

BULLETIN

OF THE

Department of Elementary School Principals

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THE POSSIBILITIES OF THE PRINCIPALSHIP

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I HAVE BEEN very much impressed, as I dare say others in this company have, by statements recently published in the *Educational Research Bulletin*, of the college of education of the Ohio State University regarding the distribution of activities of school principals in the cities and villages of Ohio. The principals of Ohio teach from thirteen to sixty-five percent of their time. The full list of percentages of teaching time for principals in systems of different sizes ranging from the largest to the smallest is 13, 45, 38, 53, 52, 65, and 56. Putting the matter in general terms, we may say that one half of the time of Ohio principals is given to teaching.

Not only does present practice emphasize teaching as a part of the principal's task, but in the vast majority of cases the principal has reached his or her present position by promotion from the teaching ranks. Seniority on the staff of a school is not infrequently regarded as constituting a claim on the principalship.

I yield to no one in respect for skilful teaching, but I am quite certain that long and successful experience as a teacher not infrequently constitutes a real disqualification for the principalship. I have known principals who proceed on the assumption either explicitly or implicitly that all good teaching is the kind which they personally practice. I have known a new principal to demand of all the teachers in the school that they conform to his or her methods. I am not at all sure that this may not be the explanation of the habit of putting the senior teacher into the principalship when there is a vacancy. The senior teacher is perhaps less likely to disturb the routine of the school than anyone who could be chosen.

The point I wish to make in these remarks is that a principal ought first of all to understand that his or her position should be definitely and sharply contrasted with the position of a teacher. The principal will not realize the full possibilities of his or her office until the idea and practice of organizing the school are distinguished from the idea and practice of organizing recitations.

Let us put the matter in another way. The unit of teaching is the class. The unit which it is the duty of the principal to organize is not the class but the group of classes which collectively constitute the school. In the school unit there are a number of teachers each with a personality different from that of every other teacher. To hold the diverse personalities of the teachers together in a harmonious and effective group is no less important a task than is that of the teacher who must organize a group of pupils. The technique of organizing a group of teachers is very different from the technique of organizing a group of pupils. In the latter case the organization is affected typically by discussing with the pupils certain subjects like history and geography and arithmetic. What are the appropriate subjects of discussion when a principal gathers the teaching staff of a building together?

I will attempt to state the problem in still another way. Suppose that a newly appointed principal wants to get as rapidly as possible suggestions which will contribute to an understanding of his work. What kind of books should he read? Books on teaching methods? Textbooks on arithmetic and geography?

At this point I am going to venture a remark which I am sure is true but which it is very difficult to put into terms which will be thought altogether tactful. The remark is something like this. Many newly appointed principals are wholly unaware of a necessity of adding to their stock of already acquired experience. Have they not taught class after class and do they not know how that is to be done? Have they not seen the shortcomings of the principals with whom they have been associated? Have they not learned how to deal with parents and recalcitrant pupils? Will they not be able on the basis of all this acquired experience to straighten out the school?

It is a well-known fact in business and industry that promotion is always a hazardous point in a man's career. The advice which is now-a-days given to those who would become executives or foremen is that they should prepare for the new positions by getting certain types of knowledge which they did not need as individual workers. The eagerness with which young executives in business have organized study classes shows that there is widespread recognition of the necessity of special effort if one would safely enter the upper ranks of one's calling.

Let me approach my theme from yet another angle. I read certain radical statements made by teachers who have organized for the promotion of what is known as democratic control of schools, such statements as these. Teachers who are in direct contact with pupils know the real problems of the schools. The superintendent would do well in organizing the course of study and in selecting textbooks to consult a council of teachers. Again I read frequent and pointed statements to the effect that principals are not wanted in the councils of teachers, that there is greater freedom when the principal is absent and so on. Please note that all these statements are borrowed. I am not defining what I believe to be the relations appropriate within a school system. I am merely trying to state my problem. That problem is one of defining the lines along which the principal should move in the full realization of the possibilities of the principalship. At the moment I am using the pronouncements of radical teachers to make the point that these radicals think of the principal as somebody different from a fellow-teacher.

We have arrived at the stage in our discussion where we may summarize the statements that have been made by saying that our present school practice is a curious mixture of history and confusion. The principal teaches half of the time. The principal as a principal is not a teacher. The principal is thought of by some people as very different from a teacher and by common consent and expectation teaching experience is an essential qualification for elevation to the position of head of the school.

Before I come to the few positive suggestions which I am prepared to make, I should like to discuss somewhat further the confusion which sur-

rounds the principalship. What is the ordinary relation between a principal and a superintendent? I am not referring at the moment to the fact that a certain number of principals are waiting for the superintendent to fail of reelection in order that they may take the step from the principalship to the superintendency. I am thinking rather of the relationship which is maintained from day to day between the head of a building and the head of the school system.

I read in the surveys the statement that stagnation exists in some school systems because the superintendent gives such rigid orders to the principals that there is no flexibility in the curriculum or in the daily programs of the various schools. There is no adjustment of the schools to the particular communities in which they are located. Scarcely have I finished reading this objection to central domination when I find in the next survey a drastic statement of the evils which result when the various schools of a city go their own way without organization and standardization. These extracts from the surveys lead me to consider carefully the duty of the principal in respect to the policies originated and promoted by the superintendent.

One final comment by way of description of what I observe. I note that in many cases the principal is a very influential factor in a community. The principal knows the pupils and the parents. To those who live in the immediate neighborhood of the school the board of education and the superintendent are remote, often quite mythical persons. The principal is a real person. Sometimes when a principal has occupied his position for a long period of years he has known more than one generation and then he often begins to think of himself in a way which it is difficult to define in any simple and limited terms. It is a bold superintendent who undertakes to hold anything but the most friendly conferences with a principal who has the undivided backing of the community around the school.

I intimated a few moments ago that I had a few positive suggestions to make. I shall delay making these long enough to repeat what a superintendent once told in my hearing. "I went," he said, "to visit a school where I knew the principal was inefficient. I asked her to show me through her building and she did. When we came back to the office I sat down and said: 'Miss Blank, what do you need in this school to help you improve it?' She looked puzzled and finally with a look of relief said, 'Mr. Superintendent, I think we ought to have a new rug for this office.'" I am disposed to think that the superintendent as well as the principal ought to be charged with responsibility for the rug episode, but be that as it may the narrative serves me as a starting point.

I believe that the principal who would magnify his office must make a careful study of the situation which exists in his school. One of the best ways to bring oneself to the point of doing this intelligently is to prepare for personal use a statement of the outstanding virtues and defects of the school. I mean literally that the intelligent principal should write down in the first week of his tenure of the office what he regards as the outstanding characteristics, good and bad, of his school. Perhaps the building is not clean and well janitored. Let it be written down, and that quite specifi-

cally with dates and particulars. Perhaps the fourth grade teacher is a poor teacher. Let it be written down with date and particulars. Perhaps the sixth grade teacher is skilful and especially competent in arousing interest. Let it be written down.

You will note that I am not at this time suggesting that the principal do anything about the dirt and the good and bad teaching. I am making a plea for a careful and well-ordered plan of observation and record. It is not safe to act when one becomes a principal until one has gained a general picture of the whole situation. One might attack the janitor when he and his untidy ways are the least of one's troubles. One might start out to improve the poor fourth grade teacher when later examination would show that he is equal to the average.

The first thing that a new principal ought to do is to make a record of twenty conspicuous points about the school. This may or may not include the office rug.

After one has made a preliminary survey, the next step is a systematic attack on one's problems. I remember some years ago when I went to my superior officer in a state of despondency and rebellion he said to me, very wisely I am sure, "These difficulties ought not to discourage us; let us find a plan for dealing with them."

A record such as I have suggested puts the school in its perspective and gives the principal something that he can think about deliberately. If I had my way about it, I should have every principal in the United State write a short report once a month. The report being written, I should now ask the writer to seek methods of dealing with the situation. The positive resources of the school are to be used. That good fifth grade teacher might be induced to help some of the new teachers plan their work. The fourth grade teacher might be allowed to visit the smoothly running fifth grade. The positive resources of the school being reinforced in their influence, the principal should go about dealing deliberately with some of the difficulties.

How the principal deals with difficulties is not always easy to suggest. One way and a very good way is to find out how the best principal in your neighborhood would do it. If principals would only exchange experiences more freely and frequently, we might in due time have a body of literature which we now lack on how to be a real principal. In the process of seeking consultations one has a right to think of one's superintendent. If the superintendent is competent in his work, and he sometimes is, he may be resourceful in telling an inquirer how to deal with a difficulty. A third possible source of suggestions is the survey literature. I think it is safe to say to school officers that the school surveys which have been published in this country constitute the best body of material on school administration to be found anywhere. There is a rich body of ingenious suggestions in the surveys. These documents are easily accessible, very much worth reading, and highly stimulating.

One general suggestion which applies equally to situations which are good and situations which are bad is the suggestion that the principal adopt systematic plans of work for the whole school, each plan to run for a defi-

nite period. Let a principal discover by reading the current educational journals what movements are common in the educational world and let him suggest to his staff that one of these movements, like the introduction of silent reading or instruction in citizenship be made a subject of special consideration and experimentation for the next two months. Or let the staff decide, if that seems to be a more needed reform, that the school will spend the next period in improving the order in the yard and corridors. Or let the school make a drive on tardiness. Whatever the plan, let it be a matter of record. Let the beginning stage be accurately described and let progress be noted from time to time. Also let the devices by which progress was secured be recorded.

The building records and the principal's observations ought to be the property of the school system. I learned a short time ago of a report which the retiring principal of a school prepared for his successor. One of the most serious defects in the educational organization of American schools is the lack of continuity in policy. The system of planning which I am recommending and of records is nothing more nor less than good organization.

The by-products of the sort of organization which has been described are many and important. Teachers will begin to realize that there are school interests as well as classroom interests. They will feel that they are part of a system which extends beyond their particular domains and reaches into these domains in such a way as to supplement and reinforce what they are doing.

It is only when a principal shows that he knows how to run the school as a whole that teachers really have confidence that the principal can give valuable advice and criticism to the individual teacher. When the principal really becomes interested in the larger problem of organizing the school, he will recognize the fact to which reference was made some time ago. Different teachers get their results by different methods. The fact is that the best teachers differ from one another more than do mediocre teachers. As soon as a principal recognizes this fact he will become absorbed in his visits to the classrooms in his and other buildings in discovering good methods wherever they are to be found. If principals would take a note of the best and worst devices that they observe, they would create a body of concrete materials on teaching which would be of the highest value. The recommendations which a principal makes to teachers after he has studied many teachers are much more likely to be really valuable than the recommendations which result from the principal's recollections of his own successful methods when he was a teacher. There is nothing more stultifying to a school than an insistence on the part of the principal that all teachers do as he did. Furthermore, the principal's attitude in giving advice when this advice is an impersonal transmission of what he has observed rather than what he has done is very much more likely to attract the interest of the recipient of the advice.

I turn abruptly from the work of the principal inside of the school to comment on the possibility and desirability of certain lines of activity which extend to the community. Every community has a character of its own.

Some of the most useful work which a principal can do is community work. All of us know principals who have made themselves centers of community reorganization. I recall one high school principal whom I observed on a survey who had transformed the life of an industrial section of a great city by organizing social life in the out-of-school hours. I remember another principal of an elementary school in an Italian section of another city who became the advisor of the whole community. I never see such instances without recalling a little French village in which the schoolmaster and his wife taught the children and he kept the town records and was a magistrate. He was more than a purveyor of arithmetic and reading, he was a social organizer.

I could tell you of other cases, the young principal who induced the parents' association to buy a printing press, the principal who showed the children how to beautify the yards, the principal who secured permission for the children to use a vacant lot near the school. All of these principals saw the school as a community institution. They were not classroom minded, they were school minded.

The principal who does any large part of what I have thus far outlined as his duty will be a busy person, but he will not have fulfilled his function as the leader of his school until he shows himself to be an aggressive organizer, looking for new possibilities. To conduct a school in its present form is indeed an achievement, but education is not static and the school must not stand, it must go forward. Especially is it true in our times that the school must find new materials of instruction and these new materials must be incorporated into the program in such a way as to make a harmonious and well coordinated system of experience for the pupils. Individual teachers can and should contribute items to the new curriculum, but the curriculum in its larger aspects can be arranged only by some one who sees the school as a whole. Indeed, the complete organization of the curriculum requires the intelligent consideration of the relation of the elementary school to the high school and to the demands which society will make of pupils when they go out of the school. I am not transferring the principal by this suggestion to the superintendency. There are certain broad system-wide reforms which the superintendent must initiate. But within the system each school must maintain its individuality. The concrete illustrative material supplied in one environment differs from that supplied in another. The school in a compactly settled industrial area is very different from the school near a park. Each school has special problems and special opportunities. It is the principal's duty to supervise the use of these local opportunities. The principal is the head of his unit within the system. The principal is the general officer of the educational unit, the single school. The principal knows, or should know intimately the particular community and the needs of its pupils. He should be broad enough in his experience and interests to keep in contact with the movements which are initiated elsewhere in the system to which his school belongs and in all parts of the country. He should bring to the individual teachers the suggestions and the partially formulated new materials which they need to keep their instruction progressively alive.

I dare say that someone who hears the duties of the principal described in these general terms will say, "But what of the discipline of the school if the principal is not at hand to support the teachers in their demands upon pupils and parents? What will happen to the supplies if the principal does not attend to them? Who will see that the janitor does his duty? Who will prepare the reports of enrolment and attendance?"

I have three answers to make to this kind of inquiry. First, it is my experience that organization results in economy of effort. Discipline is reduced to a minimum in a progressive school and orders for supplies are rendered easier where there is definiteness in the school's plans. Second, it is my belief that the American people are willing to support good organization of public utilities if they are convinced that the people in charge of these utilities know how to do their work. I feel sure that the American people can be led to understand the kind of school organization we have been discussing if true leadership is exhibited to them. They will supply assistance for overhead if they see overhead really at work in its place and not dissipating itself in working at trivialities. The third answer goes somewhat further. Let us suppose that something has to be neglected among the multitude of possible performances which the principal might take up. Which activity shall the principal curtail? The present tendency seems to be to do a great many petty tasks. Referring again to the article in the Ohio report, we find that principals in first-class city systems devote 19 percent of their time to clerical duties, 30 percent to administrative and organizing duties, 13 percent to teaching, 27 percent to classroom supervision and 11 percent to miscellaneous duties. Perhaps my suggestions could all be met within the 30 percent of time devoted to administrative and organizing duties. If not, I have no hesitation in advocating a reduction of clerical activities from 19 percent to not more than 10 and the reduction of teaching and classroom supervision to the point where the 30 percent administration can be made to aggregate at least 50 percent. In short, I advocate the performance of some of the general duties even if that means an abandonment of some of the traditional activities. I am sure that a readjustment along these lines is justifiable and is necessary if the principalship is to reach the full limit of its possibilities.

REFORMING THE PRINCIPALSHIP

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A NATION-WIDE movement for the improvement of the status of elementary school principals is now well under way. The founders of the Department of Elementary School Principals of the National Education Association have every reason to be gratified at the progress which the past five years have seen. To make the principalship what it ought to be is today generally recognized as a major objective of education. No more significant development in education has taken place in our time.

The final outcome will depend upon the ideals which dominate the movement and its relations to educational development as a whole. The purpose of this brief paper is to call attention to certain basic tendencies likely to have an important bearing on the training of principals for their important work.

The newer elementary school is slowly coming into being. No one can prophesy what precisely it will be like. It will be the resultant of numerous forces now at work. The Dalton and Winnetka plans will be seen to have influenced it. The platoon type of organization will have left its mark. Classification according to ability, reform of the curriculum, newer conceptions of method, specialization of teachers, adaptation to community needs, and many other ideas now working will be reflected. A composite picture of typical elementary schools in the more progressive cities comes nearest to suggesting what the fashion in elementary schools is coming to be.

The observer is struck, first of all, by the fact that these schools are growing larger. Figures are not available to show just what the facts are in this respect, but there is no doubt that schools of four or six teachers are relatively fewer than they were. One large city in the middle west has a dozen fewer schools than it had five years ago. A city in the west has recently adopted the rule that all new buildings must house approximately a thousand or more. Economy in the use of the plant and equipment and flexibility of program are said to be more easily obtained with this number than with fewer pupils.

Large schools tend to be more nearly self-sufficient. Expense that would be prohibitive in a small school is distributed over many expenses in a large one and overhead is not beyond reason. Hence in the large school you are likely to find clerical service, organized office routine, the school nurse, one or more assistant principals, perhaps a visiting teacher, a psychologist—at least on part time—teachers of opportunity rooms, physical directors, auditorium teachers, shop teachers, and other specialists. Such a school gets on with a minimum of service from itinerants. Its workers have the advantage of being on the inside. They are members of the family and likely to be in the closest possible touch with the principal, who can coordinate their efforts as he rarely does when he must place large dependence upon outsiders. In such a situation a principal has an opportunity to make of his school a real going concern.

More and more the principal is being held responsible for the success or failure of his school. He manages its business and supervises the activities of the teachers and pupils. He rallies the community to the support of the school and he is responsible for the use and care of the plant. Supervisors no longer assume to direct important phases of the work, perhaps without contact with him, but become instead expert consultants and cooperators. No longer compelled to undertake room-to-room visitation in order to develop teaching method, the supervisor tends to become rather the subject specialist, whose efforts are joined with those of the principals under the guidance of the head supervisor or director. Such a supervisor will be on call to assist the new or weak teacher. He will be on the watch also to

discover teaching that is distinctively good in order that he may pass the inspiration of it on to other teachers, being scrupulously careful to honor the source and give credit to whom credit is due.

Into such a program the principal must be capable of fitting. He must be able to lead his teachers in carrying out the educational policies of the system. He must be responsive to the newer ideals promulgated by the supervisors. He must have a rare sense of values and a remarkable degree of versatility. And he must know how to determine quickly what the next step is in the forward progress of development of each teacher.

His task is rendered at once more grateful and more complicated by the current practice of recognizing and providing for individual differences. There is, first, the necessity of finding out all that can be learned about each child. To observation must be added testing, consultations with parents, testimonies of teachers, and studies of records previously made. Not all of this can be first-hand, but all of it will be directed by the principal and the results will be digested and used by him. He will organize classes to fit the needs; he will study with the teachers the problem of adapting the courses of study to the various classes; and he will seek to establish methods of teaching which, from first to last, keep the individual in sight and give him the opportunities which he in particular needs and can profit by.

Such methods are vastly more common than they were a generation ago. Children have far more leeway now than formerly. To the fixed assignment has been added the volunteer project. Pupils may have a larger hand in what is going on if they will. They may share responsibility for planning what is to be done and for the carrying out of plans. They also aid in checking the results. Many projects, moreover, are essentially individual. The pupil moves forward at his own rate and with such degree of proficiency as he is capable.

The principal must clearly grasp both the significance and the limitations of these newer methods. Enthusiasm is not enough. Some things are more worthwhile than others. Tasks undertaken must sometimes be continued in the face of discouragement or even of positive distaste. The pupil must learn to ignore discomfort, to cultivate patience, and to follow through. Skill to be of use must be brought to reasonably high degrees of perfection, and knowledge that is available is organized and instantly recallable. Hence in the matter of method the good principal will be a moderate progressive. He will not be a faddist; he will not be a stand-patter; he will be always openminded, wise in counsel, and a safe guide.

These among other considerations should be regarded as important factors in determining what should be done in the process of reforming the principalship. To some extent they will doubtless be covered in the "job analyses" now so rapidly becoming the favorite indoor sport of educators. A job analysis, however, almost inevitably stresses the practices that are common at the time—the older, established practices. But we must have regard not only for what is done but also for what ought to be done. Principals should be trained not merely to perpetuate but also to improve upon existing practices.

We are faced here with a problem closely analogous to that of the training of teachers. Some sort of apprenticeship is commonly demanded of new teachers in our large cities. Cadets are assigned to experienced teachers for a period of four months or more of practical experience under supervision. Now it frequently happens that the young teacher, so far from being shown how to realize the ideals of good teaching which he has begun to build up in the training school, is really disillusioned, made to feel that old-fashioned ways are best or at least all that are possible, and hence is rendered positively reactionary.

Something like that may easily happen in the training of principals. A successful teacher may have opportunity merely to learn how the work of the ordinary school is conducted. He may begin as principal of a small school and advance from time to time to larger responsibilities without ever having had a proper experience of studying the workings of a large, modern school. All who are concerned with the reforming of the principalship must try, first of all, to compass the whole, of which this single movement is only a part. They must seek to picture the school of the near future, the school that is about to be. It is for this school, not the school already obsolescent, that principals should be prepared.

LEADERSHIP IN THE PRINCIPALSHIP

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FOUR BASIC ELEMENTS in a system of free public schools are wise and progressive legislation, adequate finance, an informed public, and trained administrators, supervisors and teachers. So fundamental is each of these elements, that they may well be looked upon as coordinate and mutually interdependent. To one aspect of the last of these, trained supervision through the elementary school principal, we are devoting our attention in this section of our national conference.

No more interesting and significant development can be found in American education than the growth of the idea that expert leadership is essential to efficient public schools. The term, superintending school committee, written into the early law of some of our New England states—indeed still found in one of them—shows clearly the idea that lay supervision of schools was once deemed adequate. We still find remnants of this practice in occasional, though not frequent, misguided efforts of individual members of boards of education. For the most part, however, the belief has been firmly established that direct professional responsibility for the conduct of schools must exist in a trained executive, the superintendent of schools, and, through him, in his staff of principals and supervisors.

While the secondary school principalship, or headmastership, had previously existed, with administrative duties somewhat vaguely defined, the plan of choosing trained executives to carry on the supervision of schools

began to take definite form with the creation of the office of superintendent of schools in the decade 1830-1840. The rapid growth of the idea, and the rapid increase both in numbers enrolled in the public schools and in courses offered, made necessary the further selection of principals and of specialists in subject-matter to organize and evaluate the work of the administrative units in the school system.

No one now questions the need for superintendents, principals, and supervisors. The problem today is the seeking out and training of persons adequate to the tremendous responsibilities involved. The question in this paper is not: Why an elementary school principal? but rather: How can the elementary school principalship be brought to the position of leadership that it so richly deserves and that the most efficient elementary education demands?

It would appear that the office of secondary school principal has become more firmly established in the public mind than has that of the elementary school principal. The reasons for this situation will probably in part be found in the earlier development of the secondary school, and in part within the elementary school principalship itself. There has doubtless been underestimation of the elementary school principalship both within professional ranks and on the part of the public.

In a recent survey by Assistant Superintendent, Worth McClure, of Seattle, it was found that in but 11 of 46 cities of 100,000 population or over, was any attempt being made to evaluate the services of the elementary school principal. There may have been a disposition on the part of elementary school principals to develop an inferiority complex, or a feeling of satisfaction with, or at least a toleration of, the *status quo*. Happily, elementary school principals are becoming professionally conscious. They are coming to appreciate the full measure of their responsibility for the successful administration of elementary education.

Numerically, the elementary school principalship greatly exceeds the other recognized administrative groups. Approximately 6600 persons serve in the capacity of superintendents of public schools in this country; 19,000 hold the office of secondary school principal; while your ranks include at least 50,000 persons. It is apparent, from these totals, that opportunity for service is measured only by your vision and your devotion to all that is finest and best in public education. The rapid growth of your association, since its formation in Atlantic City five years ago, and the corresponding growth in the public and professional recognition given your association, are evidence that there is need for the service you can render in an organized capacity.

At least five states have associations similar to this organized on state lines, and steps are under way to form associations in others. Stimulated by these national and state associations, and by an awakened professional interest both within and without your ranks, there is being developed in the field of elementary school administration a literature that has been conspicuous on account of its absence when one considers the importance of this portion of the school system, which, under the mandate of compulsory

attendance laws, is charged with the training of practically all the children of the nation.

In his admirable book, *The Principal and His School*, Cubberley has well set forth both the place and importance of the elementary school principalship, as follows:

Upon the educational insight, largeness of vision, good nature, ability in administration, discretion, tact, personal loyalty, and frankness in discussion of the principals of a school system the success or failure of the policies evolved for the conduct of a school system in large part depends. The principal should feel that he represents the administration before the teachers, before the pupils, and before the parents.

To be frank enough to discuss plans freely with the superintendent when asked; to be discreet enough not to talk outside when matters are still under discussion; to be able to maintain confidences granted; to be willing, wholeheartedly to try to put plans into operation, even though they differ from what we might have wished; to have responsibility without shirking; and, at times, to put our back to the wall and stand solidly for the system, calls for personal qualities that always command a good market price because they are not overabundant in the world.

With these somewhat general remarks concerning the elementary school principalship, let us now turn to a consideration of some of the elements that enter into the further development of the leadership inherent in the position. Let us consider some of the changes without which the elementary school principalship cannot emerge from the relative obscurity that has too long been its lot.

It may seem commonplace to voice the opinion that the first adjustment should be a release of the elementary school principal from much of the routine of petty duties that take the form of "seat work," and dissipate both his time and his energy. An analysis of the printed rules and regulations of boards of education will reveal the all too prevalent notion that the duties of the elementary school principal are largely clerical and disciplinary.

A study by Boggs of the printed regulations of boards of education of 30 selected cities showed 101 rules dealing with clerical work for the elementary school principal; 171 dealing with building and equipment; and 72 relating to discipline. In these same printed regulations were found but 52 specific statements concerning the supervisory duties of the elementary school principal, together with nine references to his teaching duties. We find here no indication that the principal has any responsibility for the course of study, yet who would deny that this is one of the most vital problems now confronting him in the organization and administration of his school.

Would it not be feasible, through a committee of this association, or otherwise, to study the problem of a proper distribution of the time of the elementary school principal, in building units of varying size, and among such generally accepted duties as administration, supervision, instruction, pupil contacts, office hours for patrons, and necessary routine matters. It is encouraging to learn of steps already taken by your association in the direction of which we might call, in the parlance of the day, "job analysis," but much remains to be done. Unless, and until, elementary school principals have more definitely formulated convictions on this subject themselves it is not to be hoped that rules and regulations will reflect a much needed change.

Educational leadership cannot be developed or found in the principal voluntarily, or otherwise, in leash to a routine of petty office and custodial duties, which are often better performed by an efficient clerk, a committee of teachers or pupils, or an efficient janitor. False emphasis on the routine of administration and organization often mean, for the principal, neglected supervision of teaching.

Beyond question, the most important duty of the elementary school principal is the leadership of his teachers in the fundamental task of the schools, good teaching. Schools succeed or fail in terms of the quality of instruction given in the classrooms. No amount of well-kept office records and highly efficient building organization will compensate for the neglected leadership of teachers. That principal of a school enrolling more than 600 pupils who found, when budgeting his time, that he was giving but four hours a week to the actual supervision of instruction, made a discovery that should lead to an immediate change of emphasis.

Suggestive in this connection is a plan for appraising the principals' service, worked out by Superintendent McAndrew, of Chicago, and reported in the *American School Board Journal* of last month. On a total point score of 100, a maximum of 10 points is assigned to professional standing; 30 points to administration; 45 to supervision; and 15 to leadership.

Under the head of supervision we find the following nine factors that enter into the total score of 45:

- a. Evidence of beneficial influence on the methods of teaching
- b. Evidence of effective instruction secured by the principal
- c. Success in giving model lessons
- d. Success in increasing the number of pupils brought to the ability requisite for promotion to higher grades
- e. Success in testing and improving work
- f. Efficiency in judging teachers
- g. Efficiency in training teachers
- h. Efficiency in interesting teachers in educational problems
- i. Efficiency in realizing educational aims

The three elements that make a total score of 15 in leadership are likewise significant:

- a. Spirit, initiative, and cooperation of teachers
- b. Securing in pupils correct standards of citizenship
- c. Tact and courtesy in dealing with pupils, parents, and teachers

The ten points allowed for professional standing are based upon a single test; namely, professional standing and growth as shown by the use of the best methods in the management of the school. A plan somewhat similar to the foregoing is now in use in Seattle.

A second important factor in the development of leadership in the elementary school principalship is the creation of more definite standards for pre-service and in-service training, and the development of courses by which these standards may be achieved. Pre-service preparation can best be carried on in our normal schools and teachers colleges, and in schools of education, as a part of the regular offering for degrees. In-service training can be carried on through summer session study, Saturday or late afternoon courses,

and extension service. The opportunities for definite preparation for an elementary school principalship through either pre-service or in-service training now fall short of the growing demand. But, as is usually the case, when the demand becomes both great enough and insistent enough, the facilities will be provided.

The findings of a recent survey of the elementary school principalship in Ohio by Connors and Morrison, published in the *Educational Research Bulletin* of Ohio State University for November, 1925, are illuminating in this connection. For men, the educational preparation of elementary school principals was found to be 7.3 years beyond the elementary school, as compared with 5.9 for women. For men the scholastic preparation was .7 of a year less than the standard four-year college course, and for women, .1 of a year less than the minimum two-year normal school course. Fifty-six percent of the men and sixty percent of the women have attended normal school. Sixty-one percent of the men and thirty-two percent of the women have done college work; and twenty-four percent of the men and eight percent of the women have baccalaureate degrees. Ten percent of the men and one percent of the women have master's degrees. No principal reported the doctorate degree. It is reasonable to suppose that this is a fairly typical situation. It suggests a need for higher and more definite standards.

Believing that there was a need for specific training for the elementary school principalship, the department of education in Massachusetts established such a course last year in the summer session of one of the state normal schools. Under the able instruction of your president, the course made an immediate appeal, and is to be continued.

This course is designed to give a working knowledge of the best thought and practice in the field of the elementary school principalship. Through assigned reading and reports, the literature of the course was made available to all. Such typical problems as the following were made the basis of class discussion: The changing conception of a sound public policy toward education; the evolution and present status of the elementary school principalship; the organization and administration of an elementary school through health and sanitary control, discipline and school spirit, supervision of instruction, teacher training, extra-curricula activities; the principal as a professional leader; and the principal as a community leader.

The time has come when the elementary school principalship should be looked upon as a career, with definite preparation and experience prerequisite to its being entered upon. Whether a minimum of five years' teaching experience with a baccalaureate degree or the equivalent is too ambitious a standard, I leave with you for discussion. With standards for elementary school teachers in progressive communities now on a minimum level of two years of professional training beyond the secondary school, certain it is that the standards of preparation for the principalship must be materially above that level.

The current yearbook of the Department of Superintendence, "The Nation at Work on the Public School Curriculum" and the recent research bulletin of the National Education Association, "Keeping Pace

with the Advancing Curriculum," suggest a third opportunity for leadership for the elementary school principal. It seems clear that the next five years will be years largely given over to a revaluation of the educational offerings of the elementary and junior high schools. We may reasonably expect your ranks to furnish important contributions to this undertaking. Any reorganization of elementary education must draw upon your resources. We need, in the beginning, some definite statement of principles; some formulation of objectives for elementary education like unto the cardinal principles of secondary education, now so widely recognized. A study of the principles underlying the making of the new curriculum for the elementary schools might well invite the attention of your association.

Three decades ago the belief was prevalent that it made little or no difference what pupils studied, or how the school cared for the larger life of the individual, so long as something was seriously studied. The personality of the teacher, coupled with vigorous drill in abstract materials, was supposed to make a combination that was capable of meeting curriculum needs. Today, increasing knowledge of the nature of the child to be educated, widely organized facilities for curriculum study, and a growing appreciation of the larger purposes of democratic education call for constructive leadership in curriculum revision on every level of administrative responsibility.

In this connection it is interesting to note that a commission on length of elementary education, organized under the Educational Research Committee of the Commonwealth Fund, has recently begun its work under the leadership of Dr. Judd. Important and timely results for elementary education are confidently expected.

A fourth important element in the leadership of the elementary school principal is his philosophy of education, his outlook upon his task. Among people in general, among educators, indeed, among elementary school principals, we discover four or five types who may be classified with some degree of accuracy.

We have, first, the silly optimist who is at all times so completely in tune with the pedagogical infinite that he cannot appreciate the needed practical adjustments that will keep his school modern and efficient. To him, whatever is, is right.

Most of us have seen the pessimist, who, if confronted with the choice of two evils, would choose both. Young life, seeking for adjustment in our schools, should not be under the stultifying influence of such leadership.

The ultra-conservative is not uncommon in educational ranks, and now and then we find him in the principalship of an elementary school. He it is who believes that nothing should ever be tried for the first time. You have met him and you know his blighting influence upon the spirit and progress of his school.

We come now to the radical, not uncommon in these days of quick adjustment. He believes that nothing should ever be tried except for the first time. He is always interesting, but will bear watching.

Enduring leadership of the best kind cannot be found in any of the four types named. Real leadership rests with the principal with the forward

look, the open—but not drafty—mind; the principal who is willing to evaluate all things that promise advancement, but who holds fast only to those things that are good.

If the elementary school principalship is to attract and hold persons capable of furnishing the leadership desired, there must be, in the fifth place, a frank recognition on the part of the public and responsible administrative authorities that standards of remuneration must be elevated. Preparation for service and growth in service should be stimulated by a salary schedule that sets up minimum standards of preparation and experience and which gives adequate compensation to those who meet these standards. There should be further consideration for those who surpass the standards set up.

A sixth basic element in trained leadership is to be found in the community relationships of the elementary school principal. Coming as he does, or should, into the most intimate contact with the interests and activities of his pupils, he is inevitably projected into the homes and the community that his school serves. Whether he will or no, the personal relationships of the principal color the thought and action of his constituency. His horizon must, therefore, be wider than the four walls of his building or the boundaries of the school grounds or district. His supervision must be filled with a vision of the larger service his school can render. The elementary school principal should interpret to his community the plans and policies of the school system. To him the patrons turn for advice and counsel affecting the welfare of their children. The educational interest of a community does not, as a rule, rise above the standards set by the principal.

Lastly, the best leadership of the principal is found in real leadership for his pupils. In character, scholarship, and personality, worthy of emulation, the principal will find his greatest reward in exemplifying to his pupils all that is best in life and in guiding the thought and actions of the hundreds of youths who rightly look to him for guidance. Kindly, sympathetic, yet firm when firmness is needed, a wise counsellor to young life at all times, the elementary school principal can establish a loyalty to school, to community, to state and nation that will make for the splendid citizenship for the production of which our schools are maintained.

Millions of American youth are from six to eight years under the daily influence of the 50,000 principals here represented. You are the only responsible school executive officer who will come into intimate contact with hundreds of thousands of our youth whose school days end with the completion of the work of the elementary grades. To all, right attitudes, higher aspirations, and nobler ideals should be your contribution. In the years to come, these youth will rise and call you blessed.

Whoso saves a child from the fingers of evil sits in the seat with the builders of cities and procurers of peace.

COST SHEETS AND QUANTITY PRODUCTION IN EDUCATION

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IN THE CLOSING days of Woodrow Wilson's rule as governor of New Jersey, when the repeal of the corporation acts known as the "Seven Sisters" was being urged by the governor against strong opposition, I observed an active Republican worker from my city, walking excitedly up and down the railway station at Trenton, talking to himself and gesticulating vehemently. Becoming anxious about his condition, I inquired what was wrong. Turning fiercely upon me, he barked out, "Just came from hearing Wilson talk about the Seven Sisters Act. Greatest speech I ever heard. Don't agree with a word of it! Greatest speech I ever heard. Don't agree with a word of it!" and he resumed his pacing.

I fear that without the adjectives, his failure to agree will be the attitude of some with what I have to offer today. But an old friend of mine comments feelingly at times "That a heretic is often a real aid to religion," and perhaps in that capacity we may serve to stimulate thought and discussion.

Rabbi Browne of the Newark Free Synagogue recently quoted Shaw with this addition, "He who can does, he who cannot teaches, he who cannot teach preaches." Adding feeling that the preachers now labored under a serious disability. Being broadcast over the radio they had to prepare their sermons which was a nuisance.

The accuracy of information of the average school man concerning costs and production is not unlike that of an estimable seamstress who was discussing with her employer the debatable subject of secret societies and organizations. "Well," said she, "maybe most of them are not so bad but those Hebrew societies you read so much about ought to be suppressed." Somewhat confused her mistress inquired which she meant by Hebrew societies. "Why," said the seamstress, "you know them, the S. A. R. and D. A. R. the Sons and Daughters of Abraham and Rebekah."

Some years ago at an Indianapolis meeting of the National Education Association, a daring high school leader ventured to challenge the usual complacent school attitude that scholarship, standards, etc., were the only correct criteria of an educational system and that places upon the honor roll in high school for elementary pupils and similar places upon college ratings for high school graduates were the best indices of the success of the institutions which trained these pupils. Particularly in the junior high school levels, there recently has been arising a persistent query concerning the vast numbers of pupils discarded in our school systems and a demand to be shown that the system which by discarding the most of its problems, eliminating the largest number of difficulties and holding such as remained of its pupils for the longest possible time, really did achieve the great success claimed.

This audience knows that the school in the community which has the fewest graduates at the oldest average age secures the highest average test marks and such pupils as enter maintain themselves best in high school. Hardly a research bureau in the country but that would approve such a school as the best in its community. What a perversion of common sense! What an outrage against the whole community which supports by its taxes such an institution! Let us state it in a definition, "That school which destroys most of its material, prevents the largest number of children from receiving adequate training, which is most expensive to operate and produces the smallest possible product is the best for its community." Who wishes to take the affirmative upon that topic? Yet that is very nearly our approved country-wide practice.

Let us set up other criteria. How many pupils completed an elementary course above the minimum standard of essentials set up by its community? Did the school of 1000 pupils with 40 graduates annually who received term ratings of 85 percent surpass the school of 1000 pupils with 60 graduates annually with term rating of 80 percent?

Quality, quantity! Quality, quantity! Scholarship, lowered standards! How instinctively we hunt the shelter of the indefinite. How much easier to talk about standards than to meet the bitter and just demand of the taxpayer. "You are our biggest and most costly local business affecting nearly every home. What did you produce in your operations and how much did you produce successfully from the valuable human material we intrusted to you?"

Let us take an illustration. Two factories side by side! How schoolmen do reject the factory idea! However these two factories are the same size, work the same time, use similar machinery, use wool to produce stockings. Factory A from a bale uses the long wool producing 1000 pair XXX highest grade stockings and, using part of the remaining wool to produce 500 pair grade XX stockings, throws the rest of the wool out behind the factory where a large quantity rots, creating a public nuisance with its odor and appearance.

Factory B from a bale also produces 1000 XXX and 500 XX stockings but by careful combing and perhaps greater efficiency produces 500 pair X stockings not so highly priced but thoroughly serviceable. Factory B can sell all of its product slightly less than A. Besides having no refuse, it requires no dump and creates no nuisance.

But the manager of Factory A goes to the factory managers' convention and states that he only produces high class stockings in his plant. Note, he ignores the dump and nuisance!

Factory B manager attends also. In his address he admits a production of considerable low quality stockings but concedes that he considers that better than creating a public nuisance.

Which type of educational factory are you operating?

How many principals or superintendents can from their records of disciplinary cases, show analysis or diagnosis that justifies the means they

are now using to handle such cases. If no such production sheets exist, why are they lacking?

How many educators analyze the problem cases at the lower grade points and apply corrective analysis or administration at those points? If not, why is it not done? Is there a factory anywhere that does not inspect for defective parts? Can you conceive of any production engineer permitting faulty parts in completed products willingly?

A most striking situation in present school administration is the accumulation of statistics that are worthless when assembled and used only to fill dust-covered reports. Why shouldn't the manager of a million dollar school plant have his weekly or monthly cost and production sheets before him to know exactly what is occurring in his plant?

Suppose your community now spends from 2 to 10 million dollars annually. What part of this is for advanced education and what part for re-education of failure? Suppose you spend 8 million. If your promotion rate is 80 percent you then spent 6.4 million for education and 1.6 million for re-education. Have you any idea as to what grades absorbed this re-education cost and why? Into what part of your system does most of the community's money go? Can you justify it? What phase of your administration is growing fastest in importance? Is this tendency a correct one? Have you the facts?

Up to approximately 1900, most school systems had one annual promotion. The fifth grade or below was the country-wide educational level. About 1900, the half-year term became an administrative device. The country-wide level rose to the sixth grade. Why? What happened? You had doubled your potential promotion times. The child who failed previously lost a year, now he loses only a half year. You had cut your community cost of re-education in half and cut the penalty to the pupil in half. Most of our schools are still at this level. Here and there a few pioneers are seeing the point and proposals to cut grade years into thirds, quarters, even fifths are beginning to appear. A cut to thirds will raise the educational level and save money for the community that does it. Probably, so will the quarter and the fifth although there is some point, not yet determined, where the increased educational product at decreased re-education cost will stop. You ask can it be done? It has been done. My mind reverts to two schools of equivalent size, population, and cost. One used a short term over a period of years and produced 147 graduates annually to every 100 its next door neighbor produced under the long term with corrective summer school added to the latter.

More problems are in the short term than in the long term administratively. They are not insurmountable. Which of you prefers ease to achievement? The more frequently we take account of our stock the fewer misfits will we have. Upon what do you now promote pupils? Save in a very few advanced schools, it is now done upon teacher judgment of pupil accomplishment. How often should a teacher apply such judgments, one, two, three, four, five times a year? Is a maladjusted pupil benefited by

persistence of mal-adjustment? Are his classmates benefited? If not, why defer adjustment months each time?

Which brings us squarely against the reef of teacher judgment. In studying promotion in various communities, a remarkable fact appeared. The promotion range varied from 65 to 95 percent annually in different cities. Each city or town appeared to adhere very closely to its peculiar level year after year. That is an extraordinary fact when you think it through. The natural question then arose do individual schools show similar characteristics? An examination of several large systems developed at once that what was true of systems was equally true of units within the same system. The next question then became, do the original sources, the teacher ratings by classes show the same characteristics?

Note this carefully, the records of some fifty teachers for a two-year period in a given school were analyzed. It became evident plainly that the class or grade the teacher taught, the kind or quality of pupil material made no difference, the length of time the pupils remained with the teacher had little or no effect. Each of those fifty teachers had his or her own promotion level complex. The range was from 69 to 91 percent but the teacher at 69 percent held that point steadily while the teacher at 91 percent held equally steadily to that level. Picture the effect upon pupil progress and community re-education cost if a pupil hit a succession of 69 percent promotion teachers and the reverse picture if he found a succession of 91 percent.

In some remarkable way, the individual teacher has a standard of promotion, probably unconsciously held, to which he adjusts all the facts and factors of his pupils. School units have the same forced adaptation and school systems have it, strikingly. Apparently, nothing matters except the individual, school unit, and school system complex as to what promotion numbers should be. Isn't that a terrific indictment of our pseudo-pretensions to scientific progress? How could such situations persist if we had proper analysis, with proper production and cost sheets?

Let us turn for a moment to the individual pupil. He, if the course of study is a proper one and taught adequately and if his abilities are utilized, has a right to expect success in terms of progress. The community has a right to expect a successful product for which it pays. In the case of the community with a 70 percent promotion rate, this right is grossly violated. Take the individual in the classroom of the teacher with the 69 percent promotion complex, the pupil has a little better than two chances in three to secure his reward while if he meets the 91 percent teacher complex his chances are nine out of ten. It is safe to predict that both the 69 percent promotion teacher and the 70 percent promotion community hide safely behind the flimsy protection of "high standards." They are somewhat like the rabbit in the weeds of the open field, safe until the hunter kicks him out into the open. There is a shrewd suspicion that mounting tax rates will kick out a lot of educational rabbits in the near future.

Let us turn for a moment to certain tendencies that are apparent now. The increasing knowledge of individual differences, capabilities, rates of progress, etc., is steadily undermining the class unit of instruction that

Horace Mann helped to impose upon us. Attempts at classification in groups, one, two, three groupings, etc., are being tried. Many of them are inherently vicious, stultifying our democracy with caste ideals, placing undeserved and outrageous stigma upon pupils and in some cases setting up an obstacle to progress by an *a priori* judgment that foreordains a child unfortunate enough to meet it with potential progress not beyond fifth or sixth grade levels. Coupled with these are an interesting misuse and fear of the term acceleration.

The progressive principal and superintendent is faced with the fact that the lock-step class unit is doomed. He no longer can justify it to himself but he must use classrooms in multiple units of increasing size and costs. He wants adaptation to the individual but he must use the plant to capacity. He further knows that his best pupils are marking time, his average suffering with the others from the many factors that adversely affect progress while his slow pupils accumulate in groups that are the despair of his teachers and the anchor drag upon his system. He would open wider the door of progress, acceleration in its correct sense, if he could for all. Right here is where the short term unit offers him considerable salvation. For the able it means continuous progress at capability rate. For the average it means a decreased penalty for quarantine, illness, removal, etc., while for the slow it means doubled or tripled or quadrupled opportunity to achieve. Under our present system the lower caliber pupils repeat irregularly not continuously. For all it means frequent inspection and classification. To the pupil the short term offers a definite goal within reasonable view. The sense of achievement is a most vital inspiration to further achievement. Do not our present long terms neglect this?

State the proposition in financial terms. A yearly cost per pupil is \$100. If a pupil fails the cost is repeated so the cost is \$200 for the grade. Under half-yearly promotions the cost would be \$150 including a term repetition. Under the three-term plan \$133⅓, under the four-term \$125 and five-term \$120. What is gained from the financial side is only too apparent. In connection with the individual pupil who must redeem failure it becomes apparent that since he fails irregularly as previously noted, the number of chances for redemption are the same as for failure but his likelihood of success is better than his likelihood of failure and he gains proportionately. Please observe that throughout this entire discussion we are not considering feeble-minded or congenital illiterates but the great masses of pupils of ability but slightly below normal who fare so badly under our present systems.

Certain peculiar educational laws underly this question of raising the educational progress level for pupils by the adoption of new administrative time units. As the short term operates to increase the number of pupils who might move in the time gained by the short term further through the course of study, there will occur a fictitious appearance of lowered academic standard. Let us put it this way, as conservation of pupils replaces elimination in the elementary and high schools, the apparent scholastic level will descend to the lower average ability of the larger number being educated.

If you select the ten most able men in a thousand, the average ability of the ten is very high, the average ability of a hundred is less, while the average of nine hundred would be very low.

In the exact ratio that you most fully serve all the children of all the people will your apparent academic averages reach that average level. Shall we sift or serve in the schools of a democracy?

A further factor, modifying this fictitious situation, is the increased progress of the short term pupil whose ratings at the furthest advanced point gained under a short term plan will be lower than those he would secure at a lower point of progress in our present lock-step system. Certain of our recent junior high school writers point toward this without apparently daring to state it frankly. It is barely possible that these two laws are stated here for the first time in an American educational gathering.

The adoption of shorter term units will increase plant usage at lowered gross costs. Every month that any pupil saves from re-education, and it averages close to 20 percent for every pupil in the schools of the nation, makes a seat available for some other child for a month. Multiplied by thousands, it becomes a tremendous factor in economical city administration. More than one city now crying for rooms to house part-time pupils needs only education engineering to solve its problem. This saving of some part of the present 20 percent cost of re-education extends to every part of any system and carries a potent challenge to present time arrangements. I shall not go into the summer-time potentialities except to note that they exist and are closely allied and supplementary to what has been stated herein.

Every school in each community has its attendance and promotion records for each year. Almost any community can give the total cost of the operation annually for each school. In view of this it is extraordinary that so seldom does the principal of the school or the superintendent of the city really know what effect the administrative policies are having upon the progress of the pupils or the effect of such policies upon the costs to the community. It is extremely doubtful whether 1 percent of this audience could state now what part of its community's school costs are spent for advanced education or for re-education. This study is presented in the hope that cost and production will emerge from obscurity into a reasonable relationship to scholarship and curricula.

The school studied had an average enrolment of 1566. The total cost was \$130,507.94 for the year 1924-25. The promotion reports for the terms were combined by grades and then by years of work, from kindergarten to eighth year. The salaries of teachers were distributed to the grades each taught, and the clerical and supervisory costs as well, operative and maintenance costs were bulked and pro-rated to each grade upon the ratio that each bore to the total term units of instruction. Each unit being one pupil for one term.

The combined promotion record gave this pertinent table:

TABLE I

	Kdg.	C.	B.	A.	Total
Term units	505	1977	1854	1712	6048
Term units promoted.....	150	1579	1575	1471	4775
Percent term units promoted.....	30%	80%	85%	86%	
Term units failed.....	355	398	279	241	1273
Percent term units failed.....	70%	20%	15%	14%	

Obviously the kindergarten with its two-year term might be questioned from a progress standpoint. Beyond that it is quite clear that the beginning terms of the grades are less successful in progress and hence a greater cost to the community than the completing terms of the grades. Why should this be so? Two reasons are offered. First, all pupils are tested and as weakness is indicated probably are located in the beginning term. Moreover, a course of study presents most of its new phases in the beginning term and probably increases the tendency. At any rate it affects progress 6 percent, which is too much. More exact classification standards are needed and probably an equalized spread of difficulty in the course of study.

Promotion and costs were arranged upon four different units. 1. A pupil term regardless of success. 2. A pupil term unit of promotion. 3. The number of pupils completing the A term of each grade. 4. The pupil term unit of failure.

TABLE II

	On promotion roll	Promoted	Promoted from A. division	Failures	Total cost per grade
Kdg.	505	150	150	355	\$8,881.25
1st	770	656	221	114	15,239.70
2d	923	750	251	173	16,791.75
3d	811	679	218	132	14,787.75
4th	852	707	231	145	18,003.00
5th	783	624	166	159	18,457.75
6th	558	463	147	95	13,936.50
7th	484	410	117	74	12,540.00
8th	362	336	120	26	11,881.50

TABLE III

Pupils on roll		Per term unit cost	
2d	923	8th	32.82
4th	852	7th	25.99
3d	811	6th	24.97
5th	783	5th	23.57
1st	770	4th	21.13
6th	558	1st	19.85
Kdg.	505	3d	18.23
7th	484	2d	18.19
8th	362	Kdg.	16.09

TABLE IV

Promoted per term unit					
No.		Cost		Percent	
2d	750	Kdg.	58.54	8th	92.8
4th	707	8th	35.36	1st	85.2
3d	679	7th	30.58	7th	84.7
1st	656	6th	30.10	3d	83.7
5th	624	5th	29.00	6th	82.9
6th	463	4th	25.46	4th	82.9
7th	410	1st	23.23	2d	81.2
8th	336	2d	22.38	5th	79.7
Kdg.	150	3d	21.78	Kdg.	30

TABLE V

Cost per A. grade completed unit					
No.		Cost		Percent	
2d	251	5th	111.19	8th	30.4
4th	231	7th	107.06	Kdg.	30
1st	221	8th	99.01	1st	28.7
3d	218	6th	94.80	2d	27.2
5th	166	4th	77.93	4th	27.1
Kdg.	150	1st	68.95	3d	26.8
6th	147	3d	67.83	6th	26.3
8th	120	2d	66.89	7th	24.2
7th	117	Kdg.	58.54	5th	21.2

TABLE VI

Cost per grade failure		
No.	Cost	Percent
Kdg. 355	Kdg. 5711.95	Kdg. 70
2d 173	5th 3747.63	5th 20.3
5th 159	2d 3146.87	2d 18.8
4th 145	4th 3063.85	4th 17.1
3d 132	3d 2406.36	6th 17.1
1st 114	6th 2372.15	3d 16.3
6th 95	1st 2262.90	7th 15.3
7th 74	7th 1923.26	1st 14.8
8th 26	8th 853.32	8th 7.2

We will here touch only the high points. The 2d, 4th, 3d and 5th grades exceeded the first grade in pupil terms. This shows plainly two factors, many pupils are received above the first grade and they repeat considerably until the 6th grade is reached and elimination begins to become effective. It happens that this represents a problem of colored pupils migrating from the south. The highest cost per pupil term was \$32.82 in the eighth grade and \$16.09 in the kindergarten.

The distribution per term unit of promotion was remarkable. Seven hundred and fifty promotions in 2d grade to 336 in 8th and only 150 from kindergarten raises definite questions as to the effectiveness of our present types of schools particularly when even these limits exceed in effectiveness by nearly 47 percent the average of the country. The cost per promotion ranged from \$21.78 in the 3d grade upward to \$35.36 in the 8th grade and \$58.54 in the kindergarten. In the percent of promotions the 8th grade was highest with 92 percent, 1st grade next with 85 percent, while the 5th grade was but 79.1 percent and the kindergarten only 30 percent. It is not sufficient today to say that all 5th grades are similar. Is the challenge of this never to be met by better organization of the course of study, better analysis and correction in the lower grades and better concentration of teaching ability in the 5th grades? When we know a problem exists, why tolerate instead of eradicate? If the 5th grades are our problem point, why put better teaching skill in 7th and 8th grades and pay a premium as many communities do for thus misplacing it. This particular school happens to have exceptional teaching ability in the 1st grade. It shows plainly in the record when this grade is surpassed only by the 8th in percent of promotions.

Those pupils who passed from the top of a grade to the beginning of the next grade are the true products of the grade's work. In this table the 2d grade had the largest number, 251, with the 7th grade the lowest with 117. The 5th grade cost was \$111.19, 7th grade \$107.06, 2d grade \$66.89 and kindergarten \$58.54. Here are four outstanding facts, the 5th grade cost shows failure to progress at that point, the 7th grade shows high teacher

salary applied to small numbers, the 2d grade cost shows low teacher salary applied to large numbers while the kindergarten cost shows many pupils handled by few teachers without any modifying charges such as manual training, etc. The percent table for this grouping accentuates the production factor. The 8th grade with few failures completes 30 percent of those in the grade during the year while the 5th grade completes only 21 percent of those in that grade during the year.

This is driven home with force in the table covering failures. Here the kindergarten fails to move 355 although since here an age factor is the real test this is an unfair way to state it. From a production standpoint, it failed to produce, hence its failure cost of \$5711.95 with a 70 percent retention of pupils is certainly open to question as to whether it is justified in relation to the rest of the system. Personally, in view of the high relative cost I doubt the wisdom or advisability of two years of training, so largely repetition in many aspects. The 2d grade shows 173 failures with 159 in the 5th grades and a descending scale to 74 in the 7th and only 26 in the 8th grade. Here the cost again follows, production failure \$3747.63 in the 5th, \$3146.87 in the 2d and down to only \$853.32 in the 8th grades. Surely 20 percent failure in 5th and 7 percent in 8th grades is too wide a range and should be brought closer together.

No factory production manager would accept such a situation. He would study that problem until the dip in production was eliminated. Because it is well-nigh universal in education we tolerate and condone it.

To summarize—Quality of educational product alone is no just standard of democratic education. The quantity of pupil material attaining satisfactory standards is of equal and possibly greater importance. The short term units are a positive aid to quantity production and an economy both to pupil and community. Teacher marks based upon opinion will eventually be replaced by accurate achievement standards. The lock-step classroom system is doomed.

Flexibility will replace rigidity as educational engineers bring cost and production sheets into educational administration. Reduction in re-education costs will release funds for direct education and increase school facilities.

Develop proper production and cost sheets. Divide the grade year into the lowest fractional units that are educationally sound and administratively possible and educational costs due to failure will be enormously decreased, opportunity will be increased, classroom space will be increased through better usage and we will attain more nearly to the ideal of education for all the children of all the people capable of receiving it in our democracy.

CURRICULUM STUDIES IN THE ELEMENTARY SCHOOL

OTIS W. CALDWELL

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TEACHERS ARE very prone to march under slogans. An educational leader cries "apperception," and we stop, listen, turn and follow; then the magic word "motivation" is called from the educational rostrum and we say, "Yes, that is it." Then a genius clarions "project method," and we drop our plows and rush to the colors; now "curriculum reorganization" has been called from the high places and whole school systems announce their programs for falling in line; in the distances we begin to hear the call creative effort, creative youth, creative adventure. Some are already about to change their allegiances. A careful and slow study shows all these to be parts of the same slow development of an American educational program which with due moderation and clarity will continue to grow, though we shall doubtless have new slogans for new years to come.

It seems appropriate to open this discussion with the inquiry as to how may we properly improve the program of studies, or the content of studies by means of which school work is done. Until quite recently no teacher or principal in elementary schools, and very few in secondary schools would have dared to propose fundamental changes in the order or in the content of subject-matter as it appeared in the common textbooks and courses of study. The textbooks and courses of study had been determined by those in authority, or by specialists who represented the subjects of the curriculum. But, in recent years, teachers have improved both in scholarship and in professional understanding. This improvement is most encouraging because of the direction it is taking rather than by the distance as yet traversed. The better teachers recently began to inquire as to the appropriateness of teaching materials. They asked about the lack of harmony between the ideals of modern educational philosophy and what actually occurs in schoolrooms. They looked at prefatory statements in textbooks and courses of study, then looked in the subsequent contents expecting to find the fulfillment of the prefatory promise. Too often the promise was based upon recent philosophy or the latest educational catchword, and the subsequent curricular materials bore disappointingly close resemblance to things as they had long been before. There are even cases on record of subject specialists who realized that something was wrong; who had heard that school people had some new ideas and new ideals; who wanted to please without compromising, if possible; who secured outstanding educators to prepare prefaces and introductions with the hope that the buoyant preliminary statements thus bearing well-known names and some slight superficial changes would enable the old conventional content and method to ride the storm of the new educational philosophy. Such treatments of the symptoms did not greatly affect the fundamental causes of disturbance, and the disturbance increased.

Those charged with the actual work in schools—the teachers and supervisors—began to engage in ventures looking toward changes in school subjects and methods. It has now become popular to be working on revision of courses of study, until we are in danger of an extreme as unproductive of real progress as was the old restricted academic procedure. Under the old plan we had a kind of unwritten law licensing a small number of self-selected highly scholastic operators. The curricular hunting preserves were for them only, the open season was at their choosing, they used the choicest firearms and most refined scholastic ammunition, and their activities were accurate and frequently deadly. But nowadays there is no closed season for the curriculum. All may hunt without licenses. There are no accepted rules regarding firearms or ammunition. The game hunted may escape completely, or be taken, in almost all grades of mutilation. It is a time of open attack, one of those times in educational history which almost always results in important new organizations. Almost any one who wishes to do so, may now work upon the curriculum. It is a time of diligent and earnest confusion, but of promise and expectation. Surely this extreme interest and remarkable activity in curricular work can be most useful only as they are cooperative and well-guided. Unguided action rarely means progress.

Are there not very necessary results from the old curricula which a revised curriculum should continue to produce?—Does newer educational philosophy break squarely with the older philosophy, thus causing older curricular materials to be no longer useful? Are new courses of study, new subjects of study, and new educational philosophy as well, produced suddenly? Let us see.

We used to think that school children during grades three and four should learn much in computation, reading, spelling, and writing. Some of us still believe this. I do. But there are many people nowadays who believe that pupils in these grades should engage in purposeful enterprises, should be inventive and creative and self-expressive in their work; should use the saw and hammer, and paint brush; should write rhymes and prose, and make artistic designs; dramatize historical, social, and industrial events; do things of meaning and of genuine pleasure to themselves; learn to act independently and not fear their elders, though hopefully still respecting them; believe in their school; thinking they are really partly responsible for their school and finding that they are really allowed partial authority and responsibility in school affairs; liking their school, rising up betimes in the early morning with anxiety lest they be late and miss some of the day's great adventures. There is a growing number of educators who believe in this second group of purposes. I believe in them, also, as I do in computation, writing, spelling, and reading.

These two groups of purposes are not opposed to one another but are mutually contributory. They cannot be mutually contributory, however, unless the whole body of material and actions which are included in the curriculum are changed from their older forms. Indeed, reading, computation, writing, and the rest were not being adequately secured by the old

curriculum, and the revision to include the second group of purposes, rather the revision based upon the second group of purposes, finds one of its justifications in a more effective, more useful and more lasting learning of the so-called fundamentals of the older education. It is not that we have dropped the old and taken up the new, either in educational philosophy or in the curriculum. The new grows from the old. When education starts to go to a new place, it, like the human beings of which and for which it consists, starts from where it is. There is no hiatus between now and then, or here and there. The old and new are stages of the same educational progress.

An illustration in outline of curriculum adjustment designed to accomplish the outcomes just discussed is presented—Miss Martha Groggel has been engaged in an endeavor to reorganize a third grade procedure so that the manual or industrial and the artistic interests of the pupils may have full opportunity to develop, while at the same time fully caring for all the other growths in attainment and personal qualities for which his grade assumes responsibility. Some years ago there was selected as a centralizing unit for pupils of this grade, the facts of transportation which may be observed on the Hudson river. This soon led to a study of boats; boats of today; of the recent past; of the ancient past. Then follows observation wherever available, reading, design and construction, artistic decoration, measurement, weighing, calculation of cargo, of distances, of values; composition of stories with criticisms on form, vocabulary, quality; final drawings or painting as permanent records of work done; bibliographies of readings done and yet to be done; lists of topics on which adequate data are not to be found; lists of studies to which this study leads; tests to see if computational reading and spelling skills are developing. The diagram prepared by Miss Groggel is presented herewith.

Is curriculum reorganization an administrative function?—Productive effort upon the curriculum is now welcomed from any available source. Let us hope this may continue to be so. How we proceed depends largely upon what is to be done. There are many schools now announcing programs of curricular making in which little result may be reasonably expected. Real curriculum construction is a very slow and painstaking process. It involves reasonable scholarship in the subjects dealt with; knowledge of schools and classroom procedure; knowledge of educational psychology; knowledge of specific and general educational purposes; knowledge of means of testing results so as to learn whether proposed changes are better or worse than those formerly in use; knowledge of and technique in handling criteria, of selection of proper subject-matter and method from the many that are available; ability to write subject-matter into coherent and graphic form. This is no mean list of qualifications to be presented by those who propose to make changes in the curriculum.

It must be said that most proposed programs of curriculum work so far, are not fundamental. This does not mean that they are not useful. However, when a whole school system announces that it with all its teachers has embarked upon a program of curriculum making it is clear that some one

STUDY OF BOATS

THIRD GRADE

THE LINCOLN SCHOOL

STIMULATION

In the spring of last year many of the boys of this group were interested in trains and other means of travel.

Many summer experiences with boats.

Wood in supply box cut in shapes suggestive of boats.

Bulletin prepared by the teacher.

Trip to see Half-Moon.

Trip to see boat models.

PROBLEMS-QUESTIONS

To construct boats that will look like a certain kind and with which children can play.

How do boats "go"?

Who first thought of making a sailboat?

How did people get the idea for different shapes for boats?

To know more about the people who traveled on the seas in early times.

To find out about the making of boats.

How many different kinds of boats do we have to-day and how is each kind used?

How did early people use their ships?

To find out about the different parts of a boat.

How do people know how much to put into a boat before it will sink?

SUBJECT MATTER CONTENT WHICH HELPED SOLVE THE PROBLEMS

INDUSTRIAL ARTS

Construction of boats:- making pattern, shaping hull, making keel, casting weight for keel, making rack for boat, etc.
How boats developed from early times to the present.
The difficulty involved in building a toy boat so it will float.
Different kinds of sail boats.
The need for a keel on a boat.
Different methods of propelling a boat.
Modern inventions in connection with the propellers.
What makes boats float.
Different uses of boats to-day.

HISTORY

The Half Moon directed interest to Hendrick Hudson.
Historic ships:- Santa Maria, Mayflower.
Reference work, reading and discussions about:-
Vikings:- What color and kinds of clothing did they wear?
What did they eat? What kind of houses did they have?
Their boats like? Did Vikings have stores? How did Viking travel?
Story of Lief Erickson. The gods of the Vikings. The Vikings.
Phoenicians:- Scenery, boats, people, trade, beliefs, cities, industries, etc.
Egyptians:- Scenery, country, boats, beliefs, legends.
Story of the building of Solomon's Temple.
Early Mediterranean peoples.

GEOGRAPHY

Pictures of boat from newspaper which interested in world geography.
Geography related to countries studied.
Norway:- Country, climate, people and occupations.
Phoenicia:- Country, climate, people, trading routes of early people compared with that of to-day.
Egypt:- Country, climate, trading etc.
Map interest:- Norway, showing ancient home of the Mediterranean countries, showing cities of early routes on which the King of Tyre sent materials for Solomon's Temple.
Plasticine map of Mediterranean Sea and surrounding countries on which children sailed card-board models of early boats.
Globe in frequent use to locate places mentioned.
Outline world map, locating countries.
Interest in determining distances (reading scales).
How far is it from Norway to Phoenicia?
How far is it from Norway to America?
Building lower Manhattan on floor with blocks to represent.
Map was drawn on floor; buildings in New York helped most with sea travel.

ARITHMETIC

Measuring for boat patterns and measurements in building.
Figuring the number of board feet used by class in building.
Arithmetic problems in connection with science and water displacement and floating objects.
What is a gram?
What is a cubit?
Dimensions of Solomon's Temple compared with that of the Lincoln School.
Children saw a cubit measure at the Museum.

FINE ARTS

Sketching and painting pictures of Half-Moon.
Sketching and painting boat models.
Drawing blackboard frieze showing history of boats.
Ten easel pictures showing story of Lief Erickson.
Cut paper pictures of boats.
Painting Egyptian boats seen at Museum.
Painting Viking pictures showing clothing.
Painting modern boats.
Making clay tablet.

COMPOSITION-LITERATURE

Stories written about the trip to see Half-Moon.
Stories of other trips by individual children.
Original poems about boats and the sea.
Labels and invitations for boat exhibit.
Written and oral reports about boats, Vikings, Phoenicians.
Stories for bulletin, room paper, council news, or class members, telling of class interest and study.

READING

Reference material pertaining to topics under study found in school library or at home.
Children's reading material- Lief and Thorkle, Vikings.
Early sea people, Boat Book prepared by other Third Grade material prepared by student teachers.

SCIENCE

How can we tell if our boats will float and balance?
Three experiments- Why do some objects float and why do some sink?
How do people know how much to put into boat before it will sink?

DRAMATIZATION

Play-Story of Lief Erickson, spontaneously prepared.

MUSIC

Old Gaelic Lullaby.
Volga Boat Song.
Sail Bonnie Boat.

PROBABLE OUTCOMES

DESIRABLE HABITS AND SKILLS

- Better skill in sketching.
- Better skill in handling brush and paints.
- A beginning of the development of how to sew.
- Developing the habit of making a pattern before constructing an article.
- Developing skill in shaping wood by means of plane and spokeshave.
- Developing skill in using gouge and mallet.
- Developing skill in reading distances on map.
- Rapid growth in map drawing.
- Developing habit of reading the newspaper.
- Better skill in measuring.
- Ability to gather information on a certain subject and reporting to class.
- Increased ability in writing.

ATTITUDES AND APPRECIATIONS

- Economic:-
 - An appreciation of the use of weights and measures.
 - What it means to construct a real boat that will float and balance properly.
 - Appreciation of the change in the lives of the people caused by the discovery of iron and the use of sails.
 - Appreciation of paper as a writing material.
 - Appreciation of the modern inventions in connection with the propulsion of ships.
- Social:-
 - What the early people contributed to the world.
 - The number of people and industry it takes to supply materials for the construction of one building.
 - Comparison of the ideas of fairness of the early people with the present day.

- Recreational:-
 - Developing a joy in painting, sketching and drawing.
 - Growing interest in reading books about historical peoples, inventions or boats.
 - Playing with boats made.
 - Interest in the construction of a toy-boat.
 - Interest in the construction of a real boat.
 - The pleasure in making maps.
 - The pleasure of playing with maps.

- Aesthetic:-
 - Appreciation of the beauty in line and construction of boats.
 - The adventure of the ship.

INFORMATION

- Knowledge of the development of the boat from raft to steamship.
- Who Hendrick Hudson was.
- General idea of historic ships.
- An interesting acquaintance with Vikings, Phoenicians, and Egyptians.
- General geographical knowledge of the world.
- What a cubit measure is.
- Knowledge of how to draw maps.
- Some idea of what makes objects float.
- Some idea of how to make boats balance in water.
- Some idea of how to construct a toy-boat.
- How the early people made their clay tablets.
- How to make a clay tablet.
- The need for molds in casting metals.
- Some idea of how iron is made into different shapes.

NEW INTERESTS LEADING TOWARD FURTHER ACTIVITIES

Interest in world geography and travel.
Maps and actual distances between given places.
The time it takes to get to certain places.

Interest in silk through answering the questions:-
What kind of clothing did the Vikings wear?
How is velvet made?

Interest in what clay is: how it is prepared for our use and how it was prepared by early people for making clay tablets.

Interest in the Egyptian and Phoenician alphabet and how our alphabet was developed from it.
The materials the Egyptians used for writing.

Interest in metals.
Interest in weight of different metals through casting of lead for keels.
How metals are shaped.

Interest in the construction of modern buildings through reading about Solomon's Temple and comparing it with the construction of the Lincoln School.

Interest in other phases of transportation.

TOTAL
PERSONALITY
AS
MODIFIED
BY THE
FOREGOING
EXPERIENCES

is going to be misled. It may be the public; it may be the teacher; it may be the administration. Such programs are not likely to do more for the curriculum than to rearrange the topics previously appearing in the subjects of study, adding small amounts of local color materials. A careful reading of the published pamphlets from most wholesale curricular work shows that the old topics almost all reappear, very few new ones are added, though local situations are frequently cited. It is as if the full list of topics of a given subject have been listed on cards and catalogued under well-known major headings. Then, the headings are changed in form of expression, changed in order of appearance, and some of the subtopics are transferred to other major headings. Added to these are a few new cards of different color and the result is called a new curriculum. As yet, most so-called curricular reorganization is fairly well described by this figure of reshuffling the old well-known pack. It is not truly curriculum making though it may be a very proper and highly useful curriculum adjusting.

The largest educational value likely to result from wholesale plans of curriculum making is not primarily new curricular material or methods, but a renewed educational interest on the part of the teaching force and the public. If teachers are led to rethink their subjects and methods, much good will result. If they will restate old topics, examine local situations related to school work, almost any name is justified for the sake of revived interest in education. But we should make very clear what is really happening and not delude ourselves into thinking that just anyone may readily make new curricular materials.

THE DEPARTMENT of Elementary School Principals is rapidly gaining recognition as one of the major departments of the National Education Association. This is as it should be, not merely because of its numerical potentiality, but because of the primary and key position which the principal holds in each school. Whatever of improvement can be made in the office of the principal is the most certain effective guarantee of progress not only in the school over which the principal presides, but also the entire school system. Participation in its real sense means the hearty cooperation of all. It is, of course, implied that cooperation shall be intelligent and according to the most recent information at hand and most successful methods employed. The Department of Elementary School Principals, through its organization, committees and publications, is exerting a positive influence in the direction of real cooperation.—*M. C. Lefler, Superintendent of Schools, Lincoln, Nebraska.*

THE TEACHING OF ETHICS IN THE PUBLIC SCHOOLS

CLARENCE E. MACARTNEY

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A GREAT English philosopher once said that to educate reason without educating desire is like selling a repeating rifle to a savage. By common consent and agreement, on the part of those who from within organize and carry on our system of public education, and on the part of those who from the outside view the finished products of the schools, the grave peril confronting public education is the lack of moral training. If there are many distressing and depressing facts about our national life, there is also one very encouraging fact, and that is the general recognition that the training of the will—ethical and moral education—has been sadly neglected, and that this condition must be changed for an education which does not draw out and discipline and strengthen the moral nature of the scholar is not only profitless, but positively harmful and dangerous. The civilization which trains only the minds and the hands of its youth, and neglects their souls, is simply forging a weapon of self-destruction. Where there is no vision, no moral and spiritual light, the people perish. Our "land of the free and home of the brave" will be no exception to the workings of this law.

I have no desire to add another note to the chorus of pessimism over the state of our society. The records of every age will show paragraphs of lamentation over a decline from the morals and customs of the earlier generation, and always there is in human nature the tendency sadly to affirm, what the preacher of Ecclesiastes says we ought not to affirm, that the former days were better than these. If there are alarming things in our public and private life today, there are also many splendid and hopeful things.

But in our study of the problem before us our duty is to face the conditions as they exist, and the comparison between those conditions and the supposed conditions of the past is a very secondary thing. If a man is sick, it is idle to talk to him about a man next door or across the street who is not quite so sick, or a great deal worse. The one matter of importance is to heal the patient of today. When we turn our attention to the patient of today we discover many things which ought to stir us and alarm us and energize us, regardless of any comparison with the past. The vast amount of juvenile crime, the appalling increase in crimes of dishonesty, the undisputed habits of great bodies of our youth, whether or not they prove a breakdown in morality and a decline from the standards of the past, certainly reveal a terrible lack of moral standards and moral endeavour on the part of the population.

In this connection, the most arresting statement which I have seen is that made by the committee on character education of the board of education of New York City. After mentioning some of the good qualities and attractive traits of the present school population, the report says:

But the shock comes when we learn their code of morals. These same delightful young people believe that it is all right if they can get away with it. They lack respect for parents and authority. To copy homework is entirely honorable if they are not caught. Forging a signature is a simple way of saving a lot of trouble. Cutting is to be recommended if they can get by. Thieving is a matter of almost daily occurrence. Cheating is no disgrace if the offender is not detected.

Now this characterization does not apply to the whole high school body by any means, but it does apply to a large percent of our boys and girls. They have adopted the code of the street because they have never been taught a higher code of morals.

In the face of these facts the committee believes there is urgent need of moral instruction in the high schools. We must give definite positive instruction as to right and wrong. The school program must provide opportunity for frank discussions of conduct in the face of these facts the committee believes there is urgent need of moral instruction in the high schools. We must give definite positive instruction as to right and wrong. The school program must provide opportunity for frank discussions of matters of conduct and behavior. The aim should be to develop clear-cut conceptions of positive virtues, to present the principles of right living that will govern boys and girls in making moral decisions, rather than to stress the negative, "Thou shalt not?"

Fortunately, New York, nor any other of our great cities is representative of the real America, whence we draw our traditions and upon which we must build for the future. But the school conditions sketched in this report are common enough to occasion deep anxiety and warrant extraordinary measures. If the school children of our country are adopting the code of the street because they have never been taught any other, then, regardless of what home or church is doing, the school must give them the knowledge of a higher code and urge them to adopt that code of conduct.

A survey of our situation reveals the fact that in its great task of moral instruction the public school is confronted with peculiar difficulties which did not obtain in former generations. These difficult conditions render the task of the school much harder, but they also demonstrate its tremendous importance.

Most striking among these new conditions under which the school must do its work is the change which has come over the American home. Let me, with the enchanting wand of memory, picture for you what I mean by a home training and atmosphere which make the work of moral instruction in the school much easier and directly applicable. Morning dawns over the forest-clad hills across the river, from whose waters white autumn mists are stealing upward towards the sky. The large bell in the hall is rung, and children's feet are heard running along the hall to the bathroom, where the boys see who shall be the first to plunge into the cold spring water. After dressing comes breakfast, and then, with the family still about the table, family worship, a psalm sung by all, the chapter read around the circle, and then the prayer in which the father presents the members of the family before the Throne of Grace. Then the search for books and coats and hats. The older boys go across the field to the grey stone building of the college where their father is a professor; the younger children, with a Bible verse given them for the day, start on the two mile walk to the brick schoolhouse on the hillside. When the bell rings for school to commence,

the scholars find their way to their desks, and the schoolmaster reads from the Bible and offers a prayer. Verses from the Bible are written on the blackboard, and its sacred texts are the models of the copybooks.

In that home as I have described it, you had an atmosphere which was favorable to moral instruction in the school, and made it easy and natural. But today, even in religious and Christian circles, that kind of home has disappeared. And not only have the religious practices of such a home vanished, but, too often, the moral standards and the religious faith of such a home. In a timely address delivered at recent convocation of the University of Pennsylvania, the dean of the college, Dr. Robert Burke, told of a conversation he had had with a physician who had returned to America after a term of service in India. A brother physician near his present place of work had been run down by an automobile containing a party of young people on their way to attend a football game. The injured physician was left to die by the roadside while the youths hastened on to the football game. Dr. Burke asked this physician returned from India his impressions about America, and especially what he had to say about the running down of the brother physician and ruthlessly leaving him to die on the highway. He asked him, too, about the disregard for human life and the wave of crime now inundating the land. He replied as follows:

My father gathered his family together each morning and commended us to God's keeping before we separated for the duties of the day. On my return from India I found that he had given up the practise of family prayer entirely, and that my younger brothers and sisters were individualists who cared nothing for the moral and religious influence of the home. What is true of my father's household is true of many homes throughout the length and breadth of the land. The home is no longer a unit: family life with its spiritual and moral training is very largely a thing of the past. This, in my judgment is the explanation of the lack of moral earnestness and disregard for the rights of others, so strikingly apparent to me after an absence of a comparatively few years.

When we take into consideration the fall of the family altar, the abandonment of moral and religious instruction in the home, the lowering of standards in the home, and the ghastly ravages of divorce, leaving its evil trail in one home out of seven, we begin to understand something of the gravity of the issue and the magnitude of the task now laid upon the shoulders of the teacher and the principal.

Together with the thawing of family morals, there goes the immersing of the youth of our land in moving picture sexology and the dramatics of popular literature. I recall vividly the day when a dime novel was discovered in the desk of one of my classmates at school. All classes were interrupted and the whole school gathered in the assembly room as the principal named the offender and the offense, and solemnly warned us of the danger and moral contagion which lurked in that yellow-bound book. It was like a day of judgment! Yet, I have no doubt that the contents of that book, as to their objectionable and immoral features, were quite mild compared with what our youth see all the time in the picture show. Unless all principles of education, character building and environment are meaningless absurdities, then the violence and sexology of the cinema, and the

vulgarity of the comic sheet of the Sunday papers are making a deep and lamentable impression upon the youth of our land, an impression which renders it increasingly difficult to inculcate reverence, purity, sobriety, honesty, and faith. The legislature of a western state which recently passed a law forbidding the display of pictures which reflected upon marriage, the homelife, and the church was taking a very commonsense step by way of precaution.

As our nation grows richer and more prosperous there has been an increasing emphasis put upon material success and the making of money, and a tendency to measure success and manhood by a dollar and cents standard. Our whole life has become more utilitarian, and the dollar mark has been stamped upon the higher professions as well as upon industry.

These, then, are some of the conditions which make the task of the school difficult, but which also demonstrate the great need of ethical training and example.

But how shall this need be met? If moral discipline is rapidly fading out of American home life, if wrong ways of thinking and living are popularized as never before, how shall the school more efficiently and successfully do its work in the field of morals? I venture to suggest the following things:

First, there must be clear and definite instruction as to God, Who is the Author of our being and the source of moral law. It must be made clear that the great distinction between right and wrong, the blessedness of doing right and the unhappiness of doing wrong, are founded upon the fact of man's relationship to God. In the very able address to which I have already adverted, Dr. Burke, of the University of Pennsylvania, says, "A system of morals without a religious sanction is an inert, lifeless thing, a mere body without an animating soul. A system of education to be ideal must be interpenetrated by a morality which draws its compelling power, its vital force from religion."

I am aware, of course, that in the public schools, where Catholic and Protestant, Jew and Gentile meet together, the distinctive doctrines of Christianity can hardly be taught without dispute and controversy. But this is no reason why the great principles of religion and morality should not be taught, and first and foremost, fundamental to all else, is the Scriptural idea of God, the Creator of the world, the Author of our being, our Lord and our Judge. In the beginning, God. The fear of the Lord is the beginning of wisdom. Any system of education which does not begin there is only scratching the surface of the child's life. Thomas Carlyle declared that the most sublime affirmation in the English language is the Shorter Catechism's answer to the question, "What is the chief end of man?" That answer is: "The chief end of man is to glorify God and to enjoy him forever." Wherever man glorifies God, there he honours himself and serves truly his fellowman.

Side by side with instruction as to fact and the law of God, there must go instruction as to the moral nature of man. If in the higher schools and universities it is being taught that we are made up of a bundle of tendencies

inherited from brute ancestors, that conscience is only the precipitate of habit and custom, that the distinction between right and wrong is merely racial and individual and epochal, and not due to the moral order of the world, then, all the more need of stressing the moral law, its blessings and its terrific reactions, in the elementary schools. Perhaps some fragrant of such instruction given by the teachers in the elementary schools will save from moral shipwreck the life which later in its training will come under the ghastly code of the garrison and the jungle.

Another great principle which must be declared in the schools is the fact of immortality. I believe there is a very definite connection between the moral sag of our day and generation and the decline of faith in life after death. It will be impossible to build any platform of solid moral instruction if the fact of man's immortality is not declared. Even in religious circles today the predominant note has been the Here, and the Hereafter has faded immeasurably. As the Hereafter fades from man's horizon, his manners and his morals become corrupted. "Let us eat and drink, for tomorrow we die" is the natural and reasonable code, if there is no life beyond the grave. But if there is life beyond the grave, if it still is appointed unto all once to die, and after that the judgment, then we require for this present life some higher code than eating, drinking and dying. A prominent financial journal speaks to the point when it says:

The question of immediate and tremendous importance is, Has there been a decline of faith in the future life? and if so, to what extent is this responsible for the speculative phenomena of our times, the eager pursuit of wealth, the shameless luxury and display, the gross and corrupting extravagance, the misuse of sudden fortune, the indifference to law, the growth of graft, the abuse of corporate power, and the social unrest?

THE PRINCIPAL AS A SUPERVISOR

EUNICE E. PARR
San Antonio, Texas

THE TREND of the times is to make the principal responsible for everything that goes on in his building. If the principal is responsible for supervision he must know something about it. Let us consider seriously the much mooted question, "Is the present failure or lack of failure in supervision due to the inability of the supervisor to supervise, or the unwillingness of the supervised to be supervised?" Is it not true that the word "supervision" is hated by most teachers? Why? If we as supervisors are at fault, let us diagnose the trouble and find the remedy.

In the past the principal has been responsible for administration largely and the special supervisor has been responsible for supervision. This plan never works because the teacher is responsible to two persons. The teacher should be responsible to the principal and get all instructions from him. The organization should be in the following order—superintendent, principal, and teacher. If a teacher fails the principal is responsible. But you say that this plan of organization leaves out the special supervisor. This should

be a grave mistake for if you do away with special supervisors you lose much in the way of expert help. The plan of organization needed is superintendent, special supervisor, principal, and teacher—the special supervisor contributing through the superintendent and principals to the schools.

Some special supervisors may think, that if the principal is held responsible for instruction in his building, that they would have nothing to do. In Detroit, where this plan is working, there are ten specific duties of special supervisors:

1. Visit schools "on call"
2. Prepare instructional material
3. Carry on research
4. Carry on community activities
5. Advise on matters of appointment
6. Select textbooks, supplies, and equipment with the department of educational expenditures
7. Professional activities—speeches
8. Write publicity articles
9. Render reports, keep records
10. General administrative matters by assignment of the superintendent

With this organization the principal is completely responsible for instruction in his building.

Why has supervision been so severely criticized? It has not been guided by a policy; it has not been guided by a program of action; it has been too indefinite. Teachers dread the word "supervision." If someone could only think of a better name the whole cause might be helped!

We see some of the faults of supervision; what is the remedy? What is real supervision? There are six vital elements in real supervision.

1. *Supervision must be democratic*¹—It should stimulate initiative, self reliance, and responsibility on the part of the teachers, principals and supervisors. Supervision must deal sympathetically. The human element should be capitalized in the life of every supervisor. If you ask any teacher which supervisor is most helpful to him, every time he will name the one with the most sympathetic personality.

Supervision should represent "democratic leadership in a group of co-workers." When a principal enters the schoolroom, the pupils should feel the confidence which he has in the teacher. There is psychology back of this point for if the children see the respect which the principal has for the teacher, they will have more respect for him. It is the same principle of psychology as operates in the home. If a father and mother quarrel or do not value the judgment and opinions of each other the child does not develop with desirable ideals.

2. *Supervision must be cooperative*—It should be a cooperative undertaking of teachers, principals, and supervisors. This may be accomplished through the recognition of the peculiar contribution which each has to make to the improvement of instruction. Teachers' judgments are of inestimable value. For example, can you as a principal write a "Course of Study for

¹The author of these six points is A. S. Barr, associate professor of education, Wisconsin University.

Gifted Children?" Not alone. You lack the constant contact with the gifted child which the classroom teacher has.

Contributions from teachers as well as heads of departments, principals, and supervisors should be encouraged and used. In Detroit, teachers are urged to write out their ideas in about three hundred words. This paper goes to the director of supervision where it is placed in one of three classes: (1) It is good enough to be put into immediate practice; (2) it is good enough to be experimented with; (3) it is so poor that it is discarded. If it is placed in class one it is mimeographed, giving the name of the teacher who formulated the plan, and is sent out to the schools. If it is placed in class two the teacher is given a substitute for two weeks to give his time for further research and experimentation with the problem.

Cooperative supervision may be accomplished through the realization that not only teachers but principals and supervisors are *learners* in the study of classroom problems. Through the organization, evaluation, and coordination of the efforts of all those concerned with the improvement of instruction, supervision may be made a cooperative undertaking.

3. *Supervision must distinguish between instruction and administration*—This can be done through the clearance of all administrative matters through regular administrative channels. How easy that is to say and every principal knows how hard it is to do! You say, "We need clerical help." Indeed we do. In the October, 1925 Bulletin of the Department of Elementary School Principals of the National Education Association the president of the Elementary Principals Association of Los Angeles reports a study of clerical help. In Los Angeles, clerical help is based on enrolment as follows:

Five hundred or over enrolment—full time clerk.

Five hundred to 300 enrolment—half time clerk.

Three hundred to 150 enrolment—third time clerk.

In some cities clerical help is based on the number of teachers in the building. In Gary, Indiana, there is a full time clerk for 15 teachers or over, and a part time clerk in all other schools. Many cities do not provide clerical help for elementary principals. If a principal is responsible for instructional conditions in his building he must have time for this work. The remedy is clerical help together with careful planning.

Principals need to recognize the fact here that instructional experts (special supervisors) are responsible for the adequacy of instructional programs in the several fields of instruction. It is the work of the principal to see that these programs are carried out in the schools and to aid the teachers in the best methods to employ.

4. *Supervision must be scientific*—Teachers do not seem to understand what we are trying to do. Do we know ourselves? The Eighteenth Year-book of the National Society for the Study of Education, Part II, gives a summary of scientific investigations which have been made in writing, arithmetic, reading, spelling, drawing, and music. Every principal and teacher should use this book constantly as a guide book on teaching. It is a scientific contribution to supervision.

Supervision needs definite, well understood, objective standards for judging and improving the quality of instruction. This problem has been successfully worked out by A. S. Barr, formerly director of supervision in Detroit together with fourteen special supervisors. They have listed definite questions which may be answered by "yes" or "no." This book, entitled *Elementary School Standards for the Improvement of Teaching* published by Edwards Bros., Ann Arbor, Michigan, has a definite practical purpose: (1) To set up concisely standards of practice for the assistance of principals in their efforts to improve instruction; (2) to state concretely the characteristics of good teaching for the guidance of teachers in their efforts to improve themselves; (3) to list specifically elementary school practices in order that our own notions of what constitutes good teaching may be clarified. This book contains work for a three or four-year program in supervision. Principals and teachers should decide on a certain problem for study. Mimeographed copies of the "yes," "no" questions should be sent to the teachers. This gives principal and teachers something definite upon which to work.

Experimental and laboratory studies are an aid in making supervision scientific. Laboratory studies such as Buswell's "Investigations in Reading" may be profitably used. Principals should plan experimental studies with teachers using suggestions given in McCall's "How to Experiment." The most progressive teacher is the one who uses her room as an experimental laboratory.

5. *Supervision must center upon the improvement of teaching*—Expert supervision should lead teachers to a broad vision of teaching problems so that the numerous activities may be understood and interpreted in terms of child growth. Is it not true that the purpose of education is to produce desirable changes? The best teacher is the one who produces the greatest number of desirable changes. Should we not measure teacher ability by child progress? This may be done by graphing the results of standard tests, one form being given at the beginning of the term and another form at the close of the term. However, the danger of making our work mechanical through the use of graphs needs to be guarded against constantly. Expert supervision should lead teachers to master the technique of classroom instruction, to establish good teaching habits, and to develop high standards of teaching efficiency. Expert supervision should lead teachers to a persistent study of teaching problems, to experimentation, and to use the classroom as a pedagogical laboratory in which to revise and improve methods of instruction.

6. *Supervision must be guided by a clearly defined, organized program*—What is our technique of classroom visitation? Do we enter in as inconspicuous a way as possible, sit in the rear of the room, make mental notes (for it is a rare teacher who is not bothered by a principal's note taking), have definite points to look for, return to the office immediately to write out our mental notes, diagnose the case, plan a remedial program, have a conference with the teacher, and put the program into effect? Supervision is a failure without the follow-up conference. This should be in the morn-

ing before school when principal and teacher are at their best instead of at the close of the day. Perhaps it is a good plan to ask the teacher if he checked himself according to the standards sent out. This opens the way for the teacher to present his problems. The whole object of the conference should be to talk over difficulties frankly, with teacher and principal working together to form a remedial program. A card file is an effective method of keeping supervisory records. Always list the good points observed first and be sure to tell the teacher of these.

Six vital elements of supervision have been outlined. What are we going to do about it? May we not raise with our teachers the question, "What constitutes good teaching?" "What evidence have you for this?" "What do good teachers do that poor ones never do?" Let us plan with our teachers a definite program for the improvement of teaching.

The elementary field is the greatest field in education because it is the foundation. If the foundation is strong, the building will last. Let us sell this idea to our teachers, to our community, and to the world. May it not be said in the coming years that "we are paying at the top for neglect at the foundation." Let us show the need for clerical help and get it. Let us plan scientifically, work our plan, and our labors will not be in vain.

A PRAYER

NOT more of light, I ask O God,
But eyes to see what is;
Not sweeter songs, but power
to hear
The present melodies.

Not greater strength, but how to use
The power that I possess;
Not more of love, but skill to turn
A frown into caress.

Not more of joy, but power to feel
Its kindling presence near;
To give to others all I have
Of courage and of cheer.

Not more of life, but insight clear
Into its mystery;
To comprehend as best I may
Our lofty destiny.

No other gifts, dear God, I ask,
But only sense to see
How best the precious gifts to use
Thou hast bestowed on me.

To teach the little children all,
How joyous is the world;
That, in the life we live on earth
Heaven's glory is unfurled.

Give me all fears to dominate,
All holy joys to know;
To be the friend I wish to be,
To speak the truth I know.

To love the pure, to seek the good,
To lift, with all my might,
All souls to dwell in harmony
In Freedom's perfect light.

FLORENCE HOLBROOK

Principal, Forestville School, Chicago, Illinois

THE IMPERATIVE NEED OF ORGANIZING SCHOOL FORCES

JESSIE M. FINK

Principal, Palmer School, Grand Rapids, Michigan

I TAKE my subject "The Imperative Need of Organizing School Forces" to mean, in this instance, the imperative need of organization among the elementary school principals, and from that point I shall proceed.

In the first place, let us look at this Department. What is it? Why was it organized, what has it done? What has it still to do?

In the second place, let us consider the need of state organization along lines similar to those of the national. In the third place, let us consider the need of organization for a locality or a local elementary school principals' club, wherein lies the origin and the end of the other two.

First, the Department of Elementary School Principals of the National Education Association is an organization formed for the purpose of meeting the responsibilities resting upon the elementary school principal in the light of the demands of the present-day education.

Among these responsibilities is that of studying with united mind and purpose the specific problems confronting this group. Also the duty of enlisting the aid of educational forces everywhere to give to the elementary child the advantages of united effort.

This Department is a clearing house for the activities of the elementary school principals' clubs throughout the land. It is an avenue for the exchange of information and cooperation among the various local organizations which make up this group. Its aim is to obtain definite advances in position and recognition for the workers in its ranks, thereby giving a fuller and more nearly perfect contribution to the childhood of America.

What it has done—The Department of Elementary School Principals has satisfied a great need in the elementary schools of this country by supplying a means of direct communication between the principals of the different sections of America, between those of the cities of our land and between those of foreign lands and our own.

It has held semi-annual meetings and brought to them the best minds of our profession where the interchange of ideas has been most stimulating. It has published quarterly a bulletin which contains articles by the leaders in educational thought and practice. These are storehouses of information as to the technique and philosophy of education as well as to the practical application of the principles of supervision.

In addition to the bulletins, this Department has issued annually a year-book which for richness of content has never been surpassed. It is a volume of authority upon the treatment of educational procedure as applied to the duties of the elementary school principal.

But suggestion, recommendation, educational inspiration, contribution, and dissemination of professional literature is not all this Department has done. Its greatest accomplishment lies in its having awakened a profes-

sional consciousness in the ranks of the principals themselves. It has made possible a solidarity of aim and a desire of accomplishment hitherto unknown. It has startled into action many a lethargic or atrophied principal.

Through its semi-annual banquets it has presented an opportunity for relaxation and for personal expression of its members. Thus a camaraderie has been developed unknown and unsuspected. The barriers of reserve have been broken down and the principal disclosed as a human being in a perfectly natural setting. We believe that if the greatest wars of history were planned over the festive board, the greatest accomplishments of peace may have their beginnings over a like board, when men are at their fullest and best.

If you would realize the efficacy of the Department of Elementary School Principals of the National Education Association as it functions in your daily life, try to do without it for a year. Feel the insignificance of your individual efforts for the uplift of the elementary school principalship. Be a victim again to all the undesirable conditions existing prior to the organization of this Department. Live through those lean and hungry years again when the elementary school principal was a "forgotten incident" in the educational scheme.

Just what has this organization done to advance the profession in its short career? For four years it has brought out books full of professional manna. If you have not partaken of it, the sin be upon your own head. It has set to work committees upon standardization of entrance requirements for admission into this field. It has at work another committee on salaries for the elementary school principalship. It has brought forward reports of educational progress as measured by our ideals and suggestions; it has brought before the national body every point presented to the Department for adjustment; it has organized our beliefs and needs, clarified them, and is presenting them to superintendents, school boards, and professors of education in our great universities. Campaigns for their adoption are in motion. Is not this a good record?

Every intellectual optimist, every constructive believer in the public schools, every leader of teachers and little children who occupies the strategic position of elementary school principal has the most imperative need of belonging to this enthusiastic group of pioneers.

Some of the things it still may do—When you are asked what this Department still may do to benefit elementary education, you may say:

"Are you in doubt as to the best choice of subject-matter to be included in your curriculum? Then read that being included by the most representative members of your group as shown in the literature of our Department.

"Are you in doubt as to the best technique in use in the great systems of our country, or the latest experiment of the most advanced psychological or pedagogical laboratory? Then consult the same source of information.

"Are you interested in the question of a minimum or maximum salary for this Department's members? Again I refer you to our bulletins and yearbooks.

"Do you ever feel the need of a Department of Education with a secretary in the President's cabinet? Then join the group that is steadily behind this movement.

"Do you want child labor abolished that every one may have a chance and a fair start? Then by all means come with us.

"Do you feel your impotence as an individual to bring about better conditions for the children of our land whom we wish to be intelligent voters and upright God-fearing citizens? Then place your hands in ours and become one of the vast army of peace workers who stand for the spiritual life of our children."

And this brings me to the second part of my discussion. Why is there need of an organization in the state similar to that in the national? Because such an organization may do for the state conditions a service of untold good. It would act as a clearing-house for matters distinctively pertaining to the principals of the state. Here problems may be presented, solutions suggested, resolutions adopted, legislative measures brought forth. Here all matters pertaining to the elementary school principalship in the state could be laid before its constituent body and duly considered.

And now to speak of the local organization of the elementary school principals. It first came into existence in response to a great need. Because a desire to apply the science of education and to master the art of teaching became a burning issue. Because an opportunity for such procedure was rapidly being snatched away by material detail occupation. Because our educational leadership was being threatened by specialists in subject-matter instruction; because our salaries in many instances were pitifully inadequate and the futility of individual appeal was a universal experience. Because in various places injustice remained unexplained and unexplainable. But most of all, because our children were being placed under unprepared instructors where great intellectual harm might be done the coming generation of American citizens. Because the physical and spiritual needs of the child confronted us as never before. These presented some of the greatest of difficulties and confronted education with enormous problems.

Only organized action could resolve these intricacies, but we realized nothing could be done if we sat like rabbits in our school hutches munching the "lettuce leaf it to others," so we organized. Our next step was to ally ourselves with the national Department. This made us realize how dependent we are upon each other and that our well being is influenced by the well being of all. We know that what we do can never be a matter of indifference to our associates. Out of this healthy organization has come extended and manifold helpfulness and from it has arisen a conscious faith in our mission.

And in conclusion may I say—The imperative need for the organization of school forces springs from the need for effecting certain definite improvements in present conditions. United and intelligent cooperation of this huge body of principals will make possible the most desirable conditions for the rearing of future cities capable and ready to accept the sacred heritage of the fathers as laid down in the Preamble to the Constitution of the United States of America.

When the thousands of our group are gathered in, when the great light dawns on them even as it has dawned on us, then shall come that day of accomplishment toward which we are now headed and for which we yearn with a yearning that passeth understanding.

REPORT OF PROGRESS OF THE COMMITTEE ON STANDARDS AND TRAINING FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

W. T. LONGSHORE, CHAIRMAN

Principal, Greenwood School, Kansas City, Missouri

H. G. WELLS says: "You are the most important people in the whole civilized universe. The schoolmaster's place is not only important, but supremely important. That is my thesis. I want to put it with boldness, shamelessness, arrogance, and aggression. I want to suggest that they should up and take hold of the world. I shall tell you nothing new if I betray a consciousness that arrogance in taking hold of the world is not a characteristic of all schoolmasters. It is extraordinary that a lot of schoolmasters seem to be unconscious not only of the importance but of the range of their functions."

No elementary school principal, then, thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work, and for this no equivalent is possible; what is accepted is in the nature of a fee, gratuity, or consideration, which enables him who receives it to maintain a certain expected mode of life. The real payment is the work itself, this and the chance to join with other members of the profession in guiding and enlarging the sphere of its activities.

We must believe in the dignity and importance of the position of the elementary school principal. We should make a solemn affirmation of its importance and conduct our schools and ourselves so that the community, the superintendent of schools, and the board of education will recognize it.

Our work is as important as is the work of the high school principal, and for relatively equal preparation, efficiency, experience and success should have the same professional recognition and salary when the positions have the same responsibility relatively.

We are not asking favors. We are demanding that the rights of the younger children be recognized and that they be treated fairly, that they be given an equal chance.

The idea of "skimming" the elementary schools to get teachers and principals to build up the junior high schools and the high schools is wrong. This "skimming" process must stop because it is wrong in theory, psychology, pedagogy and practice. I think no one will deny that this "skimming" process is going on in our schools.

Why should an elementary school principal have to look to a high school principalship for a promotion to get enough money to properly maintain his family and himself professionally?

Why should an elementary school teacher have to look to a high school teacher's position for a promotion, and in many cases spoil an excellent elementary school teacher, to make a poor high school teacher?

As our worthy president, Mrs. Jessie M. Fink, has so well said :

Rare talent is lost to the elementary schools each year because of the stupidity of our inherited philosophy and practice by placing the emphasis upon the wrong end, that is, at the finish instead of the beginning of institutional life and training.

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

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

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

COMMITTEE ON STANDARDS AND TRAINING FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

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Charles H. Judd,
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William W. Kemp,
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Leonard Power, Principal,
Bryan Street High School,
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Worth McClure,
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President, State Teachers College,
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J. Cayce Morrison,
Ohio State University,
Columbus, Ohio.

Mrs. Jessie M. Fink,
Principal, Palmer School,
Grand Rapids, Michigan.

John L. Bracken,
Superintendent of Schools,
Clayton, Missouri.

Edwin C. Broome,
Superintendent of Schools,
Philadelphia, Pennsylvania.

Ide G. Sargeant, Principal,
Public School No. 10,
Paterson, New Jersey.

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

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

Rare talent is lost to the elementary schools each year because of the stupidity of inherited philosophy, placing emphasis upon the wrong end, that is, at the *finish* instead of the beginning of institutional training.

Charles H. Judd, Director, School of Education, University of Chicago:

An elementary school principal ought to have perfectly definite ideas on certain matters with which he is concerned. For example, he ought to know how to make a study of the pupil population of his school and district. He ought to have some very definite ideas on classroom supervision. He does not ordinarily need to know about the principle of school finance, but he ought to have a very definite training in the handling of school supplies.

I am in favor of specific, clearly defined courses for the principal. This does not at all preclude the possibility of giving to the prospective principals a broad general view of education through courses on the curriculum and history of schools. But it does mean that the main part of the principals' training ought to be specific and definite.

A second general point which I shall make in this connection is that every administrative officer ought, in my judgment, to do some definite piece of research work as a part of the training for his advanced degree. I do not believe at all in training which does not include some very definite requirements for original work on the part of the candidate.

Ellwood P. Cubberly, Dean of the School of Education, Stanford University, California:

I am sending you under another cover a copy of the announcement of the school of education, in which you will see the general nature of the courses given here, which lead toward administration. Our specific training course for the elementary school principal, is "The Principal and His School," and on page 55 of the announcement you will find outlined a major in administration which most of the students preparing for administration follow. That is, in addition to the specific course we insist that they carry courses in tests, measurements, statistics, and similar work.

Dean F. J. Brown, University of Rochester, Rochester, New York:

My own personal feeling in the matter is that such a course should stress supervision and minimize administration. One of the gravest dangers, I think, is that we shall make of the elementary school principal a technician rather than an educational advisor.

I appreciate the work which the Department of Elementary School Principals is doing, as I am very interested in the problem of the evolution of the principalship. If I can be of any assistance at any time in any way I shall be glad to do so.

Roy A. Crouch, Principal, University Elementary School, University of Missouri, Columbia, Missouri:

In thinking over what should be the minimum training for an elementary school principal, I have decided in my own mind that in view of the fact that my study shows the medium amount of work for the elementary school principal is 4.2 years, it would seem that the principal should have at least one year's graduate work. I shall be glad to furnish you any data that I have that will help you in preparing your report.

Worth McClure, Assistant Superintendent of Schools, Seattle, Wash.:

The elementary school principal should secure his A.B. degree before entering service. Candidates for principalships should be required to hold this degree with a major in education. It is not too much to expect that the principal in service will continue his professional training and that he will eventually earn his master's and even his doctorate.

It is very possible that the next twenty-five years will see the M. A. established as a requirement of candidates for the principalship, since by that time graduate courses especially for principals will have been prepared and tested. All too frequently at present the graduate courses which are offered do not contribute definitely to the service of the principal. They do, however, give him a breadth of view which is desirable for every educational leader.

Leonard Power, Principal, Franklin School, Port Arthur, Texas:

We should say that the difference between an elementary school principal and a high school principal is to be found only in the differences of their schools. There should be nothing to indicate a difference in training required and this should extend to the teachers as well. By difference in training I refer to difference in amount rather than kind. One does not need to make a general survey to note the actual difference that now exists and that must be broken down. Our aim should be to so extend the field of elementary education that there would be a life work in it for any man or woman inclined by nature to work with children of a younger age.

It seems to me that the point where general training ends and special professional training begins is the same for all teachers. All should have had at least the four years of training beyond the high school.

James F. Hosis, Teachers College, Columbia University, New York:

I will venture to repeat in writing the suggestion which I made when we were together in Kansas City, that you ask each member of our committee to come to the meeting prepared to state definitely just what ought to be done with some one portion of our work. For example, Dean Kemp would be prepared, I should think, to deal with certification; Worth McClure would be a good man to discuss the training of principals in service. I will, if you wish, outline the problem of regular and summer school courses in universities. Doubtless other similar topics will occur to you.

From Worth McClure, Assistant Superintendent of Schools, Seattle, Wash.:

I have the following to suggest:

1. That the effort to have a full-time research man assigned to the job analysis of the principalship be continued. If one of the foundations will not make the necessary appropriation, we should not hesitate to ask the National Education Association to do so, in my judgment. I believe Mr. Crabtree could be shown the value of such a contribution.
2. That the judgment of superintendents of schools in cities of various sizes be obtained as to feasible standards of preparation for elementary school principals. My thought is that a higher standard can be set and maintained in cities of 500,000 and over than in smaller cities, perhaps. The procedure would be to prepare a separate questionnaire for each size-group of cities and to segregate and tabulate the returns separately. Mr. Norton could handle this for us very nicely.
3. There would be a summary of courses now offered, both in regular and summer sessions, which are genuine professional training courses for principals, and not such in name only. Too many courses in supervision have been merely courses in teaching methods in disguise. Method in teaching a subject and method in supervising that same subject are two different problems and should be treated as such. The idea would be to give this survey considerable publicity through the *National Education Association Journal* and the bulletins of our Department. Dr. Hosic, I believe, is accumulating some material of this kind which may cover exactly what is desired.

Superintendent John L. Bracken says:

I would like very much to see this committee establish certain desirable norms of training, experience and personal equipment against which candidates for the principalship may be checked. There might be various levels concerned here. Four years training might be adequate while five years training, including specified subject-matter, would be better. Entrance at certain ages into the principalship might be advantageous. The balancing of classes among such departments as sociology, psychology, educational, administration and supervision of teaching might well be made.

May I make this as a concrete suggestion. In line with the effective work which has been done in the field of the classroom teacher would it not be possible for our committee to develop a self-grading form for the elementary school principals to use. The training and preparation of principals would form a considerable part of this plan. Other vital matters varying from routine up to leadership would be included. I personally feel that the individual's check of his own qualifications on such a form would be of greater value than that of an additional certification on some outside source. If this seems to be along the line which our committee might follow, I will be glad to hear from you concerning it.

And this from Superintendent Edwin C. Broome:

As I see it, the strategic position in very school system is that of the principal. No matter how adequate the leadership of the superintendent or how competent the teaching force, good results cannot be obtained without a live, progressive, and intelligent principal. His influence works both ways—from the superintendent to the teachers and from the teachers to the superintendent.

The following letter was sent to the deans of education of seventy-five of the leading colleges and universities:

The Department of Elementary School Principals of the National Education Association has a committee on standards and training for the elementary school principalship. We made a report of progress at the Indianapolis meeting last summer;

the committee was continued and directed to bring in a report for the summer meeting of the National Education Association in 1926.

We want to know what courses your university is offering to elementary school principals and would like also to have you give us your thoughts on this subject and what the prospects are in the near future for growth in such courses. Your current catalogue will give us some information on this subject but we would like to have you also express your views in a letter.

We are hoping that this investigation and report will be useful in pointing the way as to what the leading institutions should offer to elementary school principals.

There is a growing demand that the elementary school principal should be the real head of his school and should be held responsible for its administration and supervision.

We will appreciate your cooperation in this investigation.

Yours sincerely,

W. T. LONGSHORE, *Chairman.*

The following are quotations from:

Dean Henry W. Holmes, Harvard University, Cambridge, Mass.

I quite agree with you that the principal should be the real head of his school, and that means that he ought to know education thoroughly before he undertakes his work and that he should be given an opportunity on the job to spend the better part of his time in genuine educational direction.

F. E. Spaulding, Department of Education, Yale University, New Haven, Connecticut:

I am quite in sympathy with the idea that the elementary school principal should become increasingly influential as the head of the school. In recent years—and particularly in the larger city school systems—the tendency to extreme centralization has often involved the undue subordination of the elementary principal to central authorities.

Dean M. G. Neale, University of Missouri, Columbia, Missouri:

The reactions of the faculty of the school of education on this curriculum are to the effect that the elementary school principalship in city schools is coming to be a position of such responsibility and importance that it should require at least a year of graduate training. We, therefore, consider the curriculum outlined in our catalog as being merely a preliminary to a year of graduate study in the field of supervision and administration.

If our graduate school continues to grow as it has during the past two years, we shall undoubtedly greatly increase our offerings.

R. A. Schwegler, Acting Dean, School of Education, University of Kansas, Lawrence, Kansas:

With reference to my own views, permit me to say that the University of Kansas is now taking definite steps looking toward the development of highly specialized professional training for the elementary school principalship. We already have courses pertaining to the theory of this office. We are now developing courses that shall be more specifically pointed in the direction of administrative responsibility and routine. Our courses in measurement, supervision, curriculum building and individual diagnosis are already pointed quite definitely in the direction of the work of such officials. We hope within the very near future to be able to report to you a clean-cut, thorough-going program of opportunity such as you have in mind.

Dean A. S. Whitney, School of Education, University of Michigan, Ann Arbor, Michigan:

Personally I am much interested in the development of the elementary school principalship. It seems to me the next important step in the evolution of our public school system. The status of the superintendent and the high school principal is fairly well defined at the present time, but the status of the elementary school principal is still chaotic. In many respects the elementary school principal will, in my judgment, become the most important school official in connection with our public schools and therefore his office should be scientifically developed, publicly recognized and adequately remunerated. He will be the expert supervisor, the expert technician, and in many respects will render the most valued service of all of the public officials. He should be given large powers within his own school, and held accountable for results. General supervisors and general assistants should work through him and at his dictation. It is only in this way, as it seems to me, can the highest efficiency in our public school systems be secured.

O. H. Werner, Associate Professor of Education, University of Nebraska, Lincoln, Nebraska:

I have watched with considerable interest your efforts to elevate the elementary school principalship. I think you are doing a piece of work which is eminently worthwhile. The average superintendent of schools is so busy with administrative affairs that he cannot keep in close touch with the elementary school. Your notion that the principal should be made responsible head is a move in the right direction.

W. S. Small, Dean, College of Education, University of Maryland:

The principle that "the elementary school principal should be the real head of his school and should be held responsible for its administration and supervision" is obviously sound—provided that it means that the principal should be a leader, not a boss.

H. L. Smith, Dean, School of Education, Indiana University, Bloomington, Indiana:

Personally I feel that the elementary school principal should have specific and definite training for the responsibilities connected with the principal's position. I look forward to the time when we may add to our course at least one other, namely, practice as an elementary school principal, under the directorship of an efficient elementary school principal in charge of a building.

Orville G. Brim, Department of Principles of Education, Ohio State University, Columbus, Ohio:

There is in this state a rapidly developing consciousness on the part of the elementary school principal. It is being encouraged as far as this institution can do so and will in the near future show itself in much larger representation on the campus.

Guy M. Wilson, Professor of Education, Boston University, Boston, Massachusetts:

I am enclosing a bulletin of our courses for the second semester. You will note that Professor Blair gives a course on the elementary school principal; Professor Mahoney on progressive teaching practices, and the courses in the curriculum and measurement of intelligence by myself. Mr. Mahoney also gives a course on the improvement of teaching through supervision, which is especially adapted to the elementary school principal. Then of course, we have the usual courses in psychology (which I hope are a little unusual), history of education, offered by the dean, and courses in sociology, etc. If you have any further questions do not hesitate to write me again. I shall be glad to help you if it is possible.

Grover H. Alderman, Dean, School of Education, University of Pittsburgh:

At a recent meeting of our faculty a committee was appointed to recommend courses to prepare people for various positions in the field. One of these positions which we had in mind was the position of the elementary school principal. At the present time thirty-three courses are given in the department of elementary education. Two of these have to do with the administrative side of the work of the elementary school principal, and thirty-one have to do with the supervision of various subjects in the elementary field.

Freeman Daughters, University of Montana, Missoula, Montana:

I am glad to see that the elementary school principals are going after this matter seriously. It will, without doubt, greatly improve the work of the elementary schools when the principals investigate the standards and training which elementary school principals should possess. I am sure some very valuable results will come from this investigation.

Paul Klapper, Dean, College of the City of New York.

It seems to me the time has come when there must be specialized training to prepare teachers for administrative duties. The teacher who becomes a principal and has no other training than that which is incidental in the course of class teaching usually has a very narrow conception of the duties of the principal. Such people, I find, are apt to regard the principal as an officer whose duties are limited altogether to the supervision of the quality of instruction in the classroom. Such people are concerned with the technique of instruction. They are very likely to overlook altogether the large community relationships which the principal must establish and the large social program which the school must carry through if it is to educate the whole child and all the children. I am sending you in addition to the copy of the letter that we addressed to Professor Hosis the bulletin of the school of education.

COMMITTEE ON TRAINING FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

MEETING AT RALEIGH HOTEL, WASHINGTON, D. C., FEB. 24, 1926

Members present—W. T. Longshore (chairman), J. F. Hosis (secretary), Jessie M. Fink, C. H. Judd, W. W. Kemp, Worth McClure, J. C. Morrison, J. K. Norton, Leonard Power, Ide G. Sargeant.

A brief summary of the results of correspondence with departments of education was given by the chairman.

Mr. Sargeant urged that a report in some form be made at the Philadelphia meeting in the summer.

Since Professor Judd felt obliged to hurry away, he was called upon to sum up his answer to the question, What research work should be done in college courses for principals? He favored general courses in education for principals in order that persons may be trained to see a local situation as a whole. Specifically the speaker urged three main topics, namely, child accounting, curriculum reconstruction, and supervision. He would not begin with courses in general school administration. Principals should be trained to make periodical reports on their schools. All courses should be conducted in the spirit of research.

Professor Morrison questioned whether we are making enough of general administration. Principals should know how to use office hours and train their clerks to handle routine. They should spend their time in supervision, which, after some discussion, was defined as effort of all kinds to improve instruction.

Professor Judd informed the committee that there is a general commission on administrative units, which has nine sub-committees, one of which is on the principalship.

Messrs. Hosc and Norton, at the request of the chairman, submitted a tentative outline of a plan of procedure for the committee. On motion of Dean Kemp, this was adopted. The directive sub-committees called for by the plan is composed of Messrs. Longshore, Hosc, Morrison, Norton, and Sargeant.

Mr. Power proposed that the committee appeal directly to the principals' association for funds. He would send out a circular and a letter and urge the immediate adoption of his standard certificate. The proposition was referred to the directive sub-committee.

The sub-committee was directed to develop the outline in detail for presentation at the Philadelphia meeting as a program of work.

Dean Kemp warned against giving the impression that our immediate object is increase of salary. We should first concentrate on standards.

The committee adjourned.

Four members of the directive sub-committee spent several hours together the following morning and mapped out a plan of action in some detail. Nine problems for investigation were defined. At the Philadelphia meeting Mr. Longshore will present the plan of the committee, Professor Morrison will summarize investigations so far made as to functions and status of elementary school principals, and Professor Hosc will report on what courses for principals are actually being given in normal schools, colleges, and universities.

EDITORIAL

PLANs are under way which promise to make the Philadelphia meeting of the National Education Association one of the best ever held.

The central theme around which President McSkimmon is building her program is "America's Challenge to Her Teachers."

The time assigned to the Department of Elementary School Principals is Tuesday afternoon, June 29, and Thursday afternoon, July 1.

President Ide G. Sargeant is preparing a program for our Elementary Principals' Department in keeping with the "challenge" which our most able president has thrown out to us.

The secretary and editor of the Bulletin takes this opportunity to express her personal appreciation of the excellent articles which have been furnished for the October, January and April Bulletins. Our readers, the country over, have been generous in their praise of the helpful, inspirational material which has been furnished by the contributors to the Bulletin.

We have made requests for brief writeups of the suggestive, helpful activities of principals' organizations and of outstanding achievements in different schools. As the Bulletin is limited to sixty pages, some of the material sent in will be passed on to the editor for next year.

We are especially grateful to Mr. Shankland and his National Education Association headquarters' staff for their help and valuable guidance.

The board of education in the residential suburb of Milwaukee known as Shorewood, is to be congratulated on its progressive attitude toward professionalism on the part of its school people. This is evidenced by the fact that during the last two years they have sent 100 percent of their administrative officers, superintendent and principals, to the mid-year meeting of the Department of Superintendence, with its meetings of allied organizations, not only giving them the time and paying salaries while gone but all expenses incurred in making the trip. Such an attitude cannot fail to make for real professional growth on the part of the school and is far-reaching in its effect on the lives of the children in the care of this school board.

Business session—In the business session of the Department of Elementary School Principals on Tuesday, February 23, presided over by President Ide G. Sargeant, a motion was carried that the president be empowered to appoint a membership secretary. A membership campaign is now on and the membership goal set for the Philadelphia meeting is 10,000.

Olive M. Jones spoke on the problem-behavior child report and urged study of this field by elementary principals. Miss Jones suggested that a part of the yearbook could profitably be devoted to this study. A discussion of the yearbook and the work and expense involved followed; also a discussion of the advisability of raising the dues to meet coming needs and demands brought out the opinions of those present.

Meeting of Committee on Standards and Training for Elementary Principals—On Wednesday morning, February 24, at 7:30 breakfast conference meeting, Chairman W. T. Longshore brought forth most profitable reports and discussions.

Dr. Judd, Dr. Hosis, and Dean Kemp, of California, lead in discussion of standards and training for the elementary school principalship. Participating in the discussions were President Ide G. Sargeant, of New Jersey; Chairman Longshore, Kansas City, Missouri; W. A. Roe, New Jersey; Helen Shove, Minneapolis, Minnesota; John Merrill, Detroit, Michigan; Anna Laura Force, of Denver; Leonard Power, of Dallas, Texas; Mrs. Jessie Fink, Grand Rapids, Michigan; Olive M. Jones, New York City; E. Ruth Pyrtle, Lincoln, Nebraska; Arthur Gist, Seattle, Washington; C. V. Davis, Norfolk, Virginia; F. H. Duffy, Stuebenville, Ohio; and John K. Norton, head of the Division of Research of the National Education Association.

Dr. Hosis gave the state of Ohio the credit of being ahead in the study and analysis of the principal's job.

All were agreed that the principal's time could most profitably be spent in child accounting, general study of the curriculum, follow-up methods and intensive study of supervision of technique of instruction.

Clerical work in the principal's office should be done by office help, leaving the time of the principal for the more important duties, was the opinion of all.

Dr. Judd was of the opinion that the superintendent should require a periodic report of his principals on the work in his building—the best things going on and the methods used to accomplish this best.

Dinner meeting—The Department of Elementary School Principals' dinner was again one of the greatest gatherings of the winter meeting.

Some three hundred guests representing every state in the Union gathered in the beautiful ballroom of the Raleigh Hotel. A local committee of Washington principals planned elaborate decorations of banks of tulips and pussywillows, and tulip place cards.

The gay spring decorations together with the many colorful evening gowns made a gay assemblage in the famous Washington ballroom.

Seated at the speaker's table were: The toastmaster, President Ide G. Sargeant and Mrs. Sargeant, Mary McSkimmon, president of the National Education Association, Superintendent Ballou and Mrs. Ballou, Olive M. Jones, Mary Sullivan, president of Department of Classroom Teachers, Katherine M. Blake, Dr. Judd, Dr. Hosic, Otis W. Caldwell, Mary Lackey, former presidents; Power, McClure, Longshore and Fink; also Vice-President Helen Shove; Secretary E. Ruth Pyrtle; Treasurer C. V. Davis and Anna Laura Force and Arthur S. Gist, of the Executive Committee; General Lincoln C. Andrews, Miss Mary A. Dilger, Joy Elmer Morgan, of the National Education Association; W. A. Roe, New Jersey; and F. H. Duffy, Ohio.

President Ide G. Sargeant in his most delightful after-dinner speech-making way called forth from all the guests at the speakers' table not only witty entertaining after-dinner stories and reminiscences, but words of real wisdom for our future guidance.

The roll was called by states, so every person present made a contribution to the evening's pleasure.

Committee on Educational Progress—One of the most enthusiastic meetings of the entire convention in Washington of the Department of Superintendence and allied organizations was the breakfast held by the Committee on Educational Progress at the Washington Hotel, Thursday morning, February 25, 1926.

The meeting was presided over by the chairman, F. H. Duffy, principal, Roosevelt School, Steubenville, Ohio. The following were present: Ide G. Sargeant, president; E. Ruth Pyrtle, secretary; Helen B. Shove, first vice-president; Jessie Fink and W. T. Longshore, former presidents, all of the national Department; Florence Holbrook, Chicago; Rose Pesta, Chicago; Caroline Drisko, Kansas City, Kansas; Wm. B. Cornish, Stamford, Connecticut; Jesse M. Carnine, Fargo, North Dakota; J. E. Healy, Norfolk, Virginia; Marion Parkhurst, Burlington, Vermont; Jessie McCord, Portland, Oregon; Edwin Y. Montayne, Philadelphia, Pennsylvania; John Merrill, Detroit, Michigan; Eunice E. Parr, San Antonio, Texas; Robert St. Clair, St. Louis, Missouri; Geo. C. Rogers, Charleston, South Caro-

lina; C. L. Miller, Cincinnati, Ohio; Kathryn Mansfield, Canton, Ohio; Mary N. Austin, Omaha, Nebraska; O. C. Griggs, Tulsa, Oklahoma; Gertrude Barr, Chattanooga, Tennessee; Edyth J. Brown, South Bend, Indiana; Worth McClure, Seattle, Washington; N. G. West, Rochester, New York; Arthur S. Gist, Seattle, Washington.

Publicity of progress was the keynote sounded by the chairman as the objective to be attained by this committee. Expressions: "We will be remunerated in proportion to what we give."—*Shove*. "Set up an objective and attain it."—*Mansfield*. "A principal who is aggressive will create more friends than he will enemies."—*Duffy*. "Let the public know what problems you are working out in your community."—*Gist*. "More progress, more publicity, more members, 5000 principals at the Philadelphia meeting."—*Sargeant*. "Drove 900 miles in thirty-six hours to be at this meeting. Missouri is being shown."—*St. Clair*. "The public needs to be informed of the progress made by the elementary principals."—*Fink*. "One thousand teachers subscribed \$3.00 each to have Dr. Kilpatrick, of Columbia, give a series of four lectures, fostered by the Omaha Elementary Principals' Club."—*Austin*. "The elementary principals are doing as much if not more to improve the schools of the nation as any other group of people in the country."—*Longshore*.

The final report will be ready for the Philadelphia meeting and it is proposed to have every state and outlying possession in the Union represented. Three fourths of the states now have active committee members and very fruitful results are expected from this national study.

SOMEONE recently said that the greatest indoor sport of educators is curriculum revision, and that it had become so fascinating that no one seemed able to resist it. Be that as it may, St. Louis is engaged in it on a large scale. Two significant aspects stand out in the work: it will be done under leadership specifically trained for the work; and it will be done on a broad democratic plan. In this connection I propose this thought, that curriculum construction and revision is so significant that it should be adequately provided for in the budget. Some cities and states have set the precedent of appropriating sums for this purpose. One city appropriated \$60,000. At the same time it paid architects fees of more than \$70,000 on one high school building. Practice indicates that the profession and the public, in general at least, approve of architect's fees for building construction. Since curricula are one of the three necessary elements in education, the pupil and the teacher being the other two, would it not be well to give consideration to the question of providing in the budget for their construction and revision?—J. S. NANTS, PRINCIPAL, BATES SCHOOL, ST. LOUIS, MISSOURI

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

President.—IDE G. SARGEANT, Public School No. 10, Paterson, New Jersey.

Secretary.—E. RUTH PYRTLE, McKinley School, Lincoln, Nebraska.

THE PHILADELPHIA PROGRAM

June 27 to July 2 is the week for the annual meeting of the National Education Association and for this Department.

Special railroad rates, one and one half fare for the round trip, may be secured. Write National Education Association Headquarters at Washington or your state director for identification certificate. If you neglect to secure, in advance, your identification certificate, no adjustment of fare can be made after arrival at Philadelphia.

Philadelphia is a city of fine hotels. Rates are reasonable. Dormitories and approved rooming houses of the University of Pennsylvania, Temple University, and Drexel Institute, also offer accommodations. All should keep in mind that conditions incidental to the Sesquicentennial Exposition will seriously tax hotel facilities during convention week.

Secure your reservations now. Apply to Harry J. Gideon, chairman, Housing Committee, Grant School, 17th and Pine Sts., Philadelphia, Pennsylvania.

PROFESSIONAL PROGRAM

"America's Challenge to Her Teachers" is the central theme around which all programs will be built.

There will be three full afternoon sessions for our Department, Monday, Tuesday and Thursday, June 28, June 29 and July 1.

Annual Dinner—The Department dinners have always been great inspirational affairs unexcelled in educational importance by any other function of convention week. Not only have they been attended by large numbers of principals but also by leading superintendents and professors of education in colleges and universities. Our annual dinner this year will take place at six o'clock, Tuesday evening, June 29. Get your tickets early.

Breakfasts—The various activities of the Department are becoming so broad and numerous that the committees find it difficult to arrange for necessary conferences at the convention. But the makeup of these committees represent sections so distantly separated that a meeting of the full committees at any other time is practically impossible. A happy solution of the problem is a series of breakfasts. Not merely a time for eating and the social amenities, but for the serious consideration of many important phases of our work. At the Philadelphia meeting there will be four breakfasts. Each at 7:30 A. M., sharp, as follows:

Monday, Representatives of Local Principals' Associations.

Tuesday, Official.

Wednesday, Committee on Training and Standards.

Thursday, Committee on Educational Progress.

Business Session—The annual meeting for the election of officers, reports of committees, consideration of matters of policy and other necessary items, will take place at 1:30 Tuesday afternoon, preceding the professional numbers of the program.

This will enable the newly elected officers to familiarize themselves with some of the routine and hold necessary conferences more expeditiously than would be possible after the close of the meeting.

Among the matters to be considered are the following:

Our Yearbook and Bulletins have been a source of pride and prestige to the Department. Yet they represent a great deal of careful work by our editors. Thus far this work has been done without financial remuneration. At the Washington meeting of the Executive Committee it was voted to pay the editor of the Yearbook \$1000 for his services, as soon as our treasury will permit such an expenditure. Does the membership approve of such a policy?

In the near future the Committee on Standards and Training will issue its report which promises to be a professional study of much importance and constitute a volume of 250 pages. How are we to pay for its publication? Shall we apply to one of the foundations or increase our dues to \$3 or \$5. Some of our members feel strongly that we should do it ourselves to make it of greatest value. What is your opinion?

Many of our members feel that we should have a permanent paid secretary to act as editor of the Yearbook and attend to numerous other details of service required by a vigorous, growing department. They feel that the additional service will result in a growth of membership sufficient to cover the extra expense for such an official. What is your opinion?

Some favor combining the editorial work of the Yearbook and Bulletin in the hands of one editor. Others feel just as strongly that to keep the editorship of the Bulletin in the hands of the Secretary, as has been our practice since our organization, is the wisest policy. What is your opinion?

Oftentimes we hear about politics in educational organizations. Mostly bunk, by the outs. If you have been one of the complainants, come out, do some work and assume some responsibility. Oftentimes our officials have to go ahead and shoulder the whole load or things would be at a standstill.

Be there on time and make it the best and most constructive meeting in our history.

In the meantime your president will appreciate letters of suggestion and criticism of matters to come up at the meeting.

PROGRAM

Monday, June 28, 1926, 1:30 P. M.

OUR PAST, PRESENT AND FUTURE, AS SEEN BY THE "OLD GUARD"

Ide G. Sargeant, School No. 10, Paterson, New Jersey.

THE VALUE OF A DEMONSTRATION SCHOOL

Abby Porter Leland, Principal, John Hancock School, New York City.

THE PRACTICAL ASPECTS OF RELIGIOUS INSTRUCTION

Frank L. Eversull, Principal, Woodward School, St. Louis, Missouri.

THE PRINCIPAL AND THE IMPROVEMENT OF TEACHERS IN SERVICE

Francis G. Blair, State Superintendent of Public Instruction, Springfield, Illinois.

Tuesday, June 29, 1926, 1:30 P. M.

Reports will be limited to five minutes.

REPORT OF COMMITTEE ON RESOLUTIONS. Chairman, Edwin Y. Montayne, Harding Junior High School, Philadelphia, Pennsylvania.

REPORT OF COMMITTEE ON ENROLMENT. Chairman, Jessie M. Fink, Palmer School, Grand Rapids, Michigan.

REPORT OF COMMITTEE ON NOMINATIONS.

REPORT OF SECRETARY. E. Ruth Pyrtle, McKinley School, Lincoln, Nebraska.

REPORT OF TREASURER. Courtland V. Davis, J. E. B. Stuart School, Norfolk, Virginia.

ELECTIONS OF OFFICERS. Election shall be by ballot. Active members only are entitled to vote.

GREETINGS. Mary McSkimmon, President, National Education Association.

EDUCATION OF THE ELEMENTARY SCHOOL PRINCIPALS. Henry W. Holmes, Dean, Department of Education, Harvard University.

Thursday, July 1, 1926, 1:30 P. M.

REPORT OF COMMITTEE ON STANDARDS AND TRAINING. Chairman, W. T. Longshore, Greenwood School, Kansas City, Missouri.

REPORT OF COMMITTEE ON SALARIES. Chairman, W. A. Roe, Belmont Avenue School, Newark, New Jersey.

REPORT OF COMMITTEE ON EDUCATIONAL PROGRESS. Chairman, F. H. Duffy, Roosevelt School, Steubenville, Ohio.

RESEARCH AND THE PRINCIPALSHIP

John K. Norton, Director Research Division, National Education Association.

TRAINING FOR CITIZENSHIP BY MEANS OF STUDENT ACTIVITIES

Courtland V. Davis, Principal, J. E. B. Stuart School, Norfolk, Virginia.

THE SINGLE SALARY SCHEDULE FOR PRINCIPALS

W. F. Webster, Superintendent of Schools, Minneapolis, Minnesota.

GROUP CONFERENCES

Several group conferences of principals have been held since September and were addressed by our officers, and other meetings have been arranged.

Groups addressed by President Ide G. Sargeant:

New Jersey Principals, October 12, Atlantic City.

Worcester County, Massachusetts, Principals, January 8, Worcester.

Pennsylvania, New Jersey, Delaware, Principals, March 26 and 27, Philadelphia, Pennsylvania.

Massachusetts Principals, April 10, Boston.

Northern New Jersey Principals, April 30, Newark.

Westchester County Principals, May 1, White Plains.

Principal W. T. Longshore:

Rochester, New York, Principals, March 1, Rochester.

Buffalo, New York, Principals, March 2, Buffalo.

Detroit, Michigan, Principals, March 4, Detroit.

Chicago, Illinois, Principals, March 6, Chicago.

Principal Arthur S. Gist:

Minneapolis, Minnesota, Principals, March 3, Minneapolis.

Spokane, Washington, Principals, March 6, Spokane.

Principal Jessie M. Fink:

Schenectady, New York, Principals, March 2, Schenectady.

Syracuse, New York, Principals, March 3, Syracuse.

At the Philadelphia meeting the auditoriums were crowded both days. Superintendent E. C. Broome, Principals Olive M. Jones, Lawrence S. Chase, James F. Hosic and Assistant State Commissioner Roscoe L. West, also spoke. Principals Montayne and Wilson were chairmen.

At the Boston meeting, Commissioner Payson Smith was one of the speakers, and the Massachusetts Elementary School Principals' Association was formed. Principal Milton L. Fuller, of Gloucester, was elected President, and Principal Wilhelmina Patterson, of Beverly, Secretary.

In all the meetings a most cordial spirit of cooperation and welcome was shown by superintendents, supervisors and principals. Attendance ranged from 65 to 1000. All were enthusiastic. It would mean much in the growth of better things in education if such meetings could be held in every section of the land.

One of the most gratifying features of these meetings was the attendance of school board members and superintendents and the deep interest manifested.

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

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 Fifth Yearbook, to be issued in June, 1926, to me at the address given below.

Name
(Typewrite or print)

Mailing address
(School or street)

.....
(City and State)

My present position is