children.

"For the principalship should be recognized as inherently containing the sort of scholarship demanded by the most advanced professions. Its devotees should be possessed of a scholarship broad in its nature, including the

philosophy of education, the technique of education, the mastery of at least one specialty, the development of leadership, and a general cultural background. We have only to glance at our membership to find many such principals.

"These men and women are streams of intellectual vigor. They should be allowed to pour their fullness into the lives of our children, nor should the current be deflected by the mechanics of administration or school board procedure.

"These principals should be relieved of all material demands and allowed to take these children by the hands and introduce them into the world of books, that they may become citizens there; into the world of art, that they may become citizens there; into the world of religious thought through example, to become citizens there minus creed or sect.

"The public has to be trained to discern spiritual values. If the schools fail to measure up to the standard desired it is because the public has failed to provide for the development of things spiritual and allow for things material. But upon school boards lies the responsibility for providing the future vision of the public. This situation has been pointed out to them. Factory methods fail with the spirit.

"We principals must keep hammering until the validity of this assertion is so evident as to defy ignoring. The public must right about face and learn to determine its goals and then provide the means for their attainment, through the special function of the principalship."

CONDITIONS NECESSARY FOR EFFECTIVE SUPERVISION¹

W. WOODWARD CLEMENT

Principal of the William Cullen Bryant School, Kansas City, Missouri

I UNDERSTAND from our President that we are concerned tonight solely with the problem of supervision as it presents itself to the building principals of the elementary schools of Kansas City. It is his hope that out of the discussion which my paper is designed merely to introduce suggestions will be forthcoming which will point the way to adjustments more favorable for supervision than those now existing in our buildings.

The first requisite of effective supervision, you all will probably agree, is competency in the supervisor. Most of us have come into the field of supervision through exceptional success in teaching, strength of personality, managerial skill, and the like, rather than through definite training for and proved ability in supervision. Many of us, doubtless, have developed by means of the same traits which brought us success in the earlier recognized functions of school principals a high degree of skill and efficiency in the supervisory functions. These latter are of much more recent development. Even now management takes up an appalling amount of the time of those among us who are best circumstanced, and some are further tied with teach-

¹ Address delivered at the November meeting of the Elementary School Principals, Kansas City, Missouri.

ing duties. But to whatever extent a principal feels disposed to rest upon his laurels as a successful teacher, organizer, or administrator, and fails to recognize in his supervisory duties a not too well-defined, a growing and a vital thing, which will make incessant demands upon his willingness constantly to re-think his problems, to re-evaluate his materials in the light of changing school conditions and in response to the pressure of the new social demands upon the school, to try out new devices and methods, accepting or rejecting only after open-minded experiment—to that extent he himself constitutes a condition subversive of effective supervision.

I repeat, then, that the first condition necessary for effective supervision is an adequately informed, thoroughly trained, highly skilled supervisor, one alert to the demands of his duties as such and willing to pay the price of modern progress in this field of his endeavors.

Such a person will command the confidence of his teachers, which is a prime essential of success in supervision. Not only will confidence come as a natural consequence of competence, but in the wake of confidence will come that true relation of leadership and followership which makes for unity of purpose throughout a school, a oneness of effort which insures efficiency. I have yet to find a teacher who was not grateful for real help offered in a situation wherein she was aware that help was needed.

The second condition necessary for effective supervision is that responsibility must be matched with opportunity. As the Kansas City schools are now organized, the destiny of the individual school is in the hands of the principal. I mean no disrespect to our general supervisory officials when I insist that the principal is necessarily the integrating agency through which the various lines of force must focus. It would be quite extraordinary if the general supervisory officials in the different fields of interest which they represent, vocational education, physical education, primary education, music, art, general method, efficiency, teacher training, *et al.*, were so thoroughly agreed upon points of materials, methods, time disposition, etc., that their programs and recommendations fitted into each and every district in perfect harmony with each other without the need of modification at the hands of an intelligent coördinator. It is too much to hope that in a large system of schools there will ever develop unanimity of opinion among specialists as to all essential considerations. There will always be more or less of ebb and flow, of expansion, as in the last few years in music, and contraction, as with art during the same period, due to various influences interacting. Who but the principal can hope to keep alive a worth while work once established or adjust to the exigencies of local conditions a too ambitious expansion in a given field, if such should come? In every building there are limitations which can be understood and accommodated only by one on the ground and conversant with local conditions in an intimate way.

This responsibility for the success of the school is in the nature of things ours. I say that it is generally recognized. But whether it is actually so recognized or not, the logic of circumstance makes it true. My contention is that the second condition necessary for effective supervision lies in a full and free recognition of this responsibility and a granting of full oppor-

tunity for us so to function. More and more must there come to be a growing competence upon the part of the elementary school principal to assume the rôle of expert supervisor, and along with this must come full and free opportunity to play the part.

I have discussed the basis of this contention largely in terms of programs of activities, but the same condition carries over into the other recognized supervisory functions. In the matter of improvement of teachers in service, in methodology, in the application of tests and measures for diagnostic purposes or for testing the results of teaching—in all phases of supervision the attitude and activity of the principal largely determines the practice of the building. It is an up-hill business for an idea or plan to gather headway in the face of opposition or even apathy on the part of the principal, while aggressive action by the principal is a wonder worker.

Not only must the strategic position of the elementary school principal be recognized and opportunity accorded him as a matter of permission, but more and more must the limitations which now beset him through press of other duties be relieved where possible. This can be accomplished in part by others, in part by ourselves. Adequate clerical help the past few years has helped materially to give opportunity for supervisory activities. Closer organization may release further time. The field is open to us for such constructive work as we can do individually or as a body of principals toward the modification of teaching method, the course of study, the adjustment of conflicting claims upon the time and attention of the pupils and teachers, the solution of the "interruptions" problem, which this body has worked at from time to time, for any forward-looking plans any of us may devise whose merits are demonstrable. Certainly these can go into effect in our own buildings with little difficulty, and success in one building will insure wider adoption. We can point with pride to much progress for which the principals have already been responsible.

The third, and last, condition necessary for effective supervision is not so easily crystallized in a phrase. If the individual school were our only concern, we might stop when we had specified the need of competence on the part of the supervising principal and opportunity for him to work. But the individual school is a failure to whatever extent it fails to function as an integral part of the city system. Our population is a mobile one and there is much interchange of pupils. The teachers of Lowell school of last year are teaching at Bryant this year and at Humboldt or Hyde Park next year. While every school will of necessity develop an individuality of its own, there must be, and will be, a common core of subject matter, common standards of achievement, common aims and ideals of citizenship, common practices, which every efficient elementary school principal will see that his school maintains and fosters. Then, too, there is the obligation resting upon every school which develops any unique characteristic, whether it be a special type of organization, unusual excellence in some particular type of work, or what not, to stand ready to give of its accomplishment or quality for the good of the whole system. Every elementary school principal should hold his school ready for use as an experimental school for a promising device

or procedure, when such device or procedure does not threaten to be too costly. There is the obligation resting upon the different elementary schools to bear in mind their relation and obligation to the high schools and the special schools. The individual school should stand ready to give of the services of its teachers for demonstration teaching, for training centers, for whatever use will react beneficially upon the system as a whole.

The third condition of efficient supervision is the larger vision and the willingness to serve.

If we are going to insist on "our place in the sun," and I think we are, if we are going to equip ourselves so as to command the confidence of our co-workers as leaders in the field of supervision, if we are going to demand free opportunity to act in that capacity, let us stand ready to make our contribution to the good of the whole, recognizing the need of the larger coordination of all the forces at work in the system, acutely conscious of the tremendous power of unity of thought and action.

A PERSONNEL RECORD

COURTLAND V. DAVIS

Treasurer of the Department of Elementary School Principals, Norfolk, Virginia

A MODE of procedure which conceives a personal record of each child in the school to be very much more than a bare record of school marks from year to year has been often advocated. Such a procedure in its ideal form has included the recording of a wide variety of observations concerning the child and accounts of his reactions to varied stimuli at various times and under many conditions. But the clerical burden of recording these observations has been so great that in most instances the plan has been gradually abandoned following the subsidence of the first enthusiasm.

Any plan which would successfully provide even a part of the advantages to be gained from the continuous record or case history without carrying with it the onerous clerical burden would be hailed with delight. The advantages of a case history especially in dealing with the abnormal or out of the ordinary cases are too well known to need comment.

At Stuart we had on file at least one intelligence test for every pupil. The entire booklet containing the test was filed, primarily because that could be done more readily than could the process of transcribing the results before filing, and secondarily because it was found that there were occasions when the results of certain parts of the test were more valuable than the total result. These tests were filed in alphabetical order for the school as a whole rather than by classes so that the filing would not need to be changed with changes of individual pupils among the classes.

For some of the pupils who had been the objects of special study for one reason or another several tests were to be found. To some of these tests booklets letters from the school psychiatrist, the city psychiatric clinic, the attendance officers, or the officers of the juvenile court had been added by means of clips, and it seemed wise that a folder be provided into which all of these papers might be slipped so that none be lost.

Soon we added to these papers all standardized educational test booklets and sheets as soon as they came from the teacher. Formerly these tests had been used by the teacher giving them and then filed away as a group in some storage place where they were seldom disturbed. Now we have them in a live file, one frequently used, where each individual's tests are easy to find and where each new teacher of the pupil may make use of the information there revealed. The success of this plan was not contingent upon having financial resources sufficient to cover regularly the entire school, but made fullest use of every test given.

So began our personnel record. Already we had the usual continuous record card showing the parentage, birth, address, etc., and listing the conduct and scholarship marks and attendance record for each school term. To that we had now added all intelligence tests and all letters concerning abnormal pupils. Then came the suggestion that there was a considerable body of other written material concerning pupils which might well be added to the list of items filed in this way and which would measurably increase the value of the files without materially increasing the amount of clerical work entailed.

As a consequence of that suggestion we now place in our personnel folders, as we have come to call them, all correspondence between teacher or principal and parent concerning conduct, attendance, or quality of work done, all correspondence of a similar sort with the special officers of the school system and juvenile court, and any other papers which may come to hand which will serve to aid future teachers in the handling of these cases.

It will be noted that no additional writing or keeping of records is required of teacher or office force. Only material written for other purposes and most of which would otherwise have to be filed elsewhere, is used. It is only required of the teacher that it be left in the office and of the clerk that it be filed at convenience in the personnel files under the name of the child concerned.

At Stuart, every teacher goes through the test files whenever she receives a new class or a transferred pupil and, noting the I. Q. or I. Q.'s, computes the present mental age of each pupil. With the new additions to these files she now has the opportunity to study, at the same time, a considerable variety of other material bearing directly upon the problems of individual differences with which she will have to deal.

Here are brought together the various documents concerning each child where they may be conveniently consulted without the necessity of referring to a number of files. It lacks much of the detail of the ideal case record. It is without organization. The virtues of the case record are not claimed for it. But the data which it offers provide many of the most important advantages of the case record, and, best of all, it is a scheme which is thoroughly practicable for use in any school office and adds nothing, once it is in operation, to the already heavy clerical burden of the teachers and principal.

SCHOOLS AND LIBRARIES¹

JOY ELMER MORGAN

Director of Publications, National Education Association, Washington, D. C.

MEMBERS of the Department of Elementary School Principals: I cannot begin this address without first bringing my word of tribute and appreciation for the great and growing work of this department of the association. Its meetings have grown rapidly in popularity and power. Its publications are known the world around for their outstanding excellence. Its membership is each year reaching larger and larger numbers of the men and women who serve as the captains of our far-flung educational system. May its growth not cease until every principal of an elementary school in this broad land is brought within the sway of its inspiration and work.

The yearbook which furnishes the basis of this discussion is a notable volume. No principal can read it without being a better principal—without making a bigger contribution to the children in the schools, and without being firmer in his faith in education and surer in the principles that underlie his leadership. I have been trained and experienced both as schoolman and librarian. Unusual opportunities for observation in both fields throughout this country have been mine. Speaking from that background I congratulate the editor who planned and the authors who wrote the chapters in this yearbook that deal with the school library.

The chapter by Mr. Hamilton, of Berkeley, California, is an excellent analytical approach to the problems and service of the elementary school library. It tells how a notable elementary school library is organized, what it costs, what books it contains and the contribution it makes to the work of teaching and learning. Were I to make any observation about the article, it would be to suggest instead of the classification here noted the use of the simple decimal scheme worked out by Dr. Dewey. That system is so widely used throughout the world that there is an advantage in becoming familiar with it during the school years. Perhaps the list of books in the library would be more useful were it classified by grades and subjects. But these are minor points. The article stands as a unique and valuable contribution to the literature of the cause.

The second chapter by Miss Clara Mayer, on the public library in the school, is a brief description of school library service associated with a system of public libraries which is probably more varied and complete in its service to the public than any other large system of libraries in the world. A personal visit to this system of public and school libraries is worth a week of any principal's time. Preceded by a careful study of the volume of the Cleveland Education Survey that deals with "the public library and the public schools," it would give one a grasp of the purposes, methods, resources and accomplishments of the school library almost at its best.

There are two important respects in which I believe the two articles in this yearbook should be supplemented. In the first place, they assume what

¹ An address before the Department of Elementary School Principals, Washington, D. C., July 3, 1924.

I think we dare not assume that the importance of the school library in our educational economy may be taken for granted. In the second place, they emphasize too little the necessity for thoroughly trained professional librarians, well grounded both as teachers and librarians in the history and philosophy of education and in the purpose and resources of the elementary school. I have shaped what I have to say today largely with these two points in view.

It is a curious thing that in the evolution of the American library movement, the emphasis on the library of the elementary school has come last. Our public libraries, whose development on a professional plane came first, can never render their maximum service until all the people are trained and habituated to use them. Our great research collections and the libraries in our colleges and universities to which the library profession and benevolent wealth have given so much can at best reach directly only a limited few. The elementary school is the school of the masses. It is the only school that in our day the great majority will be privileged to finish. The secondary school, notwithstanding its marvelous growth during the past few years, does not yet reach the great masses of the Nation's children. We are now getting at the real base of the educational pyramid in the elementary school. It is reassuring to see such work as that now being done on standards for elementary school libraries by the joint committee of the American Library Association and the National Education Association, under the chairmanship of C. C. Certain, of Detroit, a former school principal, and to see such publications as the volume of the Cleveland survey and the chapters in your 1924 yearbook.

Another movement that should be mentioned is the work of the joint committee of the Library Department of the National Education Association and the American Library Association, which is forming standards for libraries in teacher-training institutions and for the instruction of prospective teachers in the use of library methods and materials.

These are important beginnings, but there are many questions to be answered, many purposes to be defined and many practices to be refined and tested under wider use. However, we know enough now to get a glimpse into the future of education with the library along with the laboratory at its center. "The race is between education and catastrophe," and the ability of democracy to survive will depend upon its ability to make men think. The whole program of public education is to make men think—to encourage the maximum use of intelligence by all the people—all the time. To accomplish this end, democracy has evolved two institutions—one the free public school with compulsory attendance, designed to lay, in the universal education of children, the foundation for thinking men and women; the other, the public library, whose business it is to perpetuate among all the people the high spirit and the fine ideals which make the best schools veritable paradises here on earth. There are, of course, private agencies working along parallel lines—newspapers and magazines, the public forum, the theater and the picture show, and finally the magic of radio, but in the large, the public school and the public library are the chief agencies which are supported and

managed under government auspices in an effort to maintain an informed and thinking citizenry.

The two are inseparable in any complete system of public education, and in discussing the library in the school one must consider its relation to the public library for which the school prepares. We must keep ever in mind that from the standpoint of the individual all education is self-education; that it continues outside of school as well as inside, and that it is a lifelong obligation. Upon this goal the American people have pinned their faith and nothing less is worthy the triumphant promise of democracy.

Education today is in a state of flux. There is profound reëxamination of the philosophy which underlies it, and critical study of the curriculum in the light of the needs of the individual child. There is a strong tendency to study education as a unified whole, not only from the standpoint of the individual but also from the standpoint of society itself.

The present educational trend is characterized by a comprehensiveness of conception and a unity of movement that would seem strange indeed to the men of Horace Mann's time, who fought for proper recognition for some particular phase of education. In those simpler times, men placed high value upon education in the life of the individual and the Nation. But they did not realize as people do today that we must build intelligence and right attitudes in men and women everywhere, or face the probability that the great structure of civilization that has been built up through all the centuries, with all its securities and opportunities, will crumble like a house of cards. The growing recognition of this fact on the part of people generally and its expression by newspapers, magazines, and public speakers indicate that education is coming into its own, that partial attempts at education through the development of any one agency are being coördinated into the sweeping movement which will use for the constructive purposes of society all the educational agencies that have been created, that may modify existing agencies for new needs and that may create entirely new agencies as our rapidly shifting situation may demand.

Before speaking of the various problems associated with the library of the elementary school, it is well for us to think of it in its larger relationships to the other educational institutions of which it is a part and for which it prepares.

We have in America a large variety of educational agencies which may be divided into two general classes. First, those that deal with education informally, perhaps influencing the thinking of our people more than the formal agencies with which our profession is immediately concerned. Among these informal agencies are the newspaper, with its hundreds of millions of circulation, the magazine, the poster, the labels on packages, public discussions from the platform, the film, the theater and perhaps greatest of all in its ultimate influence the young giant, radio. It is estimated that \$500,000,000 will be spent this year for radio, opening the ears of millions to a world of vast magnitude. Most of these vitally important informal agencies have been left in private hands, often subject to the whims and

mistaken purposes of those more eager to accumulate fortunes than to contribute to the development of mankind.

On the other hand, we have the agencies of popular education which the public itself has developed. Grounded on a great base of the pyramid which is the common elementary school, we have a rapidly growing secondary school system, a system of college and universities and professional schools which draw to them such increasing numbers of men and women that we talk glibly of the possibility of institutions enrolling 60,000 students. Never in the history of the world has any civilization built upon such a vast scale opportunities for such a variety of education as we have here in America, during the beginning of what many of us believe to be a period of still greater expansion and development.

I know that you who administer elementary schools realize that any system of formal school organization involves for the individual more or less loss of time and energy. From the standpoint of mere learning, many individual children would make faster progress working as individuals than they are able to make as members of a class group. Of course there are compensating advantages from working with other children, even in lock-step fashion. Children who study together in the public schools get that understanding of one another which is necessary if, as grown men and women, they are to work shoulder to shoulder in the common enterprises of our society.

We are, however, now concerned with the study of the child as an individual, and our educational philosophy is insisting that we obtain the social advantages of group education with less sacrifice for the individual pupil—that somehow we must find a way to recognize his initiative, his capacity for study, the breadth of his interest and the possibilities of preparing him for self-directed personal development beyond the school to a degree that we have hitherto been unable to accomplish.

Intelligence tests, subject-matter tests, problem project method, the Dalton plan, Winnetka individual instruction, the laboratory system, the platoon school, the great enterprise of Sanderson of Oundle and the development of the library in charge of trained workers—all these are phases of our attempt to deal with the child as a human being to be developed by freedom rather than by compulsion.

Through the age-long sweep of the development of education, we have passed the period of brutality, when the rod was the symbol of the teacher's office; we are passing rapidly through the period of competition when schools are characterized by class lists, ratings and similar devices, designed to make the child compare his output with that of his fellows rather than with some more reliable standard which will more accurately measure his capacity. We are now entering the period when the natural urges and curiosities of children are conserved and directed in such a way as to bring to the child some of the joy of work and the power of self-direction which make life rich and worth while for the successful adult.

It is for just this that the school library stands. It is for just this that the public library is maintained. I sometimes wonder if the object of public

education, which is to give the masses everywhere the power and inclination to use intelligence in every-day relationships, would not be better served if we spent a larger proportion of money for the informal, self-directed education which is associated with the public library.

According to the best available estimates, we are spending about a billion and a half annually for public education in the United States, and only about thirty million to provide free public library service which will aid men and women to continue the education begun in the schools. In other words, where we spend one dollar to lay a foundation in education, we spend only a few cents to see that that education carries over into the years beyond the school in terms of intelligent living.

No one can critically examine his own life or the lives of his neighbors and friends without realizing the tremendous gap between really intelligent living and the kind of living that is exemplified by the lives of the great majority of people. There is too much of the attitude that education is all over when the school days are ended. Our schools are not sufficiently dominated by the ideal that their work is merely preparation, a sort of apprenticeship for the larger use of intelligence, for the more extensive studies that should belong to the years beyond the school. While we emphasize the tremendous contribution which the school library may make as an aid to teaching in the enrichment of all the studies in the curriculum, we must not overlook what may be an even more vital function—that of inspiring the individual child with the desire to go on and of leaving him with definite plans to read this, to investigate that and to organize what he is able to learn in the interests of a better life for himself and his fellows.

Time was when educational workers believed that merely to put a collection of good books in the school was to accomplish the purpose of the school library. We now realize that the vital factor in the case of the library, as in the case of the school itself, is not the books, but the presence of the living personality which connects the books with the child's living aspirations.

The possibilities of education through independent reading are now so vast that to expect a teacher, loaded with other responsibilities, to be familiar with all the great realm of print is too much. The heart of the school library is the librarian with a rich knowledge of childhood, with special training in the organization of library materials, but more especially with a mastery of the printed materials which the school is expected to use. And this mastery is not something that can be acquired once and for all. Our printing presses do not stop when the student finishes college or the library school. In the United States the presses ceaselessly turn out each year some eight or ten thousand different books and tens of thousands of pamphlets and magazines, circulars and pictures, many of which have a bearing on education and a possible use in the schoolroom. To keep in touch with this wide river of printed material is a task requiring not only special training but much time and attention every week in the year.

One of the cardinal mistakes of the library movement has been to emphasize books more than service. We have come honestly by our impression

that a library is primarily a collection of books. Libraries began in the dim past when books were laboriously copied by hand. In those ancient days knowledge was a sort of vested interest for the few, to be chained and guarded and preserved for the use of its narrow circle. The invention of movable type, the linotype, the monotype, the automatic printing press and many other flowers of modern science have given us a changed situation. We have a society founded on the democratic spirit demanding mass education as its foundation—a civilization which can come to its fullest development only as knowledge, whether for culture or vocation, is made the habit, the ambition and the servant of each individual citizen.

Because of the importance of system in the handling of printed materials, librarianship has too frequently drawn to its service persons more interested in system than in people. Books have too often been regarded as things to be preserved and catalogued rather than as tools to be used, worn out and replaced. The great centralized research collections, like that which Dr. Finley has aptly called the memory of the State of New York, have overshadowed the less imposing but equally important service to be rendered in schools and smaller communities.

This emphasis on system and collections rather than on service has led to serious misconceptions. First among these is that librarianship is a clerical job requiring little vision and training. The school principalship was long regarded in much the same light. We are now coming to value more highly the work of the principal and of the school librarian and to train for both. We are realizing more and more that while in the smaller school both functions may be combined with teaching, the teacher-librarian, like the teacher-principal, is always in danger of neglecting his broader duties of the more pressing tasks of the schoolroom. There is always the danger that the trees will obscure the view of the forest; that the fog of pressing duties will hide the north stars that should guide the work of the school.

I have already indicated in a broad way what the school library does for society by its emphasis on life-long education. It also serves the teacher in the classroom in many important ways, making her load lighter and her work more fruitful. Such investigations as have been made show that teachers have little time for reading and apparently less inclination. This lack of inclination to read is partly due to early training and partly to the lack of the kind of service the library should give. The first attempts to make teachers read prescribed rather clumsily the same reading for all teachers, regardless of their place in the school or their years of experience. A more intelligent method inspires teachers to read to satisfy needs which they themselves have been led to recognize. First, for familiarity with the technical and professional problems associated with teaching. Second, for mastery of the golden books of childhood which enable the teacher to live with the child in his own realm. And third, that leisure reading, browsing about in the green pastures of literature—the love of which, along with the love of children, should be the heritage of every teacher. The school library encourages teachers to read along these lines. By organizing the

materials of instruction and making them easily available, it conserves the energy and time of teachers so that more is available for reading.

The service which the library renders the child can be characterized in many ways. The library has its greatest opportunity when, having learned to read, the pupils first discover the book as a joy and a tool. That time comes during the elementary school years. Then is the time *par excellence* to lay solid foundations for right and permanent reading habits. Such habits will add to the richness of the child's elementary school experience; they will cause many pupils to enter junior and senior high schools and even colleges, who otherwise would lose interest; they will furnish those whose formal educational opportunity is over the open sesame into the broad highway of useful and liberal learning where he who reads may travel indefinitely and, growing in knowledge and in power, live a life that will be increasingly worthwhile.

To speak of the service the library renders in terms of curriculum will be most appropriate in this presence. New courses of study are being prepared in scores of the largest school systems of the United States. The best of these courses are based solidly on definitely stated objectives of education. First, the curriculum makers ask themselves what people actually do in the life for which the schools prepare. Having catalogued the acts and attitudes that characterize our daily life, they proceed to classify them into broad groups which suggest the great goals of education. The committee which the National Education Association appointed in 1911 to study the reorganization of secondary education defined the seven great social aims of education as worthy home membership; health; mastery of the tools of learning; vocational effectiveness; good citizenship; wise use of leisure; and ethical character. For each of these objectives the library, under proper leadership, has a large and vital contribution.

A number of influences are working in our homes so that the home of tomorrow promises to be quite different from the home of yesterday. First, there are the great leavening ideals of democracy—the increasing rights and opportunities for women and children, which promise to make of the home a more highly coöperative organization as contrasted with the despotic conception of an earlier day. Second, we have such influences as the motion picture show and the automobile, and the development of city life which tend to break the family circle. Everything that can be done to stimulate interests that will knit the family group more closely together is a real force for good. The school librarian can do much to encourage the joys of reading aloud, home discussion of books read by parents and children, the owning of books which should be read and reread, in order that new titles may not supersede the worthier ones. The help which the school librarian can give parents in the selection of the books for birthday and Christmas is well recognized in many communities. Worthy home membership carries with it the ideal of the art of living together. There are many beautiful stories which emphasize this ideal and bring to children from sordid homes the atmosphere of home at its best. What more effective way could be found

for instilling in all children an appreciation of and an appetite for the kind of home which Louisa May Alcott has done so much to popularize?

The second objective—that of sound health—applies to both mind and body. They affect each other. Good books are powerful factors for preserving and promoting a healthy mind. The healthy mind, like the healthy body, is an active mind. Lazy habits of thinking, like lazy habits of working, break down health. For back of every physical breakdown is first a mental and moral breakdown. Then, too, there is the wealth of printed material that relates to the various phases of health. The discoveries of science are rapidly crowding upon us until the layman of today knows more than did the physician a few decades ago. No matter how much the schools may teach of the principles of healthful living, there will still be room for independent reading and study of the fine books on health, which come each year from the multitude of presses.

The third objective is the mastery of the tools of learning—reading, writing and arithmetic. We hear much these days about silent reading and the need for variety of printed material so that there may be stimulation of thought and the development of the power to express thought. Writing is no longer limited to mere training in technique, but carries with it the establishment of writing as a means of expression and service which may well develop into writing books or for magazines. Arithmetic opens out into a variety of calculations that lead to such matters as automobiles, radio and aviation, which cannot be adequately covered in the elementary school, but which may well become a continuing interest of many people.

The fourth objective is vocational effectiveness. Printed materials have much to contribute to this objective. There are the books that describe various types of work, thus helping children to choose wisely the service which they will render. There are also books which assist the young craftsman to continue his development in his chosen line of work. In this day of high-pressure activity, the people who advance in trade or profession are those who have mastered the hard task of self-criticism and self-improvement. The young man who waits for his employer to tell him what to do next will soon see his fellows passing him in the race for the better positions in life. Finally, in this day of specialization, books can help us to appreciate the services of our neighbors which we cannot always see at first hand, as could our forefathers in the earlier days when life was simple and communities were small.

The fifth objective is good citizenship. Good citizenship depends primarily upon an appreciation of the value of organized society, the desire on the part of each citizen to carry his share of the burden, and the knowledge of the machinery by which the rights and privileges of citizenship are exercised. No mere classroom outline can accomplish this end. But wide reading of such books as the "Americanization of Edward Bok," and the lives of Washington, Franklin and Lincoln does help us to understand the long struggle by which our government has been built up and the common services which can be rendered through organization to the end that our lives may be safer and richer.

The sixth objective is the wise use of leisure. In an earlier day when leisure was the privilege of the few, it was associated with reading and the development of fine private libraries, of which we have many examples in the older countries in Europe. Today leisure is more and more becoming the privilege of the masses and we have Mr. Edison's prediction that due to efficient government and the effectiveness of our machinery and industrial organization, it will soon be possible to maintain society with an average working day of only four hours.

With increasing leisure for the masses has come a high state of commercialization of the methods of spending leisure time so that our tastes and habits are often controlled by men more interested in making money than in building lives. If we can systematically teach even a small fraction of our children the joy of reading and give them an appetite for it such as we find in Washington, Lincoln, and Roosevelt, we shall have made a contribution worthy the effort of our best teachers and our greatest librarians. There are many vicious books and magazines that emphasize phases of human life that should be ignored or passed lightly by. There are great quantities of books that, to say the least, are worthless, empty husks which pour into the minds of millions a sterile stream of impressions that can mean nothing else but muddy thinking, superficial interests, and the lack of genuine mental vigor.

What the use of the library during leisure moments means to the child is well characterized by a letter which, unsolicited, according to Miss McCullough, of the Evansville Public Library, was handed in as a class exercise. This letter, which was written by a country girl, follows:

The public library is mine, yours, and everybody's. To me it is a paradise, wherein is every adventure imaginable, from the tales of princes and princesses to histories, novels, and mystery tales of every kind. Books to me are "flying carpets" to lands of dreams and adventure. Without the public libraries could you or I or any one collect treasures so adorable and enchanting? Indeed, I would rather live near a public library than have the treasures of Captain Kidd.

Mark Twain's stories will, for many generations to come, give the world a hearty laugh. He, and others, have given the people of our world a better and newer spirit of living. Poets, too, have painted for our minds vivid and beautiful pictures of life and life's adventures. For ages our posterity will enjoy our literature. But could they enjoy it half as much without the libraries? No lover of good literature can buy all the books he enjoys, but there is not a person denied the privilege of our public libraries.

Great authors are a rare gift to this world, for they give the beauty of life to all. The libraries pass it on to us.

Can any one read such a letter as this from a childish pen without feeling that this child has laid the foundation for a life rich in books and adventure?

The last objective is ethical character. It is the cumulative result of all the others, the net outcome of all the mass of impressions and habits with which our life is filled. Companions and books have long been recognized as great cornerstones of the noble edifice of character. Nowhere more than in the great biographies and the great stories of home life are the ideals of civilization embodied. Cannot the school, *must* not the school, give to every child an introduction at least to the great inspirational books which the

world so much needs in this age that Mr. Wells has called the "age of confusion."

In considering these objectives, it would seem that school library activities are fundamentally educational; that they enrich the curriculum; that they stimulate initiative on the part of pupils, and develop healthy minds; that they socialize and democratize values, and that they have an important part in character development.

Whether the schools reach these objectives depends very largely upon whether the pupil can be taught successfully to use the right books in the right way. In this the assistance of the school librarian is invaluable.

In the administration of the school library there are various practices. In most of our cities the public library system in its management is independent of the public schools, or, if under the board of education, is administered by a director whose responsibility is coördinate with that of the superintendent of schools. The most common practice is to link the public library system to the school system by means of a coöperative arrangement in which the public library administers the school libraries, many of which are housed and financed by the board of education.

The relationship between the public library and the school libraries is exemplified in Pittsburgh, according to the twenty-first annual report of the Carnegie Library of that city. School libraries under this plan are administered under the supervision of the school's division of the public library by school librarians and assistants, recommended by the Carnegie Library of Pittsburgh, and appointed and paid by the board of education. An agreement between the board of education and the trustees of the public library covers such matters as equipment, supplies, transportation, and book collection, which are furnished largely at the expense of the board of education.

The policy of having the school library under public library control in the elementary school is growing in Minneapolis, according to a letter from Mary A. Tawney, head of the instruction division of the Minneapolis Public Library. The library board has endorsed the plan to open two or three such libraries each year, and the board of education plans to provide a library room in each new or enlarged elementary school building. This room will be at least as large as a standard classroom, and the plans for it are to be approved by the librarian of the public library. The school department of the Minneapolis Public Library has three divisions, one dealing with public library stations housed in elementary school buildings, another dealing with classroom librarians, and a third in charge of library instruction in the public schools. The new Minneapolis course of study is to include definite assignments of library lessons, which will aim to teach children the use of books as tools, as well as to outline their reading for culture and pleasure.

As we face the problem of trained management of the school library, we must look both at the immediate situation and at the ultimate goal. The immediate situation demands that all teachers have some training in the use of books and libraries, that teacher-training institutions throughout the Nation open courses for school librarians as well as for teacher librarians

who will work in the smaller schools which cannot afford full-time librarians. Teacher librarians should meet the requirements for teachers, plus training in the use of books and library methods. School librarians should have more training than the teachers in the schools wherein they serve. The training of the school librarian should make it impossible for her to become a mere clerk, just as the training of the school principal teaches him to delegate many routine duties to others, saving his own time and strength for the broader tasks.

In the training of the librarian nothing quite takes the place of the atmosphere of the library school, with its rich and well organized collections and its highly developed spirit of inquiry. But for those who cannot do resident study an effort is now being made to provide correspondence courses in such subjects as library administration, the school library, book selections and the library as a profession. These are courses now offered by the American Correspondence School of Librarianship, of Syracuse, New York, which has recently been established under the management of librarians of broad experience.

The American Library Association has created a Board of Education for Librarianship which will seek to increase facilities for the training of librarians and to formulate minimum standards designed to encourage adequate preparation for this great profession.

The committee on education of the American Library Association has recommended as a minimum service standard at least one full-time school librarian for an enrollment of one thousand elementary or high school pupils, with status equal to that of other teachers in the school.

To create libraries without training librarians is as futile as to create hospitals without trained physicians or surgeons. At the hearings on the Education Bill, late in January, 1924, Senator David I. Walsh, of Massachusetts, remarked that it would be as sensible to expect university graduates to begin practicing medicine without special training as to expect them to undertake the difficult problems of teaching. The same could be said of librarianship and the average layman can be made to see the validity of the statement if the facts are effectively presented.

The approach, therefore, to the problem of extending library service is primarily through the training of librarians. The magnified librarians colleges of the future will be the prime movers in library extension.

I recall a story which was told by a school principal who, having ten teachers each with a roomful of children, conceived the plan of dividing the children among nine teachers and releasing one for the organization of the library along the lines I have been suggesting. The change in the spirit of the school was immediate and surprising. The nine teachers whose work had apparently been increased, found their burden lighter and a new spirit pervaded the whole place.

It is something like this that I would suggest to the 40,000 elementary school principals of the United States. No group of educational workers holds greater opportunities. Daily you are in touch, on the one hand, with the Nation's hundreds of thousands of teachers and millions of children,

and on the other with the citizens and administrative workers who, in the end, determine what kind of education and how much shall be provided.

I am glad that your working program includes the development of the school library and I have been led to calculate the cost of giving to every school and community in the United States a librarian such as I have here suggested. For purposes of calculation, let us assume that there should be one library worker for every ten teachers, one half to be assigned to the public schools and the other half to work with the community at large through the public library, which reaches all classes and ages and interests. We should then require for the United States about 70,000 trained library workers. Let us assume the very conservative estimate that the period of service of these library workers would average ten years. We should then have to produce in our library training institutions 7000 new library recruits each year. Let us assume that these library recruits would require two years of special training included within the junior and senior years of the teachers' college or an equivalent school and that the total cost of such special training will be \$1000 each. We then have for the United States a library training program which would cost \$7,000,000 per year, but which I verily believe would do more to raise the level of intelligence of the entire Nation than money spent in almost any other way. Of course these figures are arbitrary. They are crude. They do not take into account the variations in educational outlook of various communities; but on the whole and for the Nation as a whole they are highly suggestive. They at least show the method by which programs for mass education are constructed. They give us a rough measure of educational needs, a hypothesis which we can take into the various states and communities for further testing and analysis and calculation.

Realizing that every group of workers requires leadership, we have assumed that one library worker in every ten should have training beyond that represented by the bachelor's degree, and have calculated for the Nation and for each of the States the number of librarians each year who should be graduated from graduate schools to provide such leadership, giving us the number 700 for the entire United States.

The picture is a pathetic one when we check this requirement against the actual facilities for library training and the output of library schools, both graduate and undergraduate, that exist today.

We are indeed in a day of beginnings. Among the next steps are these: First, let every school buy more good books for children—not only story books but books on mechanics and science and art and biography and every phase of life's activities. Second, let every school assign to some one the task of developing the library, relieving that person of all or a part of his other duties to give him time for his library opportunities. Third, let every school that can employ on full time a trained librarian, even if to get a trained librarian it must select its best teacher and send him at public expense to the best library school and into the best library system for instruction and inspiration. And finally, yet there be developed adequate institutions for the training of librarians—men and women of great heart

and sound mind, with love of children, with faith in humanity, with a growing sense of the importance of intelligence in every act of daily life; leaders who can play their part in building citizens to match the great institutions and the gigantic problems of our day. Trained and sustained intelligence for the masses of mankind everywhere is the vision of this generation. In the realization of that vision, the school library, leading out into the public library, will have a larger and larger part.

AN EXPERIMENTAL STUDY OF CHILDREN'S READING

FRANK M. RICH

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IN 1921 the Paterson board of education passed a resolution authorizing the superintendent and the general supervisor to grant special certificates of attainment to any teacher or supervisor in the system who would undertake and complete in a satisfactory manner an approved educational study or experiment of distinct value to the city and the profession, using his own work and his own classroom as a laboratory. This certificate was made applicable toward advanced rating on the salary schedule the same as work of equivalent scope taken in college. In this way the board of education took one of the best means conceivable for promoting growth among teachers in service, of enlisting help in solving problems that supervisors alone would have great difficulty in handling, of providing demonstration work, highly interesting and instructive both inside and outside the system, and not least, of getting some exceptionally good teaching done in place of prescribed routine.

Among the first to avail themselves of this opportunity to make an experimental study of a worth-while educational problem for credit, was Miss Margaret M. Fitzpatrick, a third-grade teacher of School 19, who was especially interested in the use of miscellaneous little readers and other books loaned nightly to children for home study. There were several questions like the following that she wanted to answer. How much progress in reading ability actually comes of this informal use of odd books in spare moments? What books are most effective for this purpose? Which the most attractive? Economical?

On study and consultation with two or three others, Miss Fitzpatrick decided to measure each child's reading ability by two standard tests at the beginning of the term, next to turn them loose with the library books, keeping track of the number of loans, then measure each pupil at the end of the term by equivalent reading tests, and compute the correlation of gain in reading as compared with the use of the library, and the relative gain of these pupils in a half year as compared with the average gain of other classes not provided with library material. As often happens in a pioneer study, the main objects of the experiment were not realized, due to a curious turn of affairs that nobody anticipated. It was impossible to determine the correlation between gain and practice because the interest in borrowing the

new books became so keen that practically no child failed to borrow a book at every opportunity, hence the difference in number of loans was so slight as to be without significance. The gain as compared with other classes was also hard to judge, since their figures were for a full year, and Miss Fitzpatrick's for only a half year. The subsidiary problems, however, more than repaid the cost of the investigation.

In getting together the books for the experiment at the library Miss Fitzpatrick decided to take 25 from the approved list of standard readers used in the city, 25 from the list of supplementary readers, 25 from a list suggested by the book department of John Wanamaker's store in New York, and 25 selected by the staff of the local public library, making a total of 100 books for a class of about 40. Pupils were given frequent periods for looking over the books and deciding which ones they wished to borrow for use over night. No attempt was made to influence their selection. The only provisions made were that those who wished to take the same book they had had the night before were given the opportunity to do so. All borrowers took the long cardboard strip from the book, signed it and left it with the teacher as a receipt. They were required to return the book the next morning and replace the slip, a very simple but effective method of keeping record. Retaking the book a second night counted as two loans for that title. It was an easy matter to judge the relative popularity of the books as shown by the number of times they were borrowed; the depth of appeal as shown by the number of repeats; the durability of binding, etc., by comparing the condition of the book at the end of the term with the cards showing the number of loans.

The figures collected by Miss Fitzpatrick are interesting and worth giving in detail, but we can present only one or two of her general findings here. The most popular class of books were those chosen by the saleswomen in charge of the children's books at Wanamaker's. Next came the supplementary readers, and close behind them the method readers, all of which were modern and attractive. Far in the rear were the books selected by the public library, which, by the way, were new books, bought by the librarian fresh from the market, so that they need not suffer in popularity because the books they competed with were bright and new.¹ This part of the experiment, so far as it demonstrated anything, emphasized what is rather noticeable in other connections—namely, that our library people know books better than they know children, that their contact with children is more with the high-brow, book-worm type who habitually frequent the library than with average children of the rank and file, consequently their selections are usually too hard and their ideas of children's books governed by tradition and by the reputations of the authors as writers for adults, rather than by pragmatical tests of what is demonstrably interesting and inspiring to typical red-blooded boys and girls of any given definite school age.

¹ In making their selections, the library staff did not follow their own personal choice but used a list drawn up by an expert famous in library circles as an authority in the juvenile field.

At the end of the term's study, the books were rated according to condition as good, medium and poor, and ranked according to their resistance to wear. Here the school books as a class were far ahead of the trade books selected by the store and by the librarian. Some attractive books that would otherwise have been admirable for library purposes, fell apart the first time they were opened; the tipped-in illustrations detached themselves, and except for home repair would have been almost worthless for library purposes. The experiment seemed to show that on the whole, from the combined standpoint of interest and economy, the best material for classroom libraries is found in the school editions of popular titles, or, in other words, the so-called supplementary readers.

Miss Fitzpatrick analysed her figures further to discover whether children of this age seemed to favor picture books, with relatively little space devoted to text; whether very easy reading had a distinct advantage over the rather difficult; and whether, other things equal, tiny books were more popular than large ones. The findings did not support any of these theories. It was apparent that the average eight-year-old who can read wants reading, not mere pictures for an evening's enjoyment; he prefers an easy book only when it furnishes as much life and action as he can wrest from a hard one; and that the charm of the tiny book is of short duration and is soon discounted in favor of one that promises to give lasting satisfaction.

Miss Fitzpatrick's little experiment, inadequate and of limited value in itself, served its greatest purpose in arousing local interest in outside reading for children, and in paving the way for another experiment along the same line some twenty times as extensive.

Two years later, a group of teachers and principals from six different schools in Paterson, Mr. Rich, chairman, met to talk over this matter of reading in the elementary grades. "For years," they said, "we have been having fair success in teaching children how to read. But what success have we had in teaching them what to read? Every year we put pupils through a creditable number of good books; but do we ever get them to the point where they can find and read equally good books for themselves? If not, plainly something is lacking. A few good books read and laid aside do not go far in guiding young people to the vast world of books outside the school-room walls. With books as with mushrooms, one does not learn to pick out the good ones by merely tasting what others have gathered and served. How can we make pupils acquainted with vastly more good juvenile writers and get them into the habit of finding and reading them for themselves?"

Discussion pointed out the need for a series of lessons made up from samples from various books—the best books that could be found in children's literature—then pupils, as they practice the mechanics of reading in the usual way, could see for themselves what some of these superb juvenile writings are really like. By making a good many of these books available in the class library, and a still wider range by the same authors or in the same class available in the public library, there would be nothing to hinder pupils from knowing and enjoying the best things published in the whole juvenile field.

The idea seemed so reasonable and worth while that two teachers of each grade from one to eight volunteered to work out a series of lessons and an accompanying class library by some such process as Miss Fitzpatrick had used some time before. These teachers were not unconscious of the difficulties before them. It was necessary for them to cull from among the endless thousands of books for children a reasonable number—150 to 200 per grade—for experimentation. After finding the books it was necessary to find the money to buy them, for Paterson, like most other cities, appropriates no money for class libraries, and none for experimental purposes. If anybody in the system is so restless as to desire new fangled apparatus to carry on his work, he must apply some of his ambition to hustling for it. As usually happens, the difficulties in this case in the way only added zest to the undertaking.

The teachers collected reviews of the leading papers and magazines, book lists of various state departments of education, of various libraries, especially the lists of the American Library Association. They talked with children's librarians in Paterson and New York, with experienced salesmen in most of the publishing houses having branches in Boston, New York, and Philadelphia. They visited the big New York bookstores, like Baker and Taylor's, Brentano's, The Children's Bookshop, John Martin's, and Wanamaker's, getting the heartiest courtesy and coöperation from salesmen and women who had spent a lifetime in the study of books for young people. They examined displays and had large numbers sent on approval for more extended examination. Considerably over a thousand of the best books so found were purchased and turned over to the work with pupils in classrooms.

The proprietor of a motion-picture theater in the neighborhood furnished one of the principal means of raising funds. "I will give you the use of the theater one afternoon a week," he said, "allow you to select your own films, and give you three cents of every ten taken in." Two teachers with a little assistance from their colleagues got up an attractive program—mainly, school work, and had a very successful entertainment. Pupils sold chocolate, and turned in part of the profits. The New Jersey library commission donated the usual ten dollars apiece in five schools. The city librarian agreed to take surplus books after the experiment was over and class sets selected, and pay a fair price for them, to use in the public library. In these ways several hundred dollars were made available for the experiment.

From there on, to use a simple paradox, the carrying out of the plan was easy, requiring nothing but hard work. Books had to be graded to suit the interests and reading ability of different ages. From the 150 to 200 volumes per class that the teachers, reviewers, etc., liked best, the pupils were to select the 40 or 50 they liked best. For several months, one class of pupils in each grade kept the books, borrowed them nightly, used them in the schoolroom more or less for seat work, had short periods of class discussions to exchange impressions, marked passages they enjoyed, wrote brief reviews and read to each other interesting samples. By means of book slips, the number of loans and the names of all borrowers were accurately recorded. After a reasonable time the same books were transferred to

corresponding classes of the same grade, where another teacher and another set of pupils repeated the same experiment as a control to the first one. During the following summer vacation, the two teachers of each grade met with the chairman of the committee in relays of two or three weeks apiece, assembled their data, and decided upon the best titles, all things considered, to recommend for the ideal three-foot shelf in each grade.

The first consideration which placed any book on the list was its appeal to children. Unless the book sold itself for a generous number of loans it was ruled out, no matter what reviewers said of it, nor in how many lists of "best books" it appeared. The committee took the position that a good book for children should interest children. Usually, as a matter of fact, the best ones for little folks are also decidedly interesting to adults, but unfortunately the reverse is not so often the case, and adults, however "literary," are not always reliable judges of what will make an immediate and lasting appeal to the average child. In making the library lists, coolness on the part of the pupils kept out a number of books traditionally supposed to be very popular. Their delight helped to save others that grown up critics did not always seem to appreciate.

Mere popularity, however, was only one of the bases of selection, otherwise a few very popular writers like Thornton W. Burgess, or a few favorite kinds of stories, like bunny tales, scouting tales, etc., might have crowded out other good types of literature. Hence two or three rules were adopted. To make the libraries a guide to as wide a choice of books as possible, it was decided not to have more than one book by an author in any one grade; not to have too many books of the same general class; not to have too many costly books, or books not built to last. By listing similar books by the same author, or similar series by other authors, and calling children's attention to them, the small classroom libraries were made the key to a vast amount of good reading available in the home circulating or public library, and each lesson was made to reach the end long recognized in theory—namely, that school work should open endless avenues of interest and activity that would long outlast any supervision by the teacher, and become a lasting influence for continual future growth and development.

Principals and teachers at work on the library project were soon impressed with the pedagogical value of the task they had undertaken. Pupils read more books and better books than before. Reading more and enjoying it more they soon came to read surprisingly well. Talking over books and retelling stories made a noticeable change in their English. The information picked up helped every subject in the course. This was not unexpected; it was part of the purpose of the work.

But what perhaps was the greatest merit of all came as a surprise, a gift of the gods, as it were, that the experimenters had hardly taken into consideration. After books had been lent out a few nights, stories began to come in of children who could not get a chance to read the books they borrowed, because other members of the family captured the volume and sat up half the night to finish the story. Then came reports of how these and other families had solved the difficulty by forming a family circle, where

members took turns at reading aloud for each others' entertainment. Children of foreign parentage told of reading to fathers and mothers who could not read for themselves, and it is reasonable to suppose that it was a night school of no mean value in the making of these new Americans. Some read to shut-ins, hungry for such a treat; others gathered together the children of a busy mother, and while entertaining her brood, gave her an hour of welcome rest. In these and in other ways, school, home, and community were brought into close and cordial relation, and a useful training of the head was united with an even more useful training of the heart. The lives of many children became richer and happier by reason of an active useful share in the betterment of home, school, and neighborhood.

As a supervisory device—a means of developing in teachers an increasingly open-minded, scientific, coöperative attitude toward new, big, professional problems—the library project is typical of many lines of work that can be undertaken by supervising principals. A book could profitably be devoted to an exposition of this and similar coöperative undertakings as means of maintaining inspiring, useful, democratic leadership among teachers, and, what is perhaps equally important, furnishing a wholesome offset to the supervisor's own tendency to narrowness, self-sufficiency, and blind conservatism, which seems to be one of the natural concomitants of advancing years. The project method in supervision affords a real motivation of mutual study and experiment by round-table methods. It helps to create an appetite for knowledge and improvement that grows by what it feeds on.

The library project, carried through months of experiment and a long summer conference, probably strikes the casual observer as a rather complete and elaborate study of the attractiveness and general appeal of a wide range of children's books. The experimenters themselves, however, found that what they had done was not the end, but only the beginning, of studies they needed and wanted to make. New problems cropped up, and further refinements presented themselves. It was apparent, for instance, that the tabulated number of loans was no reliable index of the comparative popularity of authors, when one was represented by a long series of titles and another by only one or two. Further experimentation was necessary, limiting each author to the same number of volumes in any given class of writings. Likewise the experiment lacked finality when poetry, fairy tales, construction books, and so on, in various numbers, were indiscriminately matched against Indian legends, farm books, travel stories, children's plays, and so on. Again, pupils' reactions to books in certain classes were not comparable with each other's except as they had read similar stories in the same class, and hence had a similar background for comparison. This needed to be arranged, and new tests applied to clear up doubts in these and other particulars. There were lessons to prepare, with attractive samples and interesting reviews to give pupils an inner glimpse of the quieter, less conspicuous books, so that their real merit would have a fair chance against the sensational appeal of a more superficial class. There were scores of publishers and authors to interview, so that samples can eventually be printed and made available for use in connection with the libraries in other schools. It is easy

to see that professional stagnation is considerably postponed when teachers are engaged in a line of study so interesting and so productive. Fortunately for those who would like to do something of the kind on their own account, there are thousands of educational problems just as promising waiting for solution.

In a succeeding article we shall give a list of books found by this experiment to be the most popular for classroom libraries in each of the elementary grades.

PUBLICITY WORK BY CHICAGO PRINCIPALS

ONE of the most important needs in education is to bring about a thorough understanding by the general public of the vastness and complexities of the school proposition: the necessity for adequate financial support and the necessity for high grade ability and a comprehension of the intimate way the schools affect the life of the family and the state. To do this, school people everywhere must utilize all legitimate avenues for publicity—especially those which the great business organizations have found most effective. The Chicago principals have made an excellent beginning which may well be taken as a pattern by other groups throughout the Nation. We feel we cannot do better than to give an outline of the plan as shown by their *Club Reporter*.

PUBLICITY WORK OF PRINCIPALS' COMMITTEE

AT THE November 26 meeting of the School Board the Superintendent submitted the following report:

To the Board of Education:

LADIES AND GENTLEMEN—In accordance with paragraph 9, Superintendent's annual report, 1923-24, proposing communication on special projects during the year, I beg leave to report that a committee of principals directed by Principal George A. Beers and Principal Charles S. Winslow, regretting that the newspaper-reading public sees so much sensational mention of "fights," "turmoil," "squabbles," "war," etc., in connection with school affairs, organized a service for supplying affirmative and constructive matter to the newspapers.

This is in line with similar work in Boston, Springfield, Massachusetts, Pittsburgh, Madison and Cleveland. Mr. Fred Charles of the Plaindealer newspaper in his book "Publicity and the School" gives some valuable hints. Many newswriters are as devoted to the welfare of the schools as are the school people themselves. Every board meeting, every school gathering is an avenue actual or potential to the public mind. Board members and school officials remembering this will have all meetings of such a character that newspaper reports of them are likely to benefit the schools. A great deal of news concerns contests and differences. But it is neither necessary nor desirable that bickerings be exposed to public view. Far less harmful news would be displayed if board members and school officials were careful in guarding their speech, more willing to sacrifice their own egotism for the good of the children in the schools. They can translate every meeting into terms of child welfare. This editor lists "contact with civic bodies, meetings of the Board of Education, exhibits of school work, accounts and pictures of school activities,

reports, monographs and bulletins, students' publications" among the means for reaching the public through the newspapers. "The newspapers need the schools; the schools need the newspapers." Mr. Charles H. Dennis, of the Chicago Daily News, recently said:

"Members of the Principals' Club in interesting themselves in this important subject, in my judgment have taken a wise step that should be followed up with confident persistence. By well devised publicity interpreting the schools adequately and truthfully without exaggeration or distortion, to the community in which they constitute the chief agency of progress, the effective coöperation of many parents of school children and other interested citizens should be won. Results of such coöperation should be lastingly beneficial to all the city's legitimate interests and should afford inspiration to all its constructive forces. For the successful functioning of the schools is dependent upon good local government, which in turn is dependent upon alert and informed public opinion. Indifference to civic duty, involving as it does along with an entire train of evils, sacrifice of the schools to predatory politics would be almost unthinkable, if there were a right understanding of the greatness of the work done by the school and of their need for full opportunity to develop steadily and systematically upon sound principles."

In line with these ideas and to the extent that their duties permit, your principals are working out results which deserve your commendation.

WILLIAM McANDREW, *Superintendent of Schools.*

EDUCATIONAL ARTICLES IN THE CHICAGO DAILY NEWS

Adult Education

Regular Series on Mondays, Wednesdays and Fridays.

Sept. 29.	Should City Have Adults' Schools?.....	William McAndrew
Oct. 1.	Night Classes for Adults Are Popular.....	Morgan G. Hogge
Oct. 3.	Night School Pupils Tell of Ambitions.....	Letters of Students
Oct. 6.	Schurz Lifts Bar of Work to Educations.....	Lieut. O. N. Taylor
Oct. 8.	Employed Negroes Eager for Schooling.....	C. C. Willard
Oct. 10.	Haven School Mecca for Adult Foreigner.....	Annas Higgins
Oct. 13.	Adult Day Classes Gain in Popularity.....	Frances K. Wetmore
Oct. 15.	Americanization of Mother a Success.....	G. A. Beers

Health

Oct. 17.	Health Board Aids Children in Schools.....	Herman N. Bundesen
Oct. 20.	Children's Handicaps Lightened in School.....	Frank G. Bruner
Oct. 22.	Schools Aid Cripples to Become Useful.....	Jane A. Neil
Oct. 24.	Sanitarium School Aid to Tubercular.....	Thomas C. Johnson
Oct. 27.	Scanlan School in Crusade for Health.....	Harriette T. Treadwell
Oct. 29.	Schools Give Blind Complete Courses.....	John B. Curtis
Oct. 30.	Sight-Saving Classes Boon for Children.....	John B. Curtis
Oct. 31.	Health Foundation Fills School Need.....	Frank W. Stahl
Nov. 3.	Physical Defects Handicap Pupils.....	Mary E. Rodgers
Nov. 5.	Young Pupils Need Physical Training.....	E. C. Delaporte
Nov. 6.	Physical Training Introduced in 1859.....	E. C. Delaporte
Nov. 7.	Military Training Big Aid to Boy in School.....	Maj. F. L. Beals
Nov. 19.	Oral Speech Taught to Deaf Children.....	Clara E. Newlee
Nov. 12.	Life Lessons Taught Upon Athletic Field.....	E. C. Delaporte
Nov. 14.	Plea for Health Teachers.....	Maj. F. L. Beals
Nov. 17.	Children Cite Need of Greater Caution.....	Pupils Fiske School

Command of Fundamental Processes

Nov. 19.	McAndrew Outlines Teaching Methods.....	William McAndrew
Nov. 21.	Teacher Points Out Need of Arithmetic.....	Lewis W. Colwell
Nov. 24.	Arithmetic Games Natural Class Aids.....	Mary T. O'Connell
Nov. 26.	Gauge Children by Arithmetic Tests.....	E. E. Keener
Nov. 28.	A Reading Project.....	Clyde A. Brown
Dec. 1.	Improving the Composition Ability of Pupils.....	Margaret Madden
Dec. 3.	The Measurement of Reading Ability in Elementary Schls.....	E. E. Keener
Dec. 5.	Geography in the Public Schools.....	Marion Sykes

Letters on the Wide Awake Page

Sept. 6.	Memories of the Play Center at Wells School.....	Wells School
Sept. 20.	Accuracy	Field School
Sept. 27.	Open Window Rooms.....	Graham School
Oct. 4.	Chemistry	Hamilton School
Oct. 11.	Chemistry	Hamilton School
Nov. 1.	The Handicapped Children.....	Fallon School
Nov. 15.	Deaf-Oral Department at Parker.....	Parker Practice
Nov. 22.	Blind and Sight-Saving Classes.....	Various Schools
Nov. 29.	Crippled Children at the Field Museum.....	Jahn School
Sept. 30.	See Nation Outgrow Eight-Grade Schools.....	Carroll Binder
Oct. 2.	Junior High Schools Hold Pupils Longer.....	Carroll Binder
Oct. 4.	Junior High a Beacon for the Adolescents.....	Carroll Binder
Oct. 7.	Pupils Like Junior High School System.....	Carroll Binder
Oct. 9.	Harmonious Living Is Junior High Aim.....	Carroll Binder
Oct. 14.	Sturdier Race Seen Through Junior Highs.....	Carroll Binder
Oct. 16.	Urges Junior High Pupils Read Books.....	William J. Bogan
Oct. 18.	Expect Junior Highs to Ease Congestion.....	Carroll Binder
Oct. 11.	Urges Teachers Make Schools Interesting.....	Charles H. Dennis
Oct. 21.	Analyzes Condition of School Finances.....	Don C. Rogers
Oct. 23.	Tax Dodgers Cost Schools a Fortune.....	Don C. Rogers
Oct. 25.	County Gets Interest on Schools' Money.....	Don C. Rogers
Oct. 30.	City Moves to Lower Halloween Damage.....	Reporter
Nov. 1.	School Children Have Own Election.....	Reporter
Nov. 4.	School Pupils Gain by Dental Clinics.....	Reporter
Nov. 8.	Harmonica Bands Develop Children.....	Reporter
Nov. 11.	Long Fight to Put Art in Schools Wins.....	Frances L. Walshe
Nov. 13.	Library a Valuable Adjunct to School.....	George L. Voorhees
Nov. 15.	Amateur Ukulele Makers to Compete.....	Reporter
Nov. 18.	School Housing Is City's Big Problem.....	Charles J. Lunak
Nov. 20.	Aid Society Is Boon to School Children.....	June H. Mac Conkey
Nov. 21.	School Athletics Won by Hard Fight.....	Reporter
Nov. 22.	How Differences Are Adjusted in Schools.....	G. A. Beers
Nov. 22.	Merit System Wins Playground Pupils.....	Reporter
Nov. 25.	Efficiency Keynote of Chicago Schools.....	John E. Ryckman

OUR NEWSPAPER PUBLICITY

THIS PAST summer our president and I called on the editors of each of the afternoon dailies. I have since been to the offices of the other two papers. We wanted to know their attitude toward receiving news from the schools themselves. They all expressed a desire to coöperate.

The Chicago Daily News was the only one, however, that made us a definite offer of regular space. As the weeks have passed they have been even more generous with space than they first suggested.

We are now running a regular series of signed articles on Mondays, Wednesdays, and Fridays. The first subject in the series was "Adult Education," and the contributors numbered eight. The articles dealt largely with evening school activities but also included the adult classes at Haven and the Americanization work, among others.

At present we are trying to show how the schools function along the lines of the "Seven Objectives" laid down by a committee of the National Education Association a few years ago. Possibly you remember that the topics are Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy Use of Leisure Time, and Ethical Character. The Series on Health, consisting of fourteen articles, closed with the letters of the Fiske School, descriptive of their Safety First Campaign. We are now in the midst of the series on "Command of Fundamental Processes."

The News is also giving its columns on each of the other days to educational articles. Carroll Binder, special writer of the *News*, wrote a series of eight articles on "The Junior High." Don C. Rogers presented his "Slant on School Finances" in three articles to the public.

Each Saturday the *News* reporter has an article on outdoor recreation that is secured from the playground department. We are also running several articles on Tuesdays and Thursdays. These have included one on the ideal Public School Art Society, another on the value of a branch library, one on the work and needs of the Children's Relief Society and one on Double Schools. This plan not only enables us to carry through a systematic scheme to show how our schools are functioning, but it gives a flexibility which allows for the publishing of other articles of current interest.

The plan followed by Miss Doniat last year of securing letters from school children for publishing on the Wide Awake page on Saturday is being continued. We are varying the plan slightly, however, so as to have the letters each time from one school and usually descriptive of some phase of activity peculiar to that school. The schools contributing so far have been Wells, Field, Graham, Hamilton, Fallon, Parker Practice, Jahn, Garfield and Sight Training and Braille classes in several schools.

We suggested to both the editor and the Superintendent that the story of a visit to the schools would be interesting if told by a reporter and illustrated by the camera. Both parties agreed to the experiment and you have just recently been reading of this trip in the paper.

We haven't yet succeeded in convincing all the papers that in the schools we have material that their readers would prefer to much of what they furnish them and we as principals haven't yet learned to pick out the interesting features of our schools and to put them into written form that appeals to the reading public, but we are "happy on the way."

CHARLES S. WINSLOW.

CHICAGO SCHOOLS ON THE RADIO

Besides carrying on the excellent work organized and developed by Mr. Beers during the past two years, the Speakers Bureau of the Chicago

Principals' Club has added a weekly audience of five million to those who are hearing of the good things the Chicago public schools are doing.

For the first three months of the school year twenty principals have spoken at as many meetings of clubs and other organizations on school topics. So favorable has been the impression made by them that requests for additional speakers on school topics have already been received and filled. About twenty-five other dates up to June 10, 1925, are provided for. By arrangement with Mr. Winslow, who has charge of newspaper publicity, these engagements are sent to the newspapers in advance so that notice can be given through the papers and reporters assigned to such as promise news value. About forty principals have been engaged and in every case the member asked to meet an engagement, sometimes with less than a week's notice, has cheerfully undertaken the work. This is the spirit and ability that has made the Chicago Principals' Club the greatest educational organization of its kind in the country. Every member should be on the alert to get further engagements for the Club. And every speaking engagement filled by you and not listed through the bureau should be recorded there so that we can have a complete record of the work done at the end of the year.

By arrangement with Mr. Walter Wilson, familiarly known to the children as "Uncle Bob," each school in Chicago will have an opportunity to broadcast through station KYW some of the best things its pupils are doing. As Mr. Wilson has an audience of three million children and two million adults stretching from New York to Denver and from Canada to New Orleans, a goodly proportion of them in our own city, this is a splendid opportunity to extend Educational Week over the year. Instead of bringing the parents to school once a year we shall be able to take the school to them every week. The broadcasting is being done every Friday evening from the Edison Building at six-thirty. If you have a radio get this program which lasts about twenty minutes. It will be good for you to hear some of the things other schools are doing. Also let Mr. Wilson know that you appreciate them and your pupils will find this a good opportunity to make school letter writing a real thing. The *Chicago American* prints a full program, giving school, principal, pupils and numbers every Tuesday evening.

To date, the following schools have furnished programs: Scott, Fallon Cripple, Moos, Clarke, Jackson. The following dates are booked: November 28th, Monroe, glee club; December 5th, Marsh; December 12th, Ryder; December 19th, McLaren, glee club and orchestra; January 9th, La Fayette. The earlier programs have been solo numbers by individual pupils not necessarily the product of school work, but in the later ones we are trying to give real school work that will at the same time show what the school is doing and entertain children as young as four years. I shall be glad to have you phone me and arrange a date for your turn at broadcasting. I need not say that both parents and pupils will see that your performers are on hand at the Edison Building to produce your program.

Get your program now and phone me for your date.

H. W. SUMNER.

REPORTER ITEMS BY THE SPECIAL SECRETARY

Through a misunderstanding, the November 24th meeting of the Finance Study Class was not held. Hereafter, the class will meet regularly at 4:15 on Mondays.

Mr. Charles A. Kent, principal of the Garfield School, has written up two projects on the Junior High School. His write-up gives evidence of a rather careful study and a keen analysis.

SOME RANDOM NOTES

Do you know that—

1. Of 19 representative cities in the United States, chosen by the U. S. Departments of Labor, Chicago leads them all in ten-year increase in rent costs. It has had twice as much increase as the average of them.

2. Rent in Chicago has increased 12.3 per cent since last year. The other cities have averaged only a 2.3 per cent increase since last year.

3. Chicago leads all these cities in ten-year increase in cost of food, here in the center of the world's granary. Chicago stands 12 per cent above the average of the cities, and has had a $2\frac{1}{2}$ per cent increase since last year while the other cities were having a $2\frac{1}{2}$ decrease at the same time.

4. The total cost of living in Chicago has gone up 8.4 per cent from March, 1923, to September, 1924.

5. The median weekly wages of laborers in 24 trades in Chicago increased $13\frac{1}{2}$ per cent from May 15, 1923, to May 15, 1924.

6. From May 15, 1923, to May 15, 1924, Chicago School Principals' salaries were increased—nothing! Extend the dates a year and a half earlier and half a year later, and they still hold true. Let's hope that they are not correct for 1925.

7. The Chicago dollar is worth 58 cents compared with its value of 100 cents ten years ago. Notwithstanding gross salary increases since 1914, principals' salaries have never been adjusted to their pre-war value. If you are one of the many principals who has been on the maximum of the salary schedule since 1914, you are losing \$716 this year.

8. Illinois ranks first in per capita income among the 12 states in the Middle West. You are lucky to live in such a wealthy State.

9. Illinois ranks first in support of roads and last in support of schools among the 12 States in the Middle West. Not so good, eh?

The Illinois Educational Commission called a meeting of representatives of leading city and State organizations such as the Bar Association, the Manufacturers' Association, the Illinois Agriculture Association, the Chamber of Commerce, the Chicago Teachers' Federation, etc., to devise means and support for taxation revision. Mr. Huber and the Special Secretary represented the Club.

At the City Club meeting of the Principals' Club, Mrs. Hefferan said that Board Members had received helpful ideas from the finance article

printed in the Club Reporter. At the November 26th meeting, Mr. Greenebaum presented a resolution to authorize the employment of a special attorney to investigate the Board of Review actions in respect to its bearings on scaling down property values. Any connection?

Mr. Greenebaum said that although there was a \$500,000,000 increase last year in assessed valuation, the Board of Review has already scaled down the assessed valuation until there is now only \$80,000,000 increase over 1921 valuations, and the scaling still goes on apace.

With a fixed maximum levy rate, and property values illegally held at a low rate, is it any wonder that there are insufficient school revenues. Of course that isn't half of it; it's the inequality of the assessments that is worse.

The Board employed Attorney Henry M. Ashton in this matter.

DON C. ROGERS.

A CONTRAST IN EXPENDITURES ON INSTRUCTION AND EXPENDITURES ON OPERATION AND MAINTENANCE OF PLANT IN THE SCHOOL SYSTEMS OF THE EIGHT LARGEST CITIES
(1923 DATA)

City	Per cent of total annual current expense devoted to instruction ¹		Per cent of total annual current expense devoted to operation-maintenance ²		Ratio of instruction to operation and maintenance	
	Per cent	Rank	Per cent	Rank	Ratio	Rank
New York	84.9	1	10.2	8	8927/1073	1
Los Angeles	81.6	2	11.1	7	8803/1191	2
Philadelphia	80.5	3	12.9	6	8619/1381	3
Detroit	80.0	4	14.3	5	8484/1516	4
St. Louis	77.5	5	14.6	4	8415/1585	5
Cleveland	75.3	7	14.7	3	8367/1633	6
Pittsburgh	74.1	8	17.7	1	8072/1928	8
CHICAGO	77.0	6	15.9	2	8288/1712	7
Average of the 7 cities...	80.0		14.4		8530/1470	

¹ Instruction expenditures consist mainly of teachers' and principals' salaries, educational supplies, etc.

² Operation of plant consists mainly of engineers' and janitors' salaries, supplies, gas, electricity, fuel, etc. Maintenance of plant consists mainly of repairs to buildings and equipment, insurance etc.

Except for Pittsburgh, Chicago has the least desirable ratio educationally of these great cities—it is 7th out of the 8.

Expenditures for instruction and for operation and maintenance—Chicago contrasted (1) with New York City, and (2) with the average of seven great cities.

A. PER CENT EACH ITEM IS OF TOTAL ANNUAL CURRENT EXPENSE

	Per cent instruction	Per cent operation and maintenance	Per cent total of instruction, operation, and maintenance
CHICAGO	77.0	15.9	92.9
New York City.....	84.9	10.2	95.1
Average of the 7 cities	80.0	14.4	94.4

B. RATIO OF INSTRUCTION TO OPERATION AND MAINTENANCE

	Instruction	Operation and maintenance	Total
CHICAGO	.8288	.1712	1.0000
New York City.....	.8927	.1073	1.0000
Average of the 7 cities	.8530	.1470	1.0000

CHICAGO SPENT THE FOLLOWING AMOUNTS IN 1923

	Amount	Ratio
Instruction	\$29,380,423	.8288
Operation and Maintenance.....	6,069,448	.1712
	<u>\$35,449,871</u>	<u>1.0000</u>

AMOUNTS CHICAGO WOULD HAVE SPENT OF INSTRUCTION AND OPERATION AND MAINTENANCE, IF IT HAD THE SAME RATIO BETWEEN THEM AS NEW YORK CITY, OR THE AVERAGE OF THE SEVEN GREAT CITIES

	New York City expenditures		Average expenditures of 7 great cities	
	Amount	Ratio	Amount	Ratio
Instruction	\$31,646,100	.8927	\$30,238,740	.8530
Operation and Maintenance.....	3,803,771	.1073	5,211,131	.1470
Total	<u>\$35,449,871</u>	<u>1.0000</u>	<u>\$35,449,871</u>	<u>1.0000</u>

ADDITIONAL AMOUNTS WHICH COULD HAVE BEEN SPENT BY CHICAGO ON INSTRUCTION:

A. According to the New York City ratio.....	\$31,646,100
Actually spent by Chicago.....	<u>29,380,423</u>

WHAT CHICAGO LOST FROM INSTRUCTION..... \$2,265,677

B. According to the average ratio of the 7 great cities.....	\$30,238,740
Actually spent by Chicago.....	<u>29,380,423</u>

WHAT CHICAGO LOST FROM INSTRUCTION..... \$858,317

Whichever ratio is right, Chicago's instructional activities lost a considerable sum of money. Instructional needs are such that they could ill afford the loss of \$2,265,677, or even \$858,317. It only goes to show that apparently Chicago has been spending too little on instruction and too much on the business side of the school system.

DON C. ROGERS.

McANDREW'S 1924 REPORT

The report of Dr. William McAndrew, superintendent of schools, Chicago, is one of the great educational publications of the year. It is National in its scope. So many of the points discussed are of such vital interest to principals that we have felt justified in including portions of it in this Bulletin.

COMPARISONS WITH NATIONAL EDUCATIONAL PROGRESS OF THE YEAR

From the proceedings of the two 1924 meetings of the National Education Association and from a summary of the year's school work prepared for the American field in a publication issued by Ohio State University, I submit this list that you may compare the activities of your system with those of the country at large. This is the National record of the year:

- Reduction of civic service by schools from general doctrine to specific, orderly, and prepared practice as an essential rather than an incidental part of the term program.

- Reform of the practice of collecting contributions from children, teachers, and parents.

- Reduction and foresighted organization of activities requested of the schools by civic, philanthropic, and cultural organization who have advocated boys' week, girls' week, bird day, tag day, poppy day, bundle day, mothers' day, Uncle Robert, Christmas giving, Thanksgiving offerings, prize essays, Wilson memorial, Oratorical contests, Louvain Restoration, Red Cross, better homes movement, anti-cigarette campaigns, humane celebrations, Serbian relief, Marne Monument, Salvation Army aid, Thomas Jefferson Foundation, Milk fund, etc. With sympathy and approval for each worthy drive but recognizing that schools must be called on for participation in a smaller number, planned at the beginning of the year with due regard for other duties, the managers of schools have reduced the participation.

- Increased use of experimental classes.

- Project method relinquishing extravagant claims and becoming supplementary.

- Individual instruction experiment (Winnetka plan), not gaining wide imitation.

- Proofs have been general that the howlers for the good old schools of their fathers, had fathers who had worse schools than we.

- More thinking and less memoriter work by children (and teachers).

- Emphasis upon platoon system.

- Growth of parent-teacher association.

- Legislative additions to courses of study.

- Increased attention to physical training for all as against concentration or athletic teams.

- More extended employment of research and test departments leading up to improved teaching.

- Greater attention to vocational guidance.

- Reduction of extravagant claims for intelligence tests.

- Investigation of value of classical studies.

- Attacks on school costs.

- Greater interest in religious and moral education.

Greater stress upon character ideals.
Evaluation of visual instruction.
Extension of free textbook system.
Enquiry as to use of the radio in education.
Peace propaganda in schools.
Improvement of rural schools.
More teacher participation in making courses of study.
Improvement of training teachers already in service.
Improvement in rating the teachers' work.
Increase of safety training.
Improvement of supervision.
Improvement in building programs.
Recognition of a need of general revision of manual training.
Increased favor and disfavor of an all-year school program.
More attention to educational publicity.

Encouraging prospects for the Sterling-Reed Bill creating a National Department of Education.

Civic Service

I do not know of a single school that omitted direct civic services. The number and variety is notable. They comprised: Junior Red Cross work, Christmas offerings to the poor and disabled, a like service at Thanksgiving time, clothing for sufferers in the Near East, relief for Japanese earthquake sufferers, contributions for buying the Stuart portrait of Washington, share in work of School Children's Aid Society, making dolls and toys for hospitals, contribution to the milk fund, Easter gifts to veterans, raising money for families of firemen killed on duty, participation in Clean-Up Week, guarding street crossings, free service of school bands, and orchestras in hospitals and for the public, participation in Memorial Day services and in Washington Birthday celebration.

The majority of the principals desire that civic participation be organized at the beginning of the term and untoward interruptions be reduced by Board authority.

In June, I invited an expression of opinion from the principals as to the need of organization of these civic activities. So large a majority advised that they be provided for regularly in the terms' program that I shall request you in September to designate a fair number and to limit the years' work to those selected. Philadelphia has forbidden all participation; New York has reduced it; Denver has authorized only one participation a year. In a paragraph of this report you will observe that reduction and organization of civic service is listed as among the prominent educational acts of the year in the country at large.

Patting Ourselves on the Back

There is evident in educational gatherings generally throughout the country, a tendency to boast "We have the best in the United States," "Our school leads them all." This is like a man's praise of his mother or his children. He is unnatural if he doesn't talk so. But it has its dangers also. Napoleon III and his officers spoke thus of their army. They neglected to inform Von Moltke of it. When the test came they stood nowhere. In these days of measurements, we need not guess at our standing in arithmetic, reading, writing, and spelling. The attempt to change education from a Fourth of July boast to a proved science is reducing self-praise in school systems. Our city has no license to put itself out of this movement, nor to generalize without comparative figures of other cities.

Absent Treatment

I have not been able to give satisfactory supervision sitting in an office attending to callers, answering letters, by attending committee meetings, or by addressing

teachers, citizens, or clubs. The war degraded schools. They are not in a normal situation. They need to be visited, observed, shown what to stress and what to let go. There is too much arm-chair supervision in school systems according to the makers of books on management.

Needs

Your newspapers in January carried much matter regarding education in Chicago. The gist of it was that what is most needed is order. Organized disloyalty and mischievous suggestion by a minority have lowered respect for the pursuit of teaching and made Chicago education notorious here and elsewhere. At the same time there has persisted in school circles a practice of taking all problems, however unimportant, to the superintendent as if to a potentate who by word or nod can settle everything.

Not a One-Man Concern

Other school systems suffer from the tradition that every teacher with a special idea or complaint, every principal, every inventor of a new device, or author of a new book, every friend of an applicant for promotion should properly take the case to the "head man." Since beginning work here I have, in deference to Chicago usage, received all comers. It is a large price to pay for a reputation of approachability. To each visitor it has been explained that a specified officer is employed to handle almost every case. Business has slowly adjusted itself to a more expeditious, satisfactory, and less wasteful conduct. A system directly touching a total of 545,929 pupils and paid members must work clumsily on the old village conception of a one-man affair. It must adopt the motto of other business: "organize, deputize, supervise."

This is a Business

We are paid every year by funds taken from every citizen of Chicago on the historic promise that we shall "promote the general welfare," "give a thorough and efficient education." There is no decent usage governing the spending of investors' money which blinks the duty of watching and directing the work with intelligent provision for the best product possible. Chicago schools have the same hard task as others: an immediate and strenuous effort to repair the damage of war time, when so large a proportion of lower standard certificates were honored. The supply of prepared teachers has now returned to normal proportions. No sentimentality or charity is needed in this situation. Principals, district superintendents, all of us, must be held to a strict accountability for raising and maintaining standards. How to do this is suggested in another paragraph.

Reduction of Superfluous Matter

It seems to many in your system that you cannot introduce anything without relieving what is commonly regarded as an overloaded course of study of as much as, if not more than, you add to it. Your course of study is characterized by many persons within and without as huge, bewildering. I have found no one who can tell with adequate exactness what he is expected to do with it. It contains material of conspicuous value, but too extensive. It is like a house to which fine new furniture has been brought and not enough discarded. Permit me next year to use the experience of principals and teachers to make syllabuses of minimum essentials which are standards for every grade. These syllabuses are to select required and optional matter from your expansive and expensive courses. Not some classes, but all, should be held to a standard. At the same time there will be, in the optional portions of the course, material for children and teachers of unusual talent.

Business Practice

The department has sought economies in an improvement of practices in the conduct of its business. They are repeated here with the expectation that this

report may be read by members of the teaching and supervising staff. The chief deficiencies noted during the year have been corrected somewhat and should be diminished further by observance of these suggestions:

Date your documents with year as well as month and day of month.

Typewrite your name along with your signature. It makes it less puzzling for correspondents and it makes identification of a carbon copy easier.

Make your document self-explaining without the necessity of an oral supplement.

If your proposition is to be given extended consideration, write it. Some one must make a record of it. You are the most likely one to put it into the form desired.

Put usually your proposition first and reasons next. The mere proposal may carry conviction without the labor of reading the argument.

Condense. We school people have a damaging reputation for verbosity.

Separate your propositions and indicate by title the substance of each paragraph. Identify yourself as to position, school, and address.

If your proposition is to be considered by a board, don't waste your time and its time by going to the members separately. Finish it in one sitting with the board itself.

Use form letters, mimeographed or printed, for routine business.

In answering a letter give its date and a brief summary of the communication you are answering.

List at the bottom of your letter every enclosure that is to accompany it in such detail as to identify each.

When receiving such a list, at once check the enclosures with it.

Consult the list of assignments of special activities to particular persons and consult them first not the Superintendent, who supervises these persons. Send your letters to the person in the Department of Education in charge of the particular matter.

When one under your supervision is assigned to a special duty refer matter appertaining to it to him instead of handling it yourself.

Be exact when numbers are involved. Don't say "a very large number"; say 19,635 or whatever the number is.

Make no promises that involve performance of work by others. Altogether too many persons are demanding performance of alleged promises.

Write and keep copies of your promises and directions. The directed and the directing both forget important details.

Violation of Civic Fairness

In contrast to the trend of the management of American schools toward the Constitutional ideal of promoting the general welfare is some disregard of another American intent; the breakdown of special privilege, the promotion of equality and fair dealing. This violation of the civic purpose of public school education shows itself in the use of influence of prominent persons to affect examination markings, to accelerate appointments and promotions. Everyone knows that abuses from this cause in school systems led to the laws which are designed to assure to teachers without influential friends equal consideration with those of more useful acquaintanceship. That the spirit of these laws should be disregarded by any of us who by the nature of our calling are committed to equality of opportunity, the promotion of justice, and other democratic ideals is scandalous. A principal desiring promotion who writes to an office holder "A word from you to the Superintendent will put me farther ahead than any other consideration" indicates unfitness to have charge of the preparation of citizens. Chicago has tried to clean this virus out of the school system in the past. During one period it required the superintendent to report every case of attempts to influence appointments. Under the present school law your superintendent must nominate for appointment and promotion. If "influence" affects this the blame is on him. To anyone in whose behalf political pressure is used a form letter is now sent showing that such influence indicates ability and record too low to be relied on without adventitious aid and that the expectation that the superintendent's action will be affected by this kind of plea is an insult comparable to the attempt to influence a court by private appeal. Such a letter can issue only after the damage has been done. The publication of this policy here will help eradicate from a democratic school system the unfortunate tendency inherited from

old monarchical regimes where "a friend at court" was indispensable for advancement. From a count made for a sample week it is estimated that during the year 520 appeals for candidates were made by persons who never saw them teach, who had no respectable knowledge of their professional fitness, and who believed the Educational Department susceptible to improper influence. As soon as those who ask for this kind of help learn that it is a liability, the practice will cease and this department will enjoy the reputation Cæsar demanded of his wife.

Supervision Once More

Only an extensive survey of your system would determine to what degree it shares with the schools of the country an aversion to supervision. You have an organization for it: teachers directed by principals; principals, by district superintendents; they by division superintendent; a set of staff officers for specialties; a superintendency assigned ample authority by law; a board with power of veto and approval. Yet your critics repeatedly assert your system is demoralized. We have the American instinct of resistance to authority and, persisting from days of low salaries, the feeling that educational service is missionary work and immune from firm discipline. But supervision does mean overseeing, direction, control. The teaching service is a paid one involving the expenditure of citizens' money earned by labor and contributed with sacrifice. The responsibility is imperative that supervision be strict, insistent upon hard work, obedience and productive of results. There is no reason why we teachers should be treated with any more leniency than any other paid workers. Our service is no less important, our toil no more arduous, our breakdowns no more numerous, our risks no greater. It is an occupation with great opportunities of satisfaction and enjoyment. We live longer; we are better insurance risks than most workers. We have more reason to rejoice than to whine or complain. The large majority of us know this. The few loud-speaking ones of us who stir up strife and discontent attract more notice than is for the public good. General Pershing told the fine assemblage of women nurses: "If anyone feels that entering this service is a cause for condolence or pity she has no place with us. Work here is a privilege, a reason for congratulation."

Appeals

We recognize the necessity of providing for circumstances in which the person consulted does not give a decision satisfactory to the enquirer. It should be understood that in such cases an appeal to the next supervisory officer is in order and so on through the list if necessary. There is a fairness that should be observed. Either the appeal should be written or both parties concerned should be present when the next supervising officer takes the matter up. This is plain Anglo-Saxon, Magna-Carta usage. That school-systems so generally violate it is no excuse for discarding it. We want to get away from listening to complaints or accusations against an absentee whether it be teacher, principal, or supervisor. We believe that if the matter is serious enough to take up it is worth an exact written record. We know that this kind of fairness has cleared the atmosphere in many an organization.

There has been more suspicion, unsubstantiated assertion, one-sided condemnation, in this system that I have ever seen elsewhere. But it is largely repetitive and traceable to a few continuous sources. It has a bad effect of giving a wrong reputation to the entire teaching force. Observance of business fairness, dismissal of gossip, provision for regular appeals, is recommended.

Supervision a Help

Everybody knows that the teacher is the essential feature of the service, all of us other employees being supplementary. The time when the system functions is when teacher is exercising influence on learner. I am therefore reminding us supervisors all the time that the test of our worth is the efficiency of the teaching done. Negative

correction, necessary as it is, merely lessens errors. Positive standards, achieved and held up as goals; helpful demonstrations of how they are reached; generous compliment for work well done; a vigorous loyalty to the plain duty of service to Chicago; are the means I am recommending daily.

Junior High Schools

You adopted the recommendation of your Education Commission that as rapidly as practicable junior high schools be established to accommodate pupils of the seventh, eighth, and ninth grades. You authorized the inception of this system in five schools beginning next September. You confirmed my assignment of the proposition to the division superintendent and district superintendent in charge of high schools. In view of the surprising opposition to the plan developed here and the desirability of affording the trial sympathetic and adequate supervision, there should be provided another district superintendent. Senior and junior high schools are too large a field for one assistant and one district superintendent. They are devoting long hours and plan to give the entire summer to the service. They have with the coöperation of the University of Chicago, given ten preparatory lectures attended by 256 of our principals. Five conferences for participation by citizens have been held. The lectures have been printed and distributed. The Normal College will give a full summer term of courses for intending junior high school teachers; examinations for certificates to teach will be given during the summer.

Platoon Plan of Daily Program

On June 24 your Educational Commission made reports of its study of the so-called platoon schools. This plan of organization divides the pupils into two platoons, employs special teachers for auditorium, library, art, hand work, and physical training; employs more class rooms all day than in the formerly-used program and thus increases membership in the school building. The Commission recommended that "as soon as practicable a limited number of platoon schools be established believing that a fair trial will win them enthusiastic approval from principals, teacher, parents, and children alike."

If you adopt this recommendation the experience of other cities will be utilized.

In New York, in Detroit, in Akron, in Birmingham, in Pittsburgh, in Newark, the plan was introduced gradually and was carefully guarded by study, by experiment, and by guidance of a special supervisory staff. The experience of the few pioneer schools led to requests from principals for the extension of the plan. New York, after a period of successful operation in ten schools, made an official extension of the plan to the entire city, got it involved in politics with disastrous results. Adoption of the Commission's report here has aroused respectable protest. Even if it had not met with opposition there is here scant justification for attempting to crowd the plan upon school workers unfamiliar with it. With your approval I will study the local field, recommend principals and schools for experimenting with it, and arrange to send promising persons to cities in which they may become familiar with its most successful operation.

Sabbatical Year

I have proposed to you the adoption of a system successful in other cities whereby teachers desiring may take a seventh year for travel, rest, or study. Should you approve the general proposal I will submit to you for adoption or amendment details of the plan.

Instruction of Children as to the City's Educational Opportunities

This year a better organized plan of advising children and parents as to the advantages of high-school and college education was put into effect. The teachers

in the higher grades gave regular lessons on the work of the higher schools stressing not so much the selfish motives of personal advantage as emphasizing the civic duty of becoming a more useful part of society; general not individual welfare. This will be repeated next year.

Conclusion

Many commentators remark the abundance of human energy characteristic of this city. The school workers have their share of it. The task confronting us is to avoid the waste of this stream into by-passes or unprofitable eddies, but to direct it so that it may turn the wheels and produce the results for which it is maintained.

OFFICIAL BREAKFAST AT CINCINNATI

ACCORDING to custom the official breakfast will be Tuesday morning 8 o'clock, February 24, at Hotel Sinton. At this time officials of the Department will discuss matters pertaining to its welfare. It is the only time available for the officers to formally present in person progressive plans of procedure.

BANQUET IN CINCINNATI

TICKETS for the banquet of the Department of Elementary School Principals at Cincinnati may be reserved by addressing Principal Ide G. Sargeant, School Number Ten, Paterson, New Jersey. Price per plate, \$2.75.

The traditional banquet will take place under the auspices of the Department of Elementary School Principals on Tuesday evening, at five o'clock, in the Ballroom of Hotel Sinton. A most interesting program is promised. Speakers from all groups of education will give of their best on this festive occasion. Among the number being Dr. Hall-Quest, Dr. Russell J. Condon, Principal W. T. Longshore, Miss Olive M. Jones. Forget your troubles; relax for an hour; imagine you are on Mt. Olympus where your struggles and endeavors have at last been appreciated. Meet your comrades of old and greet those who are strangers—but still your friends. **BE THERE! TIME—5.00 P. M. PLACE—HOTEL SINTON.**

EDITORIAL COMMENT

Attention is called to notices on another page of our advance program, railroad rates, hotel reservations, identification certificates, and the like, matters which if attended to early insure the greatest degree of comfort possible on the trip to the mid-year meeting. We are planning to make the Cincinnati meeting the greatest since our organization. There you will meet the most wide-awake and the hardest workers among our principals. Men and women from the most progressive school systems of the land. The officers and clerical force of the National Education Association and of our Department stand ready to do all in their power to help in a ministerial way. You cannot afford to miss the meeting.

The 1924 report of Superintendent William McAndrew to the Chicago Board of Education is one of the great educational publications of the year. The problems which he discusses in a masterly way are the problems confronting all of our large city systems. In dealing with them thus frankly with straight-from-the-shoulder thrusts, Dr. McAndrew has performed a distinct service to education everywhere. Every progressive school administrator and supervisor should give the report a careful reading in its entirety. In another part of this *Bulletin* we have used extended quotations from those portions of the report which we feel will be most helpful to principals.

In this connection we wish to register our emphatic approval of what Dr. McAndrew has to say about "influence" while discussing VIOLATION OF CIVIC FAIRNESS. At the same time it is our prayer that the paragraph may be read by those pussy-footing superintendents and spoils-mongering school boards who by their despicable practices drive their teachers and principals to resort to "influence" as a measure to obtain simple justice.

To read the vigorous propaganda running rife throughout the country for increased war and naval appropriations, one could well imagine that the fate of the Nation depends on huge preparations for war, whereas the truth is that its fate depends upon education. Those desiring large war and naval appropriations have shown themselves pastmasters of the art of publicity in preparing people to bear the tremendous burdens that have crippled and impoverished mankind. There is no antidote for war but education. It is the imperative duty of the leaders of education everywhere to show themselves equally skilful in presenting the need of a proper support of education to their communities. For this reason we are giving considerable space to an outline of the highly commendable publicity work being done by the Chicago principals.

We wish to call attention of our readers to the schedule of conferences with the superintendent for the year from Elizabeth, New Jersey. It will be noted that Dr. Chapman has arranged to meet his principals in the middle of the forenoon or the middle of the afternoon. A right step. At the close of the daily session and for the remainder of his working day the place of the principal is in his office, free to meet parents, teachers, children, the general public and to organize the work for the following day.

One of the most artistic and helpful programs for visiting parents comes to us from the ALMEDA SCHOOL, Baltimore.

How many cities will be ready to report one-hundred per cent membership in the Department for our April *Bulletin*, as Tacoma does in this issue? Remember a light hidden under a bushel is of little use. If you are doing anything new or particularly helpful, send a notice of it to the *Bulletin* that the rest of us may be benefitted by it.

Much thought is being given to the matter of reading by children and adults. Two of the most scholarly and helpful articles of the year on this subject are contained in this issue, one the address of Joy E. Morgan before our Department at Washington last summer, the other a report of investigation carried on in Paterson by Principal Frank M. Rich. Also the publicity sheets issued by the American Library Association, Chicago, contain valuable information.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
Cincinnati Program

President, Mrs. Jessie M. Fink, Principal Palmer School, Grand Rapids, Michigan
Secretary, Ide G. Sargeant, Principal Public School No. 10, Paterson, New Jersey

Monday Afternoon, 2:15 P. M., February 23, 1925

Cincinnati Music Hall

The Principal at Work

THE OPPORTUNITY SCHOOL

Emily Griffith, Principal Opportunity School, Denver, Colo.

SPECIFIC ACCOMPLISHMENTS OF PRINCIPALS RELIEVED OF CLERICAL DETAIL

A Case study of how it was worked out and is working in:

Lincoln, Nebraska

Ruth Pyrtle, Principal, McKinley School

Chicago, Illinois

Gertrude Corrigan, Principal, Nobel School

ONE PRINCIPAL'S DEFINITE RESULTS FROM ADVERTISING THE WORTH OF EDUCATION—

A CASE STUDY. HOW IT WAS DONE IN GRAND RAPIDS, MICHIGAN

Mrs. Anna Weatherwax, Principal, Plainfield School, Grand Rapids, Mich.

THE PRINCIPAL AND THE SPECIAL SUPERVISOR

Fred C. Ayer, University of Washington, Seattle, Wash.

Tuesday Afternoon, 2:15 P. M., February 24, 1925

Cincinnati Music Hall

Some High Lights on Salary Adjustments

THE RELATION OF THE SALARY SCHEDULE TO THE EDUCATIONAL PROGRAM

Jesse B. Newlon, President N. E. A., Denver, Colo.

HOW THE SINGLE SALARY SCHEDULE WORKED OUT IN ANN ARBOR, MICH.

Leslie A. Butler, Superintendent of Schools, Grand Rapids, Mich.

THE EFFECT OF A DAILY SCHEDULE ON THE DISTRIBUTION OF AN ELEMENTARY PRINCIPAL'S ACTIVITIES

Menlo S. Kuehny, Principal, Rowan Avenue School, Los Angeles, Calif.

THE PRINCIPAL'S INTEREST IN THE CHILD LABOR AMENDMENT

J. W. Crabtree, Secretary, National Education Association, Washington, D. C.

SEMI-ANNUAL BANQUET—HOTEL SINTON, Cincinnati, February 24, at 5 o'clock, P. M.

Wednesday Afternoon, 2:15 P. M., February 25, 1925

Cincinnati Music Hall

REPORT OF COMMITTEE ON ELEMENTARY SCHOOL LIBRARY STANDARDS

C. C. Certain, Detroit, Mich.

SUPERVISION—A SCIENCE AND AN ART

Dr. Alfred L. Hall-Quest

THE PRINCIPAL AND THE COURSE OF STUDY

Dr. James F. Hasic, Teachers College, Columbia University

SUPERVISORY PROBLEMS IN RELATION TO SILENT READING

Dr. C. R. Stone, San Diego, Calif.

HAS THE CHALLENGE TO THE ELEMENTARY-SCHOOL PRINCIPALS BEEN SATISFACTORILY ACCEPTED?

Olive M. Jones, Principal, Public School No. 120, New York City

THE FOURTH YEARBOOK

ARTHUR S. GIST, EDITOR

B. F. Day School, Seattle, Washington

IT IS planned to have both the professional and administrative phases of the elementary-school principalship studied and reported upon for our Fourth Yearbook without duplicating any of the professional functions treated in our Third Yearbook. It is hoped that the tentative outline will be studied carefully and that suggestions may be freely made to the editor concerning the Yearbook or its title, "Some Professional and Administrative Aspects of the Elementary-School Principalship."

It will be of material aid to the Editor and insure an early issue of our Fourth Yearbook if articles to appear are ready and turned over to Mr. Gist at the Cincinnati meeting.

The editor is hopeful that the same spirit of helpfulness extended to him in preparing the Third Yearbook, will again be in evidence.

TENTATIVE OUTLINE FOR PRINCIPALS' FOURTH YEARBOOK

A. THE PROFESSIONAL SIDE

- I. The principal and his professional training—a study of desirable courses.
- II. The rating of principals in service.
- III. The principal and the improvement of instruction.
 1. Local geography.
 2. History.
 3. Spelling.
 4. Literature in the grades.
 5. Outside reading of pupils—an experiment.
 6. Natural science in the elementary grades.
 - a. A general outline covering a desirable and practical course.
 - b. The teaching of agriculture.
 - c. The study of local birds.
 - d. The study of local flora.
 - e. The study of local animals.
 - f. The school garden.
 - (One topic to a contributor.)
 7. The school assembly as an aid to the academic subjects.
 8. The librarian in the elementary school.
- IV. The principal and the pupil.
 1. The principal and the delinquent boy.
 2. Work with the slow pupils.
 3. The bright pupil—an enriched course in place of special advancement.
 4. The crippled child.
 5. Home study—an investigation of conditions.
 6. The education of pupils with defective vision.
- V. General.
 1. Visual education.
 2. Thrift education.
 3. The school and the public museum.
 4. The scientific selection of texts.
 5. The principal's health.

B. THE ADMINISTRATIVE SIDE

1. The principal and his community.
2. The principal and the administrative office.
3. The principal and the selection, transfer, and dismissal of his teachers.
4. The principal and the janitorial service.
5. The principal and his remuneration—a study.
6. The principal and extra-curricular activities.
7. The principal and his office equipment and assistance.
8. The principal and the business management of his school.
9. The principal and the use of educational experts.
10. The principal and his physical plant.

CINCINNATI MEETING

IMPORTANT FACTS

Special railroad rates, one and one half fare for the round trip. Identification certificates furnished on request. Write N. E. A. Headquarters at Washington or your State director. If you neglect to secure in advance your identification certificate, no adjustment of fare can be made after arrival at Cincinnati.

Sleeping-room reservations are handled through the Housing Bureau, of which Mr. Thomas Quinlan, manager, Convention and Publicity Department, Cincinnati Chamber of Commerce, is chairman. Write him.

General Sessions—Music Hall.

Registration and Post Office—Music Hall.

DIRECTORY OF ELEMENTARY SCHOOL PRINCIPALS ORGANIZATIONS

PLEASE send to Mr. S. D. Shankland, our executive secretary, 1201 Sixteenth Street, N. W., Washington, D. C., the name of your organization and its officers, and also those of any organizations of which you know that may not as yet be affiliated. We are desirous of compiling a directory of all organizations. Such information would be of incalculable value.

President Jessie M. Fink is giving the "Bugle Call" to this Department to step forward and occupy, by merit, the great field that the educational world is allotting to them. May we rise to the occasion as a unit and bring to the cause all the things which we have so ably discussed; may we contribute to education the results of our devotion and continue our endeavors to further progressive policies. We have put our shoulder to the ploughshare. There is no turning back.

NOTES FROM THE FIELD

Hyannis, Massachusetts—The Hyannis State Normal School, Dr. Francis C. Bagley, principal, is planning to give a course on the Administrative and Supervisory Duties of the Elementary School Principal, at its summer school, July 7-August 15. Another evidence of the growing realization on the part of progressive educators of having properly trained principals at the head of our schools.

Elizabeth, New Jersey—The elementary school principals of Elizabeth have just completed an unusually fine piece of constructive work in the preparation of a new course of study. The principals, Miss Isabel Davidson, director of Elementary Education and Superintendent Chapman are to be congratulated on this evidence of the proper coöperation in the schools of that city.

Elizabeth is also working out a systematic schedule of conferences. The plan for this year is given below.

ELIZABETH, N. J., PUBLIC SCHOOLS
SCHEDULE OF CONFERENCES—SEPTEMBER 16, 1924

Conferences	Groups	Day	Time	Place of Meeting	
Supt. of Schools	Prins. Sup'rs Hds. of Depts. (7 to 12) or Representative Comm.	1st Tue.	2:00 P. M.	Board Room	
Supt. of Schools	Principals	2nd Tue.	10:00 A. M.	"	
Supt. of Schools	Special Committees	Special times designated		Office Supt.	
Principals: Elementary B. H. S. & Cleve. Jr.	Teachers Teachers	Optional—other than scheduled days Special time designated by prins. & app. by Supt.			
Sup'rs & Hds of Depts. for Grs. 7 to 12	Departmental Groups—grs. 7 to 12	1st Wed.	1:30 P. M.	Battin H. S. Auditorium unless otherwise designated	
Director Ele. Edu.	Principals	3rd Tue.	10:00 A. M.	Board Room	
Director Ele. Edu.	Kindergartners	3rd Wed.	3:00 P. M.	Board Room	Dismiss 2:30 P. M.
Director & Supervisors	Teachers of Grs. 1 & 2	4th Mon.	9:30 A. M. 3:00 P. M.	1st meeting No. 3	A four-hour day for part-time teacher. Full day, dismiss at 2:30 P. M.
Director & Supervisors	Teachers of Grs. 3 & 4	4th Tue.	3:00 P. M. to 5:00 P. M.	No. 2	"
Director & Supervisors	Teachers of Grs. 5 & 6	2nd Thu. 4th Thu.	3:00 P. M. to 5:00 P. M.	No. 2	Dismiss at 2:30 P. M.
Director of Elementary	Demonstration Groups	1st Thu.	9:30 A. M. to 2:00 P. M.	Various bldgs.	
	Teachers of Opportunity Classes	Attendance required at one meeting each month			

BALTIMORE, MD., EDUCATION WEEK

DIRECTORY, ALMEDA SCHOOL, CENTRAL AVENUE AND STILES STREET, BALTIMORE, MD.

Milton L. Regus, Principal

FIRST FLOOR		
Room	Teacher	Class
A	Louise R. Muchow	1A
B	Elizabeth K. Hastings and Charlotte H. Feast	Kind'g'ten
C	Helen R. Bealmear	2B
D	Mildred G. Davis	2A
E	Emma E. Hesse	2B
F	Eleanor Duke	1B
G	Cornelia D. Deal	1B
H	L. Evaline Ulrich	1A and 1B

THIRD FLOOR		
Room	Teacher	Class
Q	Sidney Chayt	5A
R	Margaret A. Madison	6B
S	Ethel Jones	4B
T	Audrey E. Pryor	5B
U	Minnie Bernstein	6A
V	Helen M. Gardner	5B
W	Alan L. Gordon	6B
X	Jane M. Kelly	5B

SECOND FLOOR		
Room	Teacher	Class
I	Anna L. Baldwin	Special
J	Ethel L. Collenberg	3A
K	Loretta C. Lohmuller	Sewing
L	Esther Paulson	4B
M	Mildred Wolff	4B
N	Margaret K. Reese	3B
O	Mary Shaw	3B
P	Gertrude Moses	4A

GROUND FLOOR		
Room	Teacher	Class
Y	Maria C. Moore	Special
Z	Mary M. Lochman	Special

Assembly Room and Gymnasium

Girls' Club—Wednesday

Boys' Club—Thursday

Miss Grace Ridgeway, the School Nurse, is in her office on the third floor on Monday, Tuesday, Wednesday and Friday morning.

Dr. A. Palmisano, School Physician, is in the building on Wednesday morning.

Americanization Class for Mothers is held every Monday and Wednesday afternoons at 2 o'clock in Room I, second floor. You are welcome.

Sewing Classes are conducted in the building daily.

Manual Training and Cooking Classes, for Sixth Grade pupils, are held at School No. 93 every Friday.

Miss Edna Burhenn, Music Supervisor, is in the building every other Wednesday.

Miss Florence Wallace, Art Supervisor, is in the building every other Thursday.

Miss Naomi M. Lantz, Physical Director, is in the building every week on Wednesday, Thursday and Friday.

Assemblies: Kindergarten, Grades I and II, every Friday from 10 to 11.30 A. M.; Grades III and IV, every Friday from 1.30 to 2 P. M.; Grades V and VI every Wednesday from 1.30 to 2 P. M. Parents and visitors are always welcome.

Babies' Clinics, under the direction of the Babies' Milk Fund, in the Assembly Room every Tuesday at 1.30 P. M. and every Saturday morning at 9.30 o'clock. (Please enter by Central avenue door.)

The Playground Athletic League holds Boys' Classes, for Seniors and Juniors, in the Gymnasium every Monday and Wednesday night beginning at 7 o'clock, and for Girls every Tuesday night.

The Principal is in his office daily to give information and prevocational guidance advice to parents and to receive visitors: Morning, 9 to 9.30, 11.30 to 12; evening, 1.30 to 2, 3.30 to 4.

Give your child a useful education. Please visit your school often.

NEW JERSEY STATE PRINCIPALS ASSOCIATION

Lawrence S. Chase, President, Ann Troy, Vice-President. E. H. Dutcher, Treasurer. F. H. Budd, Secretary.

Executive Committee: L. H. Dix, Elizabeth Edwards, Howard J. McNaughton, Harold Phillips, Ide G. Sargeant.

Call sent to:

COMMITTEE OF ONE HUNDRED ON PUBLICITY AND MEMBERSHIP DRIVE

Montclair, New Jersey, January 1, 1925.

MY DEAR: An opportunity for service to God and Country, lies open to the school principals of the land such as was never vouchsafed to any group or calling before in the history of civilization.

Are we big enough in brain and imagination to conceive and organize a plan to make the most of this opportunity? One of us or a few of us alone cannot do it. Together we can. It means organization and more organization until every principal has been enrolled. It concerns the principal of the big school and of the small school. The problems of each are the same in kind.

The enormous industrial development of the metropolitan State of New Jersey has created the great institutions within our borders known as the modern community school with many departments and requiring as its head an individual with as large intellectual capacity and poise as the better judicial positions. The principal's professional training should be as thorough, his compensation as adequate, and the public respect for his position as high as that accorded to our judges. The welfare of public education in our State demands this.

In 1920, the Department of Elementary School Principals was organized at Atlantic City. Already it has become a power in the field of professional education, and by making clear the work to be done and the responsibilities to be borne by those holding this position, has done more than all other agencies combined to create respect for the principal and establish his proper standing in the community.

It is with the aim to make the New Jersey Principals a similar power in the educational councils of our State that the committee named below comprising many of our better known principals, together with the officers of the association will meet Saturday, January 10, 10 A. M. at Newark.

PROBLEMS FOR IMMEDIATE CONSIDERATION

1. Requisite clerical assistance.
2. Requisite assistance in class supervision.
3. Curriculum changes.
4. Relation and sphere of principals and special supervisors.
5. Attitude toward questionnaires and surveys.
6. A new basis for reckoning principals salaries imperative.
7. The vital need of a better understanding of the place for professional organization.
8. One-hundred per cent membership for the New Jersey State Principals' Association.
9. Shall the New Jersey State Principals' Association publish a quarterly bulletin and a yearbook, in which the more important studies and projects of principals in various parts of the State, one published so as to be of help to all the principals?

It gives me great pleasure to appoint you a member of this advisory committee, and I trust you will be present at our first meeting. I enclose herewith a list of the entire committee.

Cordially yours,

LAWRENCE S. CHASE, President.

Teachers College, Columbia University—Remarkable progress has been made recently by the leaders among the elementary school principals of the country in perfecting a National organization and taking steps to make the work of principal more truly a profession. This has helped to create a demand for adequate professional training for the principal. To meet this demand Teachers College is offering for the first time a full complement of courses planned especially for those interested in this field.

Besides increased emphasis upon topics relating to the organization and management of an elementary school in the major course in elementary education, a two-point course in this subject is offered both during the week and on Saturday morning during the present semester. In the Spring Session corresponding courses will be offered in supervision and the improvement of teaching. In addition, provision is made for research and for seminar work leading to the Ph. D. degree.

The chief responsibility for the conduct of these courses and for advising with students interested in graduate work in this field has been entrusted to Professor James F. Hosic, who retains the direction of extramural instruction.

Tacoma, Washington—Miss Jennie M. Reed, secretary-treasurer of the Tacoma Principals Association, recently sent a check for annual dues in the Department of Elementary School Principals for every principal in Tacoma. This organization has one hundred per cent in the National Education Association as well as in this Department.

Newark, New Jersey—The new schedule for Newark principals provides a maximum of fifty-five hundred dollars for heads of the larger schools. This will give the Newark principals an advantage of five hundred dollars over the principals of Jersey City and Bayonne, whose maximum is five thousand.

REMITTANCE FOR MEMBERSHIP

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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 1924-25. One dollar of this fee is for a year's subscription to the Department Bulletin.

Kindly send all publications, including the Fourth Yearbook, to be issued in June, 1925, to me at the address given below.

Name

(Typewrite or print)

Mailing address

(School or street)

(City and State)

My present position is