

BULLETIN

OF THE

Department of Elementary School Principals

The President's Message—Sargeant.....	3
Character Training from the Elementary Principal's View- point—McSkimmon	7
The Behavior Problem Child—Jones.....	8
Adjusting the "Mal-Adjusted" Girl—Colburn.....	12
An Experimental Study of Children's Reading, Part III—Rich.	14
The Work of the Elementary School Principal—West.....	23
The Importance of State Elementary Principals' Associa- tions—Chase	27
The Educational Values Derived from the Teaching of Science in Grades I to VI in the Elementary School—Woody.....	32
Report on Educational Progress—Williams.....	33
Report of Committee on Salaries—Sargeant.....	35
The Effect on the Use and Distribution of the Elementary School Principals' Time by the Adoption of Daily Sched- ules or Programs—Kuehny.....	42
A Good Idea for Faculty Meetings—Morgan.....	51
Secretary's Minutes—Indianapolis Meeting.....	53
The Washington Meeting.....	55
Regional Meetings	56
Editorial Comment	59
Why Join the Department of Elementary School Principals?..	60

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.

BULLETIN

of the

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.

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.

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

1925-26

President, IDA G. SARGEANT
School No. 10, Paterson, New Jersey

First Vice-President, HELEN V. SHOVE
Longfellow School, Minneapolis, Minnesota

Second Vice-President, J. S. NANTS
Bates School, St. Louis, Missouri

Third Vice-President, J. D. WILLIAMS
Woodlawn School, Birmingham, Alabama

Secretary and Editor, Department Bulletins, E. RUTH PYRTLE
McKinley School, Lincoln, Nebraska

Treasurer, COURTLAND V. DAVIS
J. E. B. Stuart School, Norfolk, Virginia

Executive Committee

W. T. LONGSHORE
Greenwood School, Kansas City, Missouri
JESSIE M. FINK

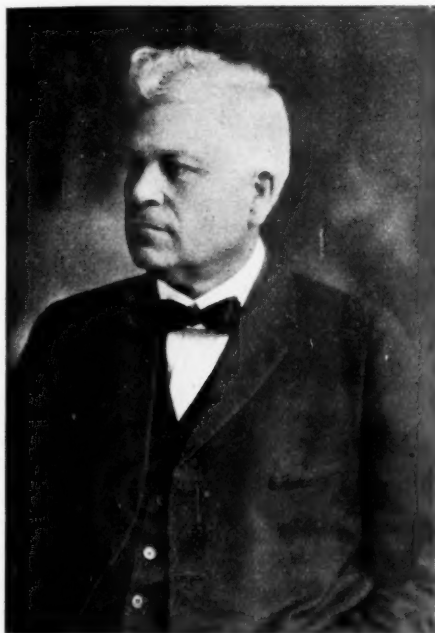
Palmer School, Grand Rapids, Michigan
ANNA LAURA FORCE
Broadway Junior High School, Denver, Colorado
LUISE H. KRAUSS

Grattan School, San Francisco, California
Editor Fifth Yearbook, ARTHUR S. GIST
B. F. Day School, Seattle, Washington

Arch. of Educ.
Direct
7-18-28
17471
2001

THE PRESIDENT'S MESSAGE

HON. NEWTON D. BAKER, in a recent address, declared that the great problem before the world today is rebuilding faith which the war so completely shattered. Faith must be reestablished or the fate which overtook the powerful nations of antiquity will be ours.



IDE G. SARGEANT

Glenn Frank, president of the University of Wisconsin, in discussing "The Outlook for Western Civilization," in the September *Century* tells us:

We can neither prevent a new dark age nor produce a new renaissance by the voluble inanities of the booster; such achievements wait upon the technic of the builder. A new renaissance must depend upon engineers rather than cheer-leaders.

We are today threatened by a new dark age because we have not used these raw materials as we should have used them in the building of family life, the practice of politics, the management of business and industry, the organization of international affairs, and the development of educational policy and procedure. We may, I am convinced, realize a renaissance of western civilization within the lifetime of this generation if we consciously set ourselves to the task of making these raw materials the basis of the policy and action of our common life.

Western civilization must, as I see it, choose between voluntary social control and involuntary social suicide. And the only sound social control will be a control in terms of the best knowledge that we have. The problem of our generation is to bring knowledge into contact with life and to make it socially effective. The men and women who can help us to do this will be the engineers of a new renaissance. If we are to realize a renaissance we must somehow thrust the results of research into the stream of common thought and make them the basis of social action. The creative scholar is the hope of civilization, but his contribution does not become a social asset until it gets beyond the stage of inarticulate accuracy.

The end of all research and analysis is synthesis and social application. This must mean, it seems to me, that every now and then we must gather up the results of a period of research into what, for want of a better term, may be called a series of tentative dogmatisms upon which society can act until further research reveals wiser bases of action. But the solution of this difficulty does not lie in the scholar's refusing to accept the responsibilities of social leadership; the solution lies rather in the development of an education that will inspire in students the scientific spirit as well as retail to them the discoveries of science. A generation trained in the scientific spirit will not be afraid to act upon tentative dogmas from the laboratory

and to scrap them as soon as further knowledge proves them inadequate. We are now, I think, in a period that calls for a clear although frankly tentative inventory of the socially usable ideas that have been produced by the natural and social sciences.

And, of course, the really important results of pure science invariably get used socially, but often only after a long and wasteful period of muddling. The question that western civilization, face to face with the threat of a new dark age, needs to answer just now is this: Might not a wiser social statemanship speed up this transfer from pure science to applied science instead of leaving the transfer to the slow fortunes of a snail-paced infiltration into the public mind or to the manipulation of purely materialistic interests? If western civilization is dependent upon "a race between education and catastrophe," might we not help education to win the race by ferreting out and making intelligible to the average man the major results of creative scholarship? I think we can.

I have just discussed what seems to me one of the definite possibilities of leadership for a new renaissance. I want now to discuss one of the probabilities of leadership. I have said that I think we have at hand most of the necessary raw materials for a renaissance of western civilization, and that the question is: Will we have the wisdom, the will, and the technic to use them on anything like a grand scale for the renewal of our common life? I think that an affirmative answer to this question may depend a good deal upon whether there arises during the next twenty-five years a great spiritual leader who will be able to capture the attention of the whole western world and fire its imagination with the social and spiritual possibilities that are locked up in these new ideas, new idealisms, and new spiritual values with which the natural and social sciences have provided us.

I am thinking only of the fact that such leadership might awaken an effective popular impulse to search out, interpret and weave into social policy these new ideas, new idealisms, and new spiritual values that have been thrown up out of our laboratories, our classrooms, our philosophers' closets, our industrial institutions, and our political adventures. This impulse, in any wide-spread and effective sense, is today lacking. We stand outside our laboratories eagerly waiting for any result of research that we may apply to the material undertakings of our lives, but we display a strange reluctance to plant our larger social policies in the soil of science.

To build faith anew and awaken an effective popular impulse, to search out, interpret, and weave into social policy these "new ideas, new idealisms and new spiritual values that have been thrown out of our laboratories, our classrooms, our philosophers' closets, our industrial institutions, and our political adventures," constitute the giant tasks confronting us in the schools. And the schools must take the lead in tasks too large for other than the strongest, most skillfully directed, organized, cooperative effort. It is our work and our opportunity "to touch the imagination of the masses and to invest the whole adventure of the modern mind with that absorbing passion for humanity which has characterized all great epochs of civil and religious progress."

Such a leader as pictured to us by Dr. Frank must arise and will arise, and where more likely than in the field of public education? But granted such a leader does arise he must have the most intelligent, organized, general support, or his efforts will be largely abortive. Nowhere else in the whole range of human endeavor is there any other group so precisely in the right position to do this work as the fifty-thousand school principals of this nation with their immediate contact with teachers, children and parents.

With better trained teachers and better equipment we shall do better work in traditional school subjects but these are mere tools of operation. Tools that may become a menace rather than a help unless guided by a

keen moral and spiritual sense. We must become engineers and builders of social and political structures that will remove all doubt as to the ultimate end of our civilization. Our schools must emphasize the teaching of truth and honesty; the value of virtue, justice and duty; a respect for law and properly constituted authority. In no other way can we save our civilization. The law of the jungle may seem attractive to some but it spells the death of our race. Our principals must first be led to see and feel this and then to organize for effective action. Why do I stress so strongly the matter of organization? Because the isolated individual, no matter how great his merit, is in too precarious a position and courts destruction. "Humanity is even readier than it was nineteen hundred years ago to crucify, at least by ostracism and neglect, a leadership that appears with no authority save the intrinsic authority of its own sincerity and vision. We have become so materialistic and artificial that we have difficulty in recognizing great leadership apart from the glittering regalia of high office and the clamorous cry of mob approval." With principals strongly organized in Nation, State and city, we can train a popular sentiment that will compel a fair hearing for new ideas, new idealisms and new spiritual values. It is not for purposes of self aggrandizement, to make orators, writers and publicity agents of our principals, although the public good demands that we should have a certain percentage of these in our ranks, that we organize so that we may have an effective agency for collecting contributions from every field of human activity, making it available and distributing it for use of principals in all parts of our land.

Such an organization requires the services of a staff of executives and trained experts, calling for a considerable financial outlay. A large increase in numbers means a largely increased ability to help education everywhere; to place before principals the best in professional training and professional achievement. It is practically imperative that every principal who keeps abreast of his time should be a member of the National Department.

President Fink's administration for the year past has been a strong one and she together with Secretary Pyrtle, of our official body, attended the World Conference of Education Associations, at Edinburgh in July.

The bulletins and yearbook have continued of the high order of merit which has characterized them heretofore. We are fortunate in being able to induce the able editor of the Third and Fourth Yearbooks, Arthur S. Gist, to act in the same capacity for the Fifth Yearbook. Mr. Gist's studies at Columbia University during the summer session place him in close touch with progressive thought among leading educators.

The policy of the Department adopted after listening to the reports of the Committee on Standards of Admission and the Committee on Salaries should give new heart to every wide-awake principal.

Principal F. H. Duffy, Steubenville, Ohio, will act as chairman of the Committee on Educational Progress for the coming year with an able member to assist from each of the forty-eight states of the Union. We expect great things from this committee under his able leadership.

Mr. W. P. Dyer, Teachers College, Columbia University, has prepared a very complete paper with the approval of George D. Strayer, under the title, *A Checking List of the Supervisory Activities of the Elementary School Principal for the Improvement of Classroom Instruction*. It will be sent to each of our members with a request for answers and comments. It is hoped that the response will be immediate and complete. It is our plan to have a preliminary summary of the answers given at the Washington meeting and later the completed study published as a bulletin of the Department. It will be of great service to principals in helping establish definite lines of work.

The State Normal School, Hyannis, Massachusetts, Francis A. Bagnall, Principal, offered a course during the summer on the administration and supervisory duties of the elementary school principal. The response was gratifying. The grade of work done and spirit shown was excellent. Your president was invited to give the course and he considers the summer there one of the best of his life. Massachusetts is to be congratulated on being a pioneer in this field. It is our hope that in the near future every State will offer a similar course. Many schools of education have given courses on the theory of administration and supervision, all to a good purpose and greatly needed, but just at this point in the evolution of the principalship we need for instructors in these summer schools, principals who have had successful experience in large schools under the best conditions, instructors with a little of the evangelist in their make-up with power to inspire new faith, new courage, new pride in their calling, with ability to give practical suggestions to the students for meeting difficult situations when they return to the home town.

It is not professional training alone that our principals need but a new vision, a new morale and this can only be given to them by those who have it, by those who through their own achievement can show that what they advocate has been accomplished.

CHARACTER TRAINING FROM THE ELEMENTARY PRINCIPAL'S VIEWPOINT

MARY MCSKIMMON

Principal, Pierce School, Brookline, Massachusetts

WHEN WE use every part of the elementary school curriculum with a clear consciousness of its limitless opportunities for character training, we shall not need to find a new place in the school program for this subject.

Character training is no longer built upon a list of virtues to be lectured upon, but upon the seizing of the flashing current of the living will, and turning it into channels of discovery of the worthwhile interests, attitudes, and habits that determine the bent of the child's growth—the discovery of things that are true and good and beautiful with which he can happily work out his own purposes. This is why the new radio interest giving the child the wonder-thrill of its sublime message of man's new conquest of nature has in the lives of thousands of children challenged the worst evil of the moving picture, namely the stultifying of his will by the passive resistance to the emotional stimulus which results in that paralysis wherein the emotions are constantly appealed to without any resultant effort of the will to achieve. The boy who puts together a new radio outfit meets the challenge for purposeful hard work to serve not only his own interest but that of his group of family and friends. He gets growth in character by meeting baffling defeat and conquering it. He asks his own questions and makes his own adjustments in finding the success he strives for.

The principal will plan for this kind of a challenge through the everyday life of the school curriculum. Great literature sheds a light that awakens ideals of honor in our dealings with others. It gives our children the great companionships that enrich and ennoble life. It gives them the chance to look long at the great choices between heroism and cowardice, honor and dishonor, loyalty and treachery. Can he hear the story of Naaman and Gehazi without knowing the terrible price that cheating exacts as he sees Gehazi with the prophet's curse upon him go forth from that austere presence "a leper white as snow"? The principal can determine the spirit animating the teaching of all the social studies. In our history our country has not always been right in her dealings with other nations; of far more value than the bare record of the life of mankind or the growth of territory, or wealth of population, are the opportunities for training in leadership and self-direction for participation in the solution of class problems. To learn for himself that the men who toil to produce those things that make life strong and beautiful are as worthy of our admiration as the men with money enough to pay for them. Let us make our children strong to achieve these ideals and attitudes by welding them into the common opportunities for service that each day brings. Let the boy so passionate for justice deal out justice in helping in the running of the school. He will find a chance to give expression to the best in him in that service, perhaps as a traffic officer in

halls and corridors, or in looking out for younger children in the playground, while utilizing his growing civic consciousness by keeping his school neighborhood free from defacing litter. We are making all the children in our classrooms into our future citizens through their hourly experiences there. We can no longer wash our hands of responsibility by just assigning tasks and testing their accomplishments. Our boys and girls must take their own share of responsibility as members of the group in working out the problems and projects of their own education.

THE BEHAVIOR PROBLEM CHILD

OLIVE M. JONES

Principal Public School No. 120, New York City

IT HAS been my belief for many years that there is no problem confronting either the classroom teacher or the elementary school principal so important as the behavior problem. It is also my sad conviction that there is no other teaching problem concerning which it is so difficult to get a sympathetic hearing or any sincerity of interest. Both of these conclusions have been forced upon me by twenty years of service in the cause of the unfortunate lads known as the discipline cases of the elementary schools. Nevertheless, being an incurable optimist, I am again attempting to call this problem to the attention of school principals.

It is still true today, as it was in my own early teaching days, that more capable and desirable teachers, men and women both, are dismayed, then discouraged, and finally forever repelled from the profession of teaching by the difficulty of the behavior problem than by any other single cause. Yet volumes are written and speeches are made to "recruit" teachers at the same time that it has become pedagogically unfashionable to talk about the discipline problem. How many ardent young people have I seen answer to a noble call for service for the good of mankind and their country by making teaching their career, a call as genuine and as noble as any call to the service of God through the ministry, and then how many of them have I seen sorrowfully fail and drop out simply because of lack of instruction in "control of class" and lack of information concerning the type of child who disrupts "control"!

When I began to teach, power to "discipline" was a higher consideration in choosing a new teacher than ability to teach, and I taught school several terms before I began to be really a student of what, whom, or how I was teaching. The power to discipline was always mine, that had been proven in Sunday School before I began to teach in public school, but the real test came when I tried really to *teach*, rather than *interest* or "keep busy," the fifty-odd street lads of foreign extraction who made up my class. Just as today, the majority of them were well-intentioned and willing to learn, but then as now, there was the minority group of surly, disobedient, mal-adjusted, unwilling children who used up so much of my time and strength that the teaching of the others inevitably suffered.

Appeal for aid to principal or superintendent was then unthinkable, a last resort, a step to be taken only after some act had occurred of misbehavior so serious that one or the other would be sure to hear of it anyhow, and "I'd better get there first." Well do I remember the records kept of every boy reported to the principal by a teacher and how the records were given percentages which influenced her rating as a teacher, utterly without reference to the reason for the reporting and absolutely without effort to instruct her in methods of discipline or in comprehension of the problem of behavior.

I have often before told stories of some of those early experiences. I can never forget Patsy of the red hair, an imp incarnate, so full of devices for mischief and wrongdoing that he was an object of dread and terror to every teacher. Yet he was in my very first class, and I a girl of eighteen, and I did not dare to ask for help for fear that I would lose my place as teacher. (There was no need to recruit teachers then. Instead we had to seek the positions!) It was possibly fortunate that I was too young to have an exaggerated idea of dignity or respect, else I might never have won Patsy, as I did one day, when he attempted to upset the class by calling out a remark about the white streak in my hair and I replied, "You shut up about my white hair or I'll talk about your red hair and pull it too." Sore about his own hair and answered like an equal, he had a rude sense of fellow sympathy and never thereafter permitted any other boy to be disorderly, although he might himself, and did, give me many an unhappy hour.

It was Tony who brought me my knowledge of consequences of "reporting" a boy to the principal. He was incorrigibly late, truant, idle, thieving and violent, and his conduct in yards and halls precipitated innumerable *reproofs to me* from the principal and anxiety and fear which brought on an attack of nervous dyspepsia that nearly cost me my life. One day he sprang up suddenly during a quiet lesson, yelled: "My God! I brought the comb to school!" and was out of the classroom before I could move. I did not know then that "the" comb was the only one for a family of ten, most of them older than Tony and sure to punish him for its absence when they prepared for work.

But it was the last straw, and I went to the principal. Before I had said ten words, he took out a black muslin-covered blank book and said: "If you are unable to discipline your class, record the fact here." I had a high temper of my own and, forgetting respect and fear, I snatched the book from his hands, tore it to pieces, and threw it in his face. Then frightened at the probable consequences of my act, I ran away myself, like the boy. An older teacher followed me, coaxed me back, and somehow peace was made. The principal, dead long ago, was a good sort at heart and, I imagine, was not entirely unwilling to overlook disrespect in a girl as young as I was who was, moreover, a good disciplinarian in a very bad neighborhood. But I never asked for help again, and many a blunder did I make in handling young, troubled souls before I learned to recognize that their behavior is a problem separate and distinct from any other problem in school work.

While no teacher today has such reason to fear to seek help in dealing with her behavior problem cases, the situation has merely changed rather than improved. If the discipline of twenty-five years was too severe, unreasonable and unjust to both teacher and pupil, it was followed by a laxity in the name of self-expression and individual initiative which is just as injurious to teaching, to group action, to character, and to making young men and women willing and good teachers as the former condition was. Worse still, if permitted to continue, its inevitable result is the destruction of respect for law in the child and the development of insincerity in the teacher.

I remember being told as a child at some public exercise in school that we must not move our hands and heads "even if a fly comes on the end of your nose." A fly did come, and in my agony, I lost all thought of what else was happening so that I never knew it was my turn to "say my piece" until I was prompted, and then embarrassment choked all utterance. That was absurd and cruel, but a self-control may be trained by such discipline which is a greater help through life than the conduct illustrated in a recent boys' parade where ranks were broken, marching orders were disregarded, shoving and pushing and shouting were common, and the litter and filth of the line of march were indescribable.

The one means a cruel autocracy, the other means a disorganized rabble. Neither one is democracy, and both are equally enemies of American ideals and American freedom. And there is no true teaching possible under either condition.

I hope you will not think that I despair of our ever finding the solution of this behavior problem. On the contrary, I know that a few are on the right track and may have practical suggestions to offer very soon. But before we can believe or use their suggestions we must first know and state clearly the problem itself.

So far, I have tried to trace the behavior problem in school in its effect upon the teacher rather than in relation to the child or to the average adult. There are two other phases I desire to show before telling you about the efforts in progress to find the right solution.

Attempts to explain or to account for the behavior problem child have been as numerous as patent medicines. Almost every explanation pointed to some "cause," the "removal" of which was guaranteed to make the child "good" forever after. How many of these patent medicines for the behavior problem I have sought and used and paid for oh! so dearly! There was the theory that tonsils and adenoids caused physical disturbances which produced unhappy emotional reactions manifesting themselves in bad behavior. Then the teeth theory, the gland theory, the brain pressure idea, Freudian theories, and a lot more I've forgotten.

And when the physiological and pathological explanations and theories failed to end behavior problems, we began on neurological theories and "complexes" and "repressions" and other ideas too numerous to mention. And we follow one after the other of these theories very much as a hypochondriacal invalid buys medicines.

Do not mistake me. I am not discounting the valuable aid we have obtained from the study of each and every one of these ideas, but I am protesting first, against any thought of a panacea to be found in the removal of a cause without at the same time providing careful training to substitute new habits for old habits developed under the influence of the "cause," whatever it may be; and, second, against the acceptance of physiological or neurological or mental causes, or even sociological influences, as being fully explanatory of behavior problems.

As a matter of fact, the development and progress of these theories in relation to the behavior problem have really been of tremendous service, both in what they have effected in the way of improved physical and psychological care of children generally, and in the attention they have drawn to the behavior problem. The difficulty is not that any of these theories are wrong but that in accepting any one of them as the *cause* of behavior problem in any boy or girl, we thereupon *excuse* the behavior instead of removing the cause, training away the bad habits, and inculcating self-control and all the rest of the moralities, which are just as much things to be taught as academic studies and do not come any more accidentally or inferentially than they do.

The third relationship of the behavior problem to which I have referred is the point of view of the average adult, particularly, I regret to say, the average man. In the twenty-five years I have worked with delinquent boys, I have seen practically no change in the average man's point of view towards the troublesome boy, whether truant or disorderly and insubordinate or an actual law-breaker. The average man looks upon the youthful offender as comparable with an adult offender, expects the same degree of judgment, of appreciation of values, of time, of degrees of wrong-doing and of degrees of punishment. The only marked change for the better was in the introduction of children's courts and of the probation system, and the aims of both of these reforms have been threatened of late.

Children, especially delinquent children, have little power to anticipate the future or appreciate the fact that time lies ahead of them. They live in the present. They may remember the past, but it is difficult for them to deny or sacrifice present desires for the sake of something in the future, whether reward or punishment. It is hard for them to accept anything in the future as a probable certainty, and this is increased by the delinquent's tendency to "take a chance" and to "get away with it."

These three considerations, plus some others to be outlined in a later article, should make all principals recognize the importance of the new committee of the National Education Association called the Committee on the Behavior Problem Child. This committee is to work in coöperation with a similar committee to be appointed by the National Conference on Social Work.

ADJUSTING THE "MAL-ADJUSTED" GIRL

JESSIE B. COLBURN

Principal, Junior High School 96, Manhattan, New York City

THE PROBLEM of the child who, having reached the sixth school year has also, seemingly, reached the limit of academic achievement and whose immediate future is apparently bounded by the so-called "blind alley job" is familiar to us all, and various way of overcoming handicaps and helping the individual have been evolved in schools throughout the country. The city of New York has offered to its junior high schools the privilege of attempting a solution of the difficulty and has very wisely left the principals unhampered; they may or may not try the experiment, as they deem best for their individual schools and neighborhoods, although since considerable success has attended the efforts of those who have attempted the task, its extension is being encouraged and more and more schools are participating. As yet, no mandatory rulings have been issued, each one being left to work out the experiment as the local situation dictates, although a suggestive course of study in the academic subjects has been promulgated.

Four years ago I was sent to my present school to organize it into a junior high. I found a very large percentage of retardation and determined to try the experiment we have since been carrying on, with possibly considerable enough success to make a brief account of interest to others.

A group of forty girls ranging in age from thirteen to fifteen was selected from the fifth and sixth grades. They were, generally speaking, heavy and rather sullen, reconciled to failure, and simply marking time until they could legally leave school. We called in the mothers, explained to them and to the children what we hoped to do, obtained a promise that the girls would remain with us for two years and started in. We placed them in the junior high department where they would mingle with those of their own age and social maturity; they assembled with the others; in music, physical training, and cooking, they moved departmentally as did the rest of the junior highs. We worked out a simplified course in English, arithmetic, history, civics, and geography, correlating these subjects so far as was feasible with the handcraft work, and carrying them to a point which made it possible to register these girls as of seventh year grade when they had completed the "adjustment" course, so that they would be eligible for "working papers." The rest of their time we gave to advanced sewing, millinery, novelty work, industrial design. Along these lines, the drawing and sewing teachers worked in closest coöperation. For instance, a girl would make a filet design in the drawing class, she would take this design to the sewing teacher, crochet it and use it to ornament the garment she was making. Her interest in both subjects became keen. She soon saw that she could easily outdistance even the "rapid advancement" pupil in hand work. She regained her self respect and in a very few weeks the attitude toward school and school work changed fundamentally.

In the last two terms, we give these girls a course in typewriting and office practice. Not many are very successful, but we find some who can profitably train for office work. One shining example is a young girl of pleasing personality who was brought to me after she had, in despair of ever succeeding in school work, attempted to take her own life. We placed her in the adjustment group; she spent two happy years with us and is now justly proud of the fact that since completing the course, she has held for a year and a half a job in the office of the Girl Scout organization, and bids fair to continue in their employ and to advance steadily.

We find today that after two years of intensive training these results may be confidently predicated: In the usual school subjects the girls may honestly be enrolled as seventh year pupils. In handicrafts the majority, if given a few weeks training in trade extension classes, master the power machine and attain trade standards so that they can be placed in well paying jobs. A fair number make good in dressmaking or millinery shops with an excellent chance of advancing to the highly paid positions. A few show enough ability to do well in office positions. A large number succeed in the making of various types of commercially salable novelties. An occasional girl has shown real talent in industrial or costume design and has been started on a promising career. As yet, no girl has actually failed to make good in some line of work, although a few have been withdrawn because of poverty or removal.

Now and then we find a girl whose retardation has been due to some cause other than inability to study and she is shifted to the regular grades and given individual attention and help till she is well started toward graduation or the high school. A few girls have been found who were actual mental defectives. These we have placed in a class for those unfortunates.

One of our proudest boasts—perhaps the thing which means the most to us in all this work—is the character development which is evidenced so clearly in our girls. The classes are now open to the schools of two districts, and naturally in a group of this sort we get all types of behavior problems. In the first term and to a lesser degree in the second, the disciplinary questions are many and trying; by the time the third and fourth terms are reached hardly a behavior question arises. Our school motto is "Self Control and Service" and we give promotional credit to the adjustment girls for marked growth in these lines. The results have been truly gratifying.

The advantage of placing retarded girls in the junior high school is threefold:

- (1) They are withdrawn from the younger group to the advantage of the little ones and their own satisfaction and happiness.
- (2) They are placed in a social environment suited to their age and physiological development.
- (3) The equipment of the junior high makes it possible to give them a training in hand work for which they are admirably fitted and through which they taste success and develop self confidence and self respect.

The devotion of those teachers who have helped to work out the experiment and the marvelous team work of the handcraft teachers have made possible such success as we have attained. We believe we are on the right track and hope that future extensions and modifications of the course may make for better and better results. Our basic aims are to cultivate such originality as may be latent in our girls, to train them to economic efficiency, and to develop womanly character and good citizenship.

AN EXPERIMENTAL STUDY OF CHILDREN'S READING PART III

FRANK M. RICH

Principal, School No. 2, Paterson, New Jersey

THE FIRST part of this study of children's reading, published in the January *Bulletin*, described an experiment by a group of Paterson principals and teachers for the purpose of testing, with large numbers of children, the relative popularity of many hundred titles catalogued in various lists of best juvenile literature, compiled by library bureaus, departments of education, etc. The second instalment, published in the April *Bulletin*, gave an annotated list of selected books for the first three grades based upon these studies. This third section now carries the list through three grades more, to the junior high school, where the work is still in the experimental stages.

While the leading object of the experiment has been to apply a pragmatic test of attractiveness of various books and authors, and to give preference to books that have won the highest favor of the children themselves, as shown by the reports of borrowers and their request for more material of the same sort, other considerations besides popularity have also guided the selection of the ideal three-foot shelf of books for each grade.

To make the classroom libraries as useful as possible, authors, however popular, have been restricted to one representative book. Only a reasonable number of books of any one type are included, so as to leave room for samples of other good types that pupils cannot afford to miss. Each class collection includes a book of plays, an anthology of poetry, a collection of games, handicraft, or something else useful to do, a few of the most pleasing animal or nature books, a few books having a historical or geographical background, correlating with the usual grading of topics in these studies, and a fair representation of different styles in fiction—all winning books in their class, but not necessarily winners in unrestricted competition.

In the annotations mention is made of other books by the same author that pupils of the grade can read with pleasure, and if these are made available in the general school or public library, the classroom loans will lead out to a wide range of excellent reading.

In the lists below, publishers have New York offices, unless otherwise noted.

A LIST OF WINNING FOURTH GRADE BOOKS

COMPILED BY FRANK M. RICH, PRINCIPAL, SCHOOL 2, AND MARTHA VENABLES,
TEACHER IN SCHOOL 19, PATERSON, NEW JERSEY

Andrews' Seven Little Sisters—Charming descriptions of child life in distant countries, by one of the supreme teachers of sixty years ago. Cloth, 121 pp., ill., \$.64, Ginn. Other good stories by the same author: "Each and All" (Ginn and Lothrop, Lee and Shepard, Boston), "Ten Boys," "Stories Mother Nature Told," "Four Friends" (Ginn).

Aspinwall's Short Stories for Short People—Highly amusing group of modern fairy tales. Cloth, 254 pp., ill., \$.20. Uniform with: "Can You Believe Me?" and "Listen to Me Stories." Dutton.

Barrie and Perkins' Peter Pan—Famous stage success in story form. Like all the author's work, has an individual touch like no other's. One of the great books that children love. Cloth, 88 pp., ill., \$.92, Silver Burdett. Other good editions by Scribner's, and Macmillan.

Bates' Once Upon a Time—Magnificently pictured edition of old-time fairy tales, by distinguished author and editor. Cloth, 128 pp., ill., \$.20, Rand, McNally.

Beard's Jolly Book of Playcraft—Unique game apparatus made from everyday materials. Other fine books. "Funcraft," "Boxcraft," and some jolly stories. Cloth, 227 pp., ill., \$.20, Stokes.

Blaisdell and Ball's Log Cabin Days—A good beginning for a very readable and popular series: "American History for Little Folks," "American History Story Book," "Heroic Deeds of American Sailors," etc. Cloth, 133 pp., ill., \$1.20, Little, Brown, Boston.

Brett's A Merry Scout—Happy, wholesome tales that appeal to the best instincts of child nature. "Circus Day" also good. Boards, 64 pp., well illus., \$.75, Rand, McNally.

Brown's The Lonesomest Doll—Porter's little daughter finds her father's keys to the palace and starts the lonely little queen and the lonesomest doll on a series of lively adventures. Cloth, 76 pp., ill., \$1.50, Houghton Mifflin. Long series of excellent stories and poems: "Flower Princess," "Pocketful of Posies," "In the Days of the Giants," etc.

Browne's Granny's Wonderful Chair—Beautiful, old-fashioned fairy tales, wholly satisfying and delightful. Cloth, 280 pp., ill., \$.80, Dutton. Another edition by Heath.

Bryson's Tan and Teckle—A charming story of two little field mice and their neighbors in wood and stream. A strikingly human account based on fact. Cloth, 238 pp., ill., \$1.25, Revell. "Woodsy Neighbors," good.

Burgess' Blacky the Crow—A surpassing animal story by the man who made bedtime famous. Cloth, 206 pp., ill., \$1.50, Little, Brown, Boston. Several long series: "Old Mother West Wind," "Bedtime" (Adventures of . . .), "Green Meadow," "Wishing Stone" (Tommy), "Green Forest," etc. (L. B. and Co.) "Boy Scout Series" a little older (Penn, Phila.)

Chadwick and Lamprey's—The Alo Man—Stories from the Congo—The everyday experiences of the Congo villager, interwoven with folk tales of the traveling storyteller. Series that make geography a living subject. Boards, 170 pp., ill., \$1.00, World Book Co., Yonkers. Chadwick's "America's Story" (Heath), "Legends of the Red Children" and "Stories of Colonial Children" (Cornhill Pub. Co., Boston), and Lamprey's "Days of the Colonists" and "Days of the Discoverers" (Stokes) are easy and interesting.

Cox's The Brownies, Their Book—Famous verses and pictures of harmless pranks and helpful deeds of amusing sprites created by Palmer Cox many years ago. Cloth, 143 large pp., elaborately ill., \$1.75, Century Co. Eight more in series.

Craik's (Mulock's) and Washburn's Adventures of a Brownie—Delightful record of a goblin who lived under a lump of coal in the cellar and played pranks on

people who needed a lesson. Cloth, 153 pp., ill., \$.60, Rand, McNally. Other editions by Lippincott, Harper, etc. Read "Little Lame Prince" also.

Daulton's Uncle Davy's Children—Wholly fascinating story for nine-year-olds, with lonely orphan, sudden good fortune and other racy, but adored, situations. Cloth, 105 pp., ill., \$.80, Macmillan. In another field, "Wings and Stings" (Rand, McNally) also good.

Diaz's Polly Cologne—Probably the most fascinating doll story ever written. An immense favorite in spite of fine print and ancient make-up. Cloth, 192 pp., ill., \$1.50, Lothrop, Lee and Shepard, Boston. "William Henry Letters" is another winner.

Duncan's When Mother Lets Us Garden—Simplest of garden books, with jingles to help the memorizing of important directions. The useful "Mother Lets Us" series furnishes small folks with a practical program of achievement projects. Cloth, 111 pp., ill., Dodd, Mead. "Mary's Garden" (Century) is another gem by the same author.

Edgar's A Treasury of Verse for Little Children—Ideal collection. Exquisite introduction to over half a hundred of the best poets of childhood. Cloth, 256 pp., beautifully ill., \$.25. Macmillan.

Farmer's Boy and Girl Heroes—Memorable events in the youth of Elizabeth, Alfred, Arthur, David and other famous characters, well presented. Cloth, 137 pp., ill., \$.80, Macmillan. Just as good: "Nature Myths of Many Lands" (Am. Book Co.).

Field's The Eugene Field Book—A volume specially compiled to give a happy introduction to the poems, stories, and letters of this loving, whimsical, charming writer of childhood. Cloth, 136 pp., ill., \$.72, Scribner's. There are many other favorite volumes, including "Lullaby Land" and "With Trumpet and Drum."

Frentz's Uncle Zeb and His Friends—Fine collection of stories about interesting things worth looking for and thinking about. Cloth, 224 pp., ill., Atlantic Monthly Press, Boston.

Fyleman's Rainbow Cat—A feast of gay and amusing fairy tales by the author of "Fairies and Chimneys" and other modern favorites. Cloth, 117 pp., beautifully ill., \$1.25, Doran.

Grimm's Animal Stories—An attractive edition of the most fascinating stories in the whole realm of fairy lore. Cloth, 95 pp., ill., \$3.00, Duffield. Other editions by Dutton, Macmillan, Houghton Mifflin and many other publishers.

Hunt's About Harriet—Simple, pleasing story of a little girl's good times in the city. Same pupils will like "Little House in the Woods," and "Peggy's Playhouses." Boards, 152 pp., ill., \$2.00, Houghton Mifflin.

Johnson's Polly and the Wishing Ring—Pleasant little girl's story of a magic ring. Cloth, 123 pp., ill., \$.80, Macmillan.

Junior Home the Something-To-Do Magazine—One of the great magazines for children, with articles in each number simple enough for the youngest readers to enjoy. Edited by M. V. O'Shea. 48 large pp., elaborately illustrated, D. C. Kreidler Co., Chicago.

Lansing's Fairy Tales, Vols. 1 and 2—Old favorite stories retold in the clearest and simplest language. Series includes "Quaint Old Stories," "Life in the Greenwood," "Page, Esquire and Knight." Cloth, 179 and 180 pp., ill., Ginn and Co. James Baldwin's books (American Book Co.) are similar.

Miller's First Book of Birds—One of the most readable and interesting of bird books. Cloth, 143 pp., ill., \$.92, Houghton Mifflin. Many other favorites, both nature books and stories, as "Little Folks in Feathers and Fur," "Nimpo's Troubles" (Dutton), "Our Home Pets" (Harper), "Kristy" stories (Houghton Mifflin).

Paine's Arkansas Bear—Strange, humorous adventures of a boy and a remarkable bear. Cloth, 253 pp., ill., \$1.50, Altamus, Phila. Many others: "Hollow Tree Series" (Harper).

Perrault's Fairy Tales—Attractive edition of the immortal author of "Puss-in-Boots," "Cinderella," "Bluebeard," etc. Tilney edition, cloth, 150 pp., attractively ill., \$1.00, Dutton. Another easy edition by Heath.

Pyle's Nancy Rutledge—A particularly pleasant and happy story, by a famous writer of good books for little girls: "Careless Jane," "Fairy Tales," etc. (Dutton), "Christmas Angel," etc. (Little, Brown, Boston), "Six Little Ducklings," "Two Little Mice," etc. (Dodd, Mead). Cloth, 206 pp., ill. by the author, \$1.65, Little, Brown and Co., Boston.

Robinson's Little Lucia—Winsome story of a little invalid's six weeks out of doors. "Little Lucia and Her Puppy" is a sequel. Cloth, 114 pp., ill., \$1.50, Dutton.

Schwartz's Grasshopper Green's Garden—Distinctive nature book by very successful writer of informational children's books: "Wilderness Babies," "Wonderful Little Lives" (Little, Brown), "Little Star Gazers" (Stokes), "A Friend Indeed" (Macmillan), "Five Little Strangers" (American Book Co.). Cloth, 209 pp., ill., \$.80, Little, Brown, Boston.

Scudder's Book of Legends—Excellent collection of classic stories, retold by a famous expert. Also "Fables," "Children's Book." Cloth, 144 pp., \$.44, Houghton Mifflin.

Smith's Story of Pocahontas and Captain John Smith—Wonderful book of big, full-page, multicolor pictures by the author. Others similar in make-up: "The Farm Book," "Railroad," "Seashore," etc. (Houghton, Mifflin), "Circus" (Stokes), "Chicken World," etc. (Putnams). Boards, 52 pp., magnificently ill., \$3.00, Houghton, Mifflin.

Smith's Children of the Lighthouse—Charming story of two children on a lonely island. Some gripping situations. Cloth, 102 pp., ill., \$1.50, Houghton, Mifflin. Other popular books of prose and verse: "Boys and Girls of Bookland" (Cosmopolitan Book Corp.), "Old, Old Tales" (Doubleday, Page), "Action Poems and Plays" (Crowell), "Three Little Marys," "Posy Ring," etc. (Houghton, Mifflin).

Stapp and Cameron's Fairy Grotto Plays—A group of imaginative little fairy plays, pleasant to read and practical to act. Cloth, 149 pp., ill., \$1.25, Houghton, Mifflin.

Williston's Japanese Fairy Tales—Charming glimpse of child literature from the orient, with delicate Japanese pictures. Cloth, 82 pp., beautifully ill., \$.90, Rand, McNally. Also a second series of same title and "Hindu Fairy Tales."

Williams' Velveteen Rabbit—Appealing, distinctive story of a toy rabbit. Grown-ups, sharing the book, will relish beautiful message between the lines. Boards, 20 pp., ill., \$2.00, Doran.

Wilson and Driggs' White Indian Boy—The Story of Uncle Nick among the Shoshones—A supremely fascinating story of a white boy's actual experiences as a member of the tribe. Typical of whole "Pioneer Life Series." Cloth, 222 pp., ill., \$1.20. World Book Co., Yonkers.

A LIST OF WINNING FIFTH GRADE BOOKS

COMPILED BY FRANK M. RICH, PRINCIPAL, SCHOOL 2, LUCIE M. DEAN AND ELIZABETH M. SAMPSON, TEACHERS IN SCHOOL 19, PATERSON, NEW JERSEY

Allen's Joe, the Circus Boy and Rosemary—A highly entertaining story, beginning long series. Cloth, 202 pp., ill., \$1.50, Page Co., Boston. "Children of the Palm Lands" (Educa. Pub. Co.). Is very good.

Andersen's Fairy Tales—Product of the celebrated Danish poet and fabulist who ranks as an immortal among writers for children. Stickney edition, 2 vols., cloth, 300 and 368 pp., ill., \$.60 and \$.64, Ginn and Co.; other excellent editions by Dutton, Harper, Houghton, Macmillan, Stokes, Nelson, Doran, Altemus, Lippincott, and others.

Arabian Nights Entertainment—Tales that have lived for a thousand years and still remain among the most fascinating to be found. Lane edition, cloth, 364 pp.,

ill., \$.68, Ginn and Co. Other good editions by Dutton, Ed. Pub. Co., Doran, Longmans, Harper, Scribner, etc.

Bailey's Boys and Girls of Colonial Days—Admirable presentation of early life from a child's standpoint. Cloth, 160 pp., ill., \$.75, Flanagan, Chicago. Other good books for the grade: "Broad Stripes," "Torch of Courage," and "Hero Stories" (Bradley), "What to Do for Uncle Sam" (Flanagan, Chi.).

Baylor's Juan and Juanita—Vivid and exciting picture of Mexican and Indian life in the adventures of two children captured and carried off to distant mountains. Cloth, 276 pp., ill., \$2.50, Houghton, Mifflin.

Benton's Little Housekeeping Book for a Little Girl—On Saturday mornings, Margaret learns the fun of cooking. Typical of the "Ideal Series for Girls." Cloth, 170 pp., \$1.10, Page Co., Boston.

Bidpai's The Tortoise and the Geese—Ancient fables of India, somewhat like those of Æsop, retold by Maude B. Dutton, author of "In Field and Pasture" and "Little Stories of France" (American Book Co.). Cloth, 125 pp., ill., \$1.25, Houghton, Mifflin.

Bird and Starling's Historical Plays for Children—Fine collection of well made plays about famous characters, equally adapted for reading or for the occasional entertainment. Cloth, 270 pp., ill., \$.80, Macmillan.

Burnett's A Little Princess—The story of Sarah Crewe, one of the most appealing characters in child literature, by the author of "The Land of the Blue Flower" and "The Good Wolf" (Dodd, Mead), "The Spring Cleaning" and "Little Lord Fauntleroy" (Century). Cloth, 266 pp., well ill., \$2.50, Scribner.

Canfield's What Shall We Do Now?—A splendid cyclopedia of occupations, games and pastimes. Very unique. Cloth, 419 pp., ill., \$2.00, Stokes. Favorite story by the same author—"Understood Betsy" (Holt).

Cobb's Arlo—A child's novel, delightfully entertaining. Also "Clematis." Cloth, 206 pp., ill., \$1.75, Putnam. Gifted authors have also given us "Anita" (Lothrop, Lee, and Shepard, Boston), and "Who Knows?" (Arlo. Pub. Co., Newton, Upper Falls, Mass.)

Collodi's Pinocchio, the Adventures of a Marionette—Best known and loved of all Italian fairy stories. Full of quaint humor and whimsical extravagance. Cramp's edition, cloth, 212 pp., ill., \$.64, Ginn. Other good editions by Dutton, Lippincott, Harper, etc.

Colum's At the Gateways of the Day—Tales and legends of Hawaii, by an expert in myths and folklore. Cloth, ill., 217 pp., \$2.50, Yale Univ. Press, New Haven. Others suitable for the grade, "Children Who Followed the Piper," "Boy Apprenticed to an Enchanter," and "Girl Who Sat by the Ashes" (Macmillan), "Boy in Eirinn" (Dutton).

Child Life, the Children's Own Magazine—Popular magazine well suited for the grade. Knipe, Sandburg, Colum, Beard and other writers we already know. Sixty-four large pages, big print, well ill., \$3.00 a year, Rand, McNally and Co.

Evans' America First—An exceptionally good rendering of dramatic incidents and interesting details of American history. Very popular. Read "Old Time Tales" and "Heroes of Israel" also. Cloth, 447 pp., ill., \$2.50, Milton Bradley.

Jackson's Boy's Life of Booker T. Washington—Absorbing account of the struggles and successes of the great negro leader. Cloth, 147 pp., \$1.25, Macmillan.

Lang's Blue Fairy Book, Vols. 1 and 2—One of the best and fullest editions of well-known fairy stories. Cloth, 281 pp., \$1.50 each, Longmans, Green. Long series—"Red," "Green," etc., "Book of Romance," etc.

Lange's Good Times in the Woods—Authentic camp lore, and well-drawn picture of outdoor life. Cloth, 223 pp., ill., \$.64, Newson.

Long's Little Brother to the Bear—A fascinating stock of animal stories. Many others equally good: "Ways of Wood Folk," "Wilderness Ways," "Secrets of the Woods" (Ginn), and "How Animals Talk" (Harper). Cloth, 178 pp., ill., \$.68, Ginn.

Macdonald's The Princess and Curdie—An unusually beautiful fairy tale by a famous author of many more: "At the Back of the North Wind" (Dutton, McKay, Phil., Lippincott, Phila.), "Princess and the Goblin," etc. Lewis edition, 126 pp., ill., \$.75, Lippincott, Phila.

MacManus' Donegal Fairy Stories—Delightfully humorous tales of old Ireland, supremely amusing and delicious. "In Chimney Corners" is uniform. Cloth, 256 pp., ill., \$.75, Doubleday, Page.

Maeterlinck's Bluebird for Children—Like "Peter Pan," it is a retelling of a famous play of unusual charm and originality. Perkins edition. Cloth, 162 pp., ill., \$.92, Silver Burdett. Another good edition by Dodd, Mead.

Major's Uncle Tom Andy Bill—A rattling good story of bears and Indians. "Bears of Blue River," about as good. Cloth, 344 pp., \$1.50 (also in \$.75 edition), Macmillan.

Meigs' Kingdom of the Winding Road—Beautiful story of a mysterious lame beggar, by a writer whose books all have unusual atmosphere and charm, as "The New Moon," "Steadfast Princess," and others somewhat older. Cloth, 238 pp., ill., \$1.75, Macmillan.

Page's Two Little Confederates—Finely written story of two small boys on a Virginia plantation during the Civil War. Same quick incident and real heroism in "A Captured Santa Claus," and "Among the Camps." Cloth, 169 pp., ill., \$1.75, Scribner.

Patch's Hexapod Stories—Twelve beautifully told stories of insects. "Bird Stories," uniform. Cloth, 179 pp., ill., \$.75, Atlantic Monthly, Boston.

Pritchard and Turkington's Stories of Thrift for Young Americans—Little, practical things of everyday life made absorbing. Cloth, 222 pp., ill., \$.72, Scribner.

Pumphrey's Stories of the Pilgrims—Detailed story of the Pilgrims' great adventure. Model supplementary history reading. Cloth, 256 pp., ill., \$.75, Rand, McNally.

Pyle's Merry Adventures of Robin Hood—A condensed story of the bold, fair and courteous Robin. Sample of the masterly writer and illustrator of "Pepper and Salt," "Twilight Land," "Wonder Clock" (Harper), "Garden Behind the Moon," "Otto of the Silver Hand" (Scribner), and many older books. Cloth, 176 pp., ill., \$.76, Scribner. Other Robin Hood stories by Winston, Phila., Rand, McNally, McKay, Phil., Jacobs, Phil., Putnams, and others.

Rankin's Dandelion Cottage—A capital story of the amusements and queer experiences of four young girls who set up housekeeping in an old cottage. "The Adopting of Rosa Marie" is a sequel. Cloth, 312 pp., ill., \$1.50. Other good books for older girls.

Raspe and Martin's The Children's Munchausen—Hilarious adventures of the illustrious baron whose name is synonymous with colossal fibbing. Cloth, 185 pp., beautifully illustrated, \$2.25, Houghton, Mifflin. Another edition by Heath. Houghton, Mifflin and Dodd, Mead publish other fine books by John Martin.

Riley's Rhymes of Childhood—Not many volumes so rich and deep with humor, pathos and beauty. "Book of Joyous Children," another favorite among many titles. Cloth, 216 pp., ill., \$2.00, Bobbs-Merrill, Indianapolis.

Schultz's Sinopah, the Indian Boy—Simple tale of Indian boy's life by a famous author, frontiersman and fighter. Long list of favorites. Cloth, 155 pp., ill., \$1.00, Houghton, Mifflin.

Smith's Jolly Good Times at School—Sharply drawn story of good times in rustic New England. One of a simple, wholesome, delightful series, including "Jolly Good Times," "At Hackmatack," "To-Day," etc. Cloth, 281 pp., ill., \$1.75, Little, Brown and Co., Boston.

Spyri's Moni, the Goat Boy—A juvenile classic of surpassing freshness and charm. Long series of beautiful Alpine stories: "Little Curly-Head," "Little Miss Grasshopper," "Toni," "The Rose Child" (Crowell Co.), "Heidi" (Dutton, Winston, Ginn, McKay, Lippincott, etc.), and others. Kunz edition, 211 pp., ill., \$.64, Ginn.

Stefansson and Irwin's Kak, the Copper Eskimo—Absorbing, vivid account of Eskimo land, by one of our greatest living explorers. "Hunters of the Great North" (Harcourt, Brace), another wonderful book. Cloth, 253 pp., ill., Macmillan.

Tappan's Letters from Colonial Children—Life in the colonies as seen through a child's eyes. Other good books: "House with the Silver Door," "Old Ballads in Prose," "American Hero Stories," "Farmer and His Friends," etc. (Houghton, Mifflin), "In the Days of Queen Elizabeth," etc. (Lothrop, Lee, Boston). Cloth, 319 pp., \$1.35, Houghton, Mifflin.

White's Magic Forest—Fascinating story of delicate little Jimmie Ferris, who walked off a Pullman in his sleep and was left alone in the heart of the Canadian forest. "Adventures of Bobby Orde" (Doubleday, Page), good; many more for older pupils. Cloth, 146 pp., ill., Macmillan, \$1.24. Cheaper edition by Grosset and Dunlop.

Whiteley's The Story of Opal—An extraordinary diary of a little six-year-old orphan girl of the lumber camps, having a naïveté and poetic charm, unmatched in its appeal to both young and old. Boards, 284 pp., ill., \$2.00, Atlantic Monthly, Boston.

Wiggin and Smith's Posy Ring—Excellent collection of favorite poems. Other collections of verse and stories: "Golden Numbers," "Talking Beasts," "Magic Casements," "Tales of Laughter," "Tales of Wonder" (Doubleday, Page). Cloth, 283 pp., Doubleday, Page. School edition, \$1.00, Houghton, Mifflin.

A LIST OF WINNING SIXTH GRADE BOOKS

COMPILED BY FRANK M. RICH, PRINCIPAL, SCHOOL 2, ISABELLE BRIND, TEACHER IN SCHOOL 19, AND MARIE KORT, TEACHER IN SCHOOL 4, PATERSON, NEW JERSEY

Amici's Heart (Cuore)—Poetic, beautiful diary of a young Italian school boy; judged by many as one of the best boy's books ever written. Hapgood edition, 350 pp., ill., \$2.50; popular edition, \$1.35, Crowell. Other editions by Rand, McNally, Flanagan (Chicago).

Bostock's Training of Wild Animals—Noted lion tamer tells of perils of trapping and training wild beasts for the menagerie. Cloth, 256 pp., ill., \$1.75, Century.

Carroll's Alice's Adventures in Wonderland and Through the Looking Glass—A great classic; unmatched for play of fancy and amusing diction. Cloth, 244 pp., ill., \$1.75, Macmillan. Other editions by Dodge, Stokes, Harper, Grosset and Dunlop, Educa. Pub. Co., Lippincott, Phila., McKay, Phila., etc.

Carter's Bob Hanson, Tenderfoot—Opening volume in a long list of excellent scout stories. "Patriot Lad" series are popular. Cloth, 223 pp., ill., \$1.50, Penn Pub., Phila.

Church's Stories of the Old World—The immortal stories of Homer and Virgil interpreted by a master writer. Cloth, 437 pp., ill., \$.60, Ginn. Also "Odyssey for Boys and Girls" (Macmillan).

Dodge's Hans Brinker or The Silver Skates—Story of Dutch life; one of the most popular ever written; author a famous editor of St. Nicholas magazine. Lowe edition, cloth, 355 pp., ill., \$.68, Ginn. Other editions by Scribner, Century, McKay, Grosset and Dunlop, etc. Read also "Donald and Dorothy" and "Land of Pluck" (Century).

Duncan's Adventures of Billy Topsail—Representative of a rousing series portraying Newfoundland life and adventure. Companion volume: "Billy Topsail, M. D." Cloth, 331 pp., ill., \$1.75, Revell. Cheaper edition by Grosset and Dunlop.

Edgeworth's Tales from Maria Edgeworth—Direct, animated, old-fashioned stories, full of dramatic incidents, featuring thrift, honesty and manliness. Best of their kind for over a hundred and twenty-five years. Cloth, 412 pp., \$2.50, Stokes. Other editions under different titles: "Parent's Assistant" (Dutton), "Waste Not, Want Not" (American Book Co.).

Eggleston's Hoosier School Boy—Favorite account of old school days in Indiana, seventy-five years ago. Cloth, 132 pp., ill., \$.72, Scribner. Others of special note: "Queer Stories" (Scribner), "Stories of American Life and Adventure" (Amer. Book Co.).

Fabre's Story-Book of Science—Superb presentation of a variety of interesting topics by a world famous scientist. Cloth, 400 pp., ill., \$.50, Century. Other books suitable for the grade: "Field, Forest and Farm" (Century), "Insect Adventures" (Dodd, Mead and World Book Co., Yonkers), "Book of Insects" (Dodd, Mead).

Firdusi's Story of Rustem and Other Persian Hero Tales—Thrilling stories of fighting and adventure in a far distant land and age, retold by Renninger. Cloth, 361 pp., ill., \$1.75, Scribner.

France's Honey Bee—One of the loveliest of fairy tales by the great French writer. Lane edition, cloth, 172 pp., ill., \$.50, Dodd, Mead. Other editions by Dutton. Other favorites: "Girls and Boys," "Our Children" (Duffield).

Hall's Boy Craftsman—Practical and profitable book of construction projects, ranging from a cork chair to a log cabin. Fine series for both girls and boys. Cloth, 393 pp., ill., \$.50, Lothrop, Lee and Shepard, Boston.

Harris' Uncle Remus, His Songs and His Sayings—Unique, humorous plantation folklore, ideal for the home circle. Cloth, 265 pp., ill., \$.20, Appleton. Continue with: "Uncle Remus and the Little Boy" (Small, Maynard), "Daddy Jake" (Century), "Nights with Uncle Remus," "Uncle Remus and His Friends" (Houghton, Mifflin).

Haskell's Katrinka—Unusual and fascinating story of a little dancer of old Russia. Cloth, 325 pp., ill., \$.20, Dutton. "O-Heart-San, a Story of a Japanese Girl," also good (Page, Boston).

Hillyer's Child's History of the World—Brisk, clear, brilliant presentation of great characters and events in terms of children's appreciation. Cloth, 480 pp., ill., \$.50, Century Co.

Homer's Odysseus Hero of Ithaca—Great Greek masterpiece delightfully interpreted by Mary E. Burt, editor of "Herakles," "Don Quixote," etc. (Scribner), "Poems Every Child Should Know" (Grosset and Dunlop). Cloth, 223 pp., \$.84, Scribner. Other good editions by Church (Macmillan), Clarke (Am. Book Co.), Perry (Macmillan), Colum (Macmillan).

Hudson's Little Boy Lost—Exquisite story of the South American plains, by the genius who gave us "Far Away and Long Ago" (Dutton), and many other titles worth knowing. Cloth, 187 pp., ill., \$.20, Knopf.

Jacobs' Indian Fairy Tales—Like others of the series, English, Celtic, etc., good selections, well told and based upon painstaking research. Cloth, 311 pp., ill., \$1.75, Putnam's.

Lofting's Story of Dr. Doolittle—Amazing adventures of an animal doctor, which furnish a delicious revel in droll humor. "Voyages of Dr. Doolittle" comes next in a rapidly growing series. Cloth, 180 pp., unique ill. by the author, \$.20, Stokes.

Knapp's The Boy and the Baron—A gripping tale of feudal times in Germany. Cloth, 210 pp., \$1.75, Century.

Lagerlof's Wonderful Adventures of Nils—A Swedish classic by the first woman to receive the Nobel prize for literature. "Further Adventures of Nils" follows. Cloth, 430 pp., ill., \$1.75, Doubleday, Page.

Lanprey's In the Days of the Guild—Interesting narrative of medieval England, by the author of many celebrated history stories: "Days of the Colonists," "Days of the Discoverers," etc. (Stokes), "Children of Ancient Britain," "Children of Ancient Rome" (Little, Brown, Boston). Cloth, 291 pp., ill., \$.50, Stokes.

Lucas' Anne's Terrible Good Nature—Amusing stories of English children, very well written. By the same author: "The Slowcoach" (Macmillan), "Book of Verses" (Holt), "Four and Twenty Toilers" (McDevitt-Wilson). Cloth, 261 pp., ill., \$.50, Macmillan.

Marshall's An Island Story—A large story-book history, with not a dull line. Series includes "Empire Story," "Scotland's Story," etc. Cloth, 547 pp., beautifully ill., \$5.00. Stokes. Another edition by Nelson. Also "Beowulf," "Guy of Warwick," "William Tell," etc. (Dutton).

Mukerji's Hari, the Jungle Lad—An intense, vivid story of the Indian wilds, full of brilliant color and action. Cloth, 220 pp., ill., \$2.00, Dutton. Uniform with "Kari, the Elephant" and "Jungle Beasts and Men."

Murai's Kibun Daizin—Admirable Japanese story of a spirited lad's rise from poverty to wealth and honor. Cloth, 175 pp., ill., \$1.75, Century.

Richards' Captain January—A charming idyl of New England coast life. Here are a few from many other winners arranged in order of difficulty: "Joyous Story of Toto" (Little, Brown), "Quicksilver Sue" (Page), "Big Brother Play Book" (Little, Brown), "When I Was Your Age" (Page). Many older. Cloth, 78 pp., ill., \$.90, Page, Boston.

Rice's Mrs. Wiggs of the Cabbage Patch—Great popular favorite; brimful of humor, life, and the famous Wiggs philosophy. "Lovey Mary" a good second. Cloth, 153 pp., \$1.25, Century.

Seton's Wild Animals I Have Known—One of the most popular of all animal stories. Cloth, 259 pp., ill. by the author, \$2.50, Scribner. Selections called "Lobo, Rag and Vixen," \$.72. Cheap edition by Grosset and Dunlop. Other favorites: "Lives of the Hunted" (Scribner), "Wild Animals at Home" (Doubleday, Page and Grosset and Dunlop), "Biography of a Grizzly" (Century), etc.

Sewell's Black Beauty—A gem of humane literature; the "Uncle Tom's Cabin" of the horse. Cloth, 326 pp., ill., \$3.26, Dutton. Many cheaper editions by Jacobs, Phila., Lothrop, Lee, Boston, Dodd, Mead, Flanagan, Chicago, Grosset and Dunlop, etc.

Sidney's Five Little Peppers—Happy story of five lively boys and girls reflecting a beautiful spirit in a humble home. Popular series. Cloth, 427 pp., ill., \$1.75, Lothrop, Lee, Boston.

Smedley's Tales from Timbucktu—Strange, rare wonder-stories of remote lands. Cloth, 180 pp., ill., \$3.00 Harcourt, Brace.

Stevenson's Home Book of Verse for Young Folks—An ideal collection. Cloth, 508 pp., \$2.75, Holt. Readers will be interested in "Tommy Remington's Battle" (Century and Grosset), "Poems of American History" (Houghton, Mifflin).

Wade's Pilgrims of To-Day—Biographical sketches of famous immigrants by the author of a score of well-known "Little Cousin" books (Page, Boston), and an excellent biographical series: "Wonder-Workers," "Light-Bringers," etc. (Little, Brown). Cloth, 253 pp., ill., \$1.65, Little, Brown and Co., Boston.

Wyss' Swiss Family Robinson—Story of a shipwrecked family; one of the great books for children. Stickney edition, 417 pp., ill., \$.72, Ginn. Other editions by Jacobs, Harper, Dutton, Doran, Grosset, Rand, McNally, etc.

White's An Only Child—Delightful girl's story by the author of many more: "A Borrowed Sister," "A Little Girl of Long Ago," "Peggy," "Ednah," "The Enchanted Mountain," "Strange Year," "Blue Aunt," etc. Cloth, 167 pp., ill., \$1.65, Houghton, Mifflin.

The Youth's Companion—A weekly magazine of the highest possible ethical, artistic and literary standards. A continual feast of good things for every reader in the family. 16 large pp., finely ill., \$2.50 per year, Perry, Mason Co., Boston.

Zwilmeyer and Poulsson's What Happened to Inger Johanne—Lively, humorous story of a little Norwegian girl. Cloth, 283 pp., ill., \$1.75, Lothrop, Lee, Boston. By the same author and translator: "Four Cousins" (Lothrop, Lee), and "Johnny Blossom" (Pilgrim Press, Boston).

THE WORK OF THE ELEMENTARY SCHOOL PRINCIPAL

R. L. WEST

Director, Elementary Education, Trenton, New Jersey

MANY ELEMENTARY principals express concern that the elementary principalship will not be given proper recognition in the entire school system. They feel that the elementary principals should assert themselves in order that their prerogatives and rights may not be absorbed by other parts of the organization. It appears to me that the chief item of concern today is not whether elementary principals shall receive proper recognition but whether elementary principals are big enough to measure up to the responsibilities of the position that has been thrust upon them. The present status of the elementary principalship with the various responsibilities involved has come about so rapidly that the average elementary principal is not prepared to assume these responsibilities. There have been several forces that have brought about the present situation which is creating the challenge to elementary principals suggested above.

In the first place the building of large schools which accommodate one thousand pupils or more is a rather recent development in the elementary school field. The former organization in many cities even of moderate size consisted of rather small neighborhood schools. Very often these schools consisted of from six to twelve rooms so that there was no possibility for the principalship in such a school to be developed as a large undertaking. As it became evident that some direction and supervision was necessary a "head teacher" was often appointed. Usually this teacher taught all day and in addition to her teaching took care of the statistical and certain disciplinary problems of the building. The supervision of classroom teaching, of janitors and the management of other features of the school were either not done at all or done through representatives of the superintendent's office. Even when the principal did not teach all of the time, the functions of the position were not enlarged to any degree beyond those of a principal who took care of statistics, discipline and routine matters about the school. It should be evident that the building in which are enrolled one thousand to fifteen hundred pupils or more demands quite a different type of leadership and management than the small eight or ten room unit. By collecting a large number of pupils in one building the educational problems differ from those of the small building not only in degree but also in kind. In the large school, problems of differentiation, of adaptation of work to different types of children, and to various forms of abnormals and subnormals—the organization of the building and the delegation of responsibility create a situation which calls for a highly trained head.

Along with the development of large schools has come during the past few years a development of educational knowledge and procedure so that the adaptation of the school to the pupil is a more detailed and complex task than it was a few years ago. The large school must be organized to take care of the various groups mentioned in the above paragraph; to pro-

vide for the use of gymnasium, auditorium, shops and playgrounds; to work out scientific methods of testing and measuring; to enlist the teachers in a progressive system of study such as the reconstruction of the courses of study, and to enlist the active coöperation of the community. In short, the large elementary school of today is a highly organized machine which reaches into a large number of different fields and demands a high degree of coördinating ability in its direction.

Another tendency which has been working to increase the responsibilities of the elementary school principalship is the tendency in large school systems to decentralize the administration of the entire school system. The superintendent of schools is coming to be recognized as the general manager of the entire school system both educational and business. His functions are no longer strictly supervisory but are concerned with all of the activities of the school system in order that these activities may create the conditions under which effective school work can be done. Consequently, there has been a tendency in some school systems to make the elementary school principal primarily responsible for all the activities within his building. To aid him in carrying out these activities various experts are provided not only along the educational side but in the building and business activities. It has been seen, however, that best results are secured when the building is considered as the unit and when these specialists exist to assist the building head to produce the proper educational outcomes. Any other type of organization creates a division of responsibility which usually leads to detrimental results.

These are the main tendencies which have been working to create the present conception of the elementary principalship. In view of these conditions we should analyze the type of work which is now before the elementary principal and study carefully how he should be prepared for this type of a position. It has been indicated above that the opinion of the writer is that the elementary principal should be a general manager of all of the activities carried on in his building. Very often we are inclined to minimize certain managerial and detailed functions of the principal and advocate that these things be delegated to other persons. For example, one of the chief complaints of the elementary principal today is that much of his time is taken in statistical work which should be done by a clerk. This is no doubt true, but when given a clerk, the elementary principal must show the ability to organize the statistical procedure so that those aspects which are not based on pedagogical principles can be delegated to the clerk. He should realize that there are certain routine duties which have large influence in creating the conditions under which a school will operate successfully that cannot be delegated to a clerk because they rest upon certain technical provisions. For example, the construction of a schedule is a type of activity which demands technical and professional knowledge. The principal should not feel that his time is being wasted when he is making a careful schedule for his building because the efficient operation of the building will depend in considerable measure on the schedule which he makes. After he reaches a

certain point the mechanical details can properly be worked out by the clerk. Again, the principal must be able to construct such forms and methods of reporting that his clerk can present facts and statistics in an effective manner. The same arguments hold true in relation to giving out books, supplies, equipment, etc. The principal is the organizer who thinks out the methods of doing these things so that the clerk can handle details in an effective way.

The elementary principal who has this conception of being a general manager will realize that improvement of classroom instruction is the primary object of his existence but he will also realize that there are many ways of producing this result besides time spent in visiting classrooms and in conferences with teachers. He will realize that he should call upon the expert supervisors provided by the central office to aid him in improving instruction in given lines of activities. He should see to it that when the supervisor comes to the building, conditions are ready so that the problem can be presented economically and successfully and the supervisor's full service procured. Again, in the use of the testing agents of the school system (the psychologist and others), the principal is the organizer and the manager. The same principle holds good in his direction of the janitorial force. Nor should we omit the principal's responsibility for the leadership of the thought in his community. There are other factors which are at the disposal of the principal besides those mentioned, such as the nurse, the medical inspector, the attendance department, the visiting teacher and so on, all of which must be correctly utilized.

In short, the elementary principal must be a generalist. He must be well grounded in the principles of education so that he may unify and coördinate the work of the school specialists in their various fields. As in many other lines of activity there seems to be a tendency in education for the creation of specialists. The organization of platoon schools and the consequent departmentalization increases this tendency so that there is a danger of subject matter becoming the primary unit instead of the pupil. It is well, therefore, for one agent to continue to be a generalist who collects all of the aspects of the school work and uses them for the total task of educating the pupil.

This viewpoint should not be misunderstood to mean that the principal will do no classroom supervision. This will be *one* of the methods which he uses to improve the work of his school. He will recognize, however, that his classroom supervision will be ineffective if certain conditions in the operation of his building are not well organized. For example, if he pays no attention to the ventilating system and does not instruct his teachers how to use it, conditions may arise which are not conducive to classroom work. Again, if his schedule produces conflicts and waste of time his classroom supervision will often be of no avail. If his general leadership is not of a nature to produce coöperative work among his teachers, no amount of expert knowledge about a given school subject will offset this important deficiency. The principal must see his total position and balance the various factors which work toward the complete results.

This conception of the elementary principalship is a much broader and bigger idea than the conception of the principal as merely a supervisor of instruction within the building. It demands high personal and professional qualifications. In the large school system the elementary principal represents the superintendent of schools in the district in which his school is located. Without his support and the effective organization of his building, most of the efforts of the superintendent will be of no avail. For such a responsibility there have been few avenues of training. There is only a small amount of literature at the present time to guide the elementary principal in the numerous problems that come to him. Of course, we should recognize that the elementary principal must have a broad general education and must share the professional training which is given to the teachers of his building. In addition to these things, however, he must devote considerable study to the peculiar technique of his own job in order that he may become the type of organizer and general manager which the job requires. Elementary principals must set to work to define the qualifications required for such a position in order that they may meet its responsibilities and place the principalship on the high level which is now open to it.

THE IMPORTANCE OF STATE ELEMENTARY PRINCIPALS' ASSOCIATIONS

LAWRENCE S. CHASE

Principal, Glenwood School, Montclair, New Jersey

THE TEXT for this paper is taken from the words of the great educational prophet, A. E. Winship, to the elementary principals assembled at Cincinnati Meeting last February.

Said Dr. Winship, "The best chance of improving the elementary schools of America is to improve the elementary principals of America." My theme then is the improvement of elementary school principals through State associations.

At the request of the officers of our National body, I prepared and sent a brief questionnaire to each of the States inquiring as to the present status of elementary school principals' organizations in their State, and what the principals were doing to improve their own status.

On the questionnaire were fourteen questions having to do with the status of the principals' associations, their officers, their activities, etc. The questions were as follows:

NATIONAL ASSOCIATION OF ELEMENTARY PRINCIPALS APRIL 15, 1925

1. Is there an association of elementary principals in your State?
2. If so, how long has it been functioning?
3. If not, has there been one or is one contemplated?
4. What is the size of your active membership?
5. What are the annual dues of your association?
6. State the name and address of the president of your association.
7. State the name and address of the secretary of your association.
8. Does your association receive any financial aid from any other organization, State or otherwise?
9. What are some of the aims of your association?
10. How many meetings a year does your association hold?
Are these meetings State-wide?
Are they sectional?
11. What program of activities is contemplated for the coming months?
12. Are there any State requirements for elementary principalship in your State?
13. If so, what are they?
14. What has your association done to improve the status of the principal in:
Salaries?
Requirements for certificates?
Improvements of principals in service?

Thirty replied and I have received one informal reply since coming to Indianapolis. The States which have sent information either about their association or that there was none are:

Arizona, no	Massachusetts	Ohio, yes
Arkansas, no	Michigan Dist., no	Oregon
California, no	Mississippi	Pennsylvania
Colorado, no	Missouri, yes	Rhode Island
Connecticut, no	Nebraska	Texas
Delaware, no	New Hampshire	Vermont
Florida, no	New Jersey, yes	West Virginia
Indiana, yes	New Mexico	Wisconsin, section of State
Louisiana	New York	Wyoming
Maine	North Carolina	
Maryland	North Dakota	

It appears from the returns that five or six States have some kind of associations for elementary principals. I say, appears, because apparently meetings are held, sometimes without any definite organizations. That is they are functioning as part of this State teachers' association and have no vitality or existence except to carry out a program at the State meeting. It seems also that in one or two States, Michigan I have in mind, there are district meetings for elementary principals but no State organization. Then in some States, like Pennsylvania, the elementary principals meet with other administrators, at the State association, in a general program.

Only one State gave any information about its size, membership, or any statement as to dues. The absence of dues, of course, would account for the uncertainty as to membership.

Mr. Longshore tells me that the departmental meeting and dinner of the Missouri elementary principals at the State association gathering is the biggest feature of the association. It is noteworthy too that several States are thinking of forming State organizations for elementary principals.—See North Carolina letter.

Michigan says: "There is no State association for elementary principals but action is being taken towards that end, at the present time."

We can then say that there is something hopeful about the present situation but so far surprisingly little has been done.

From this situation several conclusions could be drawn.

1. A lack of class consciousness among the elementary principals themselves. Some would interpret this as lack of respect for their jobs.
2. A curious lack of organization to make a serious study of the elementary principals' problem.
3. A general absence of feeling among the educators that the elementary principal has any special problems to be studied.
4. That the position of elementary principal has not, in many parts of the country, been accorded recognition anywhere near its importance.

The tremendous success of the National Elementary Principals' Association in its first five years would seem to deny several of these conclusions but it must be remembered that not one elementary principal in ten as yet belongs to the National Elementary Principals' group. It is true that in some of our larger cities some very high grade work has been done by the local principals' association. This will be spoken of later.

The third conclusion, that the educators have failed to recognize that the elementary principal has any special problems, is borne out by the absence of any literature on the subject until the last five years. The lack of special programs for elementary principals' State gatherings supports the conclusion also, it seems to me.

As to the place the elementary principal has been accorded by public estimation, the matter is only too clear. The training demanded, the salary paid, social standing in the community, likelihood of promotion to superintending in comparison with the high school principal, are only too well known. This is not a complaint, but rather an analysis of the situation. It would seem a sane policy to promulgate, that as the elementary section

of our schools represent the chief effort of the community in education, that people carrying it on must be of the best.

The questionnaire answers tell us something, however, about what training and qualifications the States require for a principalship certificate in an elementary school. The most common requirement is a two year normal course—just the same as for teachers, plus three years' experience as a teacher. There are three exceptions: Indiana requires for an elementary principal's certificate one year of college work, in addition to the two years, for a teacher, and California and Delaware demand about one half a year's additional training. In other words, most States have no educational requirements for an elementary principal beyond that for a teacher's certificate. High school principals and even high school teachers are required to have a four-year college training, at least, in most States, but apparently no such special background is demanded for the elementary school regardless of its size or standards. I am not implying that a liberal arts college course by itself is the best training for an elementary principal, but it would seem reasonable to believe that the job requires a somewhat broader training than just teaching experience.

Another phase of the questionnaire was, "What is your association doing to raise the status of the principal in your State, in the matter of certification, salaries, and improvement in service?" It must be remembered, of course, that most of the States have no organization to do anything, but of the few who have, only one claims to be doing anything, and that is New Jersey. As spoken of earlier, there is some effective work being done by the elementary principals in some of the larger cities. Chicago is perhaps best known and New York; Newark, New Jersey; Seattle, and Rochester are among the cities who have carried out effective programs for improving the status of the principal.

The success of these organizations, as well as a great many others, both within, and especially without the profession, support the contention, and the failure to accomplish anything where there is no organization would also seem to offer proof that if the elementary principalship is to be placed on a higher plane, it must be done by the elementary principals themselves. We cannot wait in expectation that the communities, boards of education, or superintendents will do it. Ide Sargeant, efficient secretary of the National Principals' group, maintains that the job of guiding the destiny of a large elementary school should require a personality and a salary comparable with judges of our State courts. Many who know the possibilities of the job would be inclined to agree with him. The place is a big one, as we want the communities to realize, and we want principals big enough to fill it.

How are we going to get these changes?

Our school systems are State in origin and State in control and are likely to remain so. Our laws and standards are from the State. Does it not follow that our most effective form of principals' organizations should be State-wide? We shall need the inspiration and support which can come from

the great National body, but the State groups should represent the power to accomplish changes, because our schools are State-controlled.

Some of the States in replying to the questionnaire mentioned that because of the scattered population, they did not feel that a strong State principals' association could be built up or was necessary.

Unquestionably, the difficulty of such a task would vary in different sections. I believe the need for such a group of principals working together is the same everywhere—what could be accomplished would doubtless vary more than the need.

Because I know it, and because it has met with some success, I am going to tell briefly what the plan of organization in New Jersey is, and what it has attempted this year. The idea is not to boast because we haven't anything to boast about; rather, I hope it will create interest enough for other States to investigate it. The New Jersey State Elementary Principals' Association was organized about six years ago; started off well, pulse flickered for two years, was revived, and has been getting stronger since. True, it is one of the smaller, thickly settled States, but each State must modify the scheme to meet the condition.

At present the executive committee is selected geographically, so that its members can meet without too much trouble or expense. But the whole State is divided into sections, or rather certain cities are named as centers for the purpose of meetings. This past year we have had one general meeting, one general committee conference, and three sectional conferences. The general meeting was held at the time of the State teachers' association, and was well attended. The sectional meetings were held successive weeks in different parts of the State this spring, and about two hundred principals participated; some of the State officers attended all the meetings. Each section has elected its chairman for next year, and he will meet with the State executive committee, when necessary as a representative of that section, and also be largely responsible for next year's program of his district.

The sectional meetings this year consisted of a program of addresses and round table discussions. To meet the needs of all, the round table conferences were divided into three groups; one for the small school principal who must teach all the time, one for the principals who teach part time, and another for principals who give all their time to supervising. As many attended from the small towns and rural sections as from the cities. One of the sectional meetings aroused so much enthusiasm that a movement was started to make next year's conference an all day one instead of three hours.

The State dues in New Jersey are one dollar for principals' assembly, but will probably have to be raised. The Newark, New Jersey, city principals' assessment is ten dollars, and I believe, Chicago is forty dollars. Part of our money in New Jersey is used for the State and part for the sectional activities. The membership in New Jersey has doubled since the sectional meetings began.

Just one more point. The main reason for the unusual success of our National organization of principals is, I believe, the wise and inspiring publications, the Year Book, and the Quarterly. State associations need to follow in the path of our National body and some of our city organizations and publish material of professional interest to their members. Chicago has been a leader in this, among the cities. New Jersey expects to publish two modest leaflets next year as a beginning. Such a paper will show what the association is doing, which is the best form of publication for any live group; and it will give help in meeting problems of the hour.

I believe the principals of New Jersey would support me in contending that our State association is accomplishing something along these lines:

1. Creating a consciousness in the group of its own importances and possibilities.
2. Finding out who is capable of leadership.
3. Forming standards of achievement for the principal.
4. Laying the foundations for a better appreciation, by the community, of the elementary principal's job.

Two illustrations will show that every live group has chances to exert itself in unexpected directions. At one of our meetings this year, in New Jersey, a motion was carried that our association urge the State department of summer schools to carry on courses especially for elementary principals. The State director was not only glad to advise with us as to the courses to be offered, but he also was pleased to learn the opinion of our executive committee as to the most available instructors. As a result the courses were advertised in all the sectional meetings and principals urged to enrol.

This effort also led to a discussion with the State department of credentials, about the advisability of raising the standards of preparation for the principalship. We found the officers in charge had long wished to raise the standards for the principalship, and that if our associations would back him, he thought it might be done. This question will be taken up next fall.

These incidents are only what could be recited in any State, where the elementary principals band themselves together, and institute a vigorous program for their own betterment.

There can be no doubt that the work of our National Elementary Principals' Association is on a high plane. Its membership represents, unquestionably, the most stirring and efficient among the heads of elementary schools. But the success and health of our National body will depend upon its circulation of valuable ideas, through and from States, as well as the efficiency of organization. All that is done to build up efficient and thorough-going State groups will bolster up and make more effective our National Association.

Superintendent and President Newlon said recently that he had always noticed that those educators who help the most in organizations, are doing their jobs best at home. Some may not agree with this but few will deny that organization is necessary to accomplish much in either the State or Nation. We need both State and National Associations to improve the elementary principal to the point where he can come to his natural heritage—the rebuilder of the schools of America.

EDUCATIONAL VALUES DERIVED FROM THE TEACHING OF SCIENCE IN GRADES I TO VI IN THE ELEMENTARY SCHOOL

CLIFFORD WOODY

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

THE AGITATION for the teaching of science in Grades I to VI in the elementary school may be traced to numerous influences. Rousseau, Pestolozzi, Froebel, Spencer, Dewey, Professor and Mrs. Comstock, Elliot, Hodge, Downing, McMurry and many others have had an indirect influence on the development of the movement. Undoubtedly the movement for general science in the high school and junior high school, the movement for an enriched curriculum, the demand for fact material in connection with the teaching of science, and the emphasis upon the interest of the child in nature were all contributed to our present-day interest in the teaching of science in the elementary school.

At the present time approximately ten per cent of the total school today is definitely set aside for the teaching of science and unquestionably more time is given to the subject in an incidental way. Consequently, it is appropriate that consideration be given to the values to be obtained from the teaching of this subject.

Science as considered in this paper will be assumed to include a study of those natural things and processes which directly concern the daily lives of the children. It may be thought of as including the study of flowers, leaves, weeds, trees, insects, birds, pets, animals, soils, rocks, land formation, erosion, transpiration, weather, rainfall, snow, heat, light, clouds—in fact anything which savors of what is usually spoken of as science especially adapted to the pupils in the different grades of the elementary school.

The four values of the teaching of science in grades I to VI which seem to the writer most in need of emphasis are as follows:

1. The teaching of science in these grades equips the child with a varied and extensive vocabulary. Since the child is living in a world of science, there is a definite need for the vocabulary of science. Analysis of readers for the different grades shows that almost one-eighth of the total subject-matter deals with science material. At the same time a recent investigation shows that the words usually met in reading scientific articles are not included among the ten thousand most commonly used words. The teaching of science, undoubtedly, makes great contribution in making the children familiar with these words.

2. The teaching of science in these grades provides opportunity for giving meaningful experiences in connection with the life with which they are surrounded and about which they are going to read. One reason why children read so poorly is because they have had no meaningful experience with which to connect things about which they are reading. They oftentimes learn to call the words of the selection but have little realization of its meaning. Learning on this level is learning on a nonsense level, and these children will soon forget everything which they have learned just as the individual who learns a set of nonsense syllables soon forgets them. The teaching of science in the elementary grades provides an opportunity for giving the children vivid experiences which will enable them to understand and interpret what they are later going to read. These experiences enable the children to put meaning into what they read.

3. The teaching of science in these grades provides opportunity for training the children in the methods of thinking and in the development of scientific attitudes. Since the subject-matter of science deals with concrete objects with which the child is surrounded and with processes which he may see, it provides a wonderful opportunity for noting the causes and effect for collecting data, organizing and evaluating it for analysis and comparison of contrast, and for setting up hypotheses and testing them. No subject in the curriculum offers greater opportunity for teaching the children methods of thinking, teaching them to base conclusions on evidence or data, teaching them not to generalize on insufficient data or to make a generalization before sufficient evidence is available. It is, therefore, evident that the teaching of science in these grades will develop a scientific attitude and will give them an appreciation of what constitutes scientific methods and of the great contributions which science has made to our civilization.

4. The teaching of science in these grades offers opportunity for utilizing the natural interests of boys and girls as centers around which much of their other school work may be unified. The natural interest of boys and girls in the world of science about them presents a natural setting for problem-teaching. The meaningful experiences which they have in the world of science should be utilized in the teaching of other subjects. The interest of the boys and girls in plant life and animal life should be utilized in the teaching of language, the teaching of reading, and the teaching of geography. Furthermore the work in science can be closely correlated with the work in home economics, hygiene, and history. It is submitted that the possibility of utilizing the natural interests of the child as centers around which much of the other school work can be grouped has been little realized by teachers and school officials.

REPORT ON EDUCATIONAL PROGRESS

J. D. WILLIAMS

Principal, Woodlawn School, Birmingham, Alabama

DURING THE year just closed the educational forces of the entire country have been wide awake. In every field and in every department marked progress seems to have been made. Probably the criticism about which we heard so much a year ago has not failed to yield a benefit. It seems to have sharpened the wit and aroused the enthusiasm of the educators of the country and more good than harm has resulted. Certainly the reaction that threatened the education programs has reached the peak and the people believing in the schools are standing solidly by them.

National, State and city educational associations have forged straight ahead and have established confidence. Reports indicate that annual meetings of State associations have put on unusually fine programs and these have been well attended.

The field of the elementary principals is not very different from the general field of education and it will not be possible in this report to separate them. The elementary school principals seem to have found themselves in recent years and are now making themselves felt by their usefulness in every phase of school work. Dr. A. E. Winship in a former meeting suggested that the elementary school principals are key men and women in the communities in which they work. They have played a large part in every campaign and in every movement.

First, the greatest progress made during the year, and for which the elementary principals may claim credit, is in the organization of the principals. Departments have been organized in a number of State associations. Some of these are doing a splendid work. Many cities report elementary principals' associations. Some of these have adopted definite programs and are collecting annual dues of from fifteen to thirty dollars which will furnish the means for real and effective work. The meeting in Cincinnati was remarkable in point of attendance and in its program. The attendance reflected the interest of the entire Nation. Many State and local associations sent representatives and paid all or a part of their expenses. Boards of Education and Parent-Teachers associations also sent representatives.

Second, new maximum salaries of \$5000, \$5500, \$6000 and \$6500 for principals have been adopted. This is a decidedly forward step as these salaries will attract greater ability. With the whole country following this lead a finer, better class of elementary principals will follow.

Third, unusual activity is reported from many sections of the country in an effort to adapt the course of study and the work to the needs of the individual. Many cities have established departments of research and through these children have been re-classified. Small classes of retarded pupils have been organized, others for crippled children and still others for the bright. The feeling that the average child does not exist seems to have taken hold on the country and we are trying to fit the work to the children.

Fourth, splendid building programs are going on all over the country. Along with the movement to reduce taxes we might have expected a reaction against large building projects. Cities, towns and rural communities are building as never before.

Fifth, higher standards of teacher training are being attained and a marked professional growth of teachers in service. This comes with more teachers and better salaries. For the first time since the war, we are told, there are enough teachers for all the schools. In this connection we may add that not only are better salaries being paid but pensions are being provided by some cities as a result of a better interpretation of the work of the schools to the public.

Sixth, remarkable progress has been made in weekday schools of religious education. This movement seems to have spread very rapidly.

Seventh, decided headway has been made in the adoption of the single salary schedule. Many cities have already adopted it. Some are making plans. The elementary principals have endorsed it and have a very strong committee reporting on the subject at this meeting.

Eighth, junior high schools have sprung up well over the country. It seems that every system of schools will soon have its junior high.

Ninth, marked attention has been given to character education and from reports available, real headway has been made. Probably the high schools have made a better showing than have the elementary but good results are reported from the latter.

Finally, we are convinced that this has been about the best year that we have ever seen.

REPORT OF COMMITTEE ON SALARIES

IDE G. SARGEANT, CHAIRMAN

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

THE RECENT report of the Chicago board of education, based upon the findings of a committee of one hundred Chicago citizens, after a year of study and careful investigation, sets forth the following as the guiding principle for establishing a salary schedule:

A board should establish a salary schedule without waiting for employees, and without subjecting the system to the emotional excitement attendant upon a salary campaign. Salary is for service, not to please employees. Salaries should be fixed at such figures as will encourage people now in the service as well as prospective candidates to a high degree of professional preparation.

With this sound doctrine as a starting-point the committee obtained estimates from many citizens, experts in financial matters and eminent authorities on economics as to a living wage for a professional man in that city. Each was asked to submit an estimated budget for a married man 30 years old, who has a wife and two children. Below is a table showing the average of twenty-six budgets submitted by citizens, the average of four budgets made by experts in economics and the committee's recommendation.

	Estimated average of 26 budgets	Average of four budgets made by experts in economics	Committee's recommen- dation
Rent and heat.....	\$1,079	\$1,110	\$1,000
Electricity, gas, telephone.....	103	115	125
Food, ice, milk.....	905	742	900
Replacement of furniture and equipment....	120	90	100
Laundry and domestic help (occasional)....	182	275	200
Clothing and its care.....	577	871	600
Newspapers, books, periodicals.....	45	45	50
Church, charity, public spirit.....	101	134	240
Clubs, organizations, social expense.....	71	86	75
Amusement, theater, opera.....	69	84	75
Transportation	90	86	90
Vacation	183	235	200
Health, doctor, dentist, medicines, sports....	101	82	75
Insurance premiums: Life, fire, liability....	206	261	170
Conventions, subscriptions	47	44	50
Saving for investment, home owning.....	457	457	457
Provisions for higher education for children.	123	197	270
Other items	272	48	150
Total income	\$4,827	\$4,995	\$4,730

After this careful study of the economic situation in connection with the city's needs for a strong teaching corps, Superintendent McAndrew submitted and the Board of Education adopted on April 27, 1925, the new schedules which provide:

	Maximum
Elementary teachers	\$3250
Assistant to principals.....	3500
Junior high teachers.....	4100
Deans of junior high schools.....	4300
High school teachers.....	4100
Deans of senior high schools.....	5000
Elementary principals	6250
Junior high school principals.....	6500
Senior high school principals.....	7500
Instructor in normal college.....	5700
Assistant to principal in normal college.....	6000
President of normal college.....	8000

That which particularly deserves our commendation in the Chicago procedure is the business-like way the board of education went about the making of the salary schedules. It realized it was face to face with a big business proposition of vital importance to the welfare of the city. It did not attempt to evade its responsibility but dealt with it exactly as a similar board would have gone about securing proper fire fighting equipment or an adequate supply of pure water. It had the wisdom to see that any lowering of the efficiency and morale of its teaching body was more dangerous to the well-being of Chicago than defective fire apparatus or impure water.

First it recognized its duty to its community when it decided it must have a salary schedule which would retain its best teachers, provide adequately for their professional growth and secure to them a competency commensurate with the returns in other callings of a highly specialized nature. It then decided that the proposition was too intricate a matter to be settled offhand by the dictum of some one person or by a small group. It sought information from the many, from economic experts, and from those acquainted with educational values. With this information the board of education assisted by Superintendent McAndrew was able to formulate salary schedules more nearly founded upon the principles of wisdom and justice than has been done by any other American school board. However, when it stated that "salaries should be fixed at such a figure as will encourage people now in the service as well as prospective candidates to a high degree of professional preparation," it gave only part of the premise necessary for a complete foundation upon which may be built salary schedules that will give the commonwealth the ability, the training, and permanency in its teaching, supervisory, and administrative corps imperatively demanded if our schools are to function satisfactorily in the numerous and complicated activities of the twentieth century. The salaries for educational positions must be made *competitively* attractive in comparison with the other most desirable and remunerative occupations of mankind.

The salaries for educational positions, professional qualifications being equal, must be based upon the necessary scale of living and not upon the grade of the position in a given system. There are certain duties, responsibilities, and legitimate additional expenses that accompany the higher supervisory and administrative positions for which allowances should be made when writing salary schedules. But aside from these modifications, there should be a single salary schedule based on equal educational qualifications and years of experience. With such single salary schedule, men and women can be kept in positions where they are eminently successful rather than be tempted away to a new line of work because of its greater compensations. There is absolutely no defense in justice, logic, or sound economics for the policy which pays a college-trained man of thirty-five with a wife and two children \$3000 as a grade teacher and \$4000 as a high school teacher; or that pays \$6000 to the principal of an elementary school and \$7500 to the principal of a high school; yet most salary schedules have been worked out on some basis of this sort and this very thing is the chief factor in making the teacher's position one of such constant change. Each need is equally desirable and completes the home; each needs the same full and complete financial protection for his wife and children and adequate provision for the children's education. Without this policy education will never obtain its share of the best ability. Every patriotic superintendent, principal, and teacher should work unceasingly to make this point clear to their communities. It is not the teacher who suffers chiefly through the lack of this policy but the public itself and its children. Praiseworthy as the Chicago plan is so far as it goes, to be complete as a salary platform it should read as follows:

A board should establish a salary schedule without waiting for employees and without subjecting the system to the emotional excitement attendant upon a salary campaign. Salary is for service, not to please employees, salaries should be fixed at such figures as will encourage people now in the service as well as prospective candidates to a high degree of professional preparation. To accomplish this, salaries for educational positions must be made *competitively* attractive in comparison with the other most desirable and remunerative occupations of mankind. Such salaries for educational positions, professional qualifications being equal, must be based upon the necessary scale of living and not upon the grade-position in the system held. Consequently, a single salary schedule should prevail for similar positions throughout a system for like educational qualifications and experience.

We can best understand how woefully inadequate the salaries of principals are if we peruse a few statistical averages taken from the figures of 1924-1925.

MAXIMUM SALARIES FOR CITIES OVER 100,000 IN POPULATION

It requires about \$174 to purchase in 1925 what \$100 would buy in December, 1914. For this reason we are giving two lines of figures. The first, the salaries for 1924-1925, the second the 1925 salaries expressed in actual power to buy in terms of the purchasing power of the 1914 dollar.

AVERAGE MAXIMUM SALARY SCHEDULE FOR PRINCIPALS FOR CITIES OVER 100,000 IN
POPULATION IN THE UNITED STATES IN 1925

	Elementary school principals	Junior high school principals	Senior high school principals
1925	\$3312	\$4000	\$4750
In terms of 1914 dollar.....	1893	2285	2714

MEDIAN SALARY SCHEDULE FOR PRINCIPALS FOR CITIES OVER 100,000 IN POPULATION IN
THE UNITED STATES IN 1925

	Elementary school principals	Junior high school principals	Senior high school principals
1925	\$3307	\$3593	\$4600
In terms of 1914 dollar.....	1889	2053	2628

NEW SALARY SCHEDULES

The most notable new schedules of the year are those of Chicago, St. Louis, Newark, and Jersey City. Praiseworthy as these schedules are when compared with the rest of the country, yet the total inadequateness of them is shown when they are expressed in the buying power of the 1914 dollar.

1925	Elementary school principals	Junior high school principals	Senior high school principals
Chicago	\$6500	\$6500	\$7500
In terms of 1914 dollar.....	3707	3707	4272
St. Louis	5000	5500	6000
In terms of 1914 dollar.....	2852	3137	3417
Newark	5500	6000	7000
In terms of 1914 dollar.....	3116	3399	3966
Jersey City	5000	6000	7000
In terms of 1914 dollar.....	2833	3399	3966

BANEFUL RESULTS OF LOW SALARIES

Hon. H. A. L. Fisher, England's war minister of education, in writing of his recent observations in the United States said, "There is the great difficulty of securing able teachers in view of the alluring competition of business life. There is apparently the impossibility of securing male teachers at all for the primary schools." He recounts the story of the business man who, when he was told by the high school principal that he was not even the possessor of a small car, said: "Sir, you are at the top of your tree, but it is the wrong tree."

Dr. Fisher goes on to say: "Somehow or other the teaching profession seems to stand on a lower plane of public esteem in America than it does in Britain. It has less prestige; it attracts a smaller proportion of the ability of the country; it is,

proportionately with average earnings, less well remunerated. My belief is that the existence of a very considerable number of high-salaried posts in our old endowed schools in Britain has given a certain prestige to the teaching profession which it would not otherwise possess, and what is, I think, true of Britain might possibly be true also of America."

THE PUBLIC MUST HAVE A NEW VIEW OF THE PRINCIPALSHIP

At a recent educational meeting the following was heard. Said one: "I went back to commencement this year, they asked me what I was doing. When I told them I was the principal of a high school, there was a polite silence. Then somebody asked me how long I was going to keep on. Nobody seemed to think that I'd want to do it more than a few years."

Another asked: "Why does the public look on the schoolmaster so lightly? Why is the school man rarely inclined to make it his life work?"

"Salaries? The school man may be assured of a modest and fairly certain living, if not particularly luxurious. The \$5000 head of a State system, were he of corresponding eminence in law or medicine, would enjoy a practice which would net him from \$20,000 to \$50,000 a year or better."

"In these days of unrest, of communistic teachings, of subtle ideas and influences sapping at the foundations of society, the quality of the men and women who are molding the ideals of the youth of our country are of more importance than ever in the world's history."

"Is the teaching profession unworthy of a real man's effort? If the time ever comes when men of brains, of potential leadership, shy at this profession and class it beneath them, then the world needs to look to its foundations."

HIGHER STANDARDS OF TRAINING AND ABILITY NEEDED IN THE SCHOOLS

A nation which lets incapables teach it, while the capable men and women only feed, clothe or amuse it, is committing intellectual suicide.—EDWARD L. THORNDIKE.

No conqueror can make the multitude different from what it is; no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than conqueror or statesman: they can create a new vision and liberate the latent powers of our kind.—H. G. WELLS.

The keenest competition for men in business and professional life is the competition for leaders. If the schools are to secure and retain able leaders, the salaries paid must rise to meet new salary levels. To make the case more pointed, the city which paid its superintendent \$10,000 before the war should now be paying \$20,000 for the same kind of ability. The principal who did receive \$4,000 should now receive \$8,000. In discussions of salary schedules there should be as great care taken to insure able leadership for the schools as to insure for the lowest paid teachers a reasonable standard of living.—W. RANDOLPH BURGESS.

The child's not the teacher's welfare is primarily at issue in any consideration of teachers' salaries. The Nation owes no one a living. No group is entitled to enjoy the fruits of human coöperation unless it contributes its share to the common treasury of material, intellectual, and spiritual goods. Only when the board of education keeps the welfare of the children of today—the Nation of tomorrow—in the foreground are they prepared to render a wise decision on the question of teachers' salaries. Salaries are but a means to an end. Think of the child, when teachers' salary schedules are being fixed. Teachers, when dissatisfied, can shift to other lines of work, but the law compels children to stay in school for a constantly lengthening period of time.

When a school board member casts a vote for a salary schedule, he votes for poorly trained, indifferently trained, or well-trained children. He cannot get away

from it. The facts are too plain. They show that the salaries which a community pays its teachers determine the quality of the teachers who draw them. Those communities which have sown "economy" in the past are today reaping "illiteracy" and other evidences of educational inefficiency.

There are five basic reasons why every school system should have an adequate salary schedule.

1. The teachers' salary schedule in the long run, more than any other factor determines the quality of people attracted to the teaching profession.
2. The teachers' salary schedule, more than any other factor, determines the quality of preparation of teachers.
3. The teachers' salary schedule determines the quality of human material that continues in the profession.
4. The teachers' salary schedule determines a school board's chances of obtaining the services of capable teachers.
5. Teachers' salaries indirectly determine a child's outlook upon life.

The standard of living of any community is fully as important as the actual cost of living in determining the adequacy of any wage. The standard of living is determined by the salaries other people receive. Can any community expect a teacher to interpret life correctly to children, when her standard of living is below that of the majority of the people of ability and culture in the community?

CONDITIONS IN LARGE ELEMENTARY SCHOOLS REQUIRE A NEW TYPE OF PRINCIPAL

The rapidly changing conception of what the school should do for its community has added many departments to the work carried on under the jurisdiction of the single school unit, unthought of in the days of the old traditional elementary school when the gradations and distinctions in salaries still surviving to the detriment of educational progress were built up. Schools were small and teachers had no special preparation. Oftentimes the teachers were only a little more advanced in the school of subjects than their pupils. It was only in the secondary schools that advanced preparation for the work was required. For which reason the distinction between the secondary and elementary schedules came into being. It was just. It represented payment for the better preparation of the secondary teachers. But today those conditions no longer exist. With our more progressive systems requiring four years beyond the high school in a normal school or a college the distinctions found in the schedules of the elementary and secondary schools, surviving from an earlier generation are unjust and a violation of sound public policy.

What is true of teachers is true of principals. In the old days the elementary principal was little more than head teacher with a few clerical duties added. Today the principals of elementary schools are required to be professional experts capable of exercising leadership of a large corps of teachers grouped in immense buildings housing numerous activities not formerly a part of the traditional school. Medical inspection, school nurse, school dentist, dental nurse, baby welfare station, open window classes, nutrition classes, special classes, printing, sewing, domestic science, millinery, electricity, cement, fine arts, scientific measurements and community work, require a wide range of general knowledge not demanded in any other calling. With a small army of supervisors in special lines, the principal

must be strong in his power to harmonize and coördinate if there is to be any unity whatever in the work of the school as a whole. Add to this the large number of new professional books, constantly being turned off the press, with which he must be familiar if he is to be of much assistance to his teachers and we begin to realize the magnitude of the task before him.

In the past the low salary of the principal has been a severe handicap to his professional growth. His salary has been so low that he has been compelled to teach night school, sell insurance, and resort to other outside work to increase his income to a respectable figure. His salary should be at such a level that he can devote his entire business life and all of his energy to the work of education.

After a careful survey of the magnitude of the work, the professional requirements and the need to make the position attractive to the best ability in the land, your committee is convinced that a sound public policy demands that the maximum for principals in cities of over 100,000 in population be not less than \$10,000 a year and that no distinction be made between elementary and secondary schools. A single salary schedule should prevail.

This recommendation is based upon the standard of qualifications for admission to the principalship outlined by the Committee on Qualifications for the Principalship of the Department of Elementary School Principals, National Education Association, made at the Indianapolis meeting.

It is further based upon the right of every parent to expect from his home government the best institution for the training of his children that high grade ability and professional skill can provide. The right of every owner of property to know that a body of citizens shall be trained who shall understand the big part property accumulation has played in the growth of civilization, have a proper respect for law, the rights of others, and a sense of personal obligation for the performance of individual duty.

Today millions of dollars are being spent for summer training camps for our young men and in mobilizing our land and sea forces for National Defense Day. Underpaid teachers and poor schools are a vastly greater weakness in our line of National defense than untrained soldiers or lack of ironclads. We must have teachers capable of knowing the difference between patriotism and subtle misleading propaganda. Such teachers we cannot have unless we have able leaders. We cannot have a sufficient number of able leaders unless we are willing to pay for them.

This report is in no way a criticism or condemnation of any superintendent or school board. It recognizes the difficult situation in which these patriotic citizens find themselves in their efforts to meet the calls of our rapidly expanding industrial life. Rather this report is a part of the policy of our wise president in his plan to interpret our schools to the people. We principals are on the firing line in public education. We are close to the people. We know what they want, we know they are willing to pay for any proper outlay that will make better schools. All that is necessary is that they should know the truth. We know the schools and their needs. It is the purpose of this report to put the case before the people.

THE EFFECT ON THE USE AND DISTRIBUTION OF THE ELEMENTARY SCHOOL PRINCIPAL'S TIME BY THE ADOPTION OF DAILY SCHEDULES OR PROGRAMS¹

MENLO S. KUEHNY

President, Elementary Principals Club, Los Angeles, California

IT IS GENERALLY recognized that the greater part of the principal's time is taken up with clerical matters and duties relating to the general control of the school, while supervision, which is ranked as of prime importance, receives in actual practice only a small fraction of the total time. The principal is an educational leader of first rank, yet much of the work in which he engages interferes with this leadership and grossly restricts his usefulness.

In order that the work of the principal may be seen in its true perspective, it is necessary that some study be made of his duties in specific detail. What are the duties that he performs or attempts to perform? Should he attempt to do them all at the risk of neglecting some, possibly the most important ones? Should he conserve his time by delegating some of the minor duties? Many other questions of a similar nature will occur to you in the analysis of the daily activities of a principal.

Such a study as just suggested was made by a seminar class consisting of a group of elementary principals in Los Angeles, under the direction of Dr. L. B. Rogers, dean of the School of Education at the University of Southern California. The primary purpose of this study was not to make a critical analysis of the daily activities of an elementary principal as such, but to locate, if possible, the points of greatest concentration of effort on the part of the principal in order that a further study might be productive of the development of a constructive program for the relief from the more managerial duties, and opportunity given for participation in the larger work of the school—the learning activities.

The classification of the activities of the elementary school principal as made by this group was never intended as one after which Q.E.D. might be written. Other classifications equally as good or possibly better have been made, depending entirely upon the purposes and uses for which they were intended. I should like to state at this point that it is not my intention to minimize the importance of the duties that pertain to the organization of a school and to the administration of its affairs. The neglect of these duties would utterly ruin a school and make impossible the carrying out of a larger educational program. On the other hand, if an institution attempts to solve its educational problems through organization, be it ever so perfect in outward appearances, such an institution will need close scrutiny.

The classification of the activities of the elementary school principal as finally adopted as a basis for further study is as follows:

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

- I. On the basis of thought involved and nature of problems.
 - A. Constructive organization and administration—those activities which must be preceded and directed by purposeful thought.
 1. Selection and placement of staff.
 2. The organization of the school program.
 - a. For the child population.
 - (1) In groups or classrooms.
 - (2) In gymnasium or playground.
 - (3) In auditorium.
 - (4) Special health programs.
 - b. For the adult population.
 - (1) Nursery and training in care of children.
 - (2) Day and evening instruction.
 - (3) Community center activities.
 - (4) Parent-Teacher Association.
 3. The placement of new and transferred pupils.
 4. Organization of fire drills.
 5. Requisitions for supplies, equipment, and repairs.
 6. Organization of custodian work.
 - a. Physical equipment.
 - b. Sanitation activities.
 7. Organization of office and clerical work.
 8. Cafeteria, lunch room.
 9. Development of *esprit de corps*.
 - B. Routine administration—those activities previously determined, and method of procedure indicated by the superintendent, principal, or others.
 1. School records.
 2. Attendance—transfers—permits.
 3. Reports and teachers' rating.
 4. Conducting of fire drills.
 5. Receiving distribution of supplies.
 6. Answering school mail and telephone.
 7. Receiving of patrons, adjustment of difficulties.
 8. Inspection tours.
 9. Announcements.
 - C. The improvement of learning activities.
 1. Conducting teachers' meetings.
 2. Work with individual teachers and groups of teachers, and with children.
 3. Interpretation and adaptation of courses of study.
 4. Conducting scientific tests and measurements and diagnosis.
 5. Coöperation with teachers in the solution of problems.
 6. Selecting and providing supplementary materials.
 7. Providing for special aid from supervisors.
 8. Arranging for interchange of visits among teachers within the school.
 - D. Imperative, temporary, or emergency problems. Problems which were not foreseen at the beginning of the school year and take precedence over scheduled activities.
 1. Situations demanding immediate attention.
 - a. Host to school officials, distinguished visitors, etc.
 - b. Provision for work of absent teachers.
 - c. Emergency health and pupil welfare problems.
 - d. Discipline problems.
 - e. Problems in construction of a new building.
 2. Problems which require early consideration, but some discretion may be exercised by the principal as to time of consideration.
 - a. Truancy.
 - b. Thrift campaigns.

jectives that have been worked out by the principal and his teachers. A few such may be mentioned at this point—namely:

1. A study of the causes of retardation and ways of elimination.
2. Careful analysis of reading difficulties and remedial treatment.
3. Carrying out a program of standardized tests with a view to proper grouping of children and the improvement of instruction.
4. Organization of nutrition and physical corrective classes.
5. Providing for Americanization work for adults, both in day and evening classes, etc.

To ascertain what the elementary school principal is doing, a careful survey was made in 27 elementary schools in Los Angeles by means of diaries kept by each principal covering a period of from five to 12 days. These principals were not told what the study was intended for, nor had any of them at this time seen the "Classification of the Principal's Duties." They were instructed to make note of each activity with which they came

TABLE 1.—PER CENT OF TIME SPENT PER SCHOOL DAY, BY EACH OF 27 LOS ANGELES PRINCIPALS IN EACH OF THE FIVE MAJOR ACTIVITIES

Principal	Administration and constructive organization	Routine activities	Learning activities	Imperative and emergency activities	Professional study
B	25.1	22.7	17	31.4	4
C	32	37.4	10.2	20.3	
D	19.6	29.4	30.4	18.7	1.7
E	10.9	32.7	39.7	15.5	1
F	17.3	27.5	35.5	19.6	
G	43.8	18.4	28.3	7.5	1.8
H	37.6	23	27.6	9	3.6
I	22.1	43.2	23	4.5	6.8
J	15.4	39.6	14.1	26	4.6
K	26.4	21.8	41.1	4.6	5.8
L	53.6	18.4	21.6	5.6	.4
M	20.4	47.9	18.6	12.4	.6
N	18.3	34.1	29.5	14.7	3.4
O	28.2	19.2	35.6	16.5	
P	12.5	32.8	26	28.5	
Q	34	26.3	17.2	21.3	.8
R	15.8	38.5	23	22.7	
S	21.7	34.7	20.1	19.3	4.2
T	16.1	31	31	14.3	7.6
V	25.1	27.2	28.7	18.2	
W	26.4	44.1	22.3	7.1	
Y	23	25.9	17.6	33.5	
1	24.7	29.9	15.8	27.7	
2	30	37.2	16.2	14.6	2.0
3	18.7	22.9	25.6	32.6	
4	18.4	38.4	18.4	23.4	1.8
5	23.7	37.5	26.3	10.5	2.0
27	24.32	31.1	24.4	19.3	1.96

in contact during the school day, from their arrival to their departure, and in addition to that, to note the relevant activities before and after the regular school day. The type of activity was specified; the place where it was carried out; the time devoted to its execution, and a brief description of the nature of the activity. The summary is shown in Table 1.

Table 1 should be read as follows: Principal B spent 25.1 per cent of his time on each average day, between 8 A. M. and 3 P. M., in administration and constructive organization; 22.7 per cent of his time each day on routine activities; 17 per cent of his time on the learning activities; 31.4 per cent of his time on imperative and emergency activities and 4 per cent of his time in professional study.

Here is a sample diary such as the principals made as outlined above.

Time		Place	Activity: brief statement of nature, purposes, results
From	To		
8:00	8:30	Office	Sort papers. Meet teachers, social consulting.
8:30	8:50	Room 15	Meeting of teachers, 4th to 8th, inclusive. Subject relating to election of pupils for Merit Committee and for Safety Committee.
9:00	9:15	Office	Attendance, sent for truant by sister: Boy came.
9:15	9:35	Room 10	Visited Miss J——, student teacher of history.
9:40	9:50	Office	Waited for Miss J——, who did not appear.
9:50	10:25	Office	Sorted mail—attended to letters, etc.
10:25	10:45	Yard	Recess went to yard for general supervision.
10:45	10:55	Office	Detail work—a case of discipline.
11:00	11:25	Office	Miss H., counselor from Manual Arts High School, made arrangements to give test to A8 pupils.
11:25	11:45	Room 7	Visited Miss S.——, student. Arithmetic lesson.
11:45	11:50	Office	Conference with Miss S.—— relative to lesson.
12:00	12:30	Yard	Looking after lunch pupils.
12:30	12:45	Lunch R.	Lunch.
12:45	12:55	Yard	Supervision, the presence of some large colored boys made this necessary.
1:00	1:15	Office	Outlined work for clerk.
1:15	1:45	Room 7	Visited Miss S.——, student. Subject, social studies.
1:55		Office	Conference with Miss S.—— relative to work.
1:55	2:30	Office	Assisted clerk to check reports.
2:30	3:00	Office	Detained in office by visitors.
3:00	3:15	Office	Discipline case, fight between two large boys.
3:15	3:40	Office	Detail work, marked time sheets.

Before calling your attention to the actual results of the distribution of the principal's time as modified by daily schedules it will be well to give

a few moments' consideration to the fourth major topic of the classification sheet that is in your hands—that is, "whom should the principal invite to participate in the activity?"

The question of delegation of activities is a delicate one and one that may become involved and dangerous. It should receive the most careful consideration, for many tragedies have happened where unwise delegations have been made. There are certain duties that the principal and the principal only can discharge.

If a careful choice, however, has been made in this regard, it is a wise administrator who can keep somewhat in the background and yet not utterly lose sight of the activities. He will not meddle and yet at the same time he will be fully acquainted with all that takes place, and most important of all, he will measure and evaluate results. He will not be the victim of over organization. Having outlined to the best of his abilities the activities of a principal and having given most careful consideration to the delegation of certain activities, he is then in a position to adopt a daily schedule and stick to it.

May I suggest some of the activities that a principal may delegate, at least in some instances. These suggestions will not fit all schools nor even be accepted as a procedure to be followed in the same school permanently. Conditions are always changing, so must also our procedure. However, for example, such items as the organization of the school program and requisitions for supplies, equipment, and repairs can be delegated to teacher committees; routine activities, most of them can be delegated to clerks, teachers, vice-principals, etc. Even the conducting of scientific tests and measurements can be, to a large measure, delegated to counselors or teachers trained for that purpose.

Again the principal is constrained to give careful consideration to the second major topic—that is, on the basis of school time required. In scanning the activities listed, it can easily be seen that many of them must be performed outside of the regular school hours. Here again the daily schedule becomes almost indispensable. If the principal wishes to make close contacts with his pupils in the classroom, it becomes apparent that such activities as the following, only to mention a few of them, will have to be carried out at times other than between 9 A. M. and 3 P. M., for example: Selection and placement of staff, organization of custodian work and office and clerical work, many of the learning activities, and most of the temporary or emergency problems.

We have in Los Angeles a superintendent of schools, Mrs. Susan M. Dorsey, who has been far-sighted enough in her educational policies to anticipate any such efforts as have been briefly described to set about putting agencies at our disposal to whom to delegate minor activities.

The superintendent's obligation in the matter of recommending to the board of education that ample help and equipment be furnished the principal must be quite clear. This point cannot be emphasized too strongly nor too

much publicity be given to it. For how can the principal be expected to emancipate himself from routine administrative duties with conditions as they are in many cities?

On the other hand, it is equally incumbent upon the principal to make the widest possible use of the agencies at his disposal so that there may be greater concentration of attention on important fundamental objectives. He must be able to give an accounting of results, so that the superintendent will feel justified in asking for further appropriations of moneys.

The following agencies are available in the Los Angeles schools to whom can be delegated certain duties—some that may be classed as distinctly routine, others more educational in nature:

1. Clerks

Number of full-time clerks.....	115
Number of half-time clerks.....	23
Number of third-time clerks.....	3
Teacher continuation clerks.....	37

The assignment of clerks is based on enrolment as follows:

500 and over enrolment—full-time clerk
500 to 300 enrolment—half-time clerk
300 to 150 enrolment—third-time clerk

2. Home and Americanization teachers.....	60
3. Vice-principals	12
4. School nurses and physical corrective teachers.....	60
5. Teacher committees.....	
6. Counselors	25
7. Traveling clerks who take care of student body finances and office detail.....	

The total number of elementary schools being 220, you may readily see that even the smaller schools have been provided with clerical help. Moreover, it will be another year or so until all large elementary schools will be provided with vice-principals.

With reference to the traveling clerks mentioned above, a few words of explanation may be in order. The Los Angeles schools have instituted a system of traveling clerks, young men who are graduates of our high schools and who expect to enter some branch of the accounting field. These young men work half-time for the board of education, at a nominal salary, under the direction of the supervisor of commercial subjects. Only young men who are students at the University are eligible and are selected for these positions through competitive examination. The system offers an opportunity not only for the board of education to avail itself of trained assistants, but also affords worthy students an opportunity to help themselves through the University. It also forms the nucleus of a group of men who, at a future date, may enter our schools as instructors or enter the general field of business, well grounded in both the practical and theoretical side of their chosen work.

In regard to the list of office equipment which is in your hands, a word of explanation is needed. One of the assistant superintendents of the Los Angeles schools appointed a committee of principals to devise a form of

self-survey for use in the schools. There were several sections in this report, one of which is this list of office equipment that every principal should have. I am proud that we have a board of education and a business department who are alive enough to the situation to coöperate with committees of principals with reference to such recommendations as the one described briefly. We now have in nearly every elementary school all of the items mentioned with the exception of the adding machine and electric time clocks, and these are found in some.

EQUIPMENT

1. My office should contain the following equipment:

Annunciator	Inkwell
Adding machine	Mimeograph (or Neostyle)
American flag	Mirror
Bulletin board	Medicine case
Bookcase	Office sign
Book-ends	Pad and pillow
Chairs (principal's and common chairs)	Paper cutters (one for each floor in each building)
Clock	Pictures
Couch	Pencil sharpener
Curtains	Pyrene fire extinguisher
Card tray	Relay fire alarm system
Desk (principal's)	Rocker
Desk (clerks')	Rugs
Desk calendar	Stick-file
Desk basket	Screen (burlap)
Desk pad and blotter	Table (library)
Dictionary	Telephone stand and extension arm
District map (framed)	Thermometer
Electric lights (desk lights for principal and clerk)	Transom pole
Electric time clock	Typewriter (16-inch carrier) and table
Filing cabinets	Waste-basket
Flat top desk (or roll top)	Work organizer
Gong (hand type for emergency use)	

There is presented here a program which is a sort of composite program with many details left out. A number of principals, after careful study of the classification of their duties, were asked to prepare sample programs or schedules such as they were ready to follow. This program then is a simplified form of a great many that were turned in and can be used as a suggestive one only.

SAMPLE PROGRAM

- 8:00- 8:15 Building and yard inspection. Talk with janitor.
 8:15- 8:30 Conference with vice-principal or counselor over matters of attendance and organization.
 8:30- 9:00 Informal meeting with teachers. Assignment of new pupils, etc.
 9:00- 9:15 Looking over mail and bulletins.

9:15-9:30	Office routine, work with clerk, answering letters, etc.
9:30-10:30	Classroom work. Observation. Teaching.
10:30-10:45	Recess. Informal conference with teachers.
10:45-11:45	Classroom supervision.
12:00-12:20	Lunch.
12:20-1:00	Teachers' meeting, or group conferences, or play games with pupils in yard.
1:00-2:00	Classroom supervision.
2:00-2:10	Recess. Informal conferences, or mixing with children in the yard.
2:10-2:30	Conference with counselor and primary teacher group.
2:30-3:00	Group conferences, or postponed discipline and attendance cases.
3:00-3:30	Finish up odds and ends, or plan in detail the work for next day.

It might be of some interest to you to know to what extent five principals were able to carry out their schedules as prepared. Each of these principals reported in detail over a period of seven to 10 days the number of minutes scheduled for certain activities and the number of minutes actually carried out. In Table 2 is given merely the total per cent of deviation and as actually performed.

TABLE 2.—REPORT OF FIVE PRINCIPALS ON SCHEDULES AS PREPARED

Principal	Per cent of deviation	Per cent carried out
1	35.55	64.45
2	31.37	68.63
3	52.90	47.10
4	36.50	63.50
5	49.83	50.17

The comparison of diaries—Two hundred eighty-nine diaries were kept by the 27 principals in Los Angeles in January and again in June. The time spent in the major groups of activities is indicated below in per cent based upon the number of minutes in the regular school day. The important item to notice is that the learning activities received considerable more attention. Another outstanding fact that is seen in all of these summaries is that the emergency activities always receive a larger per cent of the principal's time than is planned for. This, no doubt, cannot be avoided. It may even be a good sign in that it signifies that the organization is flexible enough to meet these emergency situations. Nothing could be more deadly to a school than to have it run with clock-like accuracy. The live school is not a piece of mechanism that is wound up to run and started to go in a certain direction until run down.

TABLE 3.—A SUMMARY OF THE DIARIES KEPT IN JANUARY AND JUNE, SHOWING PER CENT OF TIME SPENT

	Number of principals	Constructive administration	Routine activities	Learning activities	Emergency activities
January	27	24.32	31.1	24.4	19.3
June	27	17.5	25	32.6	24

Nine principals, not included in the above 27, made out definite schedules to be carried out each day, and these were then classified according to the time spent in each major activity. Then a diary was kept for each day to determine how nearly this program was carried out, and this diary was then classified and the two compared. The comparison is in per cent.

	Constructive administration	Routine activities	Learning activities	Emergency activities
Program planned	18	31	36	13
Carried out	19.7	23.3	33.8	27.8

In conclusion, it may be said that the keeping of a tentative working schedule by the principal will depend in large measure upon the kind and size of the school, upon the social background of children, upon the major objectives that the principal has in mind, upon the agencies available to whom to delegate some of the responsibilities in connection with the school, and also to what extent democracy in education is being carried out in the school.

To summarize briefly, the following effects on the use and distribution of an elementary school principal's time by the adoption of working schedules or programs is quite apparent. First of all, it stimulates thought and planning. It saves time and energy for work. It causes the principal to analyze his problems. It has a definite reaction on the teachers, causing them to plan their work more carefully. It increases the confidence of the teachers in the principal. It almost demands a democratic organization. It assists the principal in establishing a proper sense of values. It calls for more and better equipment and for more office help. Superintendents and boards of education will coöperate. In fact, it helps to dignify the principal's position and put it upon a much higher professional plane.

A GOOD IDEA FOR FACULTY MEETINGS

JOY ELMER MORGAN

Editor of The Journal of the National Education Association

FOR SOME reason I have not received my copy of *The Journal* and I simply cannot get along without it. Will you please have one sent to me at once? The teachers of this school have weekly meetings for the

consideration of our common problems. One meeting each month is devoted to *The Journal of the National Education Association*. Teachers take turns in planning these meetings. A leading article or editorial is assigned to each teacher who takes charge of the discussion on it. There is much informal discussion and it is always difficult to cover the ground within the hour to which our meetings are limited. This regular study of *The Journal* means a great deal to our teaching staff."

This letter from a successful principal came in the same mail with the request from the editor of *THE BULLETIN* for a message from me to principals. The practice which this principal is following is so good that I want to pass it on to the members of the Department who are working for the growth of their teachers and the improvement of the profession. The most that we can do for either children or teachers is to help them help themselves. Whatever encourages teachers to become thoughtful students of education and enthusiastic participants in professional organization helps them to help themselves in a really big way. No opportunity in the world has more of challenge and inspiration than teaching and the work of professional organizations when their larger significance is understood.

That principals have a vision of the broader meaning of their work is indicated by the truly marvelous growth of the Department during the few years of its existence. That they are passing this larger outlook on to their teachers is indicated by the mounting list of special honor schools with 100 per cent enrolment. All of these schools are in a position to use *The Journal* regularly in their faculty meetings. The October number has already been distributed. The following notes on the contents of the November number may be useful to principals in planning their work:

IN THE NOVEMBER JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

1. The leading editorial on *Interpreting Education* suggests important matters to be emphasized during American Education Week.
2. *Health, Habits, Happiness*, by C. E. Turner, of Malden, Massachusetts, is the first of a series of articles telling how one city has improved the health of its children.
3. *Our Association and Its Work* is President Newlon's report to the Representative Assembly at the Indianapolis meeting.
4. *Freedom of Learning*, by Charles E. Hughes, is an abstract of his address as president of the American Bar Association.
5. *Education and National Wealth* is a graphic summary of the main section of the Research Bulletin for American Education Week.
6. *Memories of Former Meetings*, by Thomas E. Miller, of Fairmont, West Virginia, recalls inspiring scenes from past conventions.
7. *The World Federation Meeting*, by W. Carson Ryan, Jr., is an account of that significant gathering at Edinburgh by one who participated in it.
8. *Harry Says It With Flowers* is a humorous account of a boy who needed sympathy and a teacher who had it.
9. *Early American Textbooks* suggests the distance education has traveled within a century.
10. *The National Spelling Contest* describes the newspaper project for connecting the schools and newspapers through local, State, and National spelling bees.
11. *The Editorial Page* discusses the Curriculum and Building Our Profession, and contains a portrait of Congressman Reed, who will introduce the New Education Bill.

12. President Coolidge's proclamation for American Education Week.
13. *Classroom Teachers at Indianapolis* and *Elementary School Principals at Indianapolis* are page reports of the meetings of those two Departments.
14. *Get All of It You Can* is a remarkable editorial from a New Orleans newspaper, appealing to young people to stay in school.
15. *Fitting a High School to a Community* suggests an important problem in educational adjustment.
16. *Our State Association Officers* gives a corrected list of officers and meetings of the State Associations.
17. A page article by Doctor Winship magnifies the profession of *Elementary School Principals*.
18. *The Veteran from Virginia*, by C. J. Heatwole, is an account of forty-seven years of service by one man in one city.
19. *Our Literary Heritage* gives a fresh report of the vote on material children should memorize.
20. *The World's Great Educators* is a page of pictures showing the men named by Charles W. Eliot for having contributed the most to the intellectual advancement of mankind.
21. *A Service to Childhood* is a description of the children's books that have been honored with the Newbery Medal.
22. *Books to Grow On* is a two-page ballot and booklist requesting members of the Association to express their judgment as to the best books for each grade, for the use of the Curriculum Commission.
23. *Notes and Announcements* presents plans for the Association's meetings and other interesting information.
24. *Special Honor Schools* shows an unusual number of completed enrolments for this period of the year.

SECRETARY'S MINUTES

INDIANAPOLIS MEETING

Monday morning, June 29, 1925, the official breakfast of the Department was held in the Claypool Hotel, President Fink in charge. Policies and the general situation of the Department were discussed.

Tuesday morning at the Claypool Hotel the Committee on Training for the Elementary School Principalship held a breakfast and valuable work was done. W. T. Longshore, presiding.

Tuesday afternoon, in the assembly room of the Claypool Hotel, the following program was given:

WHERE TO BRING IN ELEMENTARY SCHOOL LIBRARY DEVELOPMENT—C. C. Certain.
A JOB ANALYSIS OF THE PRINCIPALSHIP AS A BASIS FOR PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS—J. Cayce Morrison.
THE EDUCATIONAL VALUE OF ORGANIZATIONS OF ELEMENTARY SCHOOL PRINCIPALS—L. S. Chase.
PUPIL ADMINISTRATION AS A CHARACTER DEVELOPER—Harry O. Gillett.
REPORT OF COMMITTEE ON EDUCATIONAL PROGRESS—J. D. Williams.

Wednesday evening, in the Riley Room of the Claypool Hotel, the annual dinner was given. A large number was present. The annual dinner is always a banner event at the convention meetings. Nell V. Green, of Indianapolis, was in charge of arrangements.

Thursday morning, at the Claypool Hotel, the presidents of principals' clubs held a breakfast. Special work being done in various cities was reported by the representatives, followed by live discussions. George A. Beers presided.

Thursday afternoon, July 2, in the assembly room of the Claypool Hotel, the professional numbers were as follows:

- PRESENTING THE SCHOOL TO THE PUBLIC IN CHICAGO—George A. Beers.
 MODERN EDUCATIONAL DYNAMICS VERSUS PETRIFIED STATICS IN THE ELEMENTARY SCHOOL PRINCIPALSHIP—George W. Frasier.
 CHARACTER EDUCATION AND THE ELEMENTARY SCHOOL PRINCIPAL—Mary McSkimmon.
 THE EDUCATIONAL VALUE OF SCIENCE IN OUR PUBLIC SCHOOLS—Clifford Woody.
 REPORT OF COMMITTEE ON COURSE OF STUDY FOR ELEMENTARY SCHOOL PRINCIPALS IN TEACHER TRAINING INSTITUTIONS—W. T. Longshore, chairman.
 Report received, committee thanked and continued.
 REPORT OF COMMITTEE ON SALARIES FOR PRINCIPALS OF ELEMENTARY SCHOOLS—Ide G. Sargeant, chairman.
 Report received, committee thanked and continued.

BUSINESS MEETING

Report of Treasurer, Courtland V. Davis.

FINANCIAL STATEMENT

June 1, 1924—May 31, 1925

Balance June 1, 1924.....	\$907.61
2745 members at \$2.00 each.....	\$5,490.00
Yearbooks sold	900.16
Appropriation, N. E. A., 1923-24.....	2,500.00
Appropriation, N. E. A., 1924-25.....	2,000.00
Income for the year.....	10,890.16
Total income and balance.....	\$11,797.77

EXPENDITURES

Printing—Third Yearbook	\$2,779.06
Printing—Fourth Yearbook	2,044.81
Printing—Bulletin, April, 1924.....	299.61
Printing—Bulletin, October, 1924.....	359.50
Printing—Bulletin, January, 1925.....	314.25
Printing—Bulletin, April, 1925.....	429.10
Printing—"Toesin" and remittance blanks.....	160.50
Extra Clerical service.....	1,403.13
Postage and stationery.....	790.34
Travel—Washington Convention:	
Jessie M. Fink.....	165.44
W. T. Longshore.....	252.50
Arthur S. Gist.....	306.50
Travel—Cincinnati Convention:	
Jessie M. Fink.....	264.50
Arthur S. Gist.....	415.76
Ide G. Sargeant.....	105.22
Other items	790.45
Total expense	\$10,880.67
Balance May 31, 1925.....	917.10

\$11,797.77

Anna Laura Force, chairman of the nominating committee, presented the report and moved its adoption:

President, Ide G. Sargeant, Paterson, New Jersey.
First Vice-President, Helen V. Shove, Minneapolis, Minnesota.
Second Vice-President, J. S. Nants, St. Louis, Missouri.
Third Vice-President, J. D. Williams, Birmingham, Alabama.
Secretary, E. Ruth Pyrtle, Lincoln, Nebraska.
Treasurer, Courtland V. Davis, Norfolk, Virginia.
Member of the Executive Committee, Jessie M. Fink, Grand Rapids, Michigan.

A motion was made that the Secretary cast the ballot for the nominees as read. Carried.

A motion was made that a vote of thanks be given our retiring President for her able and efficient services. Carried.

Similar motions were made thanking Mr. Sargeant, editor of the *Bulletin*, and Mr. Gist, editor of the Yearbook, for their valuable services.

Retiring President Fink thanked the officers and members who had done so much to make her administration a success.

The meeting then adjourned to assemble for the mid-winter meeting in Washington the last week of February, 1926.

THE WASHINGTON MEETING OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS FEBRUARY 21-26, 1926

IDE G. SARGEANT, PRESIDENT

THE SIXTH midwinter meeting of the Department of Elementary School Principals will be held in the city of Washington, during the week beginning February 21, 1926, coincident with the meeting of the Department of Superintendence. The headquarters of the Department will be at the Hotel Washington, across from the United States Treasury Building, on Pennsylvania Avenue.

The full afternoons, Monday, Tuesday and Thursday will be given over to the Departmental meetings which will be held in the magnificent new Washington auditorium, seating 6000 persons. Already arrangements are being made with speakers of national repute to address our meetings.

On Wednesday afternoon the home office of the National Education Association, the National Geographic Society and other Washington organizations will offer programs for the benefit of the visiting delegations.

Tuesday morning at eight o'clock the official breakfast of the Department will be given at the Hotel Washington. It is very important that all officers, members of the executive committee and chairmen of other committees be present.

Tuesday evening at six o'clock the Departmental dinner will be given. These dinners are always outstanding and enjoyable, numbering among those who respond to toasts many of the most brilliant men and women in education.

Principals throughout the Nation should begin at once making their plans to attend this meeting. Boards of education and superintendents in every community should send at least one principal and pay his expenses. Principals' associations should send their presidents. Principals in the

many large cities of the East within a few hours' ride of Washington should attend 100 per cent.

Show your colors.

Come and help us celebrate our fifth birthday. Let the communities know that you are cognizant of the fact you belong to a group of principals numbering over fifty thousand in the United States directly in charge of their children and expending millions of their money. It is important to all that you should attend this great conference for the best professional ideals.

REGIONAL MEETINGS

It is planned to hold meetings during the year in several of our larger cities at which large groups of principals can easily assemble for wide awake, helpful, professional conferences. These can be arranged in the large centers and principals from the easily accessible surrounding towns be present. If notified in time, President Sargeant, of the National Department, will be glad to arrange an itinerary that will enable one of its officers and other prominent educators to address the meetings. Such meetings will do much to upbuild the schools and keep principals in touch with the best that is being done in school work. Principals' associations wishing to arrange meetings should communicate with the president of the Department at as early a date as possible.

ANNUAL MEETING OF NEW JERSEY STATE PRINCIPALS' ASSOCIATION

ATLANTIC CITY, NEW JERSEY

PROGRAM

Monday Afternoon, October 12, 1925

MEETING, 2 P. M., High School.

REPORTS OF CHAIRMEN OF SECTIONAL MEETINGS.

E. L. Bunce, F. D. Budd, J. Ernest Crane.

MESSAGE, FROM THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS, NATIONAL EDUCATION ASSOCIATION.

Ide G. Sargeant, President.

BUSINESS MEETING, DISCUSSION OF ORGANIZATION. ELECTION OF OFFICERS.

ADDRESS, THE PLACE OF THE INDIVIDUAL IN OUR EDUCATIONAL SCHEME.

Gertrude A. Parkhurst, International Educator and Author.

ADDRESS, THE ELEMENTARY SCHOOL PRINCIPAL AND EDUCATIONAL LEADERSHIP.

Dean Frank E. Spaulding, School of Education, Yale University.

DINNER, 6.15 P. M., Monday.

GUESTS.

State Commissioner John H. Logan, President William J. Bickett, Dr. Frank E. Spaulding, Miss Gertrude A. Parkhurst, and others.

ELEMENTARY SCHOOL PRINCIPALS' CLUB

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, SUMMER SESSION, 1925

On Monday evening, July 20, a meeting was called of Elementary School Principals in attendance at the summer session at Teachers College. Mr. W. T. Longshore (Kansas City) acted as temporary chairman. He stated

that the purpose of the meeting was to bring about a means for increasing group solidarity and professional growth. After a short discussion it was decided that an organization of elementary principals was greatly needed and desired, and officers for the organization were elected. Mr. Longshore was elected president, and Mr. Arthur S. Gist (Seattle), editor of the Fourth Yearbook of the Department of Elementary School Principals of the National Education Association, secretary. At this first meeting Mr. Longshore spoke briefly about the National organization and the summer meeting at Indianapolis; Mr. Gist had a few words to say about the Yearbooks.

At the second meeting, held on Monday evening, July 27, Dr. William H. Kilpatrick was the speaker. His subject was "The Opportunities of the Elementary School Principalship." He emphasized the need for standards and indicated that it was better from the group to get up standards for itself than to have others set up those standards. He expressed satisfaction when told that a committee was already at work on that problem.

The third meeting was held on August 3. Dr. Milo B. Hillegas spoke on "What Are the Prospects of the Elementary School Principalship?" He indicated that the prospects are good, but that much depends on how well the principals grasp the present opportunities. The second speaker at this meeting was Dr. James F. Hosc. His subject was "What Is the Next Step Forward?" He recalled the rapid and substantial growth of the Department of Elementary School Principals and reviewed briefly the work of the Committee on Training for the Elementary School Principalship. He insisted that there must be scholarship and professional training.

THE BIGGEST IDEALS

TEACHERS depend on the leadership of the principal. They are quick in recognizing qualities of leadership and vision in their principal and take pride in helping to make policies and plans effective. The principal without the coöperation of teachers is nine times out of ten to blame for the lack of support rather than the teachers.

The principal must know and appreciate the viewpoint of teachers, of pupils and of the public. He deals in relationships and his success depends largely on his ability to inspire his teachers to become acquainted with the public and with its activities and to interpret the schools, their purpose and work to the public. The biggest ideals, therefore, in education at the present time are those of making the points of contact between the work of the schools and that of the home and community. These ideals will only be realized as understood and worked out through the leadership of the principal with the coöperation of his teachers.—J. W. CRABTREE

THE ELEMENTARY SCHOOL PRINCIPALS' CLASS

Hyannis Normal is one of the first summer schools in this part of the country to have a course especially for elementary school principals. We have been fortunate in having for our instructor, Mr. Ide G. Sargeant, a principal in Paterson, New Jersey, and President of the Principals' Department of the National Education Association. Mr. Sargeant's purpose has been to give a broader view of the principalship and what we as principals hope to make of it. During the course the class organized into an association to be called the Hyannis Summer School Principals' Association. This association is to be affiliated with the Elementary Principals' Department to which at least twenty members of the class already belong. The thirty-five members of the class are to be the charter members of this association, and the officers elected are:

President, Milton L. Fuller, Gloucester, Massachusetts.

Vice-President, Mary H. Cronan, Chicopee Falls, Massachusetts.

Secretary-Treasurer, Wilhelmina Patterson, Beverly, Massachusetts.

The object of the association is to promote the interests of elementary school principals, to create a deeper sense of the dignity of the office, and to increase the efficiency of education as a public service.

There is to be a meeting of this association to be held in Boston in the early part of 1926. It is hoped that many members of the association as well as members of the Elementary Principals' Department will be able to attend, as it is expected to have several of the most prominent educators present to speak.

On Tuesday night, August 11, twenty-seven members of the class with Mr. Sargeant enjoyed a banquet and social time at Hyannis Inn.

I am very sure every member of the class will return to his or her work in September inspired and better fitted for service, for having come in contact with the other members of the class, and with the instruction, lectures and conferences with Mr. Sargeant.

MARION C. PARKHURST,
BURLINGTON, VERMONT

MEMBERS OF THE DEPARTMENT will be gratified to know that Arthur S. Gist, Superintendent of the B. F. Day School, Seattle, Washington, has again accepted the responsibility for editing the Yearbook. Mr. Gist was editor of the Third and Fourth Yearbooks. His work has been cordially commended, not only by members of the Department of Elementary School Principals, but by leading educators who have at heart the best interests of the public schools. The Fifth Yearbook will be ready for distribution in June, 1926.

EDITORIAL COMMENT

The Department of Elementary School Principals was well represented at the World Federation of National Education Associations in Edinburgh, Scotland, July 20-28.

On the *S. S. Columbia*, the official National Education Association boat sailing July 11, there were more than sixty American educators. This group, under the leadership of Olive M. Jones, was met at Glasgow by a Scottish Hospitality Committee and taken by auto to Edinburgh in time for the first session of the World Conference.

In the group of principals were Olive M. Jones, Jessie B. Colburn, Mrs. Jessie M. Fink, Abby Porter Leland, Florence Holbrook, Flora E. Drake, Mrs. Emma Goodrich, Catherine D. Blake, E. Ruth Pyrtle and others.

The aims and discussions through the eight interesting days of the great conference and the ultimate conclusions reached after much deliberation by the more than one thousand delegates from all countries of the globe could not be better stated than they were by our own Secretary Crabtree, when he wrote:

It has been stated that the aim of the World Federation is to promote good will and peace through education. Its chief purpose, however, is much broader than that. It is to promote the highest educational ideals of all Nations. It is to aid in advancing the time when every child in every land may have that educational opportunity which gives a fair start in the race of life. Let the great purpose of the World Federation be to serve as a clearing-house for the best thought and for the most pronounced developments in education throughout the world.

The American women educators at the World Conference planned several informal social meetings to enable a closer acquaintance with women educators of other countries. Miss Olive M. Jones presided at an elaborately appointed breakfast in honor of Miss Mary Tweedie, President of the Scottish National Committee. Other honor guests represented France, England, Sweden, Norway, Hawaii, Canada, Italy and Germany.

Lady Aberdeen, one of the honored guests and speakers at the Conference sent the following message to the Conference through President Thomas:

May I send farewell greetings and best wishes to your closing meeting on behalf of the International Council of Women? For forty-seven years that Council has made its first object the promotion of goodwill amongst the Nations through the observance of the Golden Rule, and now with joy and thanksgiving we see the world's teachers organize themselves to guide and inspire the coming generation with enthusiasm for these principles. The thirty-five millions of women belonging to the National Councils in thirty-nine different countries are ready to support you, and when the mothers and teachers of the world unite in a call to the human race, can we doubt the results? We feel the earth move sunward; we join the great march onward, and take with joy while living our freehold of thanksgiving.

WHY JOIN THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS OF THE NATIONAL EDUCATION ASSOCIATION

HEREWITH WE give editorials by Dr. James Hosic, Superintendent Jesse H. Newlon, Commissioner Payson Smith, and President Mary McSkimmon. In the next issue we shall publish editorials by other prominent educators.

The remarkable progress made by the Department of Elementary School Principals of the National Education Association is one of the most gratifying aspects of present day education. A group that was without a desirable consciousness of unity has in the course of five years attained a high degree of it. Unlike other somewhat similar organizations, the members have depended for success in developing their organization upon themselves. The contents of their bulletins and publications are provided for the most part by persons in actual charge of elementary schools. These articles reflect an alert interest in both management and teaching and are frequently the result of scientific investigation. Several aggressive committees have been formed to prepare reports on such issues as the provision of college courses for the training of principals and the development of the single salary schedule. All principals in the country and all others interested in the improvement of the work of the principal should interest themselves actively in the work of the principals' organization. They can best do this by becoming members and also by organizing local branches in their own communities. The leader should be satisfied with nothing less than a 100 per cent enrolment of those who belong to their group.

JAMES HOSIC, ASSOCIATE PROFESSOR OF
EDUCATION, COLUMBIA UNIVERSITY

The formation of the Department of Elementary School Principals of the National Education Association met a long recognized need in American education. There is no more important division of the public schools than the elementary school. The work of the elementary school is foundational to all that follows in the education of the child. The elementary school principalship is one of the most important official positions in a democracy.

The Department of Elementary School Principals has served as a clearing house for the best educational thought in the field of elementary education. Its programs and its yearbooks have been characterized by valuable and stimulating articles and addresses. *I consider membership in this department a test of the professional enthusiasm of the elementary school principal.* My observation is that the alert principal is a member.

Through this department the elementary school principals have not only created a clearing house for the exchange of ideas concerning their own work, but they have organized for a more effective participation, through

the National Education Association and otherwise, in the direction of the development of our American public schools.

JESSE H. NEWLON, SUPERINTENDENT OF SCHOOLS,
DENVER, COLORADO. PRESIDENT OF THE NATIONAL
EDUCATION ASSOCIATION 1924-1925

Permit me to express my very deep appreciation of the high standard of professional accomplishment that has been set and already to a large measure achieved by the Department of Elementary School Principals both in its active programs and especially in its publications. The material which has already been published is distinctly progressive and helpful.

PAYSON SMITH, STATE COMMISSIONER
OF EDUCATION, MASSACHUSETTS

No group of educators in the entire school system has been so thoroughly jolted out of its complacency in the last four years as the Elementary School Principals, and we did the jolting ourselves. In 1921 the Department was organized because of the intolerable vagueness of our aims and achievements. At Des Moines the following summer we were like a group of travelers lost in the woods, bewildered by fog, troubled at the falling of night. We knew just this: The precious opportunities for serving, that in our school ought to have been ours, were being fritted away by a thousand futile demands on our time, and no one else but ourselves seemed to care.

We were a withdrawing set. The august body of superintendents could not take the time to study our state of mind; they usually had troubles enough of their own. The first gleam of light came when we picked up courage to tell our troubles to each other. Then the air began to clear. We clapped our hands numb when the bravest among us said we were starving on the husks of service to our schools, while the big harvest of ripened grain was waiting for our reaping. It came over us with the force of a staggering blow that all the hours we spent on meticulously adding up attendance records, answering telephones, giving out supplies, receiving reports of nurse and school physician, were pretty nearly wasted; this work could have been done much better by a good clerk; and that *supervision* which is seeing how much of the teaching process is functioning in learning on the part of the children, and studying how the teacher can be assisted to do her part better, was the answer to the call which we fondly believed we heard when we took up this work at the beginning.

Our Yearbooks grew out of the revelations that appeared when the problem was once attacked by the group of principals, each in his own school seeking how to lift his better up to best. They are as logical as the Beatitudes. The first was of the greatest importance for the principal to grasp: *The Technique of Supervision*. Naturally the second dealt with *The Problem of the Elementary School Principal in the Light of the Testing Movement*. Happy word, that "light!" The dawn had come. The elementary principal was finding himself by finding his way out of the fog.

The Third Yearbook is an intimate study of the elementary school principal's own place in the educational system. *The Status and Professional*

Activities of the Elementary School Principal is one of the best handbooks written on the opportunities for service and the rights to the highest professional recognition that has yet appeared. The Fourth Yearbook, issued in June, *The Elementary School Principalship: A Study of its Instructional and Administrative Aspects*, will not fail to interpret this office to the entire force from the school board to the kindergartner.

No man or woman holding the position of elementary school principal can afford to remain outside this organized group. This department needs the help of every thinking co-laborer. We need every one of our 50,000 elementary school principals, for we are members one of the other by the very nature of our task. Every principal in America has already been helped in a dozen ways through the fine professional spirit and service of the organization. Our membership should be, and I am very sure will be, doubled by the time the Fifth Yearbook is ready. But it is the present membership that must help the elementary principals of America to grasp the vision of this splendid army for bringing a better day to the citizens by an enlightened and united service.

MARY MCSKIMMON, PRESIDENT OF THE
NATIONAL EDUCATION ASSOCIATION

ONE OF THE GRATIFYING signs of recent educational progress is the professional zeal of the Department of Elementary School Principals. The development of scientific methods of education, while increasing the responsibilities of everyone connected with public education, is especially significant for principals of elementary schools. Your Department has recognized that increased training and ability are necessary for these positions and has undertaken most vigorously to improve its members now in service and to encourage the proper training for those who hope to receive such appointment in the future. Due largely to the influence of this Department, courses for elementary school principals were offered for the first time this year in our largest summer schools.

Your Yearbooks and quarterly Bulletins contain material of the most valuable sort. Your opportunities and responsibilities just at this time are unusually great. May I extend to you congratulations for what has already been achieved and assure you of my best wishes for the great tasks ahead.—FRANK W. BALLOU, PRESIDENT, DEPARTMENT OF SUPERINTENDENCE

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.

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 1925-26. One dollar of this fee is for a year's subscription to the Department Bulletin.

Kindly send all publications, including the Fourth Yearbook, to be issued in June, 1926, to me at the address given below.

Name
(Type or print)

Mailing address
(School or street)

.....
(City and State)

My present position is