

BULLETIN

OF THE

Department of Elementary
School Principals

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PUBLISHED QUARTERLY BY THE
DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
of the National Education Association of the United States
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

Entered as second-class matter November 20, 1922, at the post-office at Washington, D. C., under act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized December 18, 1922.

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DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Published quarterly in October, January, April, and July by the Department of Elementary School Principals of the National Education Association of the United States. Ide G. Sargeant, Editor.

The payment of \$2.00 active membership dues entitles a member to attend all meetings of the Department, to hold office, and to receive the Bulletin quarterly.

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

Subscription to non-members is \$2.00 per year; single copies, 50 cents; Yearbook, \$1.50.

Members are requested to report at once any change of address, giving old as well as new address.

Entered as second-class matter November 20, 1922, at the postoffice at Washington, D. C., under act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized December 18, 1922.

Executive and Editorial Offices, 1201 Sixteenth Street Northwest, Washington, D. C.

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THE CHANGING STATUS OF THE PRINCIPAL

WILLIAM RABENORT

President, The Federation of Teachers' Associations of the City of New York

THE LAST twenty-five years have witnessed momentous changes in public education in the United States. No one has had more to do with engineering the response of the schools to the demands of the times than have the principals of public schools. Their service has reacted upon themselves with the result that their place as a body within the school system and their official standing in the community is very different from what it was when the twentieth century began.

In 1900 the position of principal was thoroughly established and well recognized but it was by no means well defined. Many held the title of principal but there was little or no agreement as to their duties. Principals were teachers who had been relieved from the charge of a class in whole or in part in those schools that were large enough to make such an arrangement justifiable in the opinion of the school board if on no other ground than convenience in communication. Little by little, principals assumed or had given them a multiplicity of duties out of which they have fashioned posts of educational leadership the development of which is a distinctive feature in the history of education during the first quarter of the twentieth century.

Twenty-five years ago more principals were men than women, because it was one of the first duties of a principal to conquer bad boys. The strong disciplinarian was conspicuously eligible for a principalship. Under present-day conditions the principal is no less responsible for the discipline of the school but even if he doesn't go so far as to say that he isn't paid enough to spank other people's children, he is apt to regard discipline as the maintenance of conditions conducive to the morale of teachers and children rather than the regulation of the behavior of individuals. In so far as there are infractions of school rules, a principal takes no credit, because many cases of bad behavior are brought before him, but rather rejoices if, through some sort of pupil self-government or other method of delegating the policing of the school to a deputy. The school seems to run itself. It is as much as ever the business of the principal to see that teachers and children carry on their work without interruption, but nowadays in the school which reflects the attitude of the age toward delinquency the principal seldom has to attend to it himself because he has organized a way for others to deal rationally with this phase of education.

In the earlier days some principals stationed themselves at the front door or at the foot of the stairs to review the school as it paraded at dismissal. The principal invariably conducted the morning exercises before the assembled classes; only to a clergyman would he on occasion yield the reading of the Bible—not without a qualm that he was guilty of neglect of duty. He ruled the yard at recess; he scoured the streets before school to hurry lag-gards, and the big bell was taboo to other hands than his. In those days

the departmental system was coming into vogue and electric bells rang in the classrooms at the end of the period. The switchboard was in the principal's office and as he pushed the button he proved to himself that he was in command of the school. Principals were on the look out lest some one infringe upon their authority and some were known to oppose the appointment of a vice-principal as a reflection upon their competency.

The principal of the last generation was a star teacher and shone in the classroom. He was usually an inspired and often an inspiring instructor of youth. When he came into the classroom, the teacher relinquished her place to him and the lessons the pupils learned from principals of the old school lasted for life. The reputation of the principal sometimes attracted pupils from other parts of the city and even from out of town. Of such men and women it began to be said, "As is the principal, so is the school." And no wonder; they knew every child by name. As cities have increased in population and the big modern school building housing a thousand children or even four or five thousand has taken its place beside the apartment house, the department store and the mill, standards and methods of management and supervision which had been worked out in the old time school and which worked there have had to be changed. If the principal has lost the personal touch he has created an atmosphere: which is to say that he has found a different way to let his personality pervade the school.

The specialization which at first gave the principal his place has overtaken him and taken from him most of the duties he so diligently gathered to himself. His clerical functions—the writing of payrolls and reports of attendance—have been taken over in the interest of speed and accuracy by clerks with typewriters, dictographs, multigraphs, and adding machines. Not long ago the supervision of instruction and the training of teachers in service commanded the chief concern of the principal. In large measure the technique of this sort of supervision has been thought out and determined by the principals who first envisaged the problem; but this work is now being done to a great and increasing extent by vice-principals and special supervisors. The principal has gotten to a point in respect to this as well as most other school matters where he keeps in his own hands only the general direction of the supervision of instruction.

A generation ago the principal coöperated with the people of his community, if at all, through his activities in church, lodge, building and loan association, and the like. In this day he is very likely to keep up his end in civic affairs in like manner, but he does much more. Principals have been foremost in the movement to organize citizens to back up the schools. All over the country, associations of teachers and parents are boosting education. As a rule, the influence of these organizations is beneficial in proportion to the extent to which they operate under the guidance of the principal. Better than any one else, he can direct their activities into valid channels and keep them from interfering with those things that ought to be left to the professional staff; and he, better than anyone else, knows the needs of the school as well as the capacity and the temper of school and municipal authorities.

There are parents who pride themselves upon never having gone to school on account of their children. When they have been educated to visiting the school, some are prone to carry coöperation to such an excess that they demand more of the principal's time than he can well afford to give. So it behooves him to have some one else who is a good listener and has much tact to be a buffer between him and the visitor who comes prepared to spend the afternoon. Whether the principal thinks he can afford to let an official subordinate undertake such interviews for him depends a good deal upon the firmness with which he has established himself in the neighborhood by leading the patrons of the school to have confidence in the justice of his decisions and in the wisdom of his way of doing things.

About twenty-five years ago in one of our big industrial cities, the principal of what was then deemed a large school (it had some twenty classes and seven or eight hundred pupils) went to a department store to beg a doll for a raffle at a bazaar for the benefit of the school piano fund. The owner of the store, a sort of merchant prince, donated the doll but expressed astonishment that the board of education did not furnish pianos. "We pay taxes enough," he grumbled. Doubtless pianos are standard equipment there now, but not everywhere, even yet. Motion picture machines and pictures for school decoration are safely across the border in many places; white rabbits and other pets for nature study and the animal center are probably everywhere still outside the pale. It is the principals who have put modern equipment into the public schools. They have seen the need and the opportunity; by hook or by crook they have found a way to fill it; they have demonstrated the worth of a hundred innovations and shown them to be essential to modern education.

As a rule, the American people intend to be liberal with their schools, and if they spend more money for candy than for education, that is not their fault. When those responsible for school finances convince the public that more money can be spent to advantage by the schools it is forthcoming. Nevertheless it must be borne in mind that school costs have gone up and that they loom large in every local budget. We school people are well aware of the influences that seek to control and curtail the cost of education. The debate over school finances is likely to become heated before a formula is agreed upon by which the opposing points of view shall be accommodated. When such a solution is finally formulated, it is highly probable that those directly responsible for spending the people's money, as are the principals of schools, will be adjudged those best able to tell where, why, for what, and how much money is needed; how much can be saved and how much can be spent to a better purpose. No one ought to speak on these matters more authoritatively than the principal. It is true—but is it not anomalous?—that principals, who are those best informed as to where school money goes because they are at the spigot of expenditures, have least to say about it and are seldom asked whether it is enough or too much. Budget makers have usually taken refuge in the policy: If they haven't got it, they can't spend it. That, however, is no encouragement to economy. A condition so unbusinesslike cannot last forever. Its duration will depend, *inter alia*, upon how soon taxpayers realize that the administration of school finance has a

definite bearing upon effective teaching. If this generation of principals does not furnish the concrete demonstration of that relation perhaps the next one will—or the next. At any rate, the question of school finances is not likely to be satisfactorily disposed of until the aid of the principals has been enlisted.

As the principal has gradually freed himself from the details of teaching, discipline, supervision, and administration, he has found time for observation and reflection. As soon as he is no longer bound to be at a certain place at a certain time, he can be anywhere at any time. With nothing in particular to do, he can see everything that ought to be done. To plan the next step, to see that ground gained is being held, to forecast the problems of the coming year and to plan alternative procedure so that no emergency finds the school unprepared, are fruitful fields of administration into which release from routine, enables the principal to go.

The development of public education in the United States during the last twenty-five years is not to be ascribed to a single cause. Our ever-increasing urban population, an industrialism that has raced ahead of culture, altered concepts of the obligations of man to man, as well as other social and economic forces more or less recondite have brought it about. Every branch of the professional staff of the schools has helped adapt education to the altered spirit of American civilization. By reason of primacy in the field and first-hand acquaintance with the problems that have arisen the principals of schools have had a great deal to do with this adjustment of the school to society. As a consequence, with the approach of the second quarter of the century, they seem to occupy, at least for the time being, the key position among public school executives in the United States.

THE RELATION OF THE SALARY SCHEDULE TO THE EDUCATIONAL PROGRAM¹

JESSE H. NEWLON

Superintendent of Schools, Denver, Colorado, and President, National Education Association

ONE OF THE OUTSTANDING movements in the last decade in American public schools has been the struggle for better salaries for teachers and better salary schedules. At times this struggle has been a heated and fierce one. It was to be expected that in a matter so vitally affecting the public and a group of public servants so much under-paid there would be many viewpoints and frequent clashes of opinion. Today teachers are paid more nearly what their services are worth and the State is being highly repaid with better teachers.

In accepting the invitation of your chairman to speak, I requested a change of the topic from that of the single salary schedule to the broader caption, "The Relation of the Salary Schedule to the Educational Program."

I regard the introduction of the principle of the single salary schedule as a marked step forward, but not a complete solution in all respects of

¹ Address given in Cincinnati, February 24, 1925, before the Department of Elementary School Principals.

the salary problem. Nor do I regard this principle as the only important principle that must be embodied in a salary schedule. A salary schedule must be a comprehensive thing. The following are some of the objectives it ought to achieve:

1. Secure the best available ability for all divisions of the school system.
2. Insure that each teacher will come to the schools with the foundations of a good general education.
3. Provide a reasonable minimum salary and increases leading, as teachers gain in experience and effectiveness, to maxima that will guarantee living, saving, and professional salaries for professional workers.
4. Guarantee that every new teacher will come to the system with adequate professional training.
5. Stimulate professional study and growth on the part of teachers now in the system whose preparation has been defective.

The prime reason for the existence of a salary schedule is to secure competent teachers for children. It is vitally related to the educational program. It does not exist for the benefit of teachers, but for the benefit of the State. It is true that the two interests cannot be separated, but it is well to keep the fundamental principles in mind.

The Denver salary schedule is very specific in respect to the professional training required for the various divisions of the school system. Roughly speaking, one year of the four years of study required for the A.B. degree must be devoted to courses in education. Teachers who do not meet this requirement may on occasion be employed, but salary increases are made dependent upon removal of this deficiency. The teacher acquiring a master's degree recognizable for increases must conform to definite regulations regarding the type of professional study that may be pursued in obtaining this degree. The requirements for the elementary school, the junior high school, the senior high school, and for the different subjects and departments, vary according to the specific technical and professional abilities demanded in the various divisions.

A salary schedule ought to be based on the assumption that four years of general and professional study above the high school is necessary for preparation for teaching in any grade. This applies to the kindergarten as well as to the high school. The schedule should make provisions for adequate recognition of preparation beyond the A.B. degree.

The statement has been made that the maximum preparation which a teacher ought to have cannot be gained in less than four years of study beyond the high school. The time has passed when adequate preparation can be made in a two years' normal course. These two-year courses are usually divided about equally between the study of subject-matter to be taught and methods of teaching. Roughly, one year in such a course is given to subject-matter (frequently little more than a review), and one year to a study of professional subjects and to practice teaching.

Let us consider the information, the culture, the interests which a teacher ought to bring to the kindergarten, the primary grades, or to any other grade in the schools. Consider the fields of history, art, literature, sciences,

philosophy, music, with which every teacher ought to be familiar. Remember that every teacher should be a student of human nature and of human society. Consider for a moment the knowledge which he ought to have of what has been learned by sociologists, psychologists, and other students of the social sciences. Every teacher should know something of the relation of the public school system to the State. In addition, the teacher of today must have a thorough grounding in strictly professional training. A mere catalog of subjects will give some idea of the vast field of professional knowledge which must be mastered. I merely mention such subjects as educational psychology, the principles of education, the history of education, the philosophy of education, methods, educational statistics, school and child hygiene.

Have any of you ever attempted to construct a two-year curriculum in which adequate foundational training can be given a teacher? A mere catalog of the fields of knowledge with which he should at least come in contact will convince any one of the utter futility of such an undertaking. The teacher who undertakes the instruction of youth ought to bring to his work a rich culture and a splendid professional training. The minimum time in which a basis for such culture and training can be laid, so far as formal education is concerned, is four years of training above the high school.

This leads us to the principle of the single salary schedule. The single salary schedule provides that teachers of equal training and experience shall be paid on the same basis, regardless of the grades in which they teach. The single salary schedule recognizes the importance of teaching in the elementary schools. It recognizes that four years is the minimum time in which adequate preparation can be made for teaching in these grades. In other words, it recognizes that the standards must be the same under present conditions as those which are maintained for high schools. It recognizes that the days are as long, that the work is as hard and as important, that the elementary school teacher is practicing a profession just as is the teacher in the high schools, and that therefore she ought to be paid a salary commensurate with the professional skill and preparation required, with the importance of her work and the arduousness of her labors—a salary that will enable her to live that life which will make her the best teacher of youth.

The single salary schedule does not pay all teachers equally regardless of training and experience, but it does away with the invidious distinction between the high school and the elementary school in matters of salary. With all of this I am in hearty accord. The single salary schedule puts teachers in the elementary schools and in the high schools on the same basis so far as salaries are concerned, but it must not be supposed that it will in a day change conditions that have been brought about by more than a century of custom. Only in time will there come a complete recognition of the importance of elementary school teaching, but the single salary schedule has been most effective, so far as we have been able to judge, in changing the attitude of teachers and the public on this important point.

There are twice as many college graduates teaching in the elementary grades in Denver today as there were four years ago, and I anticipate that this number will rapidly increase. All of the younger teachers expect to complete their college courses. We have fewer brilliant elementary teachers striving to get into the high schools. Salary is no longer an inducement to lure them from the grades.

One serious problem arises in connection with applicants for teaching positions. Our condition may be a local one, but we find it more difficult today to secure well-trained teachers for the elementary schools than for the junior and senior high schools. My observation has been that few departments of education in universities put any stress on the training of elementary school teachers, and now that the normal schools have become teachers' colleges and are granting degrees there seems to be too much of a tendency in these institutions to stress the importance of high school work, with the result that altogether too many teachers taking their A.B. degrees in teachers' colleges are looking forward to teaching in high schools. Teacher-training institutions will need to place relatively more emphasis in the next decade on the importance of elementary school teaching.

There is also a need for the equalization of work. This problem may not seem entirely pertinent to a discussion of salary schedules, and yet there is a basic relation. As long as human nature is human, it will not be possible to make an exact division of work between the members of a faculty or between all the teachers of the school system. Because some have more ability than others, they will be compelled to carry heavier loads, but undoubtedly there is need in most school systems for evening up the amount of work done. Observation leads me to believe that the load is not always fairly adjusted as between teachers in the same school, or between types of schools. Attention needs to be given to this problem, for it has a direct bearing on the quality of teaching.

Promotion in most salary schedules is made dependent on preparation and successful experience in teaching. Almost without exception, the schedule requires that the teacher serve a probationary period before receiving a regular or a permanent appointment. Where tenure laws obtain, the probationary period is usually fixed by law. In Denver, the probationary period is three years.

Principals have no greater responsibility than that of a proper administration of the probationary period. The principals must assume the chief responsibility for the character of the teaching force 20 years hence. First, there must be a careful process of sifting applicants for probationary appointments. Then the most rigid standards should be applied to the work of these teachers. It is comparatively easy to eliminate during this period those who demonstrate their unfitness from the standpoints of health, personality, character, aptitude for teaching, professional spirit, or preparation. It is difficult to eliminate an incompetent teacher after 15 or 20 years of service.

Under schedules providing probationary periods and salary increases on the basis of preparation and experience, merit is made the chief consideration

for promotion and retention in the system. Undoubtedly preparation and experience are two of the chief factors that make for success. Preparation and experience alone will not guarantee success, but if a system maintains an efficient method of selecting teachers for probationary appointment and if the probationary period is efficiently administered, all those who are potentially unfit should be eliminated.

It may be assumed that those who receive regular appointments under such a system have the qualities that make for successful teaching. It is then up to the administrative and supervisory staff of the school system to maintain the quality of work of these teachers. This opens up the whole question of supervision into which we cannot go at the present time.

Some so-called "merit systems" go a step farther and make the ultimate salary to be attained by the teacher dependent in part on a third factor, that of the rating given by principals and supervisors. To my mind, there is a grave question as to whether we have developed the science of supervision and methods of measuring the quality of instruction to the point where we can, in confidence that we will be fair to teachers, make their salary dependent to any large extent on these ratings. Theoretically, there is much to be said for such a program. Certainly some teachers are outstanding, and there ought to be a way to award substantially the outstanding teacher. It goes without saying that all teachers ought to be paid adequate salaries such as I have advocated earlier in this paper. Personally, I am in doubt as to whether we have reached the point where we can introduce this third factor, but I shall watch all experiments with interest.

Let us revert now to the question of the single salary schedule. In Denver, the maximum attainable by teachers is \$3080 for the classroom teacher. Let us picture two teachers: One who has no one dependent on her; as a matter of fact, she has some independent means. I do not regard three thousand dollars as excessive pay for the services of this teacher. She is a most excellent teacher, in every way worthy of the salary which is paid and more. Every year of her teaching life she will repay to the district in service to youth far more than the salary which she receives. This salary will enable her to live in comfort.

The other teacher is a widow, a mother of four splendid children. The father died after an illness which exhausted the family resources, and the mother, left with four small children whom she was anxious to educate in conformity with the ideals of the family, was forced out of the home where she was needed and back into the profession of teaching. A salary of \$3080 is not sufficient for the maintenance of this family according to any reasonable standards of living. It will not provide the clothes, the recreation, the music, the books, the medical attention—all that the children ought to have. It will not provide their education without a sacrifice which this mother ought not to be required to make—a sacrifice which she cannot make and bring to the children under her instruction the inspiration and stimulation which she ought to bring every day. And she is a brilliant teacher whom the schools cannot afford to lose.

I also have in mind the father of a family consisting of a mother and three children. The mother is needed in the home for the proper education of these children. A salary of three thousand will not provide adequately for this home and the education of the children.

At this point I want to make certain observations about our profession in comparison with others:

1. Teaching is a public service. Unlike medicine, law, engineering, and many other professions, there is a limit to what we may be paid. A doctor's fees may total a hundred thousand dollars a year. A teacher may not be paid that much. Superintendents ought to be paid much better than they are today, but I would not recommend a salary of a hundred thousand dollars even for a superintendent of schools. There is a limit to what the public ought to pay. The public cannot pay what the service is worth. Such a condition limits the earnings of the members of our profession.

2. These conditions result in many unavoidable inequalities, such as I have indicated above. A salary that is fair for the teacher without dependents is obviously unfair for the widow with four children to educate or the father with a wife and three children dependent upon his earnings.

I believe that every one of you will recognize the reality of this problem, which I have tried to state. However much you may believe in the principle of equal pay for equal work, and the principle of the single salary schedule, you must recognize that these two principles put into operation will still leave injustices such as I have described. That is the reason why there are so few men in the teaching profession today. Personally, I want women in the profession, but without in any way minimizing the importance of having women as teachers, I can advocate an increase in the number of men.

There may be a practical solution for this problem. The solution lies, if at all, in recognizing the fact that the widow supporting children or the father with children to support and educate has a greater social responsibility than the teacher, man or woman, who has no dependents. This recognition would need to come in the form of an extra allowance for the teacher with dependent children during a part of the period of dependency. The amount of salary would be increased according to the number of dependents up to a certain point. This principle is written already into the Federal income tax law. I understand that in certain foreign countries the principle has already been written into salary schedules. Recently Miss Eleanor F. Rathbone, in a letter to the *London Times Educational Supplement*, advocated such a policy for British teachers.

I am not prepared to advocate the introduction of such a plan at the present time. I shall content myself with calling attention to the injustice and suggesting a possible remedy. This is the type of problem that ought to have our attention long before the conditions become acute.

In closing, I want to make a plea to the individual, whether this individual be superintendent, principal, or classroom teacher, for a broad-minded view of this whole salary question. Above all, we as teachers should remember that salary schedules exist for the purpose of obtaining well-trained teachers

for the youth of America. That is the reason that salary schedules must insist on thorough general and professional training. We, as teachers, should never forget that when we advocate adequate salaries we must insist with equal vigor upon standards, ideals, and ethics.

THE SINGLE SALARY SCHEDULE¹

LESLIE A. BUTLER

Superintendent of Schools, Grand Rapids, Michigan

THE PROBLEM of retaining contented, well-prepared, and professionally alert teachers in the elementary grades is an old one. Now and then there are other reasons why a teacher, who is rendering excellent service in the elementary school and who is willing to spend time and money for further training in order to obtain the transfer, desires to be "promoted" to high school but frequently it is only with the avowed purpose of receiving greater remuneration.

In the city where the speaker had the opportunity to work for five years, there were teachers with academic credit ranging from a high school diploma to a considerable amount past the master's degree. Especially in the grades was this variation very marked. A considerable number of teachers had little credit past their high school diplomas despite the fact that they had lived under the eaves of a great university and within eight miles of one of the country's best normal schools for years. Many of these teachers, however, were alert and able. Some possessed superior ability. Salaries were low, living expenses very high, and there was no schedule to provide the stimulus for further definite academic and professional pursuits. Those who received the larger remuneration did so mainly because of long years of service rather than because of investment of time and money in collegiate preparation.

Obviously in preparing a schedule the pay-roll had to be ignored and a base used that would make it possible to adjust ourselves to the qualifications of the worthy and desirable teachers with the lowest definite preparation—namely, that represented by a high school diploma.

Accordingly the high school diploma and one year of experience were evaluated at \$1000 per year and each complete year of college or normal school work including the master's degree at \$100. An increment of \$100 was allowed for each year of teaching experience from the second to the seventh, both inclusive, with the provision that only four years of experience would be accredited from outside the system. When this was adopted a substantial increase for every teacher in the system resulted because salaries had been low and because the schedule was made fully operative. No teacher knew of the change until she received a formal notice of her reappointment. The only objections came from comparisons, for in several instances teachers

¹Address given in Cincinnati, before the Department of Elementary School Principals, February 24, 1925.

who had received more than others for some time now found themselves scheduled for less.

The resulting queries led to full and frank explanation and discussion at teachers' meetings of the new schedule and of the supplementary schedule which had been adopted by the board of education at the same time. In a sentence, the supplementary allowance was \$100 a year for three years for regular work at one summer school or for one summer of European travel, which could be continued by qualifying similarly every triennial period.

It soon became evident that thenceforth maximal salaries would not depend merely upon years of service, but that investment of time and money in further and continuous preparation was desired and that the city was willing to pay for it. Of course, principals and others doing additional and more specialized work were remunerated above schedule. The merit plan was approached by the adoption of the following: "The board of education reserves the right through its deputized agents to re-evaluate from time to time all diplomas, certificates, degrees, and experience in terms of the quality of services rendered."

A year later the base was raised fifty dollars, which automatically raised the salary of every teacher in addition to the annual increment of increase, supplementary ward, increase for completing an additional year of college work, or award for especially meritorious work. The next year the schedule was augmented by allowing for four more years of experience, seventh to eleventh, at fifty dollars per year with the provision, however, that no one should receive more than fifty dollars per year additional salary by reason of the rule which means that it required three years from the time of its first application for it to become fully operative.

The conclusions are as follows:

(1) After six years there are no teachers in the school system without a life certificate or its equivalent.

(2) By reason of the single schedule there is a large portion of grade teachers who hold degrees and who are paid as much as they would receive for high school work.

(3) Only slightly more than one third of the public summer school corps are recruited from the corps of the regular year. The others find it more profitable to study or to travel than to teach in summer school.

(4) It is needless to say that there has been a marked revival of professional spirit, other factors having contributed to this, however.

(5) The teachers, board of education, and the community are definitely committed to the single schedule plan.

(6) At the present time with the schedule fully operative the minimum salary for regular teaching is \$1250, and the maximum \$2450, which accounts for the presence in the grade corps of a much larger quota than formerly of buoyant, alert, and contented degree and near-degree teachers, some of whom are former county and State normal critics.

But have not conclusions of a similar nature been obvious to all of us for years? If the educational chain is no stronger than its weakest link, and if the weakest link is the elementary school that link will never be strengthened until the taxpaying electorate offers sufficient financial inducement to keep superior teachers in the elementary school.

Martin Luther said in an autocracy many years ago, "The success of a country depends not upon the beauty of its public buildings nor upon the strength of its fortifications but upon its men (and women) of education, enlightenment, and refinement: Here are to be found its true source, its chief strength, its real power." In a somewhat analogous fashion we may say that in the domain of public education good buildings and modern equipment are important but they can never serve as a substitute for the adequately prepared elementary teacher, high school teacher, or college teacher, and the least of these is not the elementary teacher, for her activities are in a field unequalled in opportunity.

THE FIFTH YEARBOOK

NOTHING has done more to command respect for our Department than the Yearbooks. Much thought has been given to their make-up both by the Executive Committee and the Editors. Necessarily they must be planned ahead. The Fourth Yearbook will be in the hands of our members soon. Plans for the Fifth Yearbook should be given immediate consideration. Much assistance can be rendered your official board if topics for treatment in the volume are suggested by the membership at large and forwarded to Editor Gist at once for tabulation prior to the Indianapolis meeting.

Among those already suggested are the following:

1. Public school publicity
2. The school printing press
3. Play
4. Fine arts
5. Industrial arts
6. Value of principals' organizations—National, State, and local
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15. School decoration

THE PRINCIPAL AND THE SPECIAL SUPERVISOR¹

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IT IS MY AIM to contrast the general characteristics of the services of the special supervisor and the elementary school principal and to propose a type of administrative organization which will best facilitate the cooperative activities which are in charge of these two school officials.

The principal and the special supervisor have the fact in common that they are both products of the modern tendency in education to organize educational services which are beyond the rôle ordinarily assumed by the teacher. It is only a few decades ago that practically all of the supervisory and general administrative work which related to elementary education was carried on by the superintendent of schools. There were many so-called elementary school principals on the pay-rolls, but their work was largely confined to teaching in the upper elementary grades with the addition of a certain amount of school discipline and clerical work. The movement which began shortly after the Civil War to enrich the elementary school curriculum and to expand the aims of elementary education to include objectives which went beyond a mere knowledge of the fundamental subjects, carried with it the eventual organization of a school program which demanded a type of building leadership and curricular supervision which could not be provided by either teacher or superintendent.

There have been three stages in the evolution of school supervision which bear upon the present topic. The first stage involves the rise of the so-called special subjects, such as music and drawing. Beginning about 1870 a number of new subjects, including music, drawing, manual training, and home economics, were forced into the public school curriculum by social pressure. As neither the superintendent nor the regular teachers were ordinarily prepared to administer instruction in these new subjects it was necessary to place them in the hands of specialists. The new subjects became known as special subjects, and were either taught by special teachers or by regular teachers with the assistance and under the general supervision of an expert who soon came to be known as the special supervisor. In due course of time, particularly in the larger cities, the problems of methodology and subject-matter in connection with the special subjects became so important that special administrative departments were organized in charge of a head official known sometimes as supervisor and sometimes as director. A number of other subjects in addition to music and drawing have come to be known as special subjects. By 1908, according to President Jessup, who has given us the first systematic account² of the rise of special supervision, the special subjects at that time were music, drawing, penmanship, manual training, sewing, cooking, and physical education.

¹ Address given in Cincinnati, before the Department of Elementary School Principals, February 23, 1925.

² Jessup, Walter A., *The social factors affecting special supervision in the public schools of the United States*.

Meantime, and particularly since 1900, a second phase of the expansion of the scope of elementary education has been in progress. About this time the public conception of education reached the level where it was no longer considered democratic merely to offer elementary training to the 50 per cent of children who were bright enough or willing enough to master the somewhat formal program then in existence. Instead, the belief spread that the true ideals of democracy demand that every child who can profit by elementary training up to the age of 15 or 16 years should be given its advantages. This changed ideal resulted in the addition of large numbers of children who reached the upper grades in the elementary school, and eventually made it seem necessary to employ a principal in charge of the elementary school who could give his attention to the increasing problems of child accounting, school progress, and educational guidance. The elementary school, instead of being a hard and fast machine which merely required a little disciplinary administration on the part of a head teacher, gradually evolved into a flexible institution with a program of educational services in need of an expert to adapt them to the needs of individual children. In response to this need there has been a general tendency everywhere to release elementary school principals from part or all of their teaching duties, and, in the larger schools, to supply them with assistants in connection with their clerical duties.

Closely associated with these two phases in the evolution of the elementary school program has been a third. This phase includes the more recent advent into the program of a number of special educational services, such as health service, library service, measurement, special classes, etc. The nature of these services made them for the most part difficult to handle as special subjects, but they were like the special subjects in that they were beyond the executive abilities of the existing school officers and teachers, and therefore necessitated the employment of specialists. As a natural sequence the special services of sufficient importance soon became departmentalized and were placed under the administrative control of supervisors or directors who were not ordinarily attached to single schools, but who served the entire system as a unit. How far-reaching these special services have become may be indicated by mentioning a few of the departmental titles which have recently come into existence: Supervisor of Lunch Rooms; Supervisor of Americanization; Director of Special Schools; Director of Visual Education; Supervisor of Kindergartens; Supervisor of Home Gardens; and Director of Attendance.

Meantime with the advance of departmentalized teaching and the increase in scientific knowledge in connection with the so-called academic subjects, such as reading and arithmetic, there has been an increasing tendency to specialize in the older subjects. As a result of this it is almost safe to say that every subject has become a special subject. As a matter of fact, there are now in some of our largest city systems supervisors for practically every subject which appears in the elementary school curriculum.

Without further discussion of the expansion of the elementary school program we may note that two types of school organization have grown

out of the movement. The first type may be called institutional organization. Under the institutional form of organization the educational services are conducted in a local building in administrative charge of a building principal. The second type may be called departmentalized organization. Under the departmentalized form of organization the educational services are organized under departments centrally located, in charge of an administrative director or supervisor. It is evident that both the services of the principal and those of the special supervisor have arisen from the special needs of an expanded school program, but that one has been organized and officered upon a local or single building basis, while the other has been organized and officered upon a general or systemic basis. As a result of all this the superintendent is confronted by the fact that he has two types of organization, the institutional and the departmental, working in intimate contact but without any natural alignment of authority and responsibility with regard to each other. The principal and the supervisor on the other hand, given large authority in connection with the activities which are specifically associated with their specialized duties, are frequently placed in embarrassing and sometimes antagonistic positions in connection with the educational activities which they carry on in a supposedly coöperative fashion. This is particularly true in connection with the supervisors of special subjects. For example, the question may be raised when the supervisor of music visits a local school building to supervise the instruction in music as to what disciplinary authority she has in a building officially in charge of the principal. Does the special supervisor, while in the school building, act in the capacity of an assistant superintendent, as an assistant principal, as one of the regular teachers? What is the special relationship which she bears to the school principal? Limiting the answer for this question to the supervisors of the better known subjects, and judging by the returns made to a questionnaire by 119 supervisors scattered among 44 cities of over 100,000 population in the United States, the supervisor in about four cases out of 10, acts in the position of an assistant superintendent. The returns to this questionnaire are shown in greater detail in Table 1.

TABLE 1—ADMINISTRATIVE RELATION TO BUILDING PRINCIPAL

	Number of cases						Total	Per cent
	Art	Home economics	Manual training	Music	Penmanship	Physical education		
As assistant superintendent	5	5	10	10	5	11	46	38.7
As assistant principal	3	4	2	7	2	1	19	16.0
As teacher	5	8	6	2	2	3	26	21.8
Coöperative	6	5	7	1	3	..	22	18.5
Independent	1	1	4	..	..	..	6	5.0
Total	20	23	29	20	12	15	119	100.0

Table 1 includes 20 supervisors or directors of art departments, 23 of home economics, 29 of manual training, 20 of music, 10 of penmanship, and 15 of physical education. Out of a total of 119 supervisors (see next to the last column) 46, or 38.7 per cent, act in the capacity of an assistant superintendent while in the elementary school building. Nineteen supervisors, or 16.0 per cent, act in the capacity of assistant principal; 26, or 21.8 per cent, act as teachers, while 22, or 18.5 per cent, report some sort of a cooperative understanding between themselves and the principal. Six supervisors report themselves to be entirely independent of the elementary school principal. Besides the relationships indicated in Table 1, there were many replies which indicate that the administrative relationship between the supervisor and the principal has never been officially established, but depends largely upon the particular principal or supervisor concerned.

The distinctions indicated in Table I are not entirely clear-cut, because there is considerable variation from city to city in the manner in which the assistant superintendent himself assumes authority when he visits an elementary building. There are on the whole, however, three significant facts which stand out in the various replies received from the supervisors, (1) that there is large variation in the type of relationship which exists between principal and supervisor from city to city, (2) that supervisors frequently assume the position of an authoritative administrator, and (3) that there are comparatively few cases in which definitely planned cooperative relationships have been set up.

There are a number of principals who have come to believe that they should take entire charge of the supervision of instruction, and there are a number of supervisors who believe that this function should be placed entirely in their hands. Fortunately for the interests of supervision, neither of these proposals seems likely to become widespread in practice. On the contrary, there is every reason to believe that with a proper understanding of the needs and means of special supervision, principals and supervisors will be enabled to set up a cooperative plan of supervision which will prove to be more effective than any measures which have yet been attempted.

In order to interpret the proper allocation of administrative authority between supervisor and principal it will be well to spend a moment or two in brief analysis of their respective duties. If you will examine or will recall the study of the distribution of the elementary principal's time made by Worth McClure and published in the *Elementary School Journal* for March, 1921, or the more recent one made by Guy Bates and published in the *Journal of Educational Method* for January, 1925, you will find that out of five types of service the elementary principal under favorable conditions gives the largest part of his time to administrative duties; the second largest part to supervisory duties; the third to clerical duties; the fourth to community leadership; and the fifth to professional study. Theoretically, supervision is considered more important than administration, but the facts are that administrative duties get the first call in the required duties of principals; certainly they do from the amount of time required.

Community leadership and professional study usually are cared for in after-school hours. Judging from all the available evidence I should say that a principal who can arrange to give 50 per cent of his school time to administration, 35 per cent to supervision, and 15 per cent to clerical duties will make an effective distribution of his time from the point of view of the modern objectives of elementary education. Furthermore, there is a good deal of fanciful idealism about the supervisory duties of the principal being more important than the administrative. The principal would like to be an ideal supervisor; he would like to have time for ideal supervision; and we would like to have both of these conditions prevail. As a matter of fact, they can never prevail. There are few principals who can give really expert supervision in more than one or two subjects at best, and in the face of all of the reiterated statements to the contrary, I must say, as I have watched and studied the things which principals do to make the educational program more effective in their particular schools, that it has not been so much their skill in the supervision of instruction as it has been in administrative duties, such as guiding boys and girls, in adapting the school program to local conditions, coördinating happily the efforts of janitors, teachers, supervisors, and specialists, and integrating the many regular and extra literary, social, health, and civic school activities into a unified educational outcome.

One difficulty here has been in the loose use of the word supervision. In many studies, the term supervision has been used to cover everything that the principal does in connection with the improvement of instruction. From an etymological point of view this concept is incorrect in two ways. In the first place, supervision may be applied to other activities than instruction, such as janitorial work, and in the second place, a large number of the principal's duties in connection with the improvement of instruction are administrative rather than supervisory. According to the dictionary the word *supervision* refers to duties which are attached to overseeing the carrying out of an activity, while the word *administration* implies the actual carrying out of an activity. Speaking generally you administer your own work; you supervise the work of others. In this sense, giving a test is an administrative and not a supervisory duty, as it has been frequently called.

It seems to me positively essential that a principal should devote a considerable part of his time to the improvement of instruction within his building, but with the better trained teachers who are now being trained and elected, and with the services of special supervision that are now usually at the call of the principal, I am convinced that the future professional career of the elementary school principal lies more in scientific general management than it does in classroom supervision. But more of that later.

In contrast to the principal, how does the special supervisor spend her time? Superintendent Cody in an article in the February, 1920, number of *Educational Administration* presented evidence that 60 per cent of the time of the supervisor is given to administrative duties, including necessary routine, such as travel, records, and clerical work on schedules, courses of study, inspection, and conferences. About 16 per cent of the supervisor's

time is given to educative work, including supervision by visitation, demonstrations, meetings, and conferences. About 20 per cent is devoted to research and constructive work, such as adjusting courses and methods to changing needs, testing results, and carrying out experiments. Among other items he showed that from 15 to 20 per cent of the supervisor's work was done after school hours and on Saturdays.

An elaborate study of supervisory activities made by Professor A. S. Barr, of the University of Wisconsin, reports in conclusion, "that supervisors spend 16 per cent of their time in conferences; 9.5 per cent in meetings; five per cent in committees; 15.3 per cent in the visitation of schools; 7.5 per cent in correspondence and telephoning; 38.9 per cent in research; and 13.4 per cent in routine." The striking thing about these figures and others that I have in mind is that supervisors spend only about 15 per cent of their time in actual classroom supervision. Table 2 exhibits a summary of 223 replies made by supervisors in the larger cities as to what was the greatest need for the improvement of special supervision. Twenty-nine per cent of the answers indicated the chief need to be more supervision, and 21 per cent more said "better teaching." Moreover, the majority of the remaining replies imply the improvement of instruction.

TABLE 2.—MAJOR NEEDS FOR THE IMPROVEMENT OF SPECIAL SUPERVISION

	Number of cases						Total	Per cent
	Art	Home economics	Manual train. ing	Music	Pen-manship	Physical train. ing		
Supervisory assistance	10	13	14	8	7	12	64	28.7
Space and equipment	8	6	9	8	..	5	36	16.1
Better teaching...	7	12	10	5	4	8	46	20.6
Clearer objectives.	2	3	6	4	3	1	19	8.5
Longer periods ...	1	4	3	3	1	4	16	7.2
Miscellaneous ...	7	8	9	3	10	5	42	18.9
Total	35	46	51	31	25	35	223	100.0

From this it may be seen that the supervisors, like the principals, place the improvement of instruction as the most important aspect of their work, but, again like the principals, in actual practice they spend the greater part of their time at something besides classroom supervision. What has actually happened, however, is not that principals and supervisors are neglecting classroom supervision, but that the whole school program, including better scheduling, better classification, better courses of study, better handling of supplies, better discipline, better texts, better projects, and better devices—the whole program, to repeat, has become so highly articulated and so highly coöperative that the daily administrative and routine services of principals and supervisors are in large part actual instruments in the improvement of instruction.

As a matter of fact, the separation of administrative, supervisory, and even clerical duties, is largely an artificial procedure. Given a good principal, a good supervisor, a good teacher, and a good clerk, the problem is not so much the distribution of types of service among them as it is to distribute their efforts in different types of service in such a manner that management, supervision, teaching, and clerical assignments will each be performed at a maximum level. A good clerk does not relieve a principal of clerical responsibilities. The clerk merely facilitates the principal's discharge of this particular duty. Neither does a special or a general supervisor of instruction relieve the principal of his supervisory duties. They simply put him in a position to carry them out more rapidly and effectively. We now have come to the heart of the whole matter.

The modern elementary school principal finds himself in control of an educational institution in which the range of educational problems calls for a display of administrative ability second to that of no other institution of equal size, be it high school, college, or university. The question no longer is whether or not the elementary school principal shall be given large managerial responsibility. The question now is, where to find or how to develop principals who can assume the high qualities of leadership which the position now offers. Every recent study of the duties which elementary principals have assumed in progressive cities gives evidence of expanding participation on their part in the larger educational problems attached to elementary education. Witness the numerous studies which have appeared in the *Elementary Principals' Yearbooks* and elsewhere. For example, Worth McClure's report¹ in the *Department of Superintendence Second Yearbook* with relation to the part played by the elementary school principal in connection with the curriculum. This report gives definite evidence of a large participation on the part of principals in the constructive work attached to curriculum building. In his conclusions Mr. McClure says, "There appears to be a tendency to centralize responsibility for the entire curriculum within a single school upon the principal. If this tendency continues, the principal is confronted with the problem of learning how to coördinate successfully the efforts of the central staff of supervisory and research experts in order to secure the best possible functioning of the curriculum within his school." Mr. McClure is absolutely right. There is no question at all in my mind as to the insistent call for leadership now being sounded to elementary school principals.

The chief reason that it is necessary for elementary school principals to participate in these constructive educational movements is because it is under their immediate management that all proposed plans must work out, and plans are never quite the same on paper as they are in the classroom and school building. In a word, the principal holds the key to the practical outcomes of expert service.

¹ The principal and the machinery for devising, revising, and supervising the curriculum. *Department of Superintendence Second Yearbook*, pp. 50-60.

Meantime the special supervisor has been facing a growing responsibility for an improved organization of his special service, so that it may be delivered to local institutions in the best form for immediate and adequate utilization. Investigation shows that in 44 large cities of the United States, supervisors ordinarily have general control of the organization of the subject-matter and methods used by teachers related to their departments. (See Tables 3 and 4.)

TABLE 3.—RESPONSIBILITY FOR COURSE OF STUDY IN SPECIAL SUBJECTS

Responsibility	Number of cases							Per cent
	Art	Home economics	Manual training	Music	Pen-manship	Physical education	Total	
Supervisor	14	15	11	16	11	14	81	55.9
Supervisor and assistants	7	..	..	..	1	7	15	10.3
Coöperative	2	11	15	4	3	7	42	29.0
Superintendent or council	1	..	4	1	1	..	7	4.8
Total	24	26	30	21	16	28	145	100.0

TABLE 4.—RESPONSIBILITY FOR METHODS IN SPECIAL SUBJECTS

Responsibility	Number of cases							Per cent
	Art	Home economics	Manual training	Music	Pen-manship	Physical education	Total	
Supervisor	14	16	18	17	11	21	97	67.4
Supervisor and assistants	6	..	..	..	1	2	9	6.2
Coöperative	3	8	11	4	4	5	35	24.3
Superintendent or principal	..	1	1	..	..	1	3	2.1
Total	23	25	30	21	16	29	144	100.0

Tables 3 and 4 indicate the sources of responsibility for the courses of study and the methods used in connection with the special subjects. Table 3 shows that the supervisor is personally responsible for the course of study in over one half (55.9 per cent) of the cases, and including help from supervisory assistants, in 10 per cent more. In about three cases out of 10 (29 per cent) the supervisor coöperates with other administrative officers. Seven supervisors out of 145 report that the course of study is set up by the superintendent or a special council. The special supervisors exercise even more authority in determining the methods to be used. As may be seen from Table 4, the supervisor is personally responsible for the methods used in

67.4 per cent of all cases, and including assistants, for approximately 75 per cent of all cases. In about one case out of four, the assistant superintendent, or some other official, shares in this responsibility.

It is entirely proper for departmental supervisors thus to assume the responsibility for the expert organization of the specialized materials which are used in the studies or services with which they are directly associated. The problems which are now attached to the administrative organization of special subjects and services require a high degree of concentration and intensive study. For this very reason, however, it is essential for departmental supervisors to keep in close contact with institutional workers. They must see something in the educational program beyond their own departments.

Sufficient has been said to indicate the paramount need in elementary education for an item which has been the prospective goal of this paper—namely, intensive coöperation among the various officers of the school system, and particularly, coöperation between the principal and the supervisor. Think for a moment of the leading administrative factors which concern the organization of the modern elementary school. There is first of all the problem of attendance. Then, there is the factor of school progress with its numerous problems of promotion and failure. Third is the factor of pupil achievement, the measurement of which has added so greatly to the administrative duties of the principal. A fourth factor is the curriculum with its problems of adaptability, differentiation, and the necessity of promoting and integrating the preparatory, civic, health, cultural, vocational, home membership, and character aims of education. Then there is the important factor of instruction involving so many problems of teaching personnel and classroom management. A sixth factor relates to the peculiar supervisory duties of the principal as such, and a seventh to his peculiar administrative duties. Then there is the factor of guidance, involving the problem of exploration to discover individual aptitudes, educational council, and special training. A ninth factor is the modern call for socialization involving participation in group activities, opportunities for coöperative effort and training in leadership. Finally, there is the important factor of school costs. All these come entirely or in part under the leadership of the elementary school principal. Moreover, all of them are somewhere dependent upon the specialized services of departmental officers. Attendance officers, directors of research, curriculum specialists, supervisors of instruction, directors of physical education, administrative officers, vocational counselors, student advisers, financial experts; all these and others offer their services to the elementary school principal in charge of a local community institution. The measure of his success depends upon his ability to facilitate and coördinate these special services. Moreover the measure of a supervisor's success depends upon his ability to organize his service and deliver it for consumption. The common success of both officers depends upon mutual understanding and a high level of coöperative effort.

As an illustration of such coöperation I wish to call attention to the beginning preparation of a supervisory handbook in the Seattle schools in

which the supervisors and directors of special departments indicate concrete ways in which a principal may facilitate the improvement of teaching through his own supervision of special subjects or by his personal administration of special services. The supervisors are attempting to state clearly the special objectives of their subjects in each grade and to indicate standards by which the principal can readily ascertain with what success his teachers are accomplishing their work. The penmanship supervisor, for example, after stating the several objectives of legibility, position, movement, and speed, indicates a number of items which the principal may observe when visiting a writing lesson. The following six are illustrative:

1. *Studying copy*—Does the teacher train her pupils to study their copy carefully before beginning to write?
2. *Teacher's ability*—Does the teacher herself recognize correct form, and is she able to compare incorrect form with correct form, and to give a definite criticism that will enable the child to see the faults in his own writing?
3. *Blackboard demonstration*—Does the teacher demonstrate on the blackboard difficult letters and frequently compare with the correct form of these letters common errors of the class?
4. *Value of check*—Does the teacher check work that shows no effort and little resemblance to the copy?
5. *Working steadily*—Does the teacher require pupils to work steadily until she comes to them?
6. *Uniformity*—Is the teacher developing uniform size, slant, spacing, and margins?

In this connection I should like to call favorable attention to the recent publication entitled "Elementary School Standards for the Improvement of Teaching," written by A. S. Barr in coöperation with a number of supervisors in the Detroit schools. One quotation from the excellent chapter on handwriting by Miss Lena Shaw may well be given here. It appears under the heading:

USE MADE OF WRITING ABILITY

1. Coöperation with all the teachers in the building.
 - a. Do the teachers in the building know how well pupils of the various grade levels ought to write?
 - b. Do the teachers themselves write well? Quality 70 (Ayres scale) or better.
2. Do pupils coöperate and write the quality level or better for their respective grades in all written work after they have accomplished that goal?
3. Does the school make use of the good writers for reports, records, invitations, etc., involved in the school's activities?

As a counterpart of attempts by special supervisors to facilitate the supervisory efforts of the principal, it would be well for principals to organize improved methods for utilizing the supervisor's time in connection with his building program. For example, the principal may prepare an outline which indicates more clearly than is customary with what teachers and in what respects the supervisor's special services are needed in connection with classroom visitation. The element of time, next to skill, is the most important aspect of modern supervision. If principals and supervisors can save each other's time by virtue of their special points of contact with the school program they will perform a notable service to modern education.

I conclude with a brief statement of a plan for the general control of departmentalized and institutionalized services.

The general form of the administrative system which now appears to be of greatest advantage to the objectives of special supervision is exhibited in Fig. 1. Authority and responsibility are first of all centered in the superin-

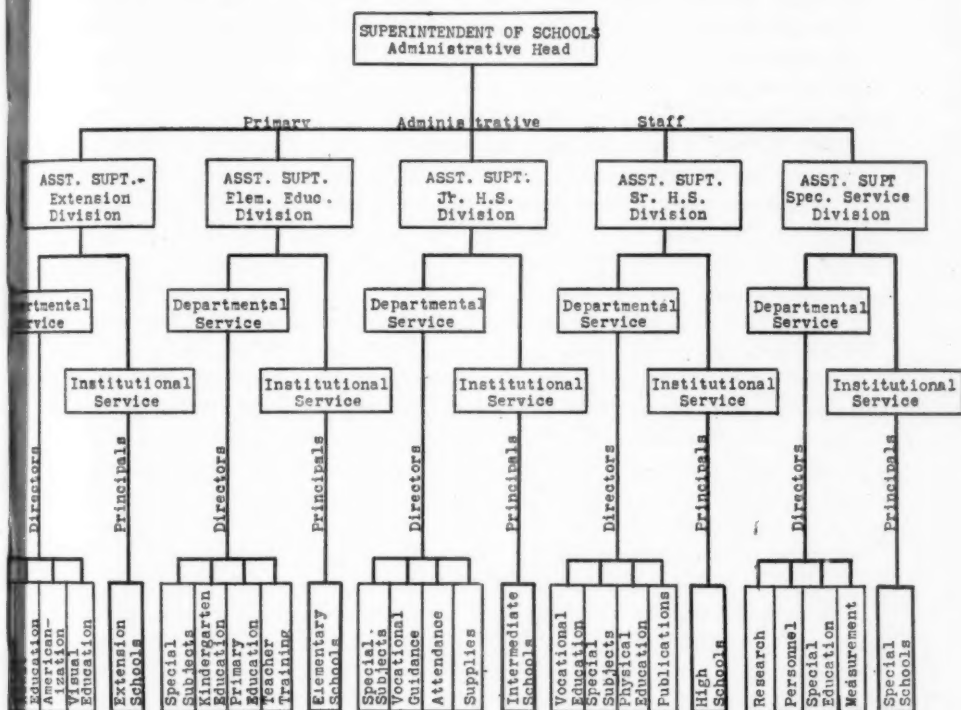


FIG. 1.—Administrative Organization for the Coördination of Departmental and Institutional Services.

tendent of schools. His is the major work of integrating the activities of the entire school program without favor to territory, institution, or special function.

There are five major phases of educational work which have now assumed the importance of major divisions of the school program (six if business management be included)—namely, (1) elementary education, (2) secondary education, (3) extension, (4) special service, and (5) intermediate education. These major divisions demand coördination and integration by the superintendent of schools. In smaller systems the superintendent must act as the integrating head of each of the five divisions. In the average city of 100,000 one assistant superintendent is needed to share this divisional responsibility with the superintendent. One new assistant superintendent should be added for each 100,000 increase in population up to a total of five,

No city needs more than five assistant superintendents. Together with the superintendent they constitute the primary administrative staff whose special function it is to correlate and integrate the work of the entire school system. In carrying out this work of generally integration the administrative staff is confronted by two main forms of educational service; the one consisting of the numerous special services, which are usually organized as special departments; the other consisting of the institutional services which are organized as local or community schools. To bring these special services and special institutions into effective coöperation, they must be made directly responsible to the primary administrative staff.

The subjects and activities which have become sufficiently important to require special supervision should be departmentalized and, if the city is large enough, each placed under a full-time director. In smaller cities it is not possible to have a full-time director for every special service. In such cases the superintendent or assistant superintendent may serve as acting director, or one director may serve as head of a number of departments, or again as a last resort, a specially adapted principal or teacher may be called upon for part-time directorship. All departments should be directly responsible to a divisional head as shown in Fig. 1. Some departments fit naturally under certain divisions—for example, the kindergarten-primary department under the division of elementary education. On the whole, however, special departments should be assigned to the divisional officers who can best adapt their services to the interests of the entire system. Directors of departments should be given much freedom in the planning and execution of the work in their departments, but they should keep in close contact with the primary administrative staff.

Distinct from the special services administratively are the institutional services. Principals of local schools or institutions should be coördinate in authority and responsibility with directors of departments. Both are similarly responsible to divisional superintendents, but represent different lines of administrative service. A director or special supervisor should have no special authority in a building save with the consent of the principal. It is the principal's duty, however, to avail his school of such special services, and if he does not do so it is the special supervisor's business to make this fact known to the superintendent or superintending group to whom both principal and supervisor are responsible for coöperative action. Coöperation is the outstanding need of supervision. The location of authority and the fixing of responsibility are two of the leading characteristics of good supervisory organization, but authority and responsibility will not lead to effective supervision without unifying leadership above and the spirit of coöperation among the departmental and institutional officers below. The ultimate aim of general supervisory organization is to facilitate this coöperative service.

DEFINITE GAINS MADE BY THE PRINCIPALS OF GRAND
RAPIDS AS A RESULT OF ADVERTISING THE
WORTH OF EDUCATION¹

ANNA WEATHERWAX

Principal, Plainfield School, Grand Rapids, Michigan

IDE G. SARGEANT, principal of School No. 10, Paterson, New Jersey, has stressed the need of broad activities as a citizen and the need of a tremendous change in the public attitude toward education—a tremendous growth in the public understanding of education. This year, at the suggestion of our leader, and your president, Mrs. Jessie M. Fink, we have made the selling of our modern school to the taxpayers of the community one of our main objectives. This we aim to do through our actual accomplishments, barring anything which might flavor of propaganda, against which the public unconsciously fortifies itself.

A special publicity committee has been appointed to work out a plan and program, and to put it into execution. The committee will hold several meetings to determine objectives and procedure.

To state definitely the situation is to say, that as a club we have only gone so far as to state a policy which will be carried out as soon as possible. In the meantime each principal is making a definite experiment with the hope of contributing its results to the club as a whole. It is with some of these detailed activities and attendant results that this paper deals.

Since your president is a member of our Principals' Exchange Club we feel in close relation with the publicity problems of the day, because she brings to us not only the specific ideas of the publicist in the educational field but translates into action their proposals. To relate to you the success of these undertakings as carried out by her would be to acquaint you with facts that you already have knowledge of. Mixing with people and talking shop; showing the relation of the public's interest and those of education; bringing into her school leaders of distinction has brought each in its turn the desired result.

In this school of which I speak a little theater has been established and is conducted by the people of the community. A minstrel company has been organized. A third community activity is a better films movement where only educational films are shown. In this way the school supplies to the community, from the youngest child to the most mature adult, recreation of the right sort with its attendant publicity.

The superintendent's office renders service largely by acquainting the entire city or community with the controlling policies; aiming to give all citizens the genuine interest and inspiration which can only come from first-hand knowledge and information. Reporters from all our papers also cover all board meetings.

Our city's educational leaders along all lines are constantly, by invitation, speaking at noonday luncheon clubs and innumerable gatherings. We realize

¹ Address given in Cincinnati, before the Department of Elementary School Principals, February 23, 1925.

that wonderful results might be obtained through the coöperation of local associations on numerous educational problems.

The interest the Mary Free Bed Guild exhibited in the crippled children of our city resulted in the orthopedic school; the Fortnightly Club became interested in the undernourished children. This resulted in the Open Air Rooms and a school at the Preventorium. Handicraft is being taught at the anti-tuberculosis hospital. To all these things that have come to us through publicity we, in turn, have an obligation to keep the public informed of the work we are doing and of our success in meeting the demands.

Through the Grand Rapids Teachers' Club invitations are extended to leaders in education from all the great institutions to speak at our meetings. It is part of our plan to give to the public these outstanding educators. Each teacher is privileged to bring a guest. Occasionally we change our meeting place to a church. One such meeting was given over to the Secretary of the Chamber of Commerce, the Mayor of the city, and a prominent member of the Board of Education in an effort to awaken interest and arouse a sense of responsibility on the part of the community.

One of our best avenues and far-reaching agencies for constructive contact is the "Parent-Teacher Association," which is a part of all our schools. This organization is not only eager to understand our methods but to learn how to supplement our work. The Parent-Teacher Association has been made the occasion for many community gatherings. For example, the receptions given to a new superintendent or teachers; the dedication of a new building; mother and daughter or father and son banquets, cantatas, minstrels, plays, and shows. At these gatherings it is arranged to have a discussion of modern educational activities by the superintendent, principal, or heads of departments.

At afternoon meetings, a part of the time is given over to a demonstration of the teaching-learning process by the teacher and pupils. Such gatherings have led to a spirit of loyalty to the school, a pride in membership, and a more cordial fellowship in the community. These organizations in Grand Rapids are at all times solicitous of the welfare of our teachers. We have a feeling that the linking up of these organizations with our schools is of definite value. In the first place, their organization is complete and must either be accepted by us for purposes of desirable dissemination of our attitudes, performances, and attainments or alienated from us through a fear of intrusion upon our prerogative, or ignored from a lack of a realization of their specific values.

In several of our local schools we have reached the patrons who are employed during the day and who have never been inside of a school since they themselves attended, by closing school one hour early in the afternoon and convening again in the evening. A most gratifying result of this sort of program is a 200 per cent attendance of children and parents. And through the skill of our teachers we are able to exhibit to them the richness of our curriculum and make it plain that we accomplished vastly more than was even attempted in the days of their childhood. Their coming made it seem more as if the school belonged to them and that our success depended

upon their coöperation. They felt they had been taken into our confidence and we had shown that the school is worthy of their support.

Have you ever thought how small a proportion of a child's life is spent under the control of the school? Is it not of utmost importance that all the forces which educate the child, throughout the entire 24 hours of the day, work in harmonious coöperation?

Some school systems have attacked this problem by employing so-called visiting teachers. In Grand Rapids we feel that a greater value in bringing about this desired unity and coöperation between the home and school life of children, may be gained when done by the regular teacher and recommend that she be relieved a certain portion of each week for home visitation. One might elaborate at length upon the proved effectiveness in bringing about a closer connection between the group life of the school and that of the community, with its important bearing upon the problem of Americanization. It takes little imagination to realize how effective this service must be which daily establishes a sympathetic attitude between the educators and the "educatees." Parents seem universally ready, individually, to do everything possible for their children's benefit.

Mrs. A. H. Reeve, president of the National Parent-Teacher Association, in a recent issue of *School Life* says, "Only by means of the close association and agreement of parents, teachers, and citizens can the ideal community be created."

We have a principal, interested in vocational education who came to our city before his school was even built. And, in order to gain the support of the public he mapped out for himself a definite line of procedure. With the aid of the board of education he first sold the idea to the manufacturers who employed skilled laborers, then in turn to the superintendents, foremen, and office managers. His foremanship classes were among his best publicity efforts.

His slogan is: "Be a Man Among Men," thus meeting with all classes. That he lived up to this motto is made evident by the fact that he talked to ladies' literary societies, dinner clubs, Rotary, Lions, Exchange, Triangle, Midday, Kiwanis, etc. In fact, he belongs to 28 different organizations and not only appears on programs, but is often given the chance to arrange them.

Now that the school is operating successfully, he invites inspection of the school and its activities. The board of education and various organizations are invited to hold their meetings there. Delicious luncheons are served at cost. Every opportunity is given that people may see for themselves what is being done and how well.

This is what he says: Be a Booster: Expect to spend a certain part of your salary each year in studying your profession. Business men think nothing of spending \$5000 to learn what other men in business are doing. It is as if we had invested so much capital.

And moreover, to further his line, his school shares in the Industrial Exhibits and Complete Home Shows of our city. He talks with so much enthusiasm to pupils, teachers, and the community that every one believes. But perhaps no small part of his success is due to an effort to place respon-

sibility. First, with the superintendent whose duty it is to hire efficient teachers, then, with the State and National officials who must contribute their fullest to the success of his institution. We in the elementary school share the responsibility for a good school with the superintendent and supervisors, who are eager to give their best.

Another interesting feature in our public schools is that the parochial schools now freely avail themselves of our manual training privileges. An appropriation is made in the board of education budget each year to take care of this expense. Many of these classes are served during the regular session and others in what are called after-school classes.

One of our large industries is equipping a broadcasting station and has asked the board of education to assign to someone in the school system the duty of preparing a series of short talks on matters connected with the school problems of the city. The principals of Grand Rapids expect to make use of this. A chairman and committee have already been appointed.

From our city every summer go forth hundreds of teachers to great institutions of learning, there, coming under the influence and making contacts with brilliant minds from all sections of America. They return to us with such a fund of inspiration and practical suggestions for future procedure as to make the system itself a living source of educational uplift. Their going is often due to the encouragement and example of the principals. One of our principals is to conduct a party this coming summer for European travel and study.

Dr. R. G. Reynolds in his monograph, *Newspaper Publicity for the Public Schools*, makes this statement, "The public schools of America belong to the American people and are supported by them. Their interest and support will depend to a large extent upon the information which they possess as to the activities and needs of the public schools."

SOME SPECIFIC ACCOMPLISHMENTS OF PRINCIPALS RELIEVED FROM CLERICAL DETAIL ¹

E. RUTH PYRTLE

Principal, McKinley School, Lincoln, Nebraska

USE of the principal's time—Since the work of the principal is generally recognized as the pivotal point in the administration of a well-organized school, it follows that the principal should not use her time in clerical detail which could be done by a clerk. The service which a principal should render a school and a community should not be curtailed because her time is required in clerical detail that a clerk or helper could do as well.

Type of persons chosen for principals—Men and women should be chosen for principals because of their broad vision of life's values, their thorough preparation for leadership, not only leadership among teachers but in community life, their sympathy and tact, and in addition to these necessary general qualifications, a clear knowledge of the technique of instruction,

¹Address given in Cincinnati, before the Department of Elementary School Principals, February 23, 1925.

and the ability to give aid and direction to the individual teacher in her work. That she may have sufficient time and energy to do these duties well, she should not spend time on detail office work.

Distribution of principal's time—Much of a principal's time is needed for conference with parents and patrons to aid them in a better understanding of the ideals and standards of the school, to insure sympathetic coöperation in the joint job of school and home in training our children for efficient citizenship. The "good old days" when the teacher visited each home or boarded a given amount of time in each home had its advantages as well as disadvantages. This plan meant that at least the teacher was acquainted with each home environment. The general tendency today is to know far too little of the child's real home environment. To help offset this prevalent condition, I saw, last fall, every grade in a certain building have an afternoon meeting of parents. They visited the regular class work and had a social half hour with refreshments. The plan was successful in getting parents acquainted with each other as well as with the teacher and the school.

The Parent-Teacher Association was apparently responsible for these numerous get-acquainted meetings, but we all know the principal is the real responsible person for the success of such a plan. These meetings were in the fall months and gave opportunity to get understanding and sympathy with the general health program for the building. This included weighing and measuring of all children, special attention for underweight children in mid-morning milk lunches, and a nutrition clinic class for children more than 7 per cent underweight. After the mid-morning milk lunch the children of this nutrition class were given a quiet rest period of 20 minutes every morning when the children were expected to sleep. The mothers came once a week for conference with special doctor and nurse when the health chart of each child was carefully gone over. This type of corrective health work could not have been carried on if the principal of the building was not leading in the work, because not only her interest in the work, but her time and energy were needed to direct it.

In this same city the fine general regulation on ventilation, requiring all schoolroom windows to be open four inches, top and bottom, unless temperature drops below 68 degrees, or the general requirement that teachers direct organized games for each grade in the 15 minutes outdoor morning recess, needs the supervision of the principal. Such important health regulations might be neglected, if constant help and supervision were not given by the principal.

Economic waste—The individual child, the school, and the community get a bigger return for the investment of a principal's salary when the principal spends his time or her time in follow-up work of the school psychologist, the school doctor, tests and measurements department, and the various supervisors, rather than in her office doing the work of an \$80 clerk.

Some of the most valuable work of a principal to the school and community is the contribution in committee work helping to work out courses of study, helping with suggestions for new building plans, etc. A new type

of clinic being conducted by one principal and teacher and the primary supervisor, assisted by the research department is a reading clinic. These people are attempting to diagnose reading disability and find remedies.

One of the most important of all the obligations or duties of a principal is to furnish inspirational leadership for her teachers. To do this, she must have a comprehensive knowledge of the supervisory technique of the instructional work in her field, she must be well read, she must travel, she must attend educational and civic meetings, she must take her share in community leadership—all of which takes time and study. Hence, principals should have the time free from office clerical work to make particular preparation for educational and community leadership.

JUSTICE IN HIGH PLACES¹

ARTHUR C. PERRY, JR.

District Superintendent of Schools, New York City

AMERICA'S schools constitute her first line of defense. An enlightened citizenry is even more essential than armies and navies. The public schools are a National interest. Yet their administration is in the hands of State and local authorities. The result is a widely varying degree of success in handling school affairs in the different communities throughout the land. . . .

National defense in terms of education does not have to be written in uniformity of details. We do not need, we do not want, we could not tolerate, any Federal system of schools which, with bureaucratic deadliness, made every classroom in the United States look like every other classroom, every teacher act like every other teacher, and every curriculum keep step with every other curriculum. Yet we cannot abandon the proposition that the National safety, the National interest, the National honor even, demand that certain accepted American ideals be exemplified in every public school. . . .

In the whole series of school relationships we may state the case thus: The pupils are entitled to proper teaching by the teachers; the teachers are entitled to proper supervision by the principal; the principals are entitled to proper leadership from the superintendent; the superintendent is entitled to proper coöperation from the school board; and the school board is entitled to proper support from the community and the State. If we add that the State is entitled to the loyalty and fidelity of the pupils both in the present and in the future, we have completed the cycle and epitomized American educational theory and policy.

The interest of the Nation and of the teaching profession is identical. Any attack on the Nation through its schools is an attack on the teaching profession; even more, an attack on the profession is an attack on the Nation. Theoretically the Nation itself, through its governmental agencies, should repel the attack. But the Nation is more impersonal than the profession.

¹ Abstract of address given before the Department of Superintendence—Group Meeting C, at Cincinnati, February 23, 1925.

It is more unwieldy and less easy of mobilization. It needs the counsel and help of the personal profession. Specifically, then, how can the profession mobilize to give this help? By throwing its full weight of influence against any community that neglects the National interest in respect to its schools. Let the organization say to the careless, the indifferent, the incompetent community: "You are not administering your schools in the interest of America; until you do, you forfeit the service and the support of our profession and, in consequence, the respect of the rest of the Nation."

The organization should operate through a National professional union. Now that I have used this word *union* let me hasten to say that I do not mean a teachers' union narrowly interested only in teacher welfare. I do not mean a teachers' trade union. I do not mean a teachers' union affiliated with organized labor, or with organized capital, or with organized anybody else. I do mean a teachers' union free from all entangling alliances, operating with an eye single to the welfare of America and America's children, and therefore necessarily, but only incidentally, interested in the personal welfare of the teacher.

The union should stand ready to receive a formal and official complaint from the teachers, the principals, the superintendent, or the school board, of any administrative school unit, specifying neglect of duty on the part of any factor in the unit which results in failure to operate the schools of the unit in the interest of America. Upon receipt of this complaint, the union through appropriate agents should investigate it and report its findings, sustaining, modifying, or dismissing the complaint. If the complaint is sustained, the union should promulgate it in the form of a charge and present this charge to the offending party. Reform of conditions is to be effected chiefly by the use of publicity and the campaign of education. In flagrant and unyielding cases, the strike and the boycott might be invoked as sanctions—a boycott, not in restraint of trade, but in restraint of any community that is guilty of malpractice in respect to its schools. After a few years in operation, the patriotic motive, the impartial accuracy, and the unerring efficiency of the union should become so well recognized by the Nation as to make penalties against a community rarely necessary.

This is not a strike of teachers for personal gain, but a boycott of an American school administration, on behalf of, and in the name of, America.

AN EXPERIMENTAL STUDY OF CHILDREN'S READING— PART TWO¹

FRANK M. RICH

Principal of School 2, Paterson, New Jersey

IN PART ONE of this article we have described in some detail a cooperative project or experiment undertaken by a number of Paterson principals and teachers for the purpose of discovering the ideal three-foot or four-foot shelf of library books for each of the elementary grades. The

¹ Part One of this study by Principal Rich was published in the January, 1925, Bulletin of the Elementary School Principals, Vol. IV, No. 2.

intention of the experiment was to collect the most promising fifteen hundred juvenile publications, as recommended by good critics, librarians, and other experts, and then, by extensive studies and measurements with actual children under average school conditions, test out the best 250 or 300 of these for schoolroom libraries. The aim was to make the classroom library the best possible introduction to the vast world of children's literature, and thereby to bridge the gap between what they ought to read and what they can and will read if given the opportunity.

A strong incentive to the research was furnished by the Paterson Board of Education, under a most inspiring and progressive ruling, which authorizes the superintendent and general supervisor to accept serious pieces of pioneer work, done by the teachers for the benefit of their own classes, as equivalent, for academic credit toward a professional certificate, to similar pieces of work done in college.

The experiment, begun two years ago, is still in progress. About fifteen hundred volumes have been tried out with pupils in 12 different classes, and their relative popularity and merit coarsely scaled or calculated. While supplementary tests and further refinements are needed, and will be made, to balance such factors as number of books by an author, number of books of a given subject, or in a given series, or other factors which might prejudice readers for or against a volume regardless of its own real merit, it is expected that the lists in their present, tentative form will be interesting and useful as applying more pragmatic tests of grading and popularity than have been employed heretofore.

Though rank in popularity has been a controlling requirement for the inclusion of every book on the list, there are a number of other restrictions that had to be applied to make the libraries for each grade as inspirational and useful as possible. Not more than one book by an author has been the rule, except in rare cases where the author writes for children of widely different ages. Likewise the number of books of any one type or subject have been limited. Basal readers and other textbooks, certain to be duplicated in many schools as a part of their other equipment, have been eliminated—with keen regret in the rare cases where textbook writers have succeeded in being entertaining and inspirational, as well as weighty and learned. Anthologies of poems and plays have been admitted, but otherwise, except in the lowest grades, the policy has been to include only books that are the works of the original authors. Books of history and travel, for the most part, correlate with the topics as arranged in the usual two-cycle course, now fairly uniform through the country in the courses of study and in the leading textbooks.

The most difficult problem in making a collection of attractive books, well within the reading ability of the children, was met in the first grade, where little beginners have so few words at command, and yet appreciate variety, spice, and skill in literature as much as anybody. The two kinds of books that answer the purpose are the collections of cumulative and repetitive tales, like "The Gingerbread Boy," and "The Little Red Hen," where a very small vocabulary carries the story through many episodes,

and various editions of Mother Goose, whose rhymes the children know by heart, and delight to repeat in the new setting that each new illustrator gives. Many of these collections contain unfamiliar passages, beyond the reading ability of the borrowers, it is true, but this fact need cause no alarm, since there still remains a good balance of material that they can get for themselves without much assistance, and the hard parts they can omit, or share with someone a little farther along in attainment.

A generous use of classroom libraries leads to a realization of one of the great objectives of school work—namely, the means and habits of self-help that will function independently of the teacher, outside the classroom in leisure hours, and when school days are over. This calls for more than a knowledge of a few books, however good, that can be exhausted in class; it calls for a speaking acquaintance with a large number of equally valuable works that young people can find, understand and enjoy in their own time and of their own accord.

To attain this objective, to build up tastes and interests in literature that are self-acting and self-generative, the emotional conditions for good work in the initial stages, require even more careful consideration than the intellectual. To this end, our emphasis upon appeal, attractiveness, and popularity of books is, we believe, more than justified. When the introduction to books is uniformly happy and inspiring, pupils soon get the feeling that reading is one of the great pleasures of life. But distaste and aversion, more or less unconscious it may be, are also easy to acquire, and often very difficult to eradicate. Teachers need to be watchful therefore, in work with even the best of books, to see that no unfortunate associations—as failure, disparagement, tedium and the like—are allowed to create a feeling of antipathy for books, or for any particular kind of good book, for love of books is one of the most precious things in the teachers' custody, the one guarantee of broad, effective future education, regardless of what the individual's future schooling is likely to be.

In compiling a library, however, and in carrying on library work as a means of education, it is a serious mistake to assume that the goal of reading is to make a host of voracious readers, wrapped up in literature as a source of idle, selfish amusement. Reading is not an end in itself, but a means to an end. Many of the books standing high in popularity with the children using them were so rated, not simply because they were entertaining in themselves, but because they led to interesting things in other directions. Books were borrowed often because from the reports of other pupils they gave promise of furnishing diversion for members of the family or others in the reading circle, of suggesting games to play, pieces to speak, articles to make, plays to stage, and other interesting things to do. The book lists in every grade, therefore, reflect the wholesome, active interests of live boys and girls, who not only read extensively, but read to some purpose. It is hoped that if the study we have made contributes in any way to a more general adoption and use of classroom libraries as part of the regular equipment of elementary schools, it will also contribute to an increased appreciation of pupils' enterprise and virility of character, as well as their studiousness and erudition.

A LIST OF WINNING FIRST GRADE BOOKS

COMPILED BY FRANK M. RICH, PRINCIPAL OF SCHOOL No. 2, ALICE G. CAMPBELL,
JENNIE H. SAYRE, AND HELEN C. SAMPSON, TEACHERS IN SCHOOL 19,
PATERSON, NEW JERSEY

(Publishers are New York firms unless otherwise noted)

Adelborg's Clean Peter and the children of Grubbytea—Jovial rhymes and pictures telling how an elf transformed an untidy town. Old, old lesson in charming form. 24 pp., color ill., \$1.50, Longmans, Green.

Allen's Mother Goose and her goslings—Attractive, inexpensive edition. Many rhymes not found elsewhere. **Hosie's Mother Goose** is uniform and supplementary. Boards, 125 pp., ill., \$.90, Stanton and V. V., Chicago.

Anonymous—Mother Goose rhymes—Large, attractive, lively pictures. 260 pp., 350 black and white and 30 col. ill., \$2.50, Altamus, Philadelphia.

Anonymous—Old, old tales retold—Eight best loved stories in superb setting. Magnificent colored plates. Last word in books for very beginners. 106 pp., \$3.50, Volland, Chicago.

Anonymous—Peter Rabbit story book—Real stories in beginners' vocabulary. Action and plot. Other titles in "Easy-to-Read" series all good. 94 pp., \$.75, Winston, Philadelphia.

Bailey's for the children's hour, Book 1—Adaptation of folk, fairy and cumulative tales in beginners' vocabulary. Favorite writer for older grades also. 120 pp., line ill., \$.60, Milton Bradley Co.

Banta and Benson's Brownie primer—One of a long series of brownie, fairy and other stories for youngest readers. 128 pp., \$.60, Flanagan, Chicago.

Blaisdell's Mother Goose children—Home and farm life tales in Mother Goose vocabulary. Eight more in "Boy Blue" series for 2d grade. 111 pp., ill., \$1.00, Little, Brown, Boston.

Caldecott's Hey Diddle Diddle picture book—Mother Goose rhymes with inimitable drawings by one of the supreme artists of a hundred years ago. Three other vols. 24 pp., \$.60, Warne, New York.

Chisholm's Nursey rhymes and fables—Attractive Mother Goose with about 20 favorite fables in simple language. Boards, 156 pp., ill., \$1.25, Nelson, New York.

Cory's Mother Goose—One of the best of medium-priced collections; spirited, dainty pictures with welcome touch of humor everywhere. Boards, 100 pp., \$1.50, Bobbs-Merrill, Indianapolis.

Craik's (Mrs. A. W. May's) Bow-Wow and Mew-Mew—Rare little story by a famous novelist, yet within reading ability of good first-grader. 146 pp., few small ill., \$.64, C. E. Merrill. Six other Merrill story books equally good. Hix's Two little runaways, Longmans, is the same tale. Good edition by Whitman, Chicago.

Davie's Merry children's book of play—Rare full page scenes and charming verses about things of deep import to the five-year-old. Ideal vocabulary. Other titles just as good. Boards, 26 pp., \$1.25, Funk and Wagnalls, "Little freckled person," Houghton Mifflin.

Dietz's Good times on the farm—Absorbing tales of farm life in easy words. Strong appeal to literal-minded children. 135 pp., scattered ill., \$.48, Newson.

Donahey's Teenie Weenie man's Mother Goose—Pictures full of rollicking humor. Exceptionally complete. One of popular Teenie series. 126 pp., \$1.50, Reilly and Lee, Chicago.

Dopp's Bobby and Betty at home—Beginner's primer featuring interesting experiences of the average home—housework, the baby, difficulties, etc. "Bobby and Betty with the workers" and other older books. 128 pp., ill., \$.75, Rand, McNally.

Dunn, Baker and Thorndike's Everyday classics primer—Six best loved stories and other material, carefully worded, in beautiful form. 108 pp., \$.60, Macmillan.

Firman and Maltby's child's primer—Old favorites told in the simplest way. Narrative throughout. Supplements companion primer having same word list. 108 pp., 4-col. ill., \$.56, Winston, Philadelphia.

Falls's Mother Goose—Gay, colorful new edition with over 300 rhymes. Matches his "A B C Book." \$4.00, Doubleday, Page, Garden City, Long Island.

Frees's Animal Mother Goose—Interesting chiefly because of cleverly posed animal characters, snapped pleasantly taking their parts. "Little Folks" is similar. 168 pp., \$2.00, Lothrop, L. and S., Boston.

Gruelle's Funny little book—A book that puts the average beginner into hysterics. Other exceptionally popular titles for pupils a little older, both by Bobbs-Merrill, Indianapolis, and Volland, Chicago. Boards, 40 pp., unique col., ill., \$.65, Volland, Chicago.

Howard's Banbury cross stories—Choice collection of old tales, every one a winner. 123 pp., scattered line ill., \$.60, C. E. Merrill.

Kleiser, Ettinger and Shimer's story steps—Favorite supplementary primer; very easy; narrative and full of action throughout. 96 pp., ill., \$.68, Silver, Burdett.

La Rue's F-U-N book—Fifteen new tales in simplest words, full of the progressive repetition beginners love. Unique and delightful series. 110 pp., ill., \$.68, Macmillan.

Lee's Mother Goose—Large multicolor pictures. Well made, satisfactory. 282 pp., \$2.50, Donohue, Chicago.

Le Febvre's Cock, mouse and little red hen—Thrilling adventures of hen family and bold, bad foxes. Immense favorite of the small person. 103 pp., ill., \$1.00, Jacobs, Philadelphia. Cheaper edition by Altemus, Philadelphia.

Maltby's My animal story book—Fifteen dramatic stories for beginners. "Easy-to-read" story series. 93 pp., \$.75, Winston, Philadelphia.

Marshall's Mother Goose nursery rhymes—One of the most amusing and complete. 256 pp., 300 ill., \$1.25, Winston, Philadelphia.

McMahon's In and out, up and down book—Very unique pictures where words chase little creatures through windows, gates and holes in each page. Boards, 64 pp., \$1.25, John Martin's, New York.

Miriam's Knowledge primer games—Eighty interesting riddles in primer vocabulary. Amusing and unique. 128 pp., ill., \$.60, Whitman, Chicago.

Opper's Mother Goose—Famous cartoonist of Puck, Bill Nye, Mark Twain, etc., appeals to many who relish broad, grotesque humor. 320 pp., black and white ill., \$1.50, Lippincott, Philadelphia.

Pennell and Cusak's Happy children reader, Book 1—Supplementary primer of the best type as regards vocabulary, plot, suspense, climax, etc. Everything fresh and new. 94 pp., ill., \$.50, Ginn.

Pratt-Chadwick's Three little kittens—Two stories of the kind beginners love, in serial form. Small vocabulary. "Action, imitation and fun" series. 72 pp., silhouette ill., \$.60, Ed. Pub. Co., \$.75, Cornhill Pub. Boston.

Searson, Martin and Tintley's Additional primer—Well-built primer with stories of highest possible standard for beginners. 138 pp., ill., \$.60, Univ. Pub. Co.

Smith's Little Mother Goose—Brilliant picture book of graceful, tender beauty. 176 pp., \$1.50, Dodd, Mead.

Van Sickle, Seegmiller and Jenkins's Journeys in storyland—Happy, wholesome book of verses and stories that beginner folk enjoy. 126 pp., ill., \$1.25, Houghton-Mifflin.

Volland Mother Goose—A superb piece of bookmaking. 108 full pages, multicolor ill., by Richardson, \$3.00. Popular edition, \$1.35, Volland.

Walter's Mother Goose Nursery rhymes—Complete and elaborate. Beautiful color work on practically every page. Boards, 159 pp., \$3.50, Macmillan.

Warner's Nonsense dialogs—Fanciful stories in dramatic form. Varied, simple, fine play spirit. 168 pp., scattered ill., \$.80, Macmillan.

Wright's Real Mother Goose—Lovely, big, open-type book, with an eyeful of soft-colored, beautiful pictures on every page. 128 large pp., \$2.00, Rand, McNally.

A LIST OF WINNING SECOND-GRADE BOOKS

COMPILED BY FRANK M. RICH, PRINCIPAL OF SCHOOL 2, ELEANOR MOMBERT, PRINCIPAL OF SCHOOL 14, AND MARGARET J. O'BYRNE, TEACHER OF SECOND GRADE, SCHOOL 14, PATERSON, NEW JERSEY

Adams's Five little friends—Lively good times of five wholesome and happy youngsters. 139 pp., ill., \$.80, McMillan.

Aesop—Paulsen's Aesop for children—Well-graded vocabulary, superbly illustrated. 112 large pp., \$2.00, Rand, McNally.

Almond's When Peter Rabbit went to school—From another Peter Rabbit series as interesting and somewhat easier than the original Potter series. 58 small pp., ill. in color, \$.50, Altamus, Philadelphia.

Anderson's Patsy book—Doi. of Patsy, Patty and their irrepressible puppy, Pat. Uniform with "Brier rose," etc. 50 large pp., ill. in delicate color, \$1.50, Nelson.

Anonymous—Golden blackbird story book—Notable reader with pointed well-told narratives. "Easy-to-read" series. 95 pp., ill., \$.75, Winston, Philadelphia.

Anonymous—Sam, the sportsman—One of a series of deliciously humorous picture books in full color by Frank Adams. Old chap book verses. Boards, 24 large pp., \$1.00, Dodge Pub. Co.

Anonymous—The wee wee woman and the clever mouse—Just the kind of stories children like to read for themselves. Series. Boards, 32 pp., ill. in color, \$.35, Winston, Philadelphia.

Bannerman's Story of little black quasha—Lively story by writer unmatched in ability to hold tense interest of little readers. Sambo, Bobtail, Mingo and Quibba are of same quality. Boards, 59 pp., ill., \$.75, Stokes.

Bridgman's Guess—Riddles easy to read and understand. Pastime for the whole family. Series. Boards, 86 large pp., \$1.50, Dodge Pub. Co.

Broadhurst's All through the day—Happy and amusing presentation of safety, cleanliness, diet, etc. 65 pp., quaintly ill., \$.75, Lippincott, Philadelphia.

Brooke's The golden goose book—One of three exquisitely drawn picture books for little children. Four classic nursery narratives. 96 large pp., \$3.00. Separate booklets, \$.60. Warne.

Bryce's That's why stories—Nature myths beautifully adapted to second-grade vocabulary. One of many by this distinguished writer and educator. 180 pp., ill., \$.76, Newson.

Burgess's Goops, and how to be them—"A manual of manners for polite infants." Whole Goop series immensely clever, good-natured, popular. 88 large pp., ill., \$2.00, Stokes.

Carrick's Picture tales from the Russian—Rare collection of unique stories, quaint, naive, pithy, simple. Three numbers in series, each a nugget for second grade. 119 pp., droll line pictures, \$1.25, Stokes.

Chance's Little folks of many lands—True pictures of habits and customs of far-away cousins more absorbing than flights of fancy. Excellent vocabulary. 112 pp., ill., \$.64, Ginn.

Chisholm's Stories for the seven-year-old—Well-chosen collection in a series by editor of children's books published by Nelson, Putnam, Dutton, etc. 143 pp., ill., \$1.00, Stokes.

Coe's First book of stories for the story teller—First volume of a very comprehensive and well told collection. 200 pp., ill., \$2.00, Houghton Mifflin.

Duffield's Three bears—A "best seller" among books for little folks. Attractive pictures every few lines. Old classic nursery stories. Series. 50 pp., ill. in color. \$.50, Altamus, Philadelphia.

Grover's Folk lore reader, Book 1—Favorite folk tales and nursery rhymes edited by the author of "Sunbonnet babies" and "Overall boys." 112 pp., ill., \$.68, Atkinson, Mentzer and Co.

Heward's Ameliar Anne and the green umbrella—Amusing full page color picture with each short paragraph of delicious story. Two other titles. 121 pp., \$1.50, Jacobs, Philadelphia.

Hill and Maxwell's Charlie and his kitten Topsy—A pleasing book of fanciful adventures, ideal for seven years to read to four years. "Puppy Bingo" similar. 90 pp., ill., \$1.00, Macmillan.

Hoffman's Slovenly Peter (Struwwelpeter)—Old-fashioned book of quaint verse, as irresistible to the present-day youngster as to preceding generations. 88 large pp., ill., \$1.50, Winston, Philadelphia. Other editions by Warne, Dutton, etc.

Kauffman's Jack the giant killer—A ballad arrangement of the old story in simple words. Whole "Wee book" series very popular in this grade. Boards, 62 small pp., ill., \$.50, Altamus, Philadelphia.

Klingensmith's Fireside stories—Good collection of readings with emphasis on the inherent interest of the story. Other collection by same editor. 128 pp., ill., \$.60, Flanagan, Chicago.

Knife's Remember rhymes—Through the clouds day with pleasant verses reminding him of little benefits and courtesies. Large pp., beautifully ill., \$2.00, Penn Pub. Co., Philadelphia.

Lang's Nursery rhyme book—Exceptional collection of ancient jingles compiled by distinguished editor of the various "Fairy books" (Longmans). 288 pp., ill., \$2.50, Warne.

Lear's Nonsense books—Very complete collection of the original pictures and writings of one of the great humorists of childhood. 394 pp., quick pen sketches by the author, \$2.00, Little-Brown, Boston. Other editions by Duffield, Warne, Dutton, etc.

Moore's Pennies and plans—Simple realistic stories of thrift and service. Very popular. 124 pp., ill., \$.68, Macmillan.

Nida's Ab, the cave man—Very simple and fascinating adaptation of Stanley Waterloo's story of the beauty and triumphs of man's early days. 160 pp., ill., \$.60, Chicago.

Potter's Tale of tom kitten—One of the famous Peter Rabbit series. Sprightly animal heroes in playful, fast-moving tale. Dainty make up. "After Peter," "Benjamin," "Jemima," "Nutkin" and "Timmy" are the favorites of the series. 72 small pp., ill. in color, \$.75, Warne. Peter has many publishers.

Pyle's Lazy Matilda—Highly entertaining rhymes of the breath-taking adventures of a lazy girl, truant boys and other miscreants. Master writer and illustrator. "Careless Jane" is just as good. 173 pp., \$1.25, Dutton.

Rice's Lost monkey—Realistic story of four children and a runaway monkey. Simple, direct, delightful. 144 pp., ill., \$.48, Newson.

Ross's Reading to find out—The 43 games described in simplest words motivate the reading. Strong appeal to the practical six-year-old. 90 pp., ill., \$.60, Macmillan.

Schaffner's Sam, or Our cat-tales—True story of well-cared-for pet. Successful presentation of care and appreciation due friendly little inmate of many homes. 127 pp., ill., \$.60, Atkinson, Mentzer and Co.

Serl's Work-a-day doings on the farm—A jolly story of Bear Ben and Bear Dan, and their busy life running a farm. Sample of a well-written series for lower primary reading. 128 pp., ill., \$.68, Silver, Burdett.

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Smith's Arabella and Araminta stories—A spicy account of games and adventures of little girl twins. Repetition that little readers love. 103 pp., Laidlaw Bros., \$.72.

Smith's Little bear—Airy tales in easy words. Long series that delight this grade. 128 pp., ill., \$.60, Flanagan, Chicago, also others by Whitman, Chicago, and Stanton and Van Vliet, Chicago.

Stevenson's Children's classics in dramatic form, Book 1—Excellent stock of little stories to act. Ill., \$.68, Houghton Mifflin.

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Anonymous—Susanna's auction—Stubborn little Susanna is taken at her word and her treasures auctioned off. Terrible ordeal with amusing surprise. "Little library." 73 pp., ill., \$1.00, Macmillan.

Baker's The dog, the brownie and the bramble patch—Absorbing, well-knit tale, as good as its companion, "The black cat." 125 pp., ill., \$2.00, Duffield.

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Beard's Little folks' handy book—Ingenious and practical suggestions for self-entertainment and manual diversions. Graded series carry girls through elementary school years. 144 pp., ill., \$1.22, Scribners.

Bigham's Mother Goose village—Blithesome stories of Mother Goose characters in succession of lively episodes. Also "More M. G. V. stories" (R. Mc. N.) and three titles by Little, Brown. 196 pp., ill., \$.75, Rand, McNally.

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Cowles's Stories to tell—Good stories for a child to use to entertain others. 128 pp., \$.60, Flanagan, Chicago.

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Fox's Little bear stories—Typical of a long series of attractive bear stories. 178 pp., ill., \$.90, Rand, McNally.

Gale's How the animals came to the circus—Spirited stories of former life of circus animals. Series. 112 pp., ill., \$.80, Rand, McNally.

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Hopkins's The sandman: His farm stories—Real, true stories, full of detail. Numerous "Sandman" series, also Houghton Mifflin's "The doers" and "Indian book." 217 pp., ill., \$1.75, Page Co., Boston.

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Lindsay's Story teller—Superior collection by one of the best of story tellers for little folks. Other notable collections by same publishers and by Milton Bradley. 117 pp., ill., \$1.25, Lothrop, Lee and Shepard, Boston.

Marshall's Favorite fairy tales—Favorite over many other collections because of simple words, big print, numerous pictures, choice selections. 246 pp., 150 ill., \$1.25, Winston, Philadelphia.

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Noyes and Ray's Little plays for little people—Good variety of lively, practical plays for simple or elaborate presentation in school or elsewhere. 122 pp., ill., \$.60, Ginn.

Orton's Bobby of Cloverfield farm—Bobby's wonderful summer, kite-making, hen-setting, sheep-shearing, nutting, haying, driving. Delightful true-to-life series. 122 pp., ill., \$1.00, Stokes.

Perkins's Japanese twins—Good introduction to a long series that have interested a million American boys and girls in their brothers and sisters in foreign lands.

Phillips's Wee Ann—A dainty, winsome story for little girls. "Black-Eyed Susan," "Little friend Lydia," "Nancy Hanks" are all good. 134 pp., a few ill., \$1.50, Houghton, Mifflin.

Potter's Pinafore pocket story book—Fresh, amusing, colorful, short stories and rhymes. 360 pp., ill., \$2.00, Dutton.

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Richards's Golden windows—Beautiful, original fables, every one a gem. Other titles by same publisher and by Page, Boston. 123 pp., \$1.65, Little, Brown, Boston.

Sandburg's Rootabaga stories—A joyous, unique kind of nonsense in free, poetical, delicious vein. Eight-year-olds rock with mirth. Series. 230 pp., ill., \$2.00, Harcourt Brace.

Smith's Eskimo stories—New world of queer customs and strange experiences in popular well-graded book. "Holland stories" uniform. 189 pp., ill., \$.75, Rand, McNally.

Stevenson's Child's garden of verses—Most remarkably genuine and sympathetic interpretation of the child mind and heart in all literature. 191 pp., ill., \$.75, Lippincott, Philadelphia. Other editions by Rand, McNally, Altemus, Harper, Whitman, Scribner, etc.

Tappan's Golden goose—Six fairy stories from the Scandanavian, retold by popular author of a long list of history stories and stories from old ballads. 240 pp., ill., \$1.50, Houghton, Mifflin.

Thorne-Thomsen's East o' the sun and west o' the moon—Norwegian folk lore, brimful of action and intrigue. "Birch and Star," a companion volume. 218 pp., ill., \$.60, Row, Peterson.

Wilson's Myths of the red children—Simple, imaginative tales of warrior and animal people; lodge-fire wonder-lore of American Indians. Typical of vast amount of Indian folk stories by many publishers. 155 pp., ill., \$.76, Ginn.

SUPERVISORY PROBLEMS IN RELATION TO SILENT READING¹

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IN THE COURSE of my supervisory duties one day I visited the room of a new teacher. I noticed that one of the classes was studying a selection from a reader and that the other class was studying a selection from another reader. The teacher was doing some work at her desk. I sat down and waited a few minutes and then quietly asked the teacher which class was supposed to be reciting. She replied, "Why, we are having silent reading." It was evident to me that one of my main supervisory problems with this teacher was that of gradually developing in her mind an adequate conception of the meaning and significance of a modern program of silent reading.

There are five main general objectives that all supervisors and teachers need to keep in mind in planning for a modern program of reading. These five objectives are:

1. To establish permanent reading interests.
2. To provide an extensive vicarious reading experience.
3. To modify the pupil's behavior through the development of fundamental attitudes and ideals in both intensive and extensive reading.
4. To develop the ability to do skillful silent reading.
5. To develop the ability to do skillful audience reading.

It is evident that the stereotyped oral-reading method of the past with its highly analytical procedure that results in the main emphasis being centered upon the pronunciation and meanings of words and upon isolated details rather than upon the main content and experiential values has failed with reference to the first three objectives and has not even made an attempt with reference to the last two.

To accomplish the first four objectives, it is necessary that strong motives for reading be provided and that the pupils do a great deal of reading of a variety of types of material. Likewise there must be a variety of types of method in handling the reading activities. The traditional reading lessons have been dominated by narrow objectives and a dead uniformity of method.

In realizing the first three of the objectives, the teacher must center upon the content and experiential values of the reading material. An important supervisory problem in this relation is that of helping the teacher to develop an ability to determine the main content values of a particular unit of reading matter and to use a method that will effectively get over to the pupils these values in a real experiential way.

Once I observed a sixth grade teacher teach Warner's "A Fight with a Trout." She said to the pupils, "Here is an interesting story. Read it through just for the joy of reading it and then decide whether you think it is a true story or not. If you think it is true, write *true* on a slip of paper and if you think it is not true write *not true*." About half of the

¹ Address given in Cincinnati, before the Department of Elementary School Principals, February 25, 1925.

class wrote *true* and about half wrote *not true*. The story is a humorous one and tells of many ridiculous things that happen to the fishermen in the boat as they try to land the trout. When they finally land the trout at the end of the story, it proves to be seven inches long. After this point and several others were pointed out by those who contended the story was not true, they had the laugh on the ones who said it was true. The ones who had missed the humor of the story now began to enjoy it and participated in further search for expressions of ridiculous and impossible happenings.

The teacher had made a careful study of the nature and main content value of the unit and had planned a method that would effectively bring about an understanding and appreciation of this value in the mind of the pupils. The more real the reading is to the pupil the greater the value in establishing permanent reading interest, in extending his experience, and in modifying behavior. The supervising principal has a large responsibility in training teachers in the ability to recognize the specific value of a unit of literature and devise the most effective method of getting the pupils to realize that value in an experiential way. The problem used in the lesson just described and the procedure followed would not be adapted to most units of literature. Developing skill on the part of teachers in adapting the method to the content is an important supervisory problem in connection with all reading activities in which the content values constitute the main concern.

A certain percentage of the pupils will attain a relatively high level in skillful silent reading through the content reading activities. On the other hand a considerable percentage of the pupils will not attain a satisfactory level of skill in silent reading without specialized training lessons. It is only within the last few years that there has been marked progress in the development of the technique of handling training lessons in silent reading. The principal or supervisor must be thoroughly grounded in this technique in so far as it has been worked out and must be able to aid the teacher in acquiring a thorough knowledge of this technique and also must coöperate with the teacher in applying the technique to her particular classroom situation. Progressive teachers and supervisors are making outstanding contributions to the technique of training in silent reading. An important function of supervision is to help the teacher to profit by the best methods being used by progressive teachers by making it possible for her to spend some time in the observation of excellent teaching and by stimulating and encouraging her to do professional reading and to take educational courses dealing with modern methods in reading. Progressive educators now realize that the problem of teaching pupils to read is a continuous problem throughout the elementary and high school and that the greatest need for improvement in methods and materials is above the primary grades.

It is not possible here to give much detail concerning the technique of training lessons in silent reading. The best sources for such detail are the manuals and suggestions to teachers in the new silent-reading textbooks that are rapidly coming upon the market. These are also the best sources

of material for training in silent reading. In a well-planned text in silent reading, material is selected for definite training purposes and each unit is so organized as to be adapted to a particular teaching procedure. An important supervisory problem in relation to training lessons in silent reading is that of helping the teacher to have a specific purpose for a particular lesson, to use the right sort of material properly organized, and to use the most effective method of realizing the training purpose. If the teacher has a silent-reading text available, as she should have for regular use each week of the school year, it is important that the principal or other supervisor see that the teacher masters the method helps, so as to understand the specific training purpose of each lesson and the suggested procedure in teaching the lesson. Such knowledge will provide an enlarged opportunity for the teacher to use her initiative and resourcefulness in perfecting the details of her teaching.

One of the main problems in silent reading lessons is that of providing a variety of types of responses that make consecutive oral reading unnecessary. We may think of the response as the comprehension check-up. The following is a list of comprehension check-up responses that are being used in the new silent-reading texts:

1. Action response in relation to direction sentences, demonstrations, plays, rhymes, games, tricks, and dramatization of stories.
2. Manual responses of cutting, drawing, coloring, construction, and the like.
3. Telling responses in reproducing, and in answering questions, riddles, and the like.
4. Matching responses, such as matching pictures and expressions, paragraphs and headings, riddles and answers.
5. Selecting one of two alternatives as "Yes or No," "True or False."
6. Selecting the right answer from among several answers.
7. Written responses to questions and exercises.

We will now consider four main types of training lessons in silent reading with an illustration or description of each:

1. Sentence and paragraph exercises for developing accuracy of comprehension.

TWO ANIMALS PLAYING¹

1. A boy may be a big dog.
2. A girl may be a kitty.
3. The dog says, "Bow-wow."
4. The kitty runs.
5. The dog runs after the kitty.

(Illustration)

1. Who was the big dog?
2. Who was the little dog?
3. What did the little dog do?
4. Where did the big dog run?
5. What did the little dog say?

It has been found by extended experimentation that the most effective way to teach a lesson of this type is to have all the pupils read silently the

¹From Book I of Stone's Silent Reading.

unit numbered one, after reading the title to the pupils and explaining that they are to play like two animals. The teacher asks, "What is one of the animals?" and "Who is to be the big dog?" After the boy is selected, the pupils read number 2 silently and similar questions are asked. Then they are told to read number 3 and watch to see if the two children do what the reading says. Then the questions are read and answered. In this lesson we have a combination of the telling and action responses. The pupils are not only trained to read statements and directions accurately but also to read and comprehend questions. No oral reading is needed in this lesson.

2. Exercises for developing facility in the recognition of word and phrase meanings.

BUILDING LONGER WORDS¹

unhappy	runner	healthy
untie	traveler	dirty
unkind	hunter	dusty
unload	helper	funny

1. Do you know all the words above?
 2. Each of the words above was built by adding a helper to a shorter word. The helpers are *un*, *er*, and *y*. Find a word with *er*.
 3. Which word means one who travels?
 4. Which word means one who runs?
 5. What helper is at the end of hunter, traveler, and runner?
 6. Which word means the opposite of kind?
 7. Which word means the opposite of tie?
 8. What helper is at the beginning of unkind and untie?
 9. Which word means having good health?
 10. Which word means full of fun?
 11. What helper is at the end of healthy and funny?
 12. Build longer words by adding *un*, *er*, or *y* to *load*, *help*, *dirt*, *stick*, and *happy*.
3. Lessons for training in the study of informational material.

OUR HELPERS²

How does the farmer help us?

The farmer helps us to have good things to eat. He raises wheat. Flour is made from the wheat, and our bread is made out of the flour. If the farmer did not raise the wheat, we would not have our nice good wheat-bread.

The farmer raises corn. The corn is fed to the pigs. The pigs grow big and fat. If the farmer didn't raise corn, we couldn't get good meat from the butcher.

1. What is one thing the farmer helps us to have to eat?
2. What is another thing the farmer helps us to have to eat?
3. Which of these does the farmer raise? Coal, clover, flies, fruit, iron, money, ducks, chickens, carrots, soap.

In the above lesson there is the unifying idea of helpers in the title. At the beginning of each unit is a simple problem in relation to this idea and at the end of each unit are the detailed questions all relating to the problem. This type of lesson is intended to help the teacher to get away from the piecemeal type of reading lesson that places the main emphasis upon words and details without reference to some main idea or problem.

¹ From Book III of Stone's Silent Reading.

² From Book II of Stone's Silent Reading.

4. Story-Reading Lessons:

- a. Speed drills.
- b. Lessons for comprehension training.
- c. Story-reading for pleasure and general information.

While informational material is specially adapted for training in the study type of silent reading and should be used, stories specially adapted for training in rapid story reading also have their place in the silent reading textbook. Most of the stories in the primary literary readers are predominately of the direct-discourse type. As Superintendent Brooks has pointed out in his chapter on Silent Reading in his book, *Improving Schools Through Standardized Tests*, this type of story is much better suited to oral reading than to silent reading. In providing story material for silent reading the following would be kept in mind:

1. To provide material specially adapted to training purposes in rapid story-reading.
2. To provide only material of high quality.
3. To provide a variety of types of stories.
4. To provide material that will extend the child's experience, establish permanent reading interests, and inculcate fundamental behavior attitudes and ideals.

O'Brien in his book entitled *Silent Reading* has shown that it is possible, by the use of special drill methods, to increase materially the pupils' rate of reading without affecting the comprehension. The following is an adaption of the O'Brien method that has been found to be effective for training for speed for story reading.

Select a story with rapidity of movement with very little or no direct discourse. Divide the story into several relatively short sections. In the preparatory step arouse the pupils, interest in the story and tell them to read to the end of the first section and stand. This enables the teacher to know when each pupil finishes and provides an urge for the slow pupils to read faster. Without waiting too long for the slowest ones to finish, the teacher asks a few leading questions to check the comprehension and to make the connection with the next section for the pupils who did not finish. By this procedure the teacher will discover the rapid careless reader and advise him to read with more attention to the thought and will also discover the too-slow reader and advise him that he will very likely get the story better if he reads faster. In this way the story is covered in a rather rapid fashion, section by section. The whole story should be covered in one period and more time should be spent in the silent reading than in the discussion. In the silent reading textbook, a small illustration at the end of each section may be provided for the benefit of those who finish the section before time is called.

In the story-reading lesson for training in comprehension, it is best for the pupils to read the story through first to get the general run of the story and then attack the problem or other exercises, doing such re-reading as he may find necessary. This preparatory silent reading may usually be done during the study period, leaving the class period for the comprehension check-up, which should be more thorough than in the speed drill. The ex-

amination of some of the new silent reading texts shows an interesting variety of types of comprehension check-up for such training lessons in story reading.

In the story reading for pleasure and general information, longer stories may be assigned and the class period spent in an informal discussion on the part of the pupils as to the things that interested them most or that they enjoyed most and the relating of any interesting information that they acquired while reading the story. There is probably no type of story that is more poorly taught in our schools today than the fable. A few days ago I heard an upper first grade class read "The Fox and the Grapes." It is inconceivable that this fable can mean anything to a first-grade pupil. We will probably have to go well up in the grades before the average pupil can comprehend the idea of "sour grapes." Furthermore there is a serious doubt as to the value of the moral lesson involved in that fable. The main content value of the fable is in the lesson taught. Consequently, a particular fable should not be taught to a group of pupils unless some of those pupils can comprehend the meaning of that fable by reading it silently. The following is a fable lesson in which the content and training purposes are coördinate.

II. THE BOY AND THE WOLF¹

Once a boy was looking after a flock of sheep near a small town. He thought he would have some fun. So he ran toward the town and cried, "Help, help, the wolf is after the sheep."

The men from the town came running with clubs but there was no wolf. "Where is the wolf?" they exclaimed.

The boy laughed and said, "I just wanted to see how fast you could run."

Soon after this the wolf really did come.

The boy ran toward the town and called loudly, "Help, help, the wolf is after the sheep." The men heard him but did not believe him. So no one came and the wolf killed several of his sheep.

Which of the following sentences tells what this fable means?

1. Little by little does the trick.
2. Little friends may be great friends.
3. If you try hard, you will win.
4. If you tell what is not true, people will not believe you when you do tell the truth.

In this lesson attention is centered upon the main content value of the unit and by means of a series of units like this it is possible to train the pupils in the ability to grasp the essential meaning of a fable, which is far more important than the ability to get the story facts of the fable.

We have now considered the silent-reading supervisory problems in relation to objectives and teaching technique. We will now consider briefly the problems in relation to classroom organizations and management. Along with the stereotyped, piecemeal, oral-reading method of details has grown up the practice of all pupils of a class having the same material in hand and the class or room of pupils being taught as one group. While such a plan

¹ From Book III of Stone's Silent Reading.

may be followed profitably for certain purposes and with certain types of material, by far the major portion of the program time in reading should be spent under a different classroom organization.

We know that there is a wide variation in reading attainment in almost any room of pupils under the present school organization. In a fifth-grade room, for instance, we are likely to have some pupils of only third-grade level in reading ability and some as high as seventh. How can we most effectively group the pupils of such a room for reading activities and instruction? My experience and observation lead me to believe that the three-group plan will be the most successful in the hands of most teachers for the majority of the reading periods. Under this plan the superior readers constitute a small upper group and the inferior readers a small lower group. Probably about half of the room of pupils would be in the middle group. Under such a plan material can be selected that is of the proper level of difficulty for each group, and each group may have the opportunity of the sort of reading experiences and training that will be of the greatest benefit. The lower group will need more of the training type of instruction while the upper group may do larger amounts of independent reading. Their reports to the other groups about interesting books and articles that they have read may be the means of providing motives for the others to read. Some teachers use successfully the plan of having more groups, but I fear that many teachers are attempting this in the present enthusiasm for group work with results that are not very satisfactory. An important supervisory function is to help teachers to know what types of reading instruction can be handled best with the room as a whole, what types best by the three-group plan, and what types best by other plans.

The fourth general group of problems relates to an adequate supply of materials. The recently published *Report of the National Committee on Reading* recommends that half of the program reading time be spent on silent reading in the first grade and that one or two complete sets of textbooks in silent reading be furnished each room in the first six grades along with one or two sets of literary readers. In addition the report recommends that from one to six copies of a number of books be purchased for individual and group reading. The objectives outlined at the beginning can only be accomplished by a liberal supply of books for individual, small group, and class use. The plan of supply should be of such a character as not to force a teacher to carry on her reading instruction mainly by the many-group plan or the whole room plan. The plan of supply should be such that the principal and the teachers may have sufficient choice of materials to do the most effective work under the plans that they deem best for their pupils and the conditions under which they are obliged to manage the school.

In conclusion, I should like to recommend for your earnest study the *Report of the National Committee on Reading*, published as the *Twenty-Fourth Yearbook of the National Society of Education, Part 1*, and obtainable from the Public School Publishing Company, Bloomington, Illinois.

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CINCINNATI MEETING OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

THE MOST COMPREHENSIVE outline of the work at the mid-winter meeting from the principals' standpoint comes from the pen of our former president, W. T. Longshore, for the *Kansas City Teachers Journal*. We quote from it freely.

The department of elementary school principals continues to have the admiration and good-will of all the leading educators of this country, regardless of their sphere of action. Superintendents, assistant superintendents, supervisors, directors, all have words of praise for what has been done and what is being done. The presidents of teacher-training institutions and the doctors of education say it is the most active and most promising development that has come into elementary education.

We are fortunate in our leadership; Mrs. Jessie M. Fink, our president, is a leader of culture and of good judgment. She is progressive and has the courage of her convictions. The program she prepared for the Cincinnati meeting strikes at the essentials in elementary education. Those asked to speak on this program were chosen from among the real leaders of education in this country and they gave investigations, case studies, and discussions of the latest and best thoughts on their subjects.

Its meetings are more largely attended than are those of any other department. The principals are interested and loyal. Many of the other departments are represented at our meetings. There were three programs, Monday, Tuesday, and Wednesday afternoons, besides numerous committee meetings.

The Monday afternoon meeting centered around two general topics: *First*: Specific accomplishments of principals who are relieved of clerical details. Case studies were given by E. Ruth Pyrtle, of Lincoln, Nebraska, and by Gertrude Carrigan, of Chicago. The clerkship in the elementary school is coming, but there are many large cities where it has not arrived as yet.

Second: The principal and the special supervisor. Fred C. Ayer, University of Washington, Seattle, Washington. Doctor Ayer devotes one half of his time to the university and the other half to investigations in the Seattle public schools. He bases his conclusions on studies and conferences with principals and supervisors. The principal is the one who is responsible for his school, and hence all special supervision should be done under his general directions. It is one of the principal's duties to know how to use supervisors to advantage.

There is much that should be said about the Tuesday afternoon program, but space will not allow more than a statement of the program, which will suggest lines of thought for you to mature.

1. The Relation of the Salary Schedule to the Educational Program—Jesse H. Newlon, Superintendent of Schools, Denver, Colorado, and President of the National Education Association.

2. How the Single Salary Schedule Worked Out in Ann Arbor, Michigan—Leslie A. Butler, Superintendent of Schools.

3. The Effect of a Daily Schedule on the Distribution of an Elementary School Principal's Activities—Menlo S. Kuehny, Principal, Rowan Avenue School, Los Angeles, California.

The program Wednesday afternoon was a fitting climax to the three programs. The known ability of the speaker on this occasion was such as would attract the attention of educators in all lines of work, and it seems to me that their subjects could not have been better selected. By 2:15 o'clock, Music Hall, where all the large meetings were held, was well filled. There was an air of expectancy, and at the close of the program it was conceded that many things that were worth while had been said.

The general subject was: The Elementary School Principalship and Its Sources of Inspiration.

1. Supervision: A Science and an Art—Alfred Hall-Quest, Teachers College, New York City.

It is both and should be so accepted and practiced by the principal.

2. The Principal and the Course of Study—James F. Hosie, Teachers College, New York City.

The making of a course of study is a great piece of coöperative work and it cannot be done by just a few people sitting around the table. It must be administered by the principal.

3. Supervisory Problems in Silent-Reading—C. R. Stone, San Diego, California.

Mr. Stone is first a teacher, and, second, an author of silent reading books. He is dynamic and practical: The audience listened with interest to his every word. This seems to be a much-discussed question but one that is understood by very few. We need a "Moses, to lead us out of the wilderness." Mr. Stone knows the technique of teaching silent-reading and gave several practical examples.

However, these great programs planned by our president are but one of the paramount features of the Cincinnati meeting. The enthusiasm, the fellowship, and the friendship that come from meeting and conferences with your fellow-workers from Maine to California, from the Lakes to the Gulf, are influences and inspirations that cannot be estimated. It is one great brotherhood (sisterhood).

No statement of the meeting would be acceptable to any one that attended it that did not include some tribute to the Cincinnati Elementary School Principals under the leadership of their President, Mr. Porter, principal of the Washington School. His committees were on hand in goodly numbers to meet us. They had spent much time preparing for our coming and had anticipated our every want.

One of the many surprises was taking us in their own automobiles for a trip over the city Sunday afternoon. The graciousness with which it was done certainly puts Cincinnati principals at the head of the list in hospitality.

THE DINNER

One of the most brilliant affairs of the week was the banquet Tuesday evening, at Hotel Sinton. No detail was omitted or overlooked. The hall was beautiful, the crowd large, the entertainer a master of his art—and all had a good time. Mrs. Fink presided with her usual grace and sparkling wit. Nowhere has the purpose of the Department and that of the dinner been better stated than by our president, when she said:

"Suggestion, recommendation, educational inspiration, information, contribution, and dissemination, of professional literature is not all that this Department has done. The greatest accomplishment lies in its having awakened a professional consciousness in the ranks of the elementary school principals throughout our land. It has made possible a solidarity of aim and desire of accomplishment hitherto unknown and unrealized. It has vitalized the membership and spurred into action the lethargic or atrophied principal.

"It has through the social relaxation at its semi-annual banquets presented an opportunity for personal expression and contact which has broken down the gates of reserve and permitted us to see each other as human beings in a perfectly normal setting. If the greatest wars of history were planned at the festive board then the greatest accomplishments of peace are well on the way when the principals of the elementary school plan their campaigns of programs and peace over a festive board."

Space is too limited to include the speeches and we can hit only a few of the high spots. Dr. Albert E. Winship celebrated his eightieth birthday at our board with one of his talks filled with the spirit of youth, sanity, and hope.

Superintendent and Mrs. William McAndrew honored us with their presence as did Mary McSkimmon, Alfred Hall-Quest, J. L. Bracken, Lawrence S. Chase, C. H. Porter. The old guard who organized the Department at Atlantic City, were

represented by Olive M. Jones, Florence Holbrook, Katherine D. Blake, Leonard Power, Ide G. Sargeant.

OFFICIAL BREAKFASTS

Official breakfasts were held on Tuesday and Thursday mornings, Hotel Sinton, at which necessary business matters were taken up by the Executive Committee. Those present were Jessie M. Fink, Olive M. Jones, Mary McSkimmon, William T. Longshore, Arthur S. Gist, H. B. Norton, John Merrill, Ide G. Sargeant.

RESOLUTIONS ADOPTED AT CINCINNATI, FEBRUARY 25, 1925

1. The Department of Elementary School Principals of the National Education Association, believing that the social, educational, and industrial demands of this country require a further elevation in the importance of the *status* of education, do hereby resolve to reaffirm its most hearty support of the National Education Bill, and that we pledge ourselves to place before our teachers and our school patrons an intelligent analysis of this bill, thereby enlisting their active support.

2. *Be it further Resolved*, That we, as educational leaders, believing that the rights of childhood should be protected for future citizenship in our great Democracy, do hereby pledge our active support of all local and National legislative enactments which will advance the welfare of future generations.

MARY MCSKIMMON,
ARTHUR S. GIST,
W. T. LONGSHORE,
Committee.

COMMITTEE ON A SINGLE SALARY SCHEDULE FOR PRINCIPALS

COINCIDENT with the appointment of the Committee on Training for the Elementary School Principalship was the appointment by President Fink of a committee on a single salary schedule for principals to report at the Indianapolis meeting. The committee is constituted as follows:

Ide G. Sargeant, Paterson, New Jersey, *Chairman*.
John Merrill, Detroit, Michigan
Josephine A. Goss, Grand Rapids, Michigan
J. W. Anthony, Pittsburgh, Pennsylvania
Warren A. Roe, Newark, New Jersey
E. Ruth Pyrtle, Lincoln, Nebraska
C. H. Porter, Cincinnati, Ohio

COMMITTEE ON TRAINING FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

CINCINNATI, FEBRUARY 25, 1925

Present: W. T. Longshore (Chairman), J. F. Hosic (Secretary), W. W. Kemp, Leonard Power, J. K. Norton, G. W. Frasier, Mrs. Jessie M. Fink, J. L. Bracken.

A letter from Mrs. Fink, President of the Department of Elementary School Principals, setting forth the function of the committee, was read. The principal paragraphs ran as follows:

"My thought for your committee to work out is the raising of the entrance requirements for the elementary school principalship to that of the high-school principalship or even college professorship, in order that a single salary schedule may be feasible and applicable, thus allowing a free choice of talent to serve in its chosen field of education, at the same time carrying with it a dignity recognized by compensation adequate for the work.

"The field is as broad as education itself and child life; consequently limitless. Rare talent is lost to it each year because of the stupidity of inherited philosophy, placing emphasis upon the wrong end—that is, at the *finish* instead of at the beginning of institutional training."

A brief statement was made by each person present as to the work of the committee. Chairman Longshore emphasized the broad scope of the work. Professor Hosie thought that the committee should plan for five years of work and seek adequate endowment for the purpose. Dean Kemp described the new State regulations in California governing certificates for elementary school principals, who are now required to have the Master's degree.

President Frasier submitted the results of an analysis of the work of elementary school principals based upon replies to a questionnaire. Mr. Norton raised the question as to whether the size of the school must not be taken into account, and Mr. Bracken made the point that what principals are doing is not necessarily what they should be doing.

As representing Mr. Worth McClure, Mr. Gist urged that academic preparation and professional preparation be clearly distinguished. Types of principals and their peculiar responsibilities should also be defined. Training of principals should be governed by a proper conception of the product which the school is to turn out. Much of the training should have reference primarily to personal culture and social power.

Mr. Power favors setting the standard of preparation for the principalship at the M. A. graduate level. High-school teachers and broken-down superintendents too often obtain the position of principal of an elementary school. There is need for training of assistants for the larger schools.

Mr. Bracken is averse to making present practice the basis of training. We need thorough studies of what the functions of the principals should be.

Mr. Norton favored a thoroughgoing study, to cover recruiting and retention as well as training. Between 40,000 and 50,000 positions are involved. The problem is of great importance. In its solution the Research Division of the National Education Association will cooperate in any way possible. At present this division is collecting data as to salaries and clerical help that will be suggestive as to a program.

A letter from Director Judd was read, in which the writer pointed out that general courses in school administration are not sufficient for principals. Specific vocational courses should be provided and research leading to higher degrees.

Summarizing remarks at the close emphasized the desirability of a thorough study of the problem of how to improve the work of elementary school principals, both by training before entering upon the office of principal and afterward. The committee decided to prepare a report of progress to be made to the Department of Elementary School Principals at Indianapolis next July.

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.

COMMITTEE ON TRAINING FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

- Charles H. Judd, Director, The School of Education, University of Chicago
 James F. Hasic, Professor, Elementary School Education, Teachers College, Columbia University
 William W. Kemp, Dean, School of Education, University of California, Berkeley
 Leonard Power, Principal, Franklin School, Port Arthur, Texas, and First President, Department of Elementary School Principals
 Worth McClure, Director of Elementary Education, Seattle, Washington
 John K. Norton, Director, Department of Research, National Education Association
 Ethel J. Salisbury, Professor, Elementary School Education, University of California—Southern Branch
 George W. Frasier, President, State Teachers College, Greeley, Colorado
 Mrs. Jessie M. Fink, Principal, Palmer School, Grand Rapids, Michigan, and President of the Department of Elementary School Principals *Ex-Officio*
 Margaret Strahan, Lexington School, Grand Rapids, Michigan
 Superintendent John L. Bracken, Editor Second Yearbook of the Department of Elementary School Principals, Clayton, Missouri
 Edwin C. Broome, Superintendent of Schools, Philadelphia, Pennsylvania
 W. T. Longshore, Principal, Greenwood School, Kansas City, Missouri

NOTES FROM THE FIELD

MASSACHUSETTS

Hyannis Normal School—Francis A. Bagnall, Principal

Twenty-Eighth Summer Session—Six weeks' course, July 6 to August 15, 1925

I. COURSE IN ADMINISTRATIVE AND SUPERVISORY DUTIES OF ELEMENTARY SCHOOL PRINCIPALS

Believing there is a distinct need for a course as herewith outlined, arrangements have been made for the giving of such a course by Ide G. Sargeant, Paterson, New Jersey, Principal of School No. 10, and Secretary of the Department of Elementary School Principals of the National Education Association. This course will include a study of the following topics: The evolution of the principalship; the principal and his relationships to the superintendent, special supervisors, and teachers; the organization and administration of the elementary school; health and sanitary control; discipline and school spirit; the supervision of instruction; teacher-training; extra-school activities; the principal as a community leader; the principal as a leader in the profession.

II. SPECIAL SPEAKERS AND ROUND-TABLE CONFERENCE LEADERS Superintendents' Conference, July 20-24

- Payson Smith, State Commissioner of Education, Massachusetts
 Frank W. Wright, Director of Division of Elementary, Secondary, and Normal Schools, Massachusetts
 E. W. Butterfield, State Commissioner of Education, New Hampshire
 Florence Hale, Supervisor of Rural Education, Maine
 Burr F. Jones, Supervisor of Elementary Education, Massachusetts
 N. S. Light, Director of Rural Education, Connecticut
 A. B. Lord, Agent, Department of Education, Massachusetts
 F. P. Morse, Supervisor of Secondary Education, Massachusetts

III. COURSES OF INSTRUCTION

Art and Handwork
 Biology
 Citizenship in First Six Grades
 English in Upper Grades
 Elementary School Principals, Administrative and Supervisory Duties
 Health Subjects, Principles of Teaching
 History and Civics in Upper Grades
 Immigrant Education
 Junior High School Organization and Methods
 Kindergarten-Primary Projects
 Language in Primary Grades
 Mental Measurements (Educational and Intelligence Tests and Scales)
 Music, Public School
 Orchestra
 Pedagogy
 Penmanship
 Physical Education, Courses I and II
 Psychology
 Reading in Primary Grades
 School Hygiene
 School Nursing, Courses I, II, and III
 Superintendents' Conference, Week of July 20-24

IV. CREDITS AND DIPLOMAS

Due credit will be given for work already done in other normal schools and colleges and for the satisfactory completion of work in the summer school. Work offered in the summer session is equivalent in method, character, and credit value to that of the regular normal school year. Students should plan to take one or two subjects and in such do work of an intensive nature.

V. REGISTRATION

Students are expected to register on Monday, July 6. Regular sessions begin Tuesday, July 7 at 8 o'clock. Registration blanks will be sent on application.

NEW JERSEY

Elementary Principals' Association of New Jersey—The Elementary Principals' Association has planned to hold the regular spring meeting in sections the better to accommodate the membership. Everyone interested in the elementary school is invited to attend any or all of these meetings. Membership is open to all teachers in charge of elementary schools, principals, and supervisors of elementary education.

The only income of the association is from the annual dues of \$1. There is great need for organization and a large field for work. If you believe in the elementary school and the elementary principal, join the association and become a booster. Further notice of programs will be sent later.

Northern Section

Meeting at Newark:

Place—State Normal School, Bellville Avenue

Date—Friday afternoon, May 1, at 2:30

Subject—"What is the Right Relation Between the Principal and Supervisor?"

A study has been made of this subject by a committee headed by Dr. George I. Brinkerhoff, of Newark

Dinner at 6 o'clock

Middle Section

Meeting at Ocean Grove:

Place—High School Building

Date—Friday afternoon, April 17, at 3:30

Subject—"The Work of the Principal"

Dinner at 6:30 o'clock

Committee in charge:

F. H. Budd, Asbury Park

Sarah O. Whitlock, New Brunswick

L. H. Dix, Woodbridge

Mrs. Ella F. Smith, Ocean Grove

Blanche Pierson, West Long Branch

Mark R. Lefler, Perth Amboy

Southern Section

Meeting at Glassboro:

Place—State Normal School

Date—Saturday morning, April 25, at 10 o'clock

Subject—Program of Addresses and Round-Table Discussion for City and Rural Principals

Committee in charge:

Edgar L. Bunce, Mount Holly

Martha Lummis, Camden

Floyd Potter, Atlantic City

Mrs. Helen Ameisen, Camden County

OHIO

Ohio State Elementary Principals' Association—A representative body of the elementary principals of the State of Ohio met in Music Hall, Cincinnati, Tuesday, February 24, 1925, for the purpose of organizing and electing officers for a permanent state organization of elementary principals to be known as the State Elementary Principals' Association. This meeting followed the announcement of such by Jessie M. Fink, of Grand Rapids, Michigan, President of the Department of Elementary Principals, who gave the movement her hearty endorsement.

The following were elected officers: C. H. Porter, principal of the Washington School, Cincinnati, and president of the Cincinnati Principals' Club, was elected president of the organization; F. H. Duffy, principal of Roosevelt School, Steubenville, and vice-president of the Eastern Ohio Teachers' Association, was elected secretary; Katherine Mansfield, principal, Cedar School, Canton, was elected treasurer.

WASHINGTON, D. C.

The Administrative Principals' Association for Divisions 10-13—The Administrative Principals' Association for Divisions 10-13, is one of the live organizations of principals that has lined up with the Department of Elementary School Principals, National Education Association.

President—Dr. D. I. Renfro, Lovejoy School

Vice-President—Miss K. C. Lewis, Garnet-Patterson School

Secretary—John C. Payne, Douglass-Simmons School

MICHIGAN

Detroit—Detroit has just completed a study of the relative value of half-day and whole-day pupil attendance.

ILLINOIS

Chicago—At the Washington meeting the writer urged that we "make the principalship respectable" by fixing the scale of compensation at a figure which will attract high-grade ability with adequate professional training.

The salary schedule recommended recently by Superintendent William McAndrew to the board of education is in accord with the thought there expressed.

This schedule was arrived at after a study extending over a year, by a group of Chicago citizens, not teachers, who went over item by item the cost of a decent living in their home city. The committee making the study was made up of citizens, professors of economics, and bankers.

SCHEDULE OF LIVING

	Minimum	Maximum
Teachers of elementary subjects.....	\$1,500	\$3,250
Junior high-school teachers.....	1,800	4,100
Senior high-school teachers.....	2,000	4,700
Teacher clerks	1,500	2,500
Elementary principals	4,000	6,500
Junior high-school principals.....	4,250	6,500
Senior high-school principals.....	5,000	7,500
Senior and junior assistants.....	2,100	5,200
Directors of special branches.....	6,000	6,000
Assistant directors	3,400	5,000
District superintendents	8,000	8,000
Assistant superintendents	10,000	10,000
Superintendent of schools.....	15,000	15,000

• MISSOURI

St. Louis—Superintendent Maddox, principals, teachers, and patrons of the schools to be congratulated upon their new salary schedule. A \$5000 maximum for the principals of the elementary schools means a growing standard of excellence in scientific supervision. It puts St. Louis in the front rank among American cities leading in education.

SALARY SCHEDULE

For kindergarten and elementary, from \$2100 to \$2700.

For junior high-school, from \$2600 to \$3200.

For senior high-school, from \$3200 to \$4000.

For professors in teachers colleges, from \$4000 to \$5000.

For principals of elementary, "A" Class schools, from \$4000 to \$5000.

For principals of intermediate schools (junior high), from \$4500 to \$5500.

For principals of senior high-schools, from \$5000 to \$6000.

For district superintendents, from \$4500 to \$6000.

For assistant superintendents, from \$6000 to \$8000.

PENNSYLVANIA

Pittsburgh—The Report on Juvenile Delinquency, made March 11, 1925, by a committee of principals, E. H. Knoch, chairman, after a study of ten months, is a piece of high-grade community work. It should have a wide reading. An inkling of its scope may be obtained from a quotation from an editorial in the *Pittsburgh Sun*.

"A report submitted by the Committee on Juvenile Delinquency of the Pittsburgh Principals' Club handles the problem without gloves. It calls upon parents to restore the ancient influence of the home. It calls upon teachers and principals throughout the city to exert themselves to the utmost to prevent juvenile delinquency. It calls upon the strong arm of the law to handle delinquency more intelligently and effectively.

"In its challenge to the home, in its practical recommendations for constructive betterment of our Juvenile system, and no less as an evidence of the alert public spirit of the school principals, the members of the committee deserve approbation for a work well worth undertaking, ably executed."

NEW YORK

New York City—The outstanding features of the New York City School situation are these:

1. There is some uncertainty as to the prospects of the survival of Mr. Hylan as Mayor after the fall election, and some doubt, therefore, as to the status of his board of education of seven members. Three of these members, including President Ryan, are holding out against Mr. Hylan's candidate for associate superintendent, Examiner Joseph M. Sheehan.

2. Mr. Ryan, in a recent report, severely criticised Mr. Sheehan for irregularities charged against him by his six associate examiners. The investigation was drawn out over two years. The report, though long delayed, has prevented so far Mr. Sheehan's promotion.

State Commissioner Frank P. Graves has Mr. Ryan's report before him and is invited to investigate and report on the board of examiners. This he has not done as yet.

3. The teachers have succeeded in getting through the legislature a grant of 20 to 25 per cent increase in salary, to meet the increased cost of living.

4. The extension of the practice of determining through tests the general intelligence and achievement quotients of children, as an aid in promotion and grading, has brought with it a study of curriculum changes to be advised for the slower groups.

In general, the minimum requirements are given the slow pupils and skilful teachers are assigned who will present lessons simply, concretely, and graphically to such classes.

5. The rapid building program of the board of education has reduced part time and double session to some extent. There are still, however, hundreds of thousands of children so handicapped.

6. Commissioner Graves at last is free to pronounce on the eligibility of Miss Lucille Nicol, appointed by the board of education as district superintendent over a year ago. Miss Nicol then held the position of assistant to principal. She had a principal's license but her name had not been reached for appointment. Miss Nicol was thus jumped over 500 principals. It was shown also that Miss Nicol had not the college degree required by the board of regents under the State school law. Dr. Graves' formal decision upon her eligibility was blocked by appeals to the courts questioning his jurisdiction. All these appeals have been denied, and the State commissioner can now decide this vexed question.

This great city school system needs to be placed on a solid basis of independence from politics; of a well-centered administrative responsibility under one superintendent of schools, instead of nine, as at present; and of a well-conceived and administered merit system for choosing all officials below the associate superintendents.

The principals are united better than in the past, but too many are holding out against the \$25 dues, thus making difficult the employment of a much-needed executive secretary to do the many things which principals cannot do along with their pressing school duties.

THE INDIANAPOLIS MEETING

June 28 to July 3 is the week for the annual meeting of the National Education Association and for this department.

Special railroad rates, one and one-half fare for the round trip. Identification certificates furnished on request. Write National Education Association 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 Indianapolis.

Indianapolis is a city of fine hotels, rates are reasonable, make your reservations early.

The dates of the convention are such that those wishing to do so can take in the National Education Association meeting and also reach the summer schools in time for the opening.

EDITORIAL COMMENT

The Indianapolis meeting—Let us make it the greatest in the history of our department. An ambitious program has been planned. A really great professional program. At Cincinnati the meetings of no other department were so largely attended by those from other departments as ours. All of our general meetings were held in the largest auditorium, well filled. Why? Because we talked live supervision and our speakers were masters of their craft.

Indianapolis is midway between the East and West, easily reached by more than 10,000 principals in less than a day's travel.

Do you believe in American education? Be at the Indianapolis meeting.

Do you believe in the future of the principalship? Be at the Indianapolis meeting.

Four important yearbooks or reports have come to our desk since the issue of the January *Bulletin*:

The Ninth Yearbook of the Department of Secondary School Principals;

The Third Yearbook of the Department of Superintendence;

The Nineteenth Annual Report of the Carnegie Foundation for the Advancement of Teaching;

The Twenty-Fourth Yearbook of the National Society for the Study of Education.

The contents of all should be familiar to every principal who expects to be abreast of his time. These four publications together with our own constitute a body of material showing a scientific approach, a professional earnestness, and a patriotic attitude toward the problems of education unsurpassed by the professions of law, medicine, and theology in their own fields.

The Ninth Yearbook of the Department of Secondary School Principals occupies a significant position among the professional publications of the year. Everyone in a supervisory position whether in secondary work or not should give a careful reading to the papers on "International Understanding," by Principal L. W. Brooks, Dr. A. O. Thomas, and Dr. I. L. Kandel; "What Becomes of High-School Principals?" by Dr. Thomas H. Briggs; "An Experimental Plan for Teacher-Training," by Francis J. Brown.

The Third Yearbook of the Department of Superintendence is a veritable mine of information, in relation to the latest thought upon the elementary school curriculum. But it is more than this. It is a great philosophical treatise on modern education. Our limited space permits the selection of only a few sentences but enough to show the high plane upon which the study is predicated.

"The public school curriculum has a large share in determining the nation's present and future progress."

"With the exception of the personality of the teacher, no other educational factor equals it in importance."

"Will the inclusion of a particular topic or subject increase the effectiveness of the individual? Will it influence his life for good? Will it build character? Today we are using a pragmatic philosophy."

"The habits of a people determine the degree of faith that other nations accord it; and the idealism of its citizens is a nation's salvation."

"*The Nineteenth Annual Report* of the Carnegie Foundation for the Advancement of Teaching, states simply what all of us have felt when it declares: That our educational machinery must in time be simplified, freshened, and made more effective as an agency for the intellectual training of children and youth is clear."

"The boy who has become accustomed to depend on the teacher for his knowledge in school tends to take his knowledge second-hand in after life. The boy who can study only what he likes in school is governed in after life by his likes and dislikes rather than by his reason."

"To recognize once more that a liberal education does not consist in imparting knowledge but in training the habits and powers of the mind must be the beginning of any freshening of our school system."

The Twenty-Fourth Yearbook of the National Society for the Study of Education: Part I, Report on Reading; Part II, Report on Adapting the Schools to Individual Differences; will be invaluable as a help in his work and should be owned and read by every principal.

DEFINITION OF MEMBERSHIP YEAR

THE membership year in the Department of Elementary School Principals corresponds with the school year. Article Eight of the By-laws states specifically that the fiscal year begins July 1 and ends June 30. Members receive Bulletins for October, January, and April, together with the Yearbook, which is published in June. The cost of publishing the Yearbook is over one dollar a copy, hence back numbers or duplicates cannot be furnished free.

THE FOURTH YEARBOOK

EDITOR ARTHUR S. GIST, of Seattle, Washington, informs us that the material for the Fourth Yearbook is practically complete and in the hands of the printer. It promises to be one of the leading professional publications of the year. It will be ready for distribution soon after May first.

ROSTER OF PRINCIPALS' CLUBS

- Burlington, Vermont—Elementary School Principals' Club**
 President, D. Henryetta Sperle, Elementary Demonstration School, University of Vermont
 Secretary, Marjery Adsit, Pomeroy School
- Chicago, Illinois—Chicago Principals' Club**
 President, George A. Beers, 64 East Van Buren Street
 First Vice-President, Daniel J. Beeby, 64 East Van Buren Street
 Secretary, Christine Bednar, 64 East Van Buren Street
 Treasurer, Don C. Rogers, 64 East Van Buren Street
- Evanston, Illinois—Principals of District Seventy-Five**
 President, Anne Cummins, Miller School
 Secretary, Mrs. Frances H. Webster, Crandon School
- Grand Rapids, Michigan—Elementary School Principals' Exchange Club**
 President, Jessie H. Stevenson, Sibley School
 Vice-President, Ada A. Fuller, Walker School
 Secretary, Meda Bacon, 731 Lafayette Avenue, S. E.
 Treasurer, Etta F. Jones, Finnley School
- Los Angeles, California—Los Angeles Elementary Principals' Club**
 President, Menlo S. Kuehny, Rowan School No. 149
 Vice-President, Sidney Good, Garvanza School
 Secretary, Louise Graf, Albion Street School
 Treasurer, Roy Porter, 4412 Sunset Boulevard
 Auditor, W. F. Hughes, San Pedro Street School
- Memphis, Tennessee—Principals' Association**
 President, S. L. Ragsdale, F. M. Guthrie School
 Vice-President, Mrs. Frances Landis, Merrill School
 Secretary-Treasurer, D. C. Pardue, Jefferson Street School
- Sioux City, Iowa—Administration Club**
 President, M. H. White, North Junior High School
 Vice-President, Fannie Foster, Supervisor, Primary Grades
 Secretary, Dora Finley, Secretary to Superintendent
 Treasurer, L. W. Feik, West Junior High School
- St. Louis, Missouri—St. Louis Club of Women Principals**
 President, Emily F. Taylor, William Stix School
 Vice-President, Margaret K. Slater, Rock Spring School
 Secretary, May B. Blanchfield, Walbridge School
 Treasurer, Ida Lee Woody, Hamilton School
- Tacoma, Washington—Tacoma Principals' Association**
 President, B. W. Lyon, Rogers School
 Secretary-Treasurer, Jennie M. Reed, Sheridan School
- Washington, D. C.—Administrative Principals' Association for Divisions 10-13**
 President, D. I. Renfro, Lovejoy School
 Vice-President, K. C. Lewis, Garnet-Patterson School
 Secretary, John C. Payne, Douglass-Simmons School

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
Indianapolis Program

President, Mrs. Jessie M. Fink, Principal, Palmer School, Grand Rapids, Michigan.
First Vice-President, Sara L. Rhodes, Principal, Public School No. 8, Brooklyn, New York
Secretary, Ide G. Sargeant, Principal, Public School No. 10, Paterson, New Jersey
Headquarters—Claypool Hotel

Monday Morning, 8 A. M., June 29, 1925

Claypool Hotel

Official Breakfast

Tuesday Afternoon, 2 P. M., June 30, 1925

Assembly Room, Claypool Hotel

Milestones on the Road of the Principalship

JUSTIFICATION OF THE AMERICAN DOLLAR AS INVESTED IN:

Job Analysis and Training for the Principalship from the Standpoint of the Ohio State University

J. Cayce Morrison, Department of School Administration, Ohio State University, Columbus, Ohio

Natural Science in the Curriculum from the Standpoint of the Michigan State University

Clifford Woody, Director of Reference and Research, University of Michigan, Ann Arbor, Michigan

Organizations of Elementary School Principals Throughout the Various States

Lawrence S. Chase, Principal, Glenfield School, Montclair, New Jersey

Pupil Administration as a Character Developer

Harry O. Gillett, Principal, University School, University of Chicago, Chicago, Illinois

REPORT ON EDUCATIONAL PROGRESS

J. D. Williams, Principal, Woodlawn School, Birmingham, Alabama

Wednesday Evening, 6 P. M., July 1, 1925

Riley Room, Claypool Hotel

Annual Dinner

Thursday Afternoon, 2 P. M., July 2, 1925

Assembly Room, Claypool Hotel

PRESENTING THE SCHOOL TO THE PUBLIC IN CHICAGO

George A. Beers, Principal, Clarke School, Chicago, Illinois

PRESENTING ELEMENTARY SCHOOL LIBRARY STANDARDS TO THE PUBLIC

C. C. Certain, Editor, Red Cross Publications, Washington, D. C.

MODERN DYNAMICS VERSUS PETRIFIED STATICS PRESENTED TO THE PUBLIC

George W. Frasier, President, Colorado State Teachers College, Greeley, Colorado

PRESENT IDEALS AND PAST FALLACIES

CHARACTER EDUCATION IN THE ELEMENTARY SCHOOL

REPORTS OF COMMITTEES

Courses of Study for Elementary School Principals in Teacher-Training Institutions

Adequate Salaries for the Elementary School Principalship

BUSINESS MEETING AND ELECTION OF OFFICERS

TO THE CHILDREN

EACH DAY, and every day, to school, and from school, I meet you. You smile, and the welcome in your eyes is wonderful to see. You meet me and as you go, you take me with you, free and joyous as yourselves. Surely, my life is blessed, blessed with the smiles of countless lips, blessed with the caress of countless greetings. Do you feel that you have need of me? Know then, oh my children, that I have far more need of you. The burdens of men are heavy and you make them light. The feet of men know not where to go and you show them the way. The souls of men are bound and you make them free. You, my beautiful people, are the dreams, the hopes, the meaning of the world. It is because of you that the world grows, and grows in brotherly love. I look a thousand years ahead and I see, not men, ships, inventions, buildings, poems, but children, shouting, happy children, and I keep my hand in yours and smiling, dream of endless days.—ANGELO PATRI in "A Schoolmaster of a Great City."

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 May, 1925, to me at the address given below.

Name
(Typewrite or print)

Mailing address
(School or street)

.....
(City and State)

My present position is

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