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BULLETIN

OF THE

Department of Elementary School Principals

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THE PRESIDENT'S MESSAGE

THE RESPONSIBILITY AND OPPORTUNITY OF THE ELEMENTARY PRINCIPAL

E. RUTH PYRTLE

President, Department of Elementary School Principals

DR. WINSHIP SAYS, "The best chance of improving the elementary schools of America is to improve the elementary principals of America."

As a group, and as individuals, are we making this improvement as rapidly as the needs of our schools demand? Dr. Hosic, a member of our Department Committee on Training for Elementary School Principalship said through the April, 1926, Bulletin:

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.

Principal W. T. Longshore of Kansas City, the chairman of this committee, invites principals from schools of every section to send to him suggestions and help for the study which this committee is now making.

Principal Jessie M. Fink of Grand Rapids, Michigan, of the Membership Committee has issued a *Macedonian call* for help. Will you, dear members, respond to that call, and help us realize her ambition, to double our membership before December 1?

Since our department is a clearinghouse for the activities of the elementary principals, throughout the land, and an avenue for the exchange of information and cooperation among organized groups, it is a great service to the



MISS E. RUTH PYRTLE

Principal, McKinley School, Lincoln, Nebr.

school and the individual principal when his membership is sent in. Superintendent Newlon of Denver said that he always noticed that those educators who help the most in organizations are doing their jobs best at home. Organization is necessary to accomplish much in either the state or nation. We need both state and national associations to improve the elementary principal to the point where he can come to his natural heritage—the builder of the schools of America.

Your president, the secretary and editor of the *Bulletin*, W. A. Roe, the editor of the *Yearbook*, Arthur S. Gist and the chairmen of committees are all very anxious for suggestions and help in order that the Department of Elementary School Principals may give the best possible service to the children of the nation during this year of 1926-1927.

The following letter is typical of many which have come from the leading superintendents, the country over:

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

Your yearbooks and quarterly bulletins contain material of the most valuable sort. Your opportunities and responsibilities just at this time are unusually great. May I extend to you congratulations for what has already been achieved and assure you of my best wishes for the great tasks ahead.—FRANK W. BALLOU, First Vicepresident, Department of Superintendence, Washington, D. C.

Think what it could mean to the schools of this nation if the 50,000 principals in the elementary schools would join forces for a new vision, a new outlook, and a new efficiency by joining the Department of Elementary School Principals.

Our Mary McSkimmon's theme was "America's Challenge to Her Teachers."

Shall our theme be "America's Challenge to the Elementary Principals"?

THE PAST, PRESENT, AND FUTURE OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS AS SEEN BY THE OLD GUARD

IDE G. SARGEANT

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

DURING THE SUMMER and fall of 1920 and early winter of 1921, groups of principals in New Jersey, Texas, and the University of Chicago, independently of one another, gave serious consideration to the necessity for a national organization of principals. Representatives of these

groups went to the winter meeting of the Department of Superintendence with the definite purpose to see what could be done to meet this need. When these men and women, together with principals like-minded from other states met in conference there was such unanimity of sentiment that a preliminary organization was formed, with Leonard Power of Texas, president, and John L. Bracken of Minnesota for secretary. This organization was made permanent at the annual meeting at Des Moines and became a department of the National Education Association.

The Department of Elementary School Principals was organized at Atlantic City, in 1921, for the specific purpose of taking a promiscuous group of school workers called principals, in the main unorganized, timid, without knowledge of their rights and duties, and weld them into a trained group with sufficient class-consciousness, self-respect, and education to constitute a professional body capable of giving to the big modern school and its community that quality of leadership which the involved conditions incident to the life of a wealthy and rapidly growing industrial nation demands.

Outside of a limited number of our largest cities, there was no agreement among our communities as to what constituted the gist of a principal's work. Superintendents and school boards did not know. No one knew whether he should be a statistical clerk, a supervisor or combination of the two. The scholastic training and salary of this so-called school official was but slightly in advance of the classroom teacher. There were practically no books on school administration and supervision which would be of help to the principal.

The increasing percent of urban dwellers had made much of the practical home training of former days impossible, with the consequent heavier load to be carried by the school. These conditions and the higher level of general education called for a new type of school executive who must traverse an uncharted sea in making the modern school one hundred percent effective. School superintendents could offer little personal help as the technic and difficulties brought about by the rapidly expanding duties of their own field so completely filled all their time as to leave neither opportunity nor energy for the study of the specific problems of the principal. Colleges and universities had nothing to offer of substantial value in helping solve the difficult problem. College professors who had given some study to the problems of elementary education openly stated that they seriously questioned the probability of those now acting as principals, having the ability, training, and point of view necessary to meet the requirements demanded for the principalship of the new type of elementary school. Another solution proposed was to make the principal chief executive clerk, or errand boy of the institution, at everybody's beck and call, the real work of supervision to be done by special subject supervisors. Those of us with experience in the work of the principal knew this meant a balkanized school with its deplorable chain of over emphasis of subjects, vindictive rivalries, petty jealousies, and self-seeking flunkysim. Those principals who were in attendance at the 1920 meeting of the Department of Superintendence, in

Chicago, were thoroughly aroused to the danger confronting the elementary schools. Its problems were prominent subjects for discussion, but were being handled almost entirely by those without practical experience in the work under consideration. A more depressing situation could hardly be imagined. Everyone of us started for home with the determination to build an organization that would give us principals measuring up to the exigencies of our time or quit the business.

When our organization had been completed at Des Moines for the purpose of providing thoroughly trained principals of first grade ability for the schools, a step had been taken in education ranking in importance with the campaigns of Horace Mann for the better training of teachers and the establishment of normal schools, and like the earlier movement both the teaching body and the general public must be educated to see the need.

It was this situation that brought our department into being. In five years we have built up an aggressive membership that is becoming thoroughly trained along cultural and professional lines. We have received the most cordial cooperation from normal schools, colleges, and universities in offering courses that would be helpful in giving to the schools the new type of principal required. Superintendents of the higher order have come unreservedly to our aid. But let no one unfamiliar with what it has cost or its foundation principles imagine that bringing the department to its present strength and efficiency has been an easy task. It has required hard work, wise counsel, and close adherence to the sound traditions of its inception. Further, our continued success means no deviation from the principles and traditions of our early ideals. In order that we may put these principles and traditions in tangible form, I have asked some of the officials who have been most instrumental in building our structure for a brief summary. Our first secretary and editor of the second yearbook, John L. Bracken, refers to the situation among the principals at the University of Chicago as follows:

The lack of definite literature for elementary school principals, lack of cohesion on the part of these keymen and women had given rise on several occasions during the course to suggestions, not original with the members of the group, that a national organization of elementary school principals should be consummated. The formation of the national association of elementary school principals at Atlantic City in February of the next year is history. The reception of this association into the National Education Association as one of its departments still stands as a temporal line of demarcation in the professionalization of the principalship. It was the determination to publish the yearbook of our department which definitely marked the Department of Elementary School Principals as a live productive organization. Worth McClure, Leonard Power, and I held one of the most discouraging meetings of the department at Chicago when we faced the seeming impossibility of securing funds with which to publish the first yearbook. It was a combination of Leonard Power's enthusiasm and of Secretary Crabtree's far-seeing wisdom which brought the National Education Association to guarantee to finance this publication. I am writing a few of the things which I remember and which I feel anyone who shared in this most successful task, in no matter how humble a capacity, has infinite cause for continued self-congratulation.

Worth McClure, Editor of the *First Yearbook*, and second president of the department, sets forth our purpose with force and clearness when he states:

There are, I believe, three fundamental traditions which have made the Department of Elementary School Principals great. I mean, first of all, the emphasis upon the principal's viewpoint in the study of every problem. Not generalities, but "brass tacks." Not curriculum building in general, for example, but what specific things have principals had to do to courses of study in order to make them function in the classrooms? I mean, too, the insistence that the presidency of the organization shall be held only by those who have previously served the department, not only conspicuously, but by the sweat of the brow. The third, and perhaps the most vital of all three, is that of high professional qualifications for the editor of the yearbook. I was glad when I heard of the proposed honorarium for the editor. The editor earns it all, and more. But an honorarium and travelling expenses are attractive to the politically inclined, and for that reason extra safeguards should be thrown around the selection of the editor. The yearbook is the keystone of the departmental arch. If the yearbook collapses, the arch will crumble. The editor must not only be a leader, but he or she must always be a principal, with experience and training in practical research. We who have been through the flames know this, but it may not occur to the present generation, who are about to inherit a full-fledged department which is a "going concern."

Leonard Power, first president of the department, speaks of other phases of our work as follows:

Please say for me that the principals must not forget their great purpose to tear down those artificial distinctions between elementary and high school. They should adhere to their determination to pursue the development of the technic of school supervision and administration to a point beyond that now reached. They should stand with their teachers against the necessity of transfer to a high school in order to receive remunerative recognition of further professional training.

The American people are for their public schools. They think more in terms of the elementary school than in terms of the secondary school. The situation which has arisen (and which results in a secondary system that sucks the best blood from the elementary system) is not yet fully understood by them. They do not realize that the best instruction is needed with the younger children, but we can show them. As a matter of fact, the elementary field of instructional technic has shown much more development than the secondary field.

Say for me, that I hope the principals will bend their efforts to make it possible for any elementary principal to remain in his school and get as much pay as any other principal in the system, provided training and administrative responsibilities are equivalent.

One of our present needs is well set forth by Jessie M. Fink, a former secretary and president of the department:

Our present greatest need is that of increasing our membership. This will give us funds to carry on our program. Increased membership means ability to proceed with the committee work already in progress. It also means acquainting the public with our activities and gaining a sympathetic and helpful support. In these days laymen as well as educators must be considered. To give our findings to the world at large increases our usefulness and gives us a desirable status.

No member in the entire department has carried a greater load, done more constructive work or has a better knowledge of the members and their sentiments, than the editor of our yearbook, Arthur S. Gist. This is the future as he sees it.

Future problems for the Department of Elementary School Principals:

1. One of the most important undertakings for our department is to study scientifically the most vital problems in elementary education and how the principal may best function in the solution of these problems.
2. Another important phase is the dissemination of valuable studies in elementary education, especially those dealing with the principal's aspects of these problems.

Caution.

1. We should be most careful in guarding against the use of our department as a publication bureau for studies made by other organizations. Some of these studies might not be of vital interest to principals and none would likely be of much stimulus to principals if they had no part in such investigations.

Results of such a program.

1. Such a program would stimulate all elementary school principals to the highest type of service.
2. It would result in a large, enthusiastic membership in our department.
3. It would mean the universal recognition of elementary school principals in elementary education.

In closing I wish to make certain definite suggestions based on my observations and experience after five and one half years of service for the department.

First—That the editor of the yearbook, after a satisfactory probationary term of one year, be appointed for a term of two years, making the term of service a period of three years. Such official to be nominated by the president, and approved by a majority of the executive committee at the winter meeting. Such editor to receive adequate compensation, the amount of which to be determined by the executive committee. From the beginning it has been felt that the appointment of the editor by the president, after the summer meeting, for a term of one year was a temporary expedient. But inasmuch as we were not in a position to pay for the work done, we felt we could not ask any one to assume this heavy burden for more than a year. This defect has been minimized largely through the fact that Mrs. Fink and myself were able to induce Mr. Gist to continue the work he had so ably carried on in Mr. Longshore's administration. The executive committee at the mid-winter meeting in Cleveland recognized the difficulty of the late summer appointment and elected the editor at the official breakfast. It was for the same reason, that the nominating committee at Indianapolis suggested that the editor of the *Fourth Yearbook* be retained for the Fifth. Of a like tenor was the action of the executive committee at the official breakfast in Washington in voting to retain Mr. Gist, as editor, for 1927, with an honorarium of \$1000 for the present year if our finances will permit. The position of editor has never been created by action of this department. We are now strong enough financially and in membership to remove this vital position from the nebulous limbo in which it has been encumbered. It should be legitimately established and be given a definite status at our business session.

Second—Our annual membership fee in the department is now \$2. It is to be increased to \$3. Our income is wholly inadequate for the work in hand. Through vigorous effort during the past year we have been able to increase our membership by a little over 500, giving us an added revenue over last year of about \$1000. We need to undertake an effective campaign for new members in the year ahead. We need to do much more effective publicity work that the benefits of our organization may be widely distributed. The published reports of such students of research as Doctor Morrison, Doctor Norton, and Doctor Crouch tell a pathetic tale of the degradation of the principalship in thousands of communities with its consequent robbery of the nation's children. Our Committee on Standards and Training is doing a splendid piece of constructive work. It plans during the coming year to publish its report, a volume of 250 pages, of highest professional value. This will involve an expense of from \$2000 to \$4000. It will be a source of pride to every principal in the land. Our department must finance it but to do it we must raise our dues. Annual dues of \$3 will not deprive us of one worthwhile member whom we now have nor will it keep one prospective member from joining our ranks. But it will give us funds to carry on the important projects which our department has undertaken.

During the year the Committee on Educational Progress, under the chairmanship of Principal F. H. Duffy, has fully organized with a live member in nearly every state. It is the work of this committee to be the eyes and ears of the department to keep us in touch with all the most progressive activities in education throughout the nation.

Our Committee on Enrolment, under the chairmanship of Jessie M. Fink, is now in the process of effective organization with a working member in each state and territory of the union. This committee has the large task to enrol the 50,000 principals of the country. A strong committee of this kind can do much more effective work than a field secretary, do it at much lower cost and do better follow-up work.

Our Committee on Cooperation with Civic Bodies, under the chairmanship of M. H. Traphagen, is in the process of formation. This committee will be able to collect information on what is being done and suggest the best lines of operation for publicity, and building an intelligent, effective support for the schools.

We have strong, well thought out committees. I wish to caution the department against creating new committees. We have enough. More mean added cost and confusion. All new lines of work should be referred to one of the standing committees, or if necessary, be conducted by a sub-committee of the standing committee. These were matters of little moment in the beginning but with the coming of a large membership, financial resources, and numerous activities, careful systematic order must be observed. Otherwise, we shall waste our resources, become involved in movements not germane to our work and harmful controversies.

Each department of the National Education Association should create a permanent fund at the earliest moment possible. For this a certain percent of our income should be set aside each year. To this could be added gifts and bequests to keep it growing. It would be a fine thing for our department to be the first to institute this sound financial procedure. I recommend that we make an appropriation of \$500 to establish the fund at once.

The income from this fund would be used for carrying on special lines of research work desired by principals in service. I do not approve of the policy of a large vitally important group like the principals going to a foundation or some other body, as supplicants asking for a dole to carry on necessary work. It means if such outside organization does aid us that we shall be handicapped to a considerable degree by restrictions and circumstances which we cannot control. It is a humiliation to think that a great group like ours should be hampered by any such conditions. Let us not be the victims of an inferior complex any longer. Investigations and publications put out by this department must be completely under the control of or the work of principals themselves with no hidden strings attached to discount our work. Let us begin now to put our work on a sound foundation by making a beginning of a permanent fund. Let us be leaders in this fine work as we were with our yearbook.

The future is bright with the promise of a great educational calling known as the principalship; a calling offering an attractive and permanent career to the ablest and most ambitious of the land; a calling not based on selfishness but on ability to sense higher spiritual values and make them effective in the lives of our people through the instrumentality of the public school.

THE ALL-YEAR SCHOOL

WARREN A. ROE

Principal, Belmont Avenue School, Newark, New Jersey

THE "MOTHERS of the cities" are responsible for all-year schools. For it was their sympathetic understanding of what life meant to the little children, who, without worthwhile occupation, sweltered in the dirty streets, learning the worst that the congested streets and tenements of our industrial cities could offer, which led to the beginnings of the playground and vacation school movement that in their newer and later developments have become the all-year school.

In the days when we all were rural, when the schools closed for the summer-time that older pupils might help with the harvest and the younger play in brook and field and hillside, there was, for the older child, useful and purposeful occupation. The boy learned to drive the horses; to mow the hay; to milk the cows. He marketed produce; purchased for farm needs; assumed responsibility and developed initiative. It was a question when his academic work in the formal school stopped whether he had not

advanced into a more genuinely educative process. The girl aided her mother in the housework; learned the art of cooking; wrought mightily with the ancient arts of preserving and pickling; brewed the elderberry wine; sorted the berries and the cherries; engaged, indoors and out, in a highly individual struggle with the race history in home-making and for her, also, education had but changed its form to more interestingly motivated aspects.

For the tiny Tads were the minnows in the brook, the wood-chuck on the hill, the birch and sassafras in the thicket, make-believe houses with imaginary walls laid in stony outline, mud pies on the bank, and toes awiggling in the mud, all that fond recollection of a generation that is passing, found upon grandfather's place if not upon father's.

Such recollections cause strenuous defense of the closing of our city schools that these delights may come to our city children. What a travesty of reasoning! For a small percent, yes! For a few score a summer camp! For a couple of hundred, perhaps, a few days in a city seaside camp. For the other thousands asphalt streets, concrete playgrounds with swings and slides if they are fortunate. Steel and iron! The pitiless noise of the city! The rumble of the truck with its warning horn and for Johnny and Mary, be they Pietro or Wyladislaus, Moe or Mike, nothing to do! With all the ancient knowledge of idle hands, nothing to do! Koran, Talmud, Bible, ancient wisdom of the centuries, nothing to do! So our street educates for hospital and asylum, for jail and penitentiary, while the great school building provides a job for a janitor or two and eats, like a moth, its hole of fixed charges that the taxpayer must ultimately meet and the shops and gymnasiums, the cool classrooms with their beautiful pictures, movie machines and lanterns, books and blackboards, windows that might breed flowers but do not, all stand idle, or at best are used for an hour or two.

The literature of vacation schools must be assembled from reports of social agencies, from the magazines and newspapers for no one has, as yet, written its history. To Sadie American, Henry Curtis, Clarence A. Perry and to Irwin Shephard, president of the Normal School of Winona, Minnesota, and others we are indebted for our most illuminating material and herewith acknowledgment of such indebtedness is made.

The profitable employment of children during the summer is a most serious and perplexing problem to parents under most favorable circumstances while in crowded districts of large cities it becomes of vital importance to society as well as family, stated Henry Curtis in 1902.¹

Far too little thought has been given to the problem of the mother in the city tenement or apartment who must find outlets for the normal spirits and activities of her boys and girls. What a tragedy of motherhood to find children under foot, in the way, eternally asking this or that, until in desperation she turns them into the streets or bribes them with badly needed pennies which go to the corner vender for trash that tends to establish a vicious circle of ill health and poverty.

¹ *Harper's Magazine*, Vol. 105, 1902, page 22.

Nor is it to the so-called poorer classes only that the need for relief extends. The relative proportion of our business and professional classes, that can maintain summer residence at mountain or shore, is very small in comparison to total population. It has been reduced by the extensive use of the automobile in a widening range of travel until the horde of week-end vacationists blocks the arteries of travel of every great city to a point of suffocation. The children of these mighty armies are in the cities and suburbs during the week. In the near future, women may well make articulate their demand that changed custom bring changed condition and relieve them for part of the day from the strain of unnecessary care for children of school age for two months each year. Perhaps, if a few wives in each community insist that the fathers take the children to business with them during the summer months, the "fathers of the cities," will see the problem that is created by adhering to relics of customs and conditions that have departed. School authorities and city governing bodies have not yet recognized this change in urban custom.

President Shephard said in 1898,¹ "It is not difficult to conceive of such adjustment of school work, rest and recreative occupations, that attendance upon school may not only be free from overwork or strain but may furnish the most healthful and enjoyable life a child can live. In 1899, Superintendent Stewart stated the New York view:² "The purpose is to make the children as happy as the children of any other city in the world, or if possible happier and more useful to themselves and others."

It is worthy of note that the first vacation schools were based upon boy and girl welfare primarily. Our educational leaders were conspicuously absent when courageous women and philanthropic organizations provided the stimulating force, raised the money and afforded leadership and only when they could no longer resist, did these educators cautiously and hesitatingly join the procession. The absence of formal school control gave a freedom of operation in the vacation schools that led to experimentation that has profoundly affected school curriculum and school procedure. In attempting to create happy conditions for children, the vacation schools included nature study, manual arts of various types, trips to country and to parks. A freedom of discipline was permitted and encouraged that led directly to better and more liberal school conditions and tended to change an educational strait-jacket atmosphere into that of a normal well-conducted workshop.

Fifty-five years ago, as early as 1870 Superintendent Leach of Providence, Rhode Island, called attention to the need for summer time schooling.

The pioneer given early credit seems to have been a Mary E. Very who started a vacation school in Boston about 1879.

Most surprising is the failure of the early writers to give due credit to the official action of the Newark, New Jersey, board of education which in 1885 received in an enlightened and progressive spirit a recommendation from Superintendent Barringer and by official action and with the support

¹ *Educational Review*, Vol. 15, 1898, pages 363-373.

² *Outlook*, Vol. 62, 1899, page 798.

of public funds and public opinion instituted the first summer schools under an official public body in America. For 40 years the Newark summer schools have continued without interruption and in successful operation, a record equalled by no other city in America. In the 1888 report of the United States Commissioner of Education appears an excellent brief for vacation schools ending with this conclusion, "Since it appears, therefore, that four distinct classes of children would be benefited by the maintenance of vacation schools, and that the classification of the regular schools would be improved by the same means, may it not be hoped that the subject will in the future receive more general attention?"¹

The publicity occasioned by the proposal of the New York "Association for Improving the Poor," that the work it had done so well among the children of the east side be taken over by the board of education, appears to have had far-reaching and far-flung results, for in Chicago in 1896 Mary E. McDowell, head resident in the University of Chicago settlement, started the Medill vacation school, followed next year by the Seward school. It is noteworthy that classes from the University of Chicago made special study of the methods used and worked out valuable results.

Buffalo was unique in that the Women Teachers and Principals Association raised the money, provided the teaching, and developed the public interest.

Eight Massachusetts cities began to take advantage of the passage of chapter 246 of the laws of 1899 permitting the establishment of vacation schools in towns and cities. As far as known, this was the first recognition in law by a state legislature of the existence of such schools.

From 1898 to 1900, the following large cities instituted vacation schools of various types; Cincinnati, Hartford, Washington, Syracuse, Cleveland, and Baltimore.

The development has been a city movement. It moves in cycles of about 14 years. Each cycle shows certain definite developments. 1870 to 1885 is the pioneer period, 1885 to 1898 is the philanthropic phase, 1898 to 1912 shows the trend toward educational correlation, 1912 to date covers the all-year development. Cambridge, Boston, Newark, New York, and again Newark have led in each period. The present country-wide interest undoubtedly presages further immediate progress. •

The two chief purposes of the early summer schools, as the vacation schools have come to be called, seem to have been to keep children off the street, and to enable backward children to catch up with their classes when they had failed. About 1910, a new aspect began to appear, namely that if backward children might redeem themselves, brilliant pupils might attempt advance work and promotion classes of pupils selected for ability began to appear. With this step, as found in St. Louis and Cleveland, it became evident that summer schools were developing from two different aspects, one dealing with social factors, the other primarily academic and educational.

¹ Report of U. S. Commissioner of Education, 1888, page 213.

If individual pupils might save a year or half-year through summer effort, might not the value to the individual be translated into administrative savings and the economic and educational advantages be applied to larger numbers of pupils with commensurate community gain? With the development of this viewpoint of saving waste through continuous operation of school plants, together with increased educational progress for pupils we arrive squarely at the educational administrative question raised by Shephard. "Shall these schools be preventive, corrective, and sporadic, or constructive, progressive, and so adjusted as to contribute to advancement in the regular courses of the school."¹ In other words, shall we continue our makeshift summer schools, or organize our schools in our cities upon a sane and practical all-year basis that will add two additional years of educational opportunity to every city child between six and seventeen when the two wasted summer months are utilized.

The logical growth of vacation and summer schools into an organization especially adapted to function throughout the year found its fitting maturity in the all-year schools established in Newark in 1912 under Addison B. Poland. The concept of a closely articulated four-term school year in continuous operation had been set forth in a masterly article by Irwin Shephard, president of Winona Normal School of Winona, Minnesota, as early as 1898. No better argument for the extension of the school terms to complete use of time and school plant available has since appeared. Newark, New Jersey, with its nearly half million people, its 82,000 pupils, and its complicated racial problems is the best example of all-year usage and its successes and trials are worthy of careful study. Its troubles and achievements constitute a heroic step in educational advancement in our nation.

May I digress for a moment to describe the setting which produced the all-year schools of Newark? Newark has been fortunately situated for scientific and progressive educational experimentation. Located advantageously for commercial and manufacturing activity, it has had a remarkable and continuously prosperous development. In common with other large cities it has during the last 50 years passed from a semi-rural into a highly organized industrial community. Located at the gateway to America, the call of its factories and shops has attracted groups of every nationality. Within the city have occurred those rapid changes in residential sections that economic development brings about. Hence the varied problems of education have been present in full force.

Each superintendent of schools has encouraged careful experiments and has given to the principals of the various schools large freedom in administration and operation seldom found elsewhere. Wise and able members of boards of education have encouraged such policies. Financial officers in the city government have ably supported the schools and have found the means to sustain them. Always among the citizenry have been found able leaders who have upheld educational progress. Teachers and principals have been selected upon an ability basis. A state law has guaranteed security in office

¹ *Educational Review*, Vol. 15, 1898, pages 363-373.

for the competent and assured freedom for the expression of educational viewpoints. In such a setting and under such conditions, it was inevitable that educational procedure should become adjusted to the various and changing factors in the community and produce something of value for the nation.

In 1912, Newark had enjoyed the use of summer schools of varied types for over a quarter of a century. For over a decade, it had used half-yearly promotions. Too little significance has been given the force of the semi-annual term in lifting the tide of nation-wide educational demand from a fifth to a sixth or seventh grade level. Discussing the comparative aims of summer and all-year schools, Dr. Poland, late superintendent of Newark who founded the all-year school, said:

It can readily be seen that while the aims of summer schools and all-year schools, namely to help pupils gain time in making their progress through the schools, are the same, the methods of attaining those ends are quite different. In the all-year school time is gained by pursuing an orderly procedure, that is, without any jumps; in the summer school by intensive work for six weeks (half days only) a few bright pupils may be enabled to "skip" a grade. To illustrate the difference in another way, the all-year school "books" its pupils for a six years' cruise. In the case of the all-year schools, pupils may, if they wish, slacken their speed at any time by being shifted to a six and a half, or seven, or seven and a half, or to an eight years' course without embarrassment of any kind. In the regular eight years' course pupils can slacken their progress similarly by dropping back a grade; but to make faster progress it can be done only by "skipping" a grade.¹

With its 40 years of summer schools and its 13 years of all-year school, Newark illustrates beautifully what the parents and pupils want. Wherever a Newark summer school has been changed to an all-year school the summer attendance has doubled. In 1925, the average attendance for the year in the all-year schools was 13,627. Nine thousand eight hundred sixty-nine was the average summer attendance. Seven thousand one hundred fifty received promotion. In the 10-month schools, 48,556 was the average attendance; 12,458 attended summer schools; 1612 received promotion. In other words 10 out of 13 all-year pupils attend the summer term of whom seven are promoted, while only 12 out of 48 attend the summer schools of whom less than two gain promotion.

Newark has a complete unit of nine all-year elementary, junior high, and senior high schools embracing approximately one fifth of the city buildings and pupil population. Side by side in the Hill district are two schools; pupil, population, size of plant, equipment, teachers, and administration are similar. One is an all-year school with an average yearly enrolment of 1683 pupils. For the years from 1912 to 1924 there were 1673 graduates. The 10-month school adjoining had 1622 pupils enrolled yearly and a total of 1164 graduates while enjoying the additional benefit of a summer school to aid its pupil progress. For the net sum of \$3124 spread over 11 years, the city of Newark secured 2400 years of additional pupil schooling, 1000 years of pupil promotion; 4000 additional pupils passed to advanced grades and 459 additional pupils according to official record successfully graduated

¹ Fifty-Sixth Report Newark Board of Education, 1912, page 116.

from an elementary course in the all-year school. The Wilson Avenue School of Newark was placed upon the all-year plan in 1920. It then had an average enrolment of 1550 and for two years previous had averaged a graduate product of 46 pupils per year. For the first three years of the all-year plan its average enrolment increased to 1627 pupils but its graduate product rose to 135. Similarly Central Commercial and Manual Training High School increased its graduates from 122 in 1919 to 409 in 1924 with an increased enrolment of about 400 pupils. In 1925 with 2493 pupils and 91 teachers the all-year high school produced 409 graduates at a cost of \$1331.95 using gross costs as the base. The three traditional high schools with 5250 pupils and 207 teachers produced 585 graduates at a cost of \$1805.53 each using a similar base. The all-year plan raises the educational level of a community by increasing the pupil progress to higher points through the use of the short terms and the summer months.

A study of 435 graduates of Belmont Avenue school shows that 384 exceeded the best theoretical eight year rate of progress for traditional 10-month pupils. The present types of nine and 10-month schools which operate to lock pupils of every degree of ability into a chain gang in which all must move at the same rate and in which any pupil unfortunate enough to be sick or quarantined, to move, or even to fail in a subject or two or perchance to have a teacher with a crabbed disposition or feeling ill when she assigns the term marks, finds himself given a time and retardation sentence of 6 or 12 months, a period utterly disproportionate to the crime committed, are directly challenged by the all-year school results.

If our courts sentenced juvenile delinquents to six-month or yearly penalties for minor offenses, the nation would ring with condemnation. Yet the mechanical operation of our school systems does this to thousands and precedent approves it. The all-year school with its 12-week term reduces any penalty for disability eight weeks or 40 percent over the five-month term. More than that it sets up a point near at hand toward which a pupil can look to receive the reward of advancement. A most potent inspiration to further achievement is the sense of having successfully achieved. This the all-year plan presents vividly to boys and girls. More than that, plain common sense makes it apparent that a 12-week section of a course of study would more readily be redeemed in case of failure than would a 20-week. When the laws of psychology emphasize this the wonder grows at the blindness of our people who assemble in session annually to consider the problems of retardation and elimination and fail to consider the all-year progress. The fact that all-year schools seem especially valuable from the social side in congested districts should not blind us to the fact that it is thoroughly applicable to every type of pupil and every district and should be considered in this complete relationship. The all-year school with its short term unit is as great a step toward the solution of retardation in our schools as the electric light is over the candles of our ancestors.

Which introduces a technical factor that should be comprehended. Few, if any, states require by law more than 180 days of schooling yearly. Many

cities and states by spreading holidays and sessions make the people feel that schools are conducted for 10 months when actually the days are far less. A course of study is what any community makes it. There is no valid reason why schools should not have four terms each year of which three shall be compulsory and one optional for pupil and teacher. Changing an alleged 10-month course of study to a nine-month is but a 10 percent reduction. Which of us desires to declare schools so efficient that 10 percent is insurmountable? But note, when you make your course three terms, you have a fourth term and those pupils who take it may move in a calendar year $133\frac{1}{3}$ percent of a grade. That is one full grade and one third of another. Upon this rock have broken the lances of opponents of all-year schools. They studied non-promotion and found annually $33\frac{1}{3}$ percent for those non-promoted. Failing to study promotion, they overlooked the 100 percent and assumed that the promotion was $66\frac{2}{3}$ percent and so claimed the all-year school caused retardation.

In our school, we successfully educate 147 pupils to every 100 you educate if your reports are correct. We do it at an additional cost of 9.7 percent annually. We cure of educational disabilities 47 that you kill educationally. Can you justify this to your communities?

Dr. Poland forecast accurately what the all-year plan would do for each type of pupil. The all-year plan sets up a potential progress rate two years faster than the present American rate but on a par with the present European rate. The superior and normal pupil should be able to maintain the rate if nothing intervened. But as you well know, many factors do intervene and there are available eight terms in which all these factors may be met and overcome before any superior or normal pupil descends to your present theoretical eight year rate for elementary schools. Further, the slow pupil may redeem his various failures eight times before descending to your rate and it is this opportunity for redemption that has misled critics of all-year schools in another curious situation which we shall endeavor to make clear to you.

First bear clearly in mind that you have a promotion rate which for illustration we will call 80 percent. In some places it is higher; in others lower. This means that in eight years you have 20 percent failure eight times or 160 percent of failure for one year. That means that your theoretical eight year course would take 9.6 years if you retained your pupils. You save your faces by pointing grandly to your survivors, call them graduates and grant over-age certificates and working papers to more than you graduate. We are still a sixth grade nation in spite of our surging masses clamoring for more and better education. But the short term unit of the all-year school successfully operated raises the number of pupils who are successful in attaining a full elementary course and taking into account every factor of non-promotion and failure from whatever causes brings 147 pupils to success where you bring 100 and takes but $7\frac{1}{3}$ years to do so. Which of you dares to return to his or her community and advance the argument that it is better preparation for motherhood and fatherhood to eliminate pupils in the sixth

grade than it is for pupils to have the advantage of contact with the social studies of our upper elementary and lower high school courses?

But a curious situation is this, that as the all-year school gives this great service to its community it labors under a fictitious disability brought about by an educational law that is here stated, possibly for the first time in American educational gatherings. "As education is applied most democratically to the largest possible cross-section of our people, the apparent scholastic averages will descend to the average of abilities of this larger group." When you eliminate 47 pupils and we retain them, the scholastic marks of your 100 will appear to exceed those of our 147 by a considerable number of points and although our service to the individual pupils and to the community far surpasses yours, you can charge us with lowered standards for our group will get perhaps 80 on a marking standard where yours will get 85 to 90. More than that our extra 47 will be eliminated in high school in part, and the high school will complain of increased problems, which you, having cut the pupils' educational throats in the sixth, seventh, and eighth grades, never cause.

There is a further factor which adds to this fictitious situation. In your lock-step system, the superior child at age 12, assuming he entered the first grade at six years, would at best be in the sixth grade, where his superior abilities make him an outstanding pupil with outstanding marks. In the all-year system, he would be in the 8th grade or 7th and properly located at capability point, he would appear simply average but with two additional grades of progress behind him. Applied to large numbers this further leads to the fiction of lowered academic ratings.

We have here a fundamental difference of viewpoint. Are schools to sift or serve? Retardation and elimination give relatively high scholastic percentages. Conservation and redemption give relatively lowered academic averages but infinitely better community service. "Under which banner shall we serve in a democracy?"

You will note that if all pupils progress further to higher grades under the all-year plan more seating capacity would be required. Most fortunately, the all-year plan provides this, for using the schools continuously increases capacity some 20 percent theoretically over present usage and some 33 percent upon grade progress. Allowing for every factor, this means an extra free use of the entire school plant for one year in every eight or putting it differently you gain approximately one seventh of your entire plant annually, without increased overhead charges. This saving in fixed charges plus economies in plant and equipment usage plus a better spread of administrative and operative charges actually offsets your increased instructional charges so that the ultimate gain to the community in increased service at decreased rates results in saving instead of expense. Every factor here enumerated applies with equal force to high school or technical school.

We have here, then, a new principle in education, note it well for it is a challenge which Newark and Nashville, Ardmore and Omaha are making to the nation and you will be unable long to ignore.

By dividing a course of study into the smallest units that are administratively possible and educationally sound, there will be given to the largest numbers of pupils, the greatest amount of education, thereby reducing the costs, increasing facilities, and attaining toward the ultimate purpose of education, education for all the people capable of receiving it.

A great many estimable people when disturbed in the rut of their complacency, set up a bogey-man to frighten themselves back into the rut so that they may rest easy in peace. The biggest bogey-man set up to frighten all-year advocates is, that the health of the children will suffer if they attend school too continuously. Coupled with this usually are the statements that mental strain will be too great and that parents will exploit their children by pushing them too hard. For 13 years the all-year schools of Newark have been under critical examination with a splendid medical inspection department. There isn't an iota of evidence that the summer work has been harmful. How long does it take to prove a case? On the contrary, there is unmistakable evidence that the wholesome occupation, the hygienic setting and the continuance of cleanliness and regular habits have genuinely improved the health conditions of the localities where the all-year schools are located. While the police and juvenile courts and social workers are hearty witnesses in favor of the moral values of all-year schools. The theory that God in his wisdom made the American pupil and teacher somewhat like an eight-day clock so that they could be wound up to go perfectly from some time in September to some time in June but utterly worthless in July and August is too absurd. If it were true it would call for a revised procedure and curriculum. As for the exploitation of children. It might conceivably occur but every all-year principal can bear personal witness that far more parents exploit themselves in earnest effort to give their children opportunities for education beyond what they themselves had and after personal contact of over five years with some 10,000 pupils, I have yet to find the first case of exploitation.

First, all school activity must be so organized as to furnish its own safeguard against exhaustion. The new school has prevented this by introducing activity and relaxation and variety.

Second, amusement should be mixed with serious work and both should be intelligently guided. We must teach men and women to enjoy themselves and we can best do this by teaching the children in the schools.¹

The 10-month school suits perfectly the shirker and ne'er-do-well. A system that provides a 20 percent loafing time naturally appeals to a loafer. In our colonized groups of immigrants of great cities where close association of racial elements has meant merely the transplanting of foreign custom, idea and ideal to a new land, the school is the most potent and in many cases the only potent force to surplant the old ideal and custom with an American ideal and custom. The discontinuance of the splendid work of the schools for a long period each summer, retards Americanization tremendously and violates the laws of habit formation. Why continue a foolish

¹ *Elementary School Teacher*, Vol. 10, 1911, page 36.

custom? Contrast the orderly, happy, clean pupil in the cool and hygienic school of shop and gymnasium under the influence of a pretty, cultured and cheerful teacher, with the urchin in the heat and dirt, listening to the vile language of the corner moron or planning to "crook" something from the push-cart or store or shaking dice in the alley or engaging in more evil practices in the sordid dimness of hidden corners, and make your choice as to the kind of leadership you will offer your community.

In the editorial columns of the *Elementary School Teacher* for 1911 appears this statement:¹

Economic and social necessity will force us to make a radical change in our present practice. The community has invested in the school house and ground a sum of money which it will not permit to lie idle during a sixth or a quarter of a year. The plant must be kept open if it can be profitably used. That it can be profitably used is being demonstrated in all of our great cities today. Our vacation school has not only come to stay, it has come to modify the whole conception of public right to use the school. Those who can afford to go away to the country or seashore are in nowise hindered from doing so by the program outlined here. Many of these seek even now the advantages of training camps and schools in the woods. Let those who can afford them out of private means have these advantages of variety in surroundings and instruction. The parallel demand is that those who cannot go to mountain or shore should have for their development the same opportunity that we have always recognized as necessary during the fall, winter, and spring.

In 1918, *School and Society*² quotes the *Boston Transcript* as follows:

Of a truth the ten to fourteen weeks of summer vacation which our educational system has long held as a time for righteous and authorized leisure are under obstinate fire.

Future generations will need more thorough preparation than those of the past and will have to pack a given amount of education into fewer years; the school program that suited an age predominately rural is unsuited to one predominately urban.

In 1898, President Shephard put this question: "Is it a wise policy for a city whose enrolment exceeds its building accommodations to close its buildings months each year; if by any plan of administration these buildings may be available to relieve excessive demands the other months?"³

*School and Society*⁴ in 1916 quotes the *New York Evening Post* as follows: "If no other factor counted, the mere advisability of keeping children off the street would be sufficient to bring about the utilization of the enormously expensive educational apparatus now standing idle 12 weeks in the year."

Newark spends \$8,000,000 annually. Other cities spend proportionate sums. If promotion is at 80 percent rate, non-promotion is 20 percent. That means that we in Newark pay annually close to \$1,600,000 for re-education

¹ *Elementary School Teacher*, Vol. 11, 1911, page 36.

² *School and Society*, 1918, Vol. 8, page 441.

³ *Educational Review*, 1898, Vol. XV, pages 363-373.

⁴ *School and Society*, 1916, Vol. IV, page 452.

costs. Any administrative plan that can reduce this 40 percent or any part of 40 percent should command the most careful attention of educators. Cost and efficiency sheets that will show exactly what we are securing for our money are urgently needed in schools.

The New York Sun in 1925 comments editorially in part:

School years of, say forty-eight weeks, divided into four terms of twelve weeks each, with a week of rest following each term would have many advantages. School masters are constantly complaining that they do not have time properly to teach the required subjects; the forty-eight weeks would provide ample time for everything. It would render unnecessary promotion of unprepared pupils to make room for oncoming classes. The fit could be promoted as fast as they could make the grade and the unfit could be held back without being an obstruction or a nuisance. Interruptions of work that now mark the opening and closing of each school year would be done away with; children would not be cast out into the streets for two or three months every hot season. Ambitious pupils would have better opportunities for advancement; teachers would have better opportunities to spur the lazy to their work. The school plant would be productively occupied all the year.

In the cities, thousands of parents "dump" the whole responsibility upon the schools for the physical, intellectual, moral and civic development of their children, who, when the schools are not in session, are let loose to shift for themselves. So far as urban parents are concerned most of them will probably favor an all-year school. They know that with the streets for playgrounds and with no regular employment their children will be a constant source of anxiety. There is not only the physical but the moral danger of the street.

Remains one phase to consider. The relationship of the teacher to all-year operation. It may hurt our pride to state it but we are a part-time and seasonal occupation, economically, usually a few years behind rising costs and upon the verge of individual disaster most of the time. No single factor would place the teaching group upon a decent level of public estimation than its establishment as a full-time occupation at a worthwhile wage and free from the incubus of unnecessary holidays with their inevitable fringe of public contempt. It may be asserted with more than a little measure of truth that the alleged nervous condition of many school people is due to economic strain rather than their exertions in the classroom. As early as 1900 *The Independent*¹ said,

The belief is growing that the summer term has come to stay and this probability is regarded with mixed feelings.

Three months annual vacation has come to be looked upon by most teachers as inalienable right and any disposition to lengthen the school year is generally looked upon as unjustifiable encroachment upon this right. It (vacation school) means—relief from enforced vacations, always annual and always at the same time.

Not less pertinent is the editorial comment in the "*Elementary School Teacher*."²

Finally, what will come to the teacher through the adoption of this program? Nothing but advantage. Many a young woman goes into store or office now

¹ *Independent*, Vol. 52, Pt. 3, 1900, page 1879.

² *Elementary School Teacher*, 1911, Vol. XI, page 36.

because she can there earn wages twelve months in the year. She simply cannot afford the present school vacation. Furthermore, in a well-organized system the teacher, like the pupil, could have some option as to absence from school. The better school systems are even now providing leaves of absence for teachers and officers. This system of vacation for a reason will doubtless develop. When it becomes an established practice we shall have a more efficient school and a better adjusted staff of instructors.

Two great questions of vital import to American education have been answered in the affirmative. The short term is capable of supplying more educational opportunity than the long term. It is administratively possible. It has been done.

The use of the summer term by the all-year plan saves money to the community that utilizes it. By so doing, the community does not increase its costs of education, it lowers them. In doing so it raises the educational level of its population.

All-year schools are not perfection. They are just a better means of showing common sense in using the time available, the money a community can spend, the plant it is able to maintain and the trained ability of its teaching body so that the time is best utilized, the money secures the most it can buy, the plant is used to capacity and the teaching ability is made available to the most pupils. When these are done, we approach that ultimate end of education, education for all the children capable of receiving it in our democracy.

In every age only a few can lead. Most important principles of administration are being comprehended by a few. The all-year schools are progress to which the nation is just coming. We have the experience to build soundly. Let us hold the progressive leadership and face the dawn of a new era in educational administration with courage, with skill, and the will to conquer.

THE PRINCIPAL AND THE IMPROVEMENT OF TEACHERS IN SERVICE—ABSTRACT

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DURING THE ROMAN occupation of the Holy Land it was a custom of the Roman soldier in going about the city or into the country to compel a Jew to walk by his side for purposes of protection. Out of this practice it is said came that great statement of the Master, "Whosoever shall compel thee to go a mile, go with him twain."

I am old-fashioned enough to believe that there is character and courage and education in going some miles under compulsion. But I am more and more convinced that real character, real courage, and real education depend upon the number of extra miles which we go on our own volition.

In dealing with teachers the principal will have to decide how much of the improvement in service will be brought by compelling the teacher to follow certain definite rules and regulations. The management of every large institution requires the adoption of such rules. There may be difference of opinion while they are under discussion, but as soon as they are adopted, then every teacher should follow those general orders. There is no servitude, there is no self-denial in it, there is no slavery in it. It is one of the indications of high intelligence and social character.

The law requires of principals and teachers many things that must be done. The principal and teacher who in their work can do these required things with relish, do them as if they chose themselves to do them, are the ones who will get the most growth and the most character out of this compulsory mile. In our dealing with teachers in service we cannot avoid a kind of division of them into two groups. There are teachers who will render their best service to the children and to the district by having almost every detail of the school program outlined. They feel no sense of restriction, they feel no sense of personal surrender, no loss of personal and individual character through following these rules. The work of the principal in this group should be suggestion and stimulation to arouse within this group a spirit of self-initiative, a spirit of willfulness if necessary to do something beyond the requirements, to go an extra mile. Any principal or teacher who drops into the routine lock-step habit of following rules and regulations misses all the growing pains and pleasures of real progress. The principal will discover teachers who are resentful at restraints and at definite suggestions, but who excel in initiation and innovation. They are the ones who keep the dead bodies of ancient practices in education from smothering out life and growth.

In preparing a course of study the principal has the best means of improving teachers in service. Here every teacher should have the greatest freedom in discussing the materials to be used. But there will come a time when discussion must cease and something must be agreed upon. When that agreement is reached, then it becomes the plain duty of every teacher to follow the general provisions of the course in order that there may be a unified, cooperative effort. The two biggest words in school administration today are independence and cooperation. We want our teachers to have independence, initiative, self-assertiveness. Any rule of the principal which strangles that kind of a spirit will not tend to improve the teachers in service. On the other hand, the teacher must understand that when the principal asks that every teacher shall conform herself to certain rules and regulations which have been agreed upon, that such conformance does not imply a surrender of individuality or of independence. It is possible for the best teacher in the system to go the mile under compulsion with just as much zest and interest as he goes the many miles of his own choosing.

THE ACTIVITIES OF THE ELEMENTARY SCHOOL PRINCIPAL FOR THE IMPROVEMENT OF CLASSROOM INSTRUCTION

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STUDIES of the work of the elementary school principals show that they spend most of their time in performing duties which may be classified as teaching, administrative, classical, or extra-curricular activities. The smallest amount of time seems to be given to activities which directly contribute to the improvement of classroom instruction. Educational experts apparently believe that conditions should be so arranged that the principals may give the majority of their time to carefully planned and systematically executed programs of activities. The purpose of these programs would be to direct and stimulate the work of teachers so that they would secure maximum results in the most efficient and economical manner. One of the probable reasons why many principals do not give more time to supervision of instruction is that they do not understand the possibilities of the job. Another probable reason is that many superintendents do not understand what the conditions should be for efficient supervision by the principals, and have failed to set up for them well defined programs of desirable and possible activities.

The present study has been undertaken—(1) to find out the kind of activities which principals actually perform for the improvement of instruction under varying school conditions; (2) to point out the influence, if any, of the training and experience upon the kind of activities undertaken; (3) to indicate the effect, if any, which size of school, provision for assistant principal and office clerk, number of hours per week devoted to teaching by the principals, and the relationships with general and special supervisors have upon the kind of activities undertaken by the principals; (4) to set up a program of activities which progressive superintendents and professors of education consider as a desirable standard to hold before elementary principals; and (5) to call attention to the need of professional training in keeping with the growing importance of the principal as a supervisor of instruction, both before and during service in the field.

The first task in connection with this study was to prepare a list of activities in a form convenient for principals to indicate, with a minimum of effort and time, what they actually do to improve classroom instruction. Educational literature was thoroughly examined to find suggestions or statements of possible or desirable activities for the improvement of instruction. To this list were added activities gained by interviews with a number of principals who have the reputation of conducting progressive schools. Professors of education kindly supplemented this list. Much time was spent upon the statement of the activities in order to make the meaning as clear as possible. A trial study of the method of checking the list of activities was carried on during the summer school, 1925, Teachers College,

Columbia University, with the kind of cooperation of Professors Strayer, Engelhardt, and Hasic.

The number of activities was finally reduced to 209, as follows: (1) Improving technique of teaching, 62; (2) improving teachers in service, 36; (3) improving classification and promotion of pupils, 42; (4) improving the curriculum, 27; (5) improving school supplies, 11; and, (6) improving general school conditions, 31.

This list of activities, together with an information blank about the elementary principal and his school, was submitted to the officers of the Department of Elementary School Principals, National Education Association, for their approval. They decided to send the checking lists to all members of the Department, and your President, Mr. Sargeant, urged hearty cooperation in a circular letter.

The principals were asked not to consider the list of activities as one representing all the activities which they might perform for the improvements of instruction, nor to consider it as one carrying the suggestion that any activity ought to be performed by the principal instead of by some other school official, or that any one principal would be able to perform all the activities. The list was made as extensive as the nature of the inquiry would seem to permit, and principals were urged to add other activities out of their experiences.

The lists were also submitted to all the superintendents of school systems in cities having a population above 50,000. From these sources names of elementary principals were obtained, and the checking lists were sent out to a random sampling of the same. The superintendents of Seattle, St. Louis, Schenectady, and Boston, were interested sufficiently to ask the cooperation of all their principals in the study. Four thousand checking lists were sent out and about 750 principals have already replied. Of this number 682 checking lists seem to be usable for the study, with more coming in every day. Every state of the union and over 250 separate school systems are represented in the replies.

Principals were directed to check "Yes" if they actually performed the activity under the conditions as they exist in the school over which they had authority as principals, or if the assistant principals, teachers, or office clerks carried on the activity under their direction or at their suggestion or with their help; or if they had a definite, important, or significant part in the performance of the activity in cooperation with the superintendents, supervisors, research departments, or others. Otherwise they were directed to check "No." They were asked to challenge the validity of their answers by asking themselves the question as they checked, "Can I, if asked to do so, furnish satisfactory proof or evidence that I have a significant part in the performance of the activity?" The replies of the principals seem to indicate that they exercised care and discretion in checking the lists. How reliable the answers are will be determined by scientific procedure.

For the favors granted to me by the officers of your association I agreed to make at this meeting a preliminary report of the results of the study. Up to date 566 checking lists and information blanks have been tabulated.

It has been possible so far to get only the totals of the items. The study of the effect of the various factors of professional training, size of school, etc., upon the kind of activities performed is yet to be made.

The activities which approximately three-fourths of the principals checked as having performed are as follows in the order of frequency (the statement of the activity is sometimes abbreviated):

1. Encourages teachers to support and attend professional organizations.
2. Holds conferences with individual teachers.
3. Sends teacher who needs help to visit a skilful teacher.
4. Suggests how to improve discipline.
5. Gives suggestions how to adapt methods of teaching to individual differences of pupils.
6. Gives instructions concerning the making of daily program schedules.
7. Makes special promotions or demotions of pupils in order to classify them by grades according to all the facts collected and recorded concerning them.
8. Suggests how to improve the appearance of the classroom.
9. Gives suggestions to janitor for improving his service.
10. Holds group conferences with those teachers who have the same type of difficulty or similar teaching problem.
11. Instructs teachers concerning the methods of giving, scoring, and interpreting standard tests.
12. Suggests how to distribute and use school supplies in the classroom in the most efficient and economical manner.
13. Gives standard educational tests to determine the progress of pupils.
14. Recommends to teachers the most profitable courses in professional training institutions.
15. Gives standard educational tests for the purpose of classifying pupils.

The activities checked by approximately less than one-fourth of the principals are as follows, in the reverse order of frequency:

1. Makes a card catalogue of teaching problems, with appropriate references.
2. Uses for illustrative purposes stenographic reports of lessons taught by successful teachers.
3. Instructs teachers how to use score card to judge merits of textbooks.
4. Makes a written statement for future reference concerning the variations of each class from normal conditions and the special adaptations made to meet these conditions.
5. Uses a score card to show to what extent he considers the printed forms for records and reports adequate for maintaining satisfactory school standards.
6. Procures substitutes for those teachers who are engaged in special assignments of work.
7. Prepares a series of typical assignments for pupils who are working under a special plan of individual instruction.
8. Uses a score card to show to what extent the teaching equipment is considered adequate or satisfactory for efficient classroom instruction.
9. Makes an analysis of one or more adult activities carried on in the community to determine what future needs the school should attempt to supply through classroom instruction.
10. Puts the scientific studies of relative values of subject-matter into a form suitable for use by teachers.
11. Prepares a classification sheet to show to which homogeneous group within a grade, pupils should belong according to data of home and social environment.

The returns seem to show that the principals are attempting to put into practice some of their latest ideas in education, such as adapting methods

to individual differences of pupils, giving educational tests to measure progress of pupils, and stimulating pupils to carry on purposeful activities. Apparently principals seek to improve instruction by discussion or suggestion, but do not have the time to put their ideas into form suitable to be placed in the hands of the teachers. Twenty-six percent of the principals give part or all of their time to classroom teaching. Principals do not have the office help to assist in making definite studies of pupil characteristics and the various conditions affecting the improvement of instruction. Twenty-four percent of the principals have full or part time assistant principals, and 35 percent only have full or part time office clerks. Apparently, principals have the least to do with that group of activities classified as improving the curriculum and the most to do with improving the technique of teaching.

The medium number of times an activity was checked by the principals was 224 out of a possible 566. Only six activities were checked by more than three-fourths of the principals, one in technique, relating to individual differences; three activities in improving teachers, relating to individual conferences, visiting periods of weak teachers, and professional organization; and two activities in general school condition relating to discipline and daily programs.

I regret that many principals have not yet had sufficient time or interest to check the lists submitted to them, but I am very grateful for the cooperation and generous comments of a large number of principals. The interest manifested in the checking list seems to indicate a real desire for something definite and specific as suggestions for the work of the principal in improving instruction. After the list of activities has been submitted to a number of educational experts to determine what activities in their judgment should be undertaken by principals under conditions that will be named, we hope to develop an educational instrument that may be used for the following purposes:

1. By superintendents of schools to stimulate principals into effective action for the improvement of instruction.
2. By surveyors of school systems to measure the relative efficiency of schools under the direction of principals.
3. By the principal in action who desires to improve himself in his supervisory activities.

THE PLATOON SCHOOL PROBLEM

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DURING THE WORLD WAR, when building operations were at a standstill, the alternating or platoon idea was received with favor. Boards of education were easily won over to a plan that would save money on construction costs. To make a building that was erected to accommodate 1200 pupils, house 20 percent or 25 percent more pupils without recourse

to a part-time scheme, was a captivating proposal to the taxpayer. It was with this view of economizing on classrooms that the platoon plan was introduced into some of our cities.

Among school folk the "Gary" plan was met with nearly every possible shade of opinion. To some the scheme was a panacea for all educational ills, while to others it was anathema. Many regarded the innovation as a makeshift excusable only during a period of building shortage, but there were some who defended it for educational reasons rather than upon grounds of economy. The chief argument in support of the newer form of organization gradually shifted from the financial to the pedagogical aspect of the situation. Adherents of the alternating plan were forced into this position because arguments based upon saving money were not tenable, for it became apparent that whatever was gained in construction costs was lost in the increased cost of instruction. In fact the various schemes of alternation have been modified from time to time to meet the objections of opponents, so that now, we have in some places at least, a very different form of organization from that originally installed. The development in Newark has been particularly interesting.

A little more than 10 years ago a duplicate scheme of organization was applied to Cleveland School of Newark. By this plan children reported to school at different times in the morning and afternoon, and left at various times during the day. The upper grade pupils followed a highly departmentalized program, while the lower grade children were practically on a part-time schedule, spending but three hours in a classroom and an hour and a half in playcourt or auditorium. Because of this part-time feature, the school was able to accommodate many more classes than there were classrooms. By using the gymnasium, play courts and auditorium constantly, further housing economy was effected, but this was largely offset by the converting of classrooms into shops, in which only a half a class could find employment at one time. Some of the special activities required twice as much floor space as the "regular" studies. Consequently the alternating feature itself brought about little saving of classrooms, and the additional instruction cost was great. The only real money-saving arrangement was the part-timing of the younger children, but, as was stated previously, the total effect was to increase instruction costs. The grammar grade children seemingly had the advantage of an enriched course, but if there was any gain either morally or educationally, nobody was able to detect it.

This was the beginning of the work-study-play plan in Newark. Its proponents declared it to be superior, successful, ideal; but comparatively few were convinced that these claims were true. The Cleveland school type of organization was applied to a few other schools, but there was objection especially to involving the lower grade children in this complicated system of school machinery, with the result that the board of education later sanctioned extension of the plan to other schools only upon condition that its operation be confined to grades above the third. This was done first in the case of Franklin school. Because no pupils were on part-time, the saving in

classrooms was not great, and because of the longer school day, and because of the increase in the number of half-class activities, and also because of the customary bonus paid to teachers in alternating schools, the instruction cost soared to unprecedented heights. The increased instruction cost was sufficient to pay interest and carrying charges on far more classrooms than were being saved by duplicate use, and there was no certainty that students were gaining anything either morally or intellectually. Nevertheless, propaganda for the Gary school continued.

So obvious were some of the weaknesses of this plan that changes were inevitable. The high cost of instruction, over-departmentalization, and the practice of having pupils entering and leaving school at different times of the day, all evoked adverse criticism, and led to what is now termed the platoon plan. This form of organization is about the same as that employed in Detroit and was adopted in Newark as the standard type of alternation, being first installed in the Miller Street School about five years ago. That the platoon type is the best plan of duplicate school yet devised is generally conceded. Most of the departmentalization is applied to the special studies. The regular classroom teachers teach only the "standard" studies, each teacher teaching the old line subjects of two classes. In consequence of the longer school day, extra teachers (relief teachers) are necessary, but because the special teachers are each required to work six hours a day, the instruction cost in a platoon school is not as great as it was in the earlier types of Gary schools. Also, the saving in classrooms is not considerable. The platoon school is a little more expensive than the traditional. Whether there is an educational gain sufficient to justify this additional expense, is a question that cannot be answered at this time.

Among the advantages claimed for the platoon plan the following may be mentioned:

1. More children may be housed in a school building, thus effecting a saving in construction costs.
2. The curriculum may be enriched by the addition of various manual activities, and this may be done with little extra cost.
3. Specialists may be employed for teaching the special subjects, thus relieving the regular teachers of the burden of teaching every subject in the curriculum.
4. The school plant may be more widely utilized. Shops, gymnasium and auditorium need not stand idle much of the time, as is frequently the case in a traditional school.
5. The more frequent use of the auditorium is especially helpful in moral, civic, and social uplift.
6. The children enjoy a greater freedom.
7. The longer school day gives greater opportunity for teaching all the things children should know. It keeps children off the street a longer time and at the same time furnishes more hours of profitable employment.
8. Work, study and play activities are each brought more largely under school control, with the result that a more complete and better balanced educational program is furnished.

To all of this the foes of "platoonery" reply that some of these alleged gains are based upon mere assumptions, while others are either unworthy,

or, if worthy, may be attained in the traditional school. It is not wise, for illustration, to crowd into a building more classes than there are classrooms, if, to do this, a highly departmentalized form of organization must be enforced. The same result may be attained in a traditional school if auditorium and gymnasium are kept in constant use, for then overflow classes may recite in rooms vacated by classes going to auditorium and gymnasium.

To enrich the curriculum by merely adding subjects is inferior to enrichment that would result from enlarging the scope of studies already in the curriculum. Also, the traditional school may provide for additional activities without fundamental changes in organization: the intensive plan of teaching special studies will take care of this matter. The intensive plan is employed in the Newark traditional schools. Its main features are: (a) four classes are grouped together for the special activities; (b) these four classes do their special work at a certain hour of the day; (c) of the four teachers in this group one will teach sewing, one art, one music, and one penmanship, or some other specialty. The shop teacher teaches manual training to the boys of a class while one of this group of four teachers teaches sewing to the girls. (d) For a fourth of a term, every day, one class will take sewing (boys manual training), one art, and two music and penmanship, a half hour each. (e) At the end of the first "cycle" (fourth of a term) teachers exchange classes and each teaches her "special" to another class for a fourth of a term. (f) In like manner, teachers exchange classes at the end of the second and third cycles. (g) At the end of the term each of the four regular teachers will have taught each of the four classes her specialty for an hour a day for one fourth of a term.

The intensive plan furnishes a degree of specialization sufficient to meet the needs of an elementary school, and at the same time does not "narrow" teachers, does not rob the classroom of its able teachers, does not necessitate so complicated a form of organization as the platoon form, and does not add to the expense. The traditional type of organization does not prevent a wider use of school plant, more frequent use or better use of the auditorium, or a greater freedom for children. A longer school day is not conducive to conserving the energy of teachers. It would seem better to retain the standard school day of five hours and then to furnish children with playground facilities for the rest of the time. Work, study, and play activities may then be properly controlled.

To counterbalance the array of alleged advantages of the platoon plan the opponents of this plan mention numerous disadvantages, the principal ones being the following:

1. Because of the departmentalization feature, subjects rather than children are taught.
2. Correlation of subjects and subject-matter is well nigh impossible under any plan of departmentalization.
3. Separation of the fundamental subjects (reading, arithmetic, etc.) from the manual activities is faulty educational practice, since the former should be learned in connection with, and through application to, the latter.

4. Enrichment of the curriculum through the addition of subjects is not real enrichment. The proper procedure is to enrich the studies already in the curriculum.

5. Because teachers teach subjects rather than children, and because the responsibility for the moral development of children is divided, the main purpose of education (character) is neglected. In a platoon school nobody can be held responsible for a child's conduct. There is no one person to whom the child may look for guidance. The personal touch is lacking.

6. Specialization is carried too far, (a) Often the classrooms are robbed of their best teachers, the ambitious ones turning specialists for the sake of the higher salary; (b) It is degrading to the regular teacher to be paid less than a "special" teacher, and to have her work appear to count for less than that of a teacher of some specialty. It cannot be, for example, that a teacher of cooking is worth more to the community than is a regular classroom teacher; (c) The special subjects are over-emphasized.

7. The organization is so complicated that more attention is given to school machinery than to educational process.

8. The individual child is submerged. The evils of mass, or lock-step, education are intensified, not diminished.

9. There is greater nerve strain both for the child and the teacher.

10. The frequent change of classes makes for disorder.

It is not the purpose of the writer to say who has the better of the argument, for he does not know, nor does anybody else know. The chances are that the platoon school is not as superior as its friends believe it to be, nor as inferior as its opponents think it is. Some of the objections seem trivial, while others may be fundamental. Charles L. Spain, in his book *The Platoon School*, appears to dispose of some of these objections very well. That there is greater nerve strain for pupils is doubtful, though this may be true so far as the regular teachers are concerned. Teachers admit that the older type of alternating school was a severe tax on their strength, but they say the newer type (platoon) is an improvement over the old. Also, it is doubtful if the frequent change of classes is necessarily a cause for disorder. Greater freedom for children is probably a good thing. If there is any increase in poor conduct, it would be due, perhaps, to the condition that subjects rather than children are taught and that responsibility for pupil control is divided. Not so convincing are Dr. Spain's replies to the assertions that the platoon organization directs attention to subjects rather than to pupils, that it deprives a child of that close personal touch with a teacher (whose chief concern is the child's moral development), and that specialization has been overdone.

It is interesting to note that the alternating type of organization has been modified from time to time so that it has become more and more like the traditional type. At the same time the traditional form has been undergoing changes that make it resemble, in some respects, the platoon form of organization. It may be that the two types of organization eventually will find a common meeting place and will be merged into a single type that will embody the best features of both. At any rate, the proper procedure is to make careful record of the results of the various types of organization so that further progress may be founded upon fact and not upon mere propaganda.

COOPERATION OF SCHOOLS WITH THE LIBRARY AND MUSEUM OF NEWARK, NEW JERSEY

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"**I**T WOULDN'T HURT HIM to have gone down to the library and museum and got some pictures and things." Such is the harsh criticism a small boy receives from one of his mates as he sits down after a wearisome speech in his oral English class. He is followed by a classmate who announces "China" as his topic. He is armed with an assortment of articles which would do a returned missionary credit. A coolie hat, chop sticks, tiny shoes, dolls in costume and colored pictures of Chinese scenes and customs are produced at the proper point in his narrative and help hold his little audience to the end and keep them still interested as his young aide places them in the window where they may be handled later if necessary. It seems quite frequently to be necessary with these young people to whom not only seeing but feeling is believing. This incident happened in an oral English class in a school with 95 percent pupils of foreign parentage, but it illustrates very well the familiarity of the children and teachers of Newark with the aids which the library and museum offer to enliven and vitalize geography, commercial and physical, history, nature study, art and auditorium subjects. It reflects also what is of equal importance, the purely voluntary use which is made of these aids. There is no compulsion from either the school, library, or museum, so that the spirit in which they are borrowed insures a certain degree of success in their use. It is the alert child who goes to the library and museum for his pictures and objects; the energetic teacher who plans ahead and realizes the importance of visual aids; and the progressive principal who encourages and stimulates such work. It is hardly too much to say that, after a visit to the principal in any school, one can determine whether classroom libraries, museum objects, pictures or maps play any noticeable part in the teaching of his school.

Any discussion of cooperation between schools, library and museum must of necessity be a triangular one for all have in their growth an intimate relationship, and have depended largely on each other for their present development. The museum in Newark, as the child of the library, has followed its mother's example in attempting to serve the city in the most expeditious way, which has proven to be through its schools. Both library and museum have made use of the enormous advantages which schools have in reaching the 80,000 children of school age and instead of attempting to work with individual children or even with small groups or clubs have focused their attention on the 2300 teachers in 70 schools whose direct teaching power makes what the library or museum could do without them seem almost negligible. It has been an important part of the policy of library and museum to help teachers to help children.

One of the best examples of the cooperation of the library and the schools is the classroom library whereby each schoolroom becomes a branch library.

Over one third of the library books read by children in Newark are drawn from classroom libraries which every teacher is permitted but not compelled to have. These are sent out in small shelved cases. In the alternating schools where several teachers and classes use the same room, each is provided with a door which locks. Many teachers simply request a library for their grade, asking the library to make it up with books suitable. In this case the library assistant selects stories adapted to the age and type of children in that class and adds biography, history and travel that will supplement the course of study. The platoon or alternating schools have necessitated the making of many special libraries for teachers who teach only one subject. Lists of 40-80 books on history, geography, or nature study are often sent in as bases for the special libraries. In these cases every effort is made to secure the books requested. One of the excellent geography teachers of the city used a classroom library during the past year, composed entirely of geography and travel books. The circulation of 2598 recorded for the library was the largest reported for the year. This library was kept constantly fresh and interesting by the teacher and a committee of his pupils who frequently selected new material as the course progressed.

Although there are separate children's rooms, and children's books circulated in all the branches and in the main library's children's room, the classroom library takes care of the many children who because of distance or for other reasons are not able to come to these rooms. Added to this is the teacher's better knowledge of the child and his ability to put the right book at the right time into his hands. He has time to introduce the more difficult books so that too much precious reading time is not spent on just stories. He can stimulate the reading of biography and travel by having it available to correlate with his teaching of the day.

The classroom library department has been busy in keeping abreast of the many developments which Newark schools have made in the last few years. Last year's 24 point, "clear type" books were purchased for the sight conservation classes. The special teachers for these classes helped select the books which they considered most useful. The Binet classes also require libraries not of the regular order. These are made up according to the mental and not the chronological age of the children. The difficulty here is similar to that in selection of books for adult foreigners learning to read. The story should make its appeal to the emotional age of the pupil, yet the phraseology and sentence structure should be simple enough to be within his power to decipher. Indeed there is a crying need for these two classes of literature. The librarian is put to it to find books for adult evening classes and books for the classes of the Binet schools.

The new child guidance department has libraries in both of its children's clinics for the use of the problem children and their parents who come for consultation.

A history teacher in an alternating school who has a special project in connection with her course requests 120 good biography books. No children's librarian, with the best of intentions, could have possibly stimulated

the same amount of interest in biography that this good teacher was able to get by meeting and studying with these children once a day for several months. The girl's vocational school requests a library composed of "Good girls' books, but such as they will read, books of etiquette, sewing, cooking, candy making, and home decoration."

The classroom libraries may be kept one month or all through the year and in the case of all-year schools are sometimes kept even through the summer. A representative from the library visits the schools to discover those not useful or those in need of repair and to get suggestions for further purchase. The teacher keeps a record of circulation and reports names of children losing or damaging books; but these losses are followed up by library and not by the school. Since the teacher acts only as a representative of the library he is not allowed to pay for lost or missing books, which he cannot trace. 178,445 books were circulated and read by children in these miniature libraries last year.

In addition to the classroom libraries, Newark teachers are able to have delivered to their schools each week from the library maps, books, educational magazines, pamphlets, duplicate poems for class use, and material for use in celebration of all special days. From the museum, which is now a separate institution but under the same director as the library, teachers may request objects from a collection of 6000, and other aids to visual education. These include models such as a log cabin, an Indian tepee, a medieval castle; dolls in costume from many countries; physiological models, minerals, birds, flowers and industrial process charts. The museum hopes to create in the school with these charts an interest in the many industries of Newark. These objects are delivered on the trucks of the library and museum, and the time taken to deliver is paid for by the Board of Education. The requests for such material may be brought or mailed to the library. The material may be kept one month and is then collected by the truck. The busy teacher is thus relieved of many frequent visits to the library and museum for the many books, pictures, maps and objects required for good teaching of today.

Major items of the school trip which are delivered from the library are the pictures sent out from the art department. There are about 600,000 pictures; 100,000 are mounted, 100,000 are expensive plates in portfolios, and 400,000 are classified and arranged as a second line of defense ready to mount and send out as needed. The mounted ones are arranged like cards in a catalog with the subjects printed plainly on the top of each card. They are thus available for any user to look for and select. A child, who knows his alphabet, is able to use this file. Many teachers, recognizing the educational value for the children, send them to select the pictures illustrating the topic which they are studying. Thus it happens that children with a package of pictures under one arm hurry up the street from the library to the museum, with many ideas secured from the picture collection of the things they hope to be able to borrow from the museum. The pictures may be used to illustrate lessons in geography, nature study, literature or

art. They are used in the lower grades for subjects of composition, oral and written, and to illustrate stories. Many of them are excellent reproductions of works of art, famous buildings, sculpture and paintings. Some are made up in special sets, such as, "Forms of land and water," "India Manners and Customs," etc. In many cases a teacher takes a group of pictures illustrating a certain period of history, or the life of a certain individual or the characteristics of a certain country or the costumes and customs of a certain epoch and passes them from hand to hand about the class and later posts them where the class may use them for consultation. A new school, built this year in Newark, made provision in its building for a special moulding to be placed above its blackboard so that pictures could be easily held in place without thumb tacks. In addition to these smaller pictures the teachers make excellent use of the large lithographs illustrating subjects on almost every topic in the curriculum. They include historic buildings, events, literary scenes, street scenes in ancient and modern cities, costumes and portraits. There are, besides the large pictures, many charts on many subjects which welfare societies distribute as propaganda. Fine prints and good copies of famous paintings are lent in frames for a period of three months to use as decoration for schoolroom walls. Thus an orthodox taste for the world's best art is cultivated without formal or conscious learning. In the first six months of 1926, over 100,000 pictures were circulated to the teachers and children of Newark.

In the same period 527 maps were sent to teachers by the school delivery. This does not include the many which children have selected themselves for their schoolroom. An interesting map is always posted in the main children's room. Many children seeing this are interested in borrowing duplicates on their own cards to take to school. Polar region maps were in great demand after the Byrd flight and when an attractive map of the region had been displayed in the children's room. The maps available are of many kinds, physical, political, economic, typographical, geologic, outline; they show races of man, language, communication, industries, transportation and religion. They are mounted on cloth and folded to convenient size ready to hang. Many are so large that when hung on the wall they may be read across the classroom.

With the installation of the alternating schools in Newark, new demands have been made upon all program and special day material which is used in auditorium periods. All these collections have been much enlarged and the quality of material sent out improved. At the suggestion of the auditorium director of schools, the school department of the library has compiled new and complete lists for each holiday. These have been multigraphed at the Board of Education office and distributed to all auditorium teachers. The school department is always ready to make up special lists for teachers or to do research and bibliographic work for those working on any special paper or subject. The head of the school department was a member of a committee which made a survey of the reading curriculum last year and also helped the committee of principals and teachers to select the literature to be used in the new character education course of study.

Although all educational books and aids are sent out from the main library, the children's librarians in each branch work very closely with the teachers in their districts in order to promote the greatest possible reading interest. The teacher signs library application blanks and encourages his pupils to become library users both for recreational reading and for reference. Children's librarians twice a year and as many more times as requested give book talks and lessons on how to use the library either in individual rooms or assemblies. The new curriculum in English is to provide a definite place for these lessons.

The high schools of Newark are all equipped with libraries and trained librarians but still use the public libraries for books they cannot supply. Books, pictures, and museum articles are delivered to them three times a week. The library has just reprinted for the fourth time "Reading for Pleasure and Profit," a list of supplementary reading for the Barringer high school compiled by the head of its English department, Margaret Coult.

The museum, which has now outgrown the library and is housed in its own new and beautiful building, is able to expand its work and service to the schools. As teachers become more and more conscious of the importance and indeed the necessity of visual aids in education the demands for many and varied objects will grow and the museum's educational department will be ready to expand as has the library to meet them. In its new building the museum has already met the same courteous cooperation from the schools which it had in its old quarters with the added enthusiasm that its newness, attractiveness and additional facilities for service deserve. It is equipped with a delightful children's room which features interesting exhibits at present of Indians, Eskimos, insects, birds, habitations of man and even living creatures, such as tadpoles, moths and snakes. Hobbies for children formed one of the popular exhibits this spring. The library printed a list of hobby books and boy and girl collectors were sent there for books on their hobbies. The best collections are displayed from time to time in the children's museum. At present young stamp enthusiasts are identifying their rare specimens at the museum. The children's museum plans to initiate such work, but in the main realizes that it can do its greatest educational work by making of each school room a branch museum. A printed list of the objects lent by the museum is distributed to the schools, but is never up-to-date, as the collection is constantly enlarging, through purchase, bequests, gifts, and new charts made by the museum experts.

Soon after the museum opened several teachers and principals meetings were called in the museum so that plans for the growth of the educational department might be laid along lines most useful to the schools. As a result of these meetings, the head of the museum's educational department knows what things are most needed by the schools, and the teachers have a better idea of the aid which the museum can give them.

One of the interesting examples of cooperation is that which is being worked out with a wood-working group. Through the Board of Education benches and tools have been lent. A boy trained in one of the schools is to

take charge and work with other boys really interested for the museum. The first project attempted will be the making of toys needed for the lending collection. By this cooperation the museum gets some needed objects and the children get an incentive to good work and a training in good citizenship and civic pride.

Each teacher in Newark is permitted twice a year to bring his class to the museum in school hours for a visit of general inspection or for a definite purpose. As this is not required but arranged by the teacher according to his need, the kind of appreciation and use wished for by the museum is secured. These classes are met and divided into groups which are taken by trained docents to the departments and exhibits suitable to their grade and age. They are able to verify school information and many new interests are created.

There are two types of visits by children, the docented ones arranged by schools, and these are responsible for the other type, the free, which are in the end the ones to be desired. In the first they are definitely instructed; in the second they are able to, first, follow each his own bent, and this if the bent is ephemeral is valuable, but if it is a life bent is invaluable, and, secondly, to receive impressions. It may be there are those with possibilities of art appreciation; this is good, and it may be that the museum is thus entertaining in some infantile member of these mixed and varied groups an angel unawares—the artist.

Indeed the same is true of the results of the good which the schools do for the library. The teacher introduces *books* and teaches subjects; but after this interest is created it is the child who comes to pore and browse for hours and days who learns to know *literature* and who is able to make of the library his continuation school.

THE PRINCIPALSHIP IN NEW JERSEY

LAWRENCE S. CHASE

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EDUCATION in the United States is making rapid strides from an avocation to a vocation. Young men are learning to become expert schoolmen without more thought of giving up the profession than a doctor has of deserting his profession. Girls are becoming teachers, and in many cases openly acknowledging the possibility that it may be their life work.

The university and many city public school systems are making scientific studies of educational problems. The school population of the country is increasing by the thousands each year. Millions are being spent annually for new buildings, and the communities are spending vast sums to pay for it all. In such a vast enterprise there is a call unprecedented, also, for leadership in education.

If I mistake not, there is a tendency now to make the superintendent of schools responsible for the whole school enterprise. There isn't much being

said about the business man in education. Some authorities, at least, claim that the trained school administrator is managing the school business better than the business man.

Then the teacher—the instructional and fundamental part of the system. All else done in the school system is done to make it possible for teaching to take place under as favorable conditions as can be approximated. The teacher is gradually ceasing to be, in most cases, a sixteen or seventeen year old girl with a grammar school or a year or so of high school education. Most of the cities of New Jersey demand the equivalent of two-year normal course, and some states have raised their standards to this. Recently a New Jersey superintendent publicly stated that any teacher who did not equip himself beyond a two-year normal course was not good enough for his system. Instances could be multiplied to show that the demands for professional training are increasing. Increased salaries have been a part of the change. In fact, can I not say that an educational revolution is taking place? Revolution means a turning over, new alignments, new estimate of values. The schools have become large, highly organized institutions with a superintendent as a trained educator and administrator as a leader; the teaching is becoming professionalized, and supervisors and specialists in subject matter abound. But in all this where does the school principal stand? The answer is uncertain, and if the principals don't know the answer, no one does.

The principal was originally called a head teacher, and is that in many cases yet. This means that he teaches just as much as other teachers, but is responsible for the building in a few minor details. A New Jersey principal recently told me that she taught a class regularly and besides was held responsible for the school of 750 pupils. Of course there is no supervision in such a school. It is doubtful if there is any other business in the world outside of teaching where 18 or 20 employees work day after day unsupervised to save the cost of the supervisor.

School plants by the hundred in American cities, now in operation, are being constructed which make the head-teacher's conception of the job no longer adequate. The manager of a plant seems to be a fit conception of the job. A person who has a half a million dollar plant, the education of 500 to 3000 children, and the direction of 20 to 60 teachers, has a man-sized job. The best thought today is making the principal the responsible head of the school, and he in turn responsible to the superintendent. You say, "Why that is the situation now," but I believe a close scrutiny of the situation will show otherwise. How many directors of corporations would object if a manager of some of their plants attended a meeting for the good of the plant during the working day? Could you imagine Charles Schwab or Cyrus Curtis taking that attitude? Yet some principals have assured me they could not call a meeting until after school.

A principal recently told me that she never was consulted about salary raises in her building, nor did she know the salary of any teacher. How long would business pay under such conditions? Do the majority of principals have much influence as to the selection of teachers for their staff, or are

teachers just sent to be fitted in as well as possible? Are principals supplied with office help sufficient to relieve them of petty details, or do they spend much of their time doing things a clerk could do? Has every principal the authority to see that the plant is kept clean and orderly, or may his cleaners be responsible to someone outside? Not long ago in a city in this state I was shown in a large school building, one part of which was clean and wholesome while the other half was dirty and smelly and in a slovenly condition in general. The reason given was that although the principal had no control over the janitors, fortunately, one was willing to do his work, while, unfortunately, the other was a ward politician. Have our principals the authority to correct this evil?

Then in the general supervision of the teaching being done are we principals up to the mark as efficiency experts? Do we know how to find the high and low spots, and what to do about the lows? An investigation in a large New England city showed that in over 80 percent of the cases studied, the teachers had little or no confidence in the principals. In other words, these principals were not sufficiently expert in their jobs so that the teachers recognized them as such.

The other day I had the privilege of going through a large printing and bookmaking plant with the superintendent. I soon found that he wasn't an engineer; he could not sew books as fast as some of the girls, or run the large presses as well as some of the pressmen, but after two hours he convinced me that he knew the business as a whole in a remarkable way, and I judged his employees recognized his worth.

Haven't principals to meet that standard? Haven't teachers the right to ask that their supervisors be recognized experts in the educational field? Shouldn't principals be people who can investigate the mediums of instruction according to the best standards and be ready to make helpful suggestions. To do this we principals must be trained for the job. Is it too much to demand that principals should have at least a year of specific training for the job if they are going to give their whole time as managers? The community has a right to demand this and more. It has the right to ask that principals be selected from teachers who have had a good many years of successful teaching. Every young man is no more fitted to be a principal when he enters the profession than he is to run a hospital.

We, as principals in New Jersey, ought to stand back of any movement by the state to raise the standard of certificates for principals and urge, for the good of all, that the responsibility and freedom rightfully belonging to the principal be given him. If we don't, the responsibility will be placed with supervisors or others who have been prepared to take it. The principal will be a combination of clerk and janitor, and the children and the community will be the losers.

The aim of this association, as I see it, is to professionalize the principal, aiding him or her to assume the place in the school and community that position demands. Our association should help to set up standards, disseminate the best ideals, and work for the good of the children and schools of New Jersey.

WHY USE MORE IN TEACHING THAN THE PRINTED AND SPOKEN WORD?

A. G. BALCOM

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The origin and development of language—We are told in the eleventh chapter of Genesis, verse 1, "And the whole earth was of one language and of one speech," and again in verse 9, "Therefore is the name of it called Babel; because the Lord did there confound the language of all the earth; and from thence did the Lord scatter them abroad upon the face of all the earth." From the foregoing we have reason to assume that early man had one language and that as he migrated to other parts of the world his language changed. Surely this is in keeping with the theory that man originated in, we will say, Central Asia, and as he moved to other sections of the world his nature and language were changed through his adjustment to different physical environments over long periods of time. This will account for the different races of people with different colored skins and corresponding differences in physique and mentality. We have learned that a temperate climate with marked changes in seasons is most conducive to a high standard of civilization. The supreme struggle of life is to procure food, clothing and shelter and where this struggle has largely consumed the energy of the people that race has not risen to a high standard of civilization. Where races have produced these necessities in abundance through the use of inventive implements and facilities and better understanding of nature's laws so that a considerable number of people could devote their attention to the so-called higher pursuits of life, those races have risen in the scale of civilization. The origin and development of language has gone hand in hand with the experiences and development of the race. We can well imagine that the language of early man was closely allied to his struggle for existence. Whatever vocal utterance he may have used, we may be sure it was accompanied by many gestures of the body, particularly of the hands. The earliest indications of recording ideas on material things of which we have any record dates back to 3000 B. C. These records were wholly symbolic or hieroglyphic. The Egyptians apparently were the first to invent an alphabet which grew out of picture writing such as the Chinese still use. "A" stood for eagle, "B" for crane, and so on.

The invention of printing—The invention of printing or the invention of type-mold clearly belongs to Johann Gutenberg, who was born in the great cathedral city of Mainz, Germany, about the year 1400. The first book printed from movable types was made by Gutenberg about the year 1455. This invention had a profound influence upon the language and thought of the world as it proved to be the most effective medium of thought the world had ever known and an incentive to future generations to possess the rudiments of an education. This marked the beginning of printed books on a large scale and since that time their growth has been constant. In this day and generation it is possible for us to learn through the newspaper,

magazines, and books much of the past; in fact, it is through reading that we learn how the men and women of a thousand years ago lived, what they thought, and what they did to retard or advance civilization.

The written and spoken word has a physical background—To fully interpret the written and spoken word one must have some knowledge of the background involved; in other words, one must have an experience kindred to the one contained in the written or spoken sentence. It is said that it isn't so much what we read out of a book as what we read into it that counts. When we read from the printed page or listen to the spoken word we invariably form mental images or visualize the situations set forth according to the extent of our experience in that field of thought. You will note that these expressions which originally were based on a definite physical background, but long since have been used in a generic sense, will awaken in each one of you possibly a different mental picture.—A. He that plants thorns must never expect to gather roses. B. Birds of a feather will flock together. C. There is many a slip between the cup and the lip. D. Hit the nail on the head. E. Turn over a new leaf.

The average intelligence of the individual increases with each generation—To be well informed in this day and generation involves a greater knowledge than that of any previous generation because there are so many more things that have been revealed to the mind of man. And the end is not yet. Therefore each generation must be trained and taught just a little more than the one immediately preceding and in order to do this we shall need to employ such methods of presentation and reaction as will give our teaching the stamp of realism.

Change of population from rural to urban a factor to be considered in our teaching—The fact that our population is becoming more and more urban where the background of a rural atmosphere is wanting is one that has to be reckoned with in our teaching. With the increase of population in urban centers and increase of wealth that permit more and more people to live without contact with the productive occupations, there is grave danger that life will become for many people artificial and superficial and that their thinking will become distorted and in some cases depraved. It is under such circumstances that people get the impression that the world owes them a living, hence the great army of the unemployed in every large city of the land. The productive industries are those that contribute to the fundamental human needs—food, clothing and shelter. While "Life is more than meat and the body more than raiment," yet these are the fundamental things of life and for the most part consume the energy of men in their procurement. It is here that pictures and exhibits in addition to the printed and spoken word will serve a great purpose in giving the atmosphere and picturing the processes involved in the production of these fundamental needs. Those of us whose business it is to instruct the children of a large and congested city realize how little they know in the realm of nature for they are frequently confronted in their reading with a background or atmosphere in which they have no point of contact by reason of their limited

experience. It is under such circumstances that this background should be brought to the pupils through the best available representation at hand be it found in the exhibit, stereograph, slide, or film.

Motivating our teaching and creating an atmosphere for it—Perhaps modern education is suffering more today from a lack of definite objectives than from all other causes. This was stressed at the meeting of the Department of Superintendence of the National Education Association held at Cincinnati. We may well ponder over the route we are traveling and wonder whither it will lead. We might profitably put these questions to the pupils in our elementary and secondary schools and I am quite sure we would marvel at the answers.

1. Why were you taught to read and what use will you make of it?
2. Why have you learned to write?
3. What use can you make of your knowledge of arithmetic?
4. Why have you studied U. S. History?
5. Why do you need to know anything about the past?

Similar questions could be framed to apply to all other subjects of the curriculum and the answers from a considerable number of pupils would reveal that our teaching was sadly lacking in motivation, so far as giving pupils clear concepts regarding objectives of the various subjects of the curriculum. It is quite as important to impart to pupils why they should study history and what this study will do for them in becoming citizens in a democracy as teaching the facts of history. Then again an atmosphere or background needs to be created in connection with the teaching of every subject. For instance, suppose we wanted to teach some of the things in connection with the part that water in river form has played in the destiny of man. These are some of the facts—rivers as a rule are formed by little streams that have their source in the mountains. On their way they sometimes form lakes in the shelter of the hills. They sometimes become restless and overflow their banks, while at other times they cut deep gashes in the rocks and go tumbling down in the form of falls. River beds have been dammed up for drinking purposes and for water power. River valleys have proved attractive for human settlement. Man's creative power has been taxed in building bridges over rivers. On and on the river goes under bridges, past cities and finally out to sea where it helps to make the waves that climb over ships and breakers that bore against the rocky coast. These are the facts that may be taught through the printed or spoken word, but how much more effective would a lesson of this kind be—to accompany the written and spoken word by pictures such as are found in a film entitled "The Flowing Road," where the sub-titles are immediately followed by appropriate pictures that give the physical background on which the thought of the lesson is based.

REPORTS OF THE COMMITTEE ON EDUCATIONAL PROGRESS

F. H. DUFFY

Principal, Roosevelt School, Steubenville, Ohio, chairman

THE WINTER MEETING

THE COMMITTEE on Educational Progress began functioning early in 1926 with two objects in view, that of making a partial report for the Washington meeting and a more completed report for the meeting in Philadelphia in July, 1926. Due to the short space of time this report is somewhat abbreviated and in many states is confined to local districts. That the country as a whole, through the medium of its various organizations, is undergoing very rapid and progressive changes in school legislation, school finance, curriculum adjustment, teacher training, and consequently better paid workers, there can be no question and we herewith submit a few of the facts:

In Alabama the work of improvement in instruction has grown largely through the cooperation of the school principals and supervisors. The supervisory projects have included the important work of development of leisure time and the development of a type of teachers' meetings in which the teachers take the major part of the responsibility of the program. The appropriations for new training schools which have been secured are well worthy of note. The teachers of this state have taxed themselves to put on foot a movement of publicity which would inform the people of the conditions of education in the state and of the dire necessity for improvement. This movement was known as the "turn on the light" campaign. A very fine booklet has been published by the Alabama Education Association dated December 10, 1925, in which this work is set forth in very good and emphatic style. We are expecting great things from this state.

California now claims to have the very best system of financing education in America. Will C. Wood, state superintendent of instruction of California will be glad to furnish any one with details of the plan.

In Colorado we find a committee of the state teachers association making an exhaustive study of the teachers' pensions of the various states and will prepare and present to the legislature of Colorado a bill for the establishment of a retirement system. The movement of consolidation is making very rapid strides in this state and bids fair to consolidate all schools of geographical possibility in the very near future. The elementary school principals of the state are organized into an association and hold meetings at each annual fall conference of the state association.

In the District of Columbia the school year of 1924-1925 will be looked upon by those in touch with education there as one of the most important in the history of education in the District. It marked the passage of the teachers' salary bill which provides a new salary schedule for all school employees. A new law governing school attendance, providing for a school

census and the organization of a school attendance department was passed by the 68th Congress.

The legislature of the state of Florida at its last session passed a free textbook law which provides free textbooks in grades one to six inclusive. The same legislature passed a law making reading of the Bible compulsory each day in all the public schools of the state. Teachers' salaries are at the present time undergoing revision and promise to somewhat justify the high living costs now experienced in this "Paradise of the South."

The Georgia Education Association is organizing every county in the state with the objective of getting all teachers behind a progressive program for better education. The work of organizing the teachers and developing the legislative program has gathered great momentum. Last year a publicity campaign was put on for the purpose of arousing the people of the state to the need of better financial support of the educational system. As a result the legislature showed a friendly attitude toward higher education and appropriations were appreciably increased. The appropriation to consolidate rural schools was materially increased. The state department of education in September inaugurated a division of information and statistics. Much is expected from this far-reaching movement. The governor is calling an extra session of the legislature this month, the program of deliberation to be confined to three subjects, one of which is education. More about this in the July report.

In Illinois recent legislative acts include provisions for an increase in maximum tax rate in such districts as maintain both elementary and high schools, for a submission to the people next November of an amendment to the revenue article of the state constitution permitting the legislature to establish a modern method of taxation. The commission appointed by the governor has done a stupendous work this year in re-codifying the school laws of the state. The Chicago Normal School has increased its training course from two to three years. Illinois now has fourteen divisions of the Illinois State Teachers' Association varying in numbers from 1000 to 7000. The latter in the city of Chicago.

The city of South Bend, Indiana, under the supervision of Helen Dernbach, director of the Vocational Guidance Bureau of that city, has prepared one of the most complete courses of study in occupational information that it has been our pleasure to peruse. Any principal or teacher in a junior high school could profit materially with such an outlay of procedure. Last September a county principals' club was organized in South Bend.

Iowa claims to lead the nation in matters of health work. The success for this work has been obtained as the result of health crusades which have been carried on in every section of the state. Just recently a physical education law was established under which all public schools and colleges offering teacher training courses are required to give no less than 50 minutes each week exclusive of recesses and intermissions. The state is also conducting a campaign for the safety of school children—the feeling among educators and health workers being that it is just as important to teach a

child to avoid accidents to himself and others as it is to complete the health chores; that to dodge an automobile successfully is as important as to avoid disease.

A library law has been established in Kansas under which the board of education in each district shall provide a sum of \$500 for each teacher employed, books to be chosen from the prescribed list approved by the state superintendent. Great strides have been made in the standardization and supervision of rural schools. So rapid and marked has been this progressive movement that the number of consolidated schools has grown from 12 schools in 1921 to 172 in 1925. A new building code, very much revised and corrected, was sent out during the summer of 1925 to all superintendents in the State. The next legislature is expected to raise the qualifications for rural teachers still higher.

Maine offers a new innovation that many states, it seems to us, might profit by duplicating. It is known as "Training the Helping Teacher." As a means of increasing the efficiency of rural education, the state commissioner of education provides for a special summer of instruction, yearly, for not more than 100 teachers selected from the rural towns of the State. These teachers are specially trained for rural leadership as rural critics and helping teachers and they agree to return, for at least one year, to the service of the towns from which they are chosen. All their expenses in connection with attendance at the summer school are paid by the state, and at the close of the school year, upon satisfactory evidence of successful "helping teacher" service, each teacher is also paid, by the state, a bonus of 25 percent of the annual salary paid by the town. This plan is also known as the Maine Plattsburgh. By 1930 Maine hopes to have, as the result of the new teacher training and higher standards, a trained teacher, either normal or college graduate, for every school in the state. The state has, since 1923, a new teachers' retirement system.

Decided advances have been made in Michigan during the past two years: The state normal college has launched a real program of rural teacher training. The Michigan state normal school has brought into use 36 rural schools in the community surrounding the college in which it trains the teachers for their work. Wayne and Oakland counties have the newest type of rural supervision. In addition to a commissioner of schools, they have an assistant commissioner and four helping teachers. The services rendered by these helping teachers are of very superior quality, and, according to reliable statistics, the achievements last year amounted to 185 percent as compared with achievements in an equivalent situation in one of the best unsupervised counties in the state. In Michigan the elementary school principal is being looked upon more and more as the educational leader of his community. He is setting up well worked out aims and objectives. He is developing a technique for helping beginning teachers.

In Minnesota a teachers' tenure bill was presented to the legislature but failed to pass and will be presented again at the next session of this body. One finds also a new curriculum in this state which is the work of the teachers' organizations.

High schools have increased in Mississippi from 1200 in 1921 to 5600 in 1925—nearly 500 percent. Such large numbers are now entering the colleges that these institutions are taxed to more than their capacity. A bill now before the legislature will provide the means of adoption of a new high school course of study.

The St. Louis district of the Missouri state teachers' association is campaigning for a constitutional amendment to permit the use of public school money for retirement funds. This city is at the present time erecting a modern school building for the education of the deaf costing nearly half a million dollars. The city board of education of St. Louis has appropriated \$95,000 for revising the curriculum of the city schools. Committees of school principals and teachers are working out the plans.

Montana is presenting to the voters of the state the question of a five mill levy, state-wide, for the better support of the elementary and high schools of the state. After September, 1926, no person may teach in the Montana schools who does not have at least 24 quarter credits of professional training beyond the high school course. Consolidation of rural schools is going forward at a rapid rate.

A new certification law has been inaugurated in Nebraska. The result has been such that five out of every seven teachers in the state were enrolled in normal schools or colleges. A tenure of office bill was introduced in the legislature last year but was lost by a small margin. It will be introduced again next year. Speech correction is one of the outstanding features being emphasized in the Omaha schools. Within two years every school child in Lincoln will be housed in a modern schoolroom. Such are the building plans at this time. Omaha Technical High School has the all-year school now. Ninety percent of the teachers in Omaha are now members of the National Education Association. Lincoln has 100 percent membership in the National Education Association. The Omaha school forum is now working on a scientific retirement law to be presented to the legislature. This city also boasts of a school of political education for men and women. Lincoln has operated for several years under the single salary schedule.

Governor Smith, of New York, has appointed a non-partisan commission of distinguished men and women in the state to study and report on the whole question of state and city financing of education as well as on the best practices of school administration. Most fruitful results are expected from the findings of this commission. Character training has become the most important objective in the New York city schools.

The most promising movement in North Carolina is the rapidity of the consolidation of the rural schools. The Winston-Salem Principals' Club is now one year old and gives promise of doing some very good work for the schools of that city.

Standards for teaching have been raised in North Dakota during the past twelve months. Teachers are improving themselves and furthering their preparation for teaching in every conceivable way. There are 1800 more teachers enrolled in the North Dakota Education Association this year

than last. The University of North Dakota has this year added 12 new courses to their regular list to be taught by correspondence, viz.: child welfare, elementary radio, economic statistics, property insurance, municipal social progress, history of economic thought, history of Christian progress, etc. In 1924 the state had 2800 members in the parent-teacher association. Today it has 17,000.

Ohio started off in 1925 with a state school magazine which is published by the state association and comes to every member of the organization, which is now approximately 95 percent of all teachers in the state. Music appreciation is being taught by radio through the services of Miss Edith Keller, supervisor of music appreciation of the Cleveland, Ohio, public schools and the courtesy of the Willard Storage Battery Company. A movement to educate fathers and mothers in the "Profession of Parenthood," inaugurated by Garry C. Myers, of the Cleveland school of education, is having remarkable growth. New and higher requirements are set up for admission to the state normal schools. No teacher can teach in the state with less than one year of normal training until 1927 when the standards will be revised upward.

By recent acts of the legislature in Oklahoma certain counties of the state are now permitted to employ primary supervisors to aid in rural education. The Enid City schools have this year a full time course in Bible teaching in connection with the high school course. Much has recently been done in the way of reducing illiteracy in the state.

Junior high schools in Philadelphia are growing in groups as it were, four new ones being now under construction, making a total of sixteen in all costing approximately as many million dollars. Last September a division of educational research was established by the board of education. The findings of this division are turned over to the superintendent and principals who make use of it for their information and guidance. A teachers' council has been established in the Philadelphia schools which includes representatives from each and every group of teachers and administrative body in the system.

School expenditures in South Carolina during the past three years have increased 58 percent, indicating an advancement in better school buildings and better paid salaries for teachers. Consolidation of rural school is also gaining momentum here. During the past year 285 one-room rural schools have been eliminated from the state system. The enactment of the 6-0-1 law in South Carolina has brought about a reformation in matters educational. School terms have been lengthened and aims set up in the elementary schools for training the youth in the very important asset of making good use of their leisure time. Twenty-five percent more teachers were enrolled in normal schools and colleges in 1925 than in 1924. The University of South Carolina has issued a pamphlet, "A Decade of School Progress." It is well worth reading. This state bids fair to become a leader in the south.

Tennessee has teacher training schools in most of her county high schools. A state association of elementary principals is a recent department addition

to the Tennessee state teachers' association. The teachers of this state are looking forward to the establishment of a teachers' retirement system in the near future. A resolution by the state board of education has been passed providing for the incorporation of the study of the Bible in the curriculum. This order is not yet in effect.

A junior college has now been in operation in Texas for one and one-half years. This state has recently organized a state association of elementary principals.

Consolidation takes the front page in school affairs in Utah for the time being.

- Vermont is making rapid strides in the direction of two-years of professional training for all teachers in the elementary schools. Rural schools in this state have been standardized within the last few years. Specially conducted drives are being made in order to bring the schools up to a 75 percent requirement for certain classifications. The city of Burlington is now substituting the plan of supervising district principals for its elementary schools. One principal has two or more buildings under his supervision.

Washington ranks first among the states in educational standards, and judging from her continued effort to improve with added and improved legislation, bids fair to hold the title. Her slogan, "Better Teachers, Better Schools," might well be duplicated.

The elementary principals in the northern part of West Virginia have been organized into what is known as the "North Pan-Handle School Principals Club."

The very recent oil developments in Wyoming have resulted in enormous royalties to the school operations in this state. As a result teachers' salaries have been increased and better school building program is well on the way. A new type of rural school is rapidly springing up in this state due again to the activities in oil.

February 1, 1926, found the University of Hawaii giving extension work to teachers by radio. The work is being given wide publicity by the press and bids fair to be very successful. Since it has been found that the educational system in this territory does not fit into the industries of the country, it being mostly agricultural, efforts are being made to bring about a revision of the curriculum.

THE SUMMER MEETING

THIS COMMITTEE, appointed by the president of the Department of Elementary School Principals, began its work January 5, 1926, for the purpose of opening the way for the establishment of some standard of uniformity in educational progress throughout the United States and for the purpose of giving publicity to those things that are outstanding, advantageous to principals and teachers, beneficial to good school ethics, and withal—progressive. It has been found that what is a quarter a century or more old in one state is practically new in some other state remote from it. That there remains a vast and almost uncountable number

of difficulties to overcome in the future, especially in the exigencies of the elementary principal, no doubt exists. A new light is beginning to shine on the educational arena to the extent that legislatures in nearly every state have come to realize that the schools are the nation's temples and that the teachers are the nation's builders.

Teachers associations—So effective have become state teachers associations, that the state of New Jersey, through its organizations, was able to force through the legislature a bill which had been defeated and which provided that the sum of \$1,400,000 be set aside as the state's added share of teachers' pension reserve. The Ohio State Teachers Association in like manner foiled an attempt, which has been made at each session of the legislature, to abolish the present teachers' retirement law. In these two states the enrolment of teachers is better than 98 percent of the teachers in the state. Robert Elting, clerk of the Billings, Montana, schools now is gathering data which will culminate in the formation of an organization known as the Montana School Trustees Association. According to Mr. Elting such an organization will form the basis for contact between the various boards in the state on matters of legislation. The Nebraska State Teachers Association has in three years almost tripled its membership by dividing the state into districts and holding annual sectional meetings. In Texas the membership in the National Education Association is nearly 100 percent.

Association of state principals—State associations of elementary and high school principals are being formed and are now in operation in something like a dozen states. Massachusetts and Michigan are latest, while one is being proposed in Connecticut. While there exists no recognized organization of elementary principals in Hawaii, an organization of Elementary Principals Clubs is identified with the National Education Association. Steps are being taken to extend such organizations until every island is organized. The Texas Principals Association has gone on record demanding that the elementary principal have and be given special training in his line of work.

Legislation—In every state which recently placed new and progressive legislation on its statute books, it was found that such legislation was initiated and fostered by the state teachers association. The Kentucky legislature has been perhaps one of the most radical of the states with its House Bills, Nos. 490, 460, 431, 10, and 586-587, and its Senate Bills, Nos. 216, 301, 366, 251, 177, all of which are a step forward. The teachers associations of this state were able to influence the governor to veto House Bill No. 34 which would have made the office of county superintendent elective rather than appointive. A new law in Utah placing upon the State Board of Education the responsibility of eliminating all duplication of unnecessary work or instruction gave rise to a survey of the Utah public school system. The committee consisted of the following: John J. Tigert, and eleven members of the Federal Bureau of Education; Charles H. Judd, University of Chicago; George A. Works, Cornell University; J. B. Sears, Leland Stanford University; George F. Zook, President University of Akron; J. E.

Butterworth, Cornell University; and Harper Fletcher Swift, University of California. The report of this committee will probably be available in September, 1926. Will C. Wood, State Superintendent of California, proposes and will present to the legislature at its next assembly a bill which provides for the classification of school districts which will enable the enactment of tenure legislation that will be entirely constitutional. Many other progressive measures are favored and urged to the legislature by this outstanding superintendent of the Golden State.

Retirement—Slowly but certainly teachers' pensions, or retirement compensations, are becoming an established factor. Montana is now working on a revision of its retirement law which is to be established on a more sound basis. Many state associations are now working more or less harmoniously with state legislatures for the purpose of bringing about the enactment of retirement laws. Ohio has perhaps the most sound and perfectly operated retirement law in the country. Next in line perhaps is Hawaii. W. E. Kershner, Director of Teachers Retirement, Columbus, Ohio, will be glad to give information regarding the Ohio system in operation.

Tenure—Only a few states seem to have or are working toward a tenure of office law. In many parts of the country open opposition exists, even among teachers themselves, to a law of this kind. Massachusetts has such a law and at the last session of the legislature, House Bill No. 595 provided for a revision of its tenure law. By many, a law which gives a teacher the right to serve at his own discretion after a short term of years, is questioned.

Consolidation—Throughout the entire South and in some parts of the West the rural and village schools are being rapidly consolidated. Through the efforts and activities of the state teachers associations surveys have been made which had a tendency to open, as it were, the eyes of legislators and to arouse them to the fact that their school systems were inadequate. Another agent in bringing about progressive activities in the south has been the recent influx of northern citizens. Consolidation in these states has been more difficult in previous years due to the sparse population.

Radio—This branch of educational service is being tried out in Hawaii and in parts of the continent for the purpose of publicity and we see no reason, in the very near future, why colleges and universities should not be in a position to give extension courses by means of this recent addition to modern science. Classes can be called at regular hours, the lectures given, manuscripts mailed to the college for grading and returned. This is being proposed in one state.

Clerical help—In most of the larger cities and large schools principals of elementary schools are given part or full time clerks. In one city the principal is given a part time clerk when the enrolment of his school reaches 400 and a full time clerk when it reaches 600. It has been determined that too long have elementary principals been merely figureheads insofar as the supervisors of methods and results obtained. This was due to the fact that many principals found their time taken up with clerical duties while others

of course knew nothing else and were certain that their proper place was in the office at all times. Our suggestion is that a principal who can be found in his office at most all times is doing very little for his school and knows little of what is going on in it.

Certification—Every state from which we have heard now has in force some law which demands that teachers have some definite training in recognized normal school or college. The number of different certificates now issued is being brought down to a minimum. In Ohio, county boards are now issuing two kinds of certificates. The state issues two. A few years ago there were eight in both county and state. Tennessee had an interesting experience in licensing and in teacher-training, as is shown by the following table:

Year	1921	1922	1923	1924	1925
Examinations	4225	2540	1619	1342	807
Teacher Training	1952	2716	2757	3063	3797

The above report would tend to prove the desirability of issuing teachers' certificates on the basis of professional training rather than by examinations. In Nebraska all teachers' certificates are issued by the office of the state superintendent. The law that provides for this has also reduced the number of different certificates. The result has been that 10,000 out of 14,000 in the state were enroled in normal schools during the summer of 1925. Georgia also has a new certification law passed in 1924.

Preparation of elementary principals—We find a rapidly growing demand for this branch of the service. The University of Pittsburgh under the direction of Superintendent George C. Dietrich of Piqua, Ohio, gave a course in "The Principalship." This however was open to high and elementary principals and did not deal directly with the problems of the elementary principal. Another course in elementary principalship was given by Ide G. Sargeant, now president of the Department of Elementary School Principals of the National Education Association. From our investigations it would seem that there is a demand for training in this particular study and that even special degrees should be offered.

Further progress—For quite a number of years the Tulsa, Oklahoma, board of education has been sending five elementary school principals to the winter meeting of the Department of Superintendence and other departments, without loss of pay and with all expenses paid. In this city all employes of the board of education are paid during the 12 months of the year and are employed for a term of four years. House Bill No. 435 of the Kentucky statutes has a fine revision dealing with school taxation. In this state one of the most exhaustive studies on "A State's Elementary Teacher-Training Problem (Kentucky)," has been made by H. Lee Donovan of Peabody College, Nashville, Tennessee, that has ever been made. Dr. Donovan's study undertakes to answer the following questions: (1) What has been the history of teacher-training in Kentucky? (2) What is the present status of elementary teachers in Kentucky? (3) What is Kentucky's need

for professionally trained elementary teachers in Kentucky, and what facilities does the state have for preparing them? (4) What will it cost the state of Kentucky to employ professionally trained teachers for her elementary schools? His history is well worth reading. In Montana an inheritance tax is assessed toward the betterment of the schools. Great Falls has a number of elementary teachers who are life members of the National Education Association. Agriculture is being given the front page in the Florida schools. Teachers of this subject, usually principals, are employed during the entire year, giving their vacation over to aid and supervision of boys' agricultural work and making practical application of the theories worked out during the school term. Nebraska elects its elementary principals for a period of three years. The Frick Educational Commission has added \$5000 to its already large fund to provide for substitutes for teachers who study and work on the commission known as the Curriculum Construction Commission. Will C. Wood, of California, stands ready to endorse legislation that will permit teachers to draw half-pay while on sabbatical leave, provided teachers engage in travel or research work or study. This would mean that teachers could be in special training for a period of one year with half pay while so doing. Southern California is now doing definite work to make Mexicans self-supporting and self-respecting citizens. In Oklahoma the state teachers association has closed a contract with an old line life insurance company for group insurance. Any teacher making application may avail himself of this group insurance.

The governor of Missouri has worked out a scheme for the support of the state's educational institutions which he proposes to submit to the next general assembly. Instead of depending on that body to make the time-worn biennial appropriations he plans to have a tax levy adopted that will furnish regular, definite, and sufficient revenue for these needs. The increased stability of such a plan over the former is at once apparent and is one of the most progressive movements made in Missouri in many years. The board of education of Kansas City, Missouri, grants a bonus of \$100 to teachers who attend school during the summer outside of the city and \$50 for those attending the regular summer school at home. In addition the board requires each teacher to attend a summer school once in four years. Governor Jackson, of Indiana, appointed a committee in April, 1925, whose duty it was to make a survey of the rural schools. This committee surveyed the problems of rural education under the following headings: (1) Attendance, (2) Teachers, (3) Duties of the County Superintendent, (4) Limit of Taxation, (5) Sources of School Revenue, (6) Analysis of School Costs. Copies of this report may be had by addressing State Superintendent of Schools, H. N. Sherwood, State House, Indianapolis, Indiana. Frederick S. Camp, supervisor of elementary education for the state of Connecticut, has prepared a very complete brief on the distribution of the elementary principal's time and on the value of his supervision. The improvement of the technic of supervision has been an outstanding objective in the division of elementary education in Connecticut. "The more

specific aims and activities of the term's program are: to afford opportunities to supervisors to observe and analyze classroom instruction, to formulate criteria for observation of instruction, to set up reasonable standards concerning economy of time and effort, to suggest ways and means of rendering effective follow-up assistance to teachers. (See *Connecticut Schools*, Vol. 7, No. 1, Sept., 1925.) Much progress is being made in this state in the way of elementary school supervision. Bible bills and religious education in the schools are getting very little support in most states, the consensus of opinion being that such steps cannot be recognized as progress in democratic America, even though enacted and in operation.

In practically every state in the union tremendous strides are being made in the training of teachers, but there is a deplorable dearth of special training on the part of elementary principals. Few have had any special training for their particular work. There is indeed a very great need for special courses for the elementary principalship.

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," of the Fourth Yearbook, "The Elementary School Principalship—A Study of its Instructional and Administrative Aspects" and of the Fifth Yearbook, "Studies in the Elementary School Principalship." 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.

REPORT OF COMMITTEE ON STANDARDS

W. T. LONGSHORE

Principal, Greenwood School, Kansas City, Missouri

THE MAJOR PART of one of the programs of the Department of Elementary School Principals at the Philadelphia meeting was devoted to a report of progress by the Committee on Standards and Qualifications. The chairman, Mr. Longshore, outlined the plans of the committee, which embrace three principal features, namely, the assembling of complete data on the present status of elementary school principals—preparation, salary, duties, etc.—the formulating of recommendations as to standard qualifications, certification, and courses to be offered by higher institutions for the training of principals, and, finally, publication and circulation of the report with a view to its general adoption.

Mr. Longshore described the activities of the directive sub-committee, composed of Messrs. Hosis, Morrison, Norton, Sargeant, and himself, which has charge of the work of the committee in the periods between the annual meetings of the committee as a whole. This committee has been able to effect an agreement with the Department of Research of the National Education Association in accordance with which an appointee of that department shall be assigned to the work of this committee, shall do field work, particularly in the matter of recorded interviews, and shall have active charge of the gathering of data and formulation of the report. It is expected that this work will be completed by July 1, 1927, and that the publication of the report will soon follow. The executive committee of the department has pledged full cooperation to this end.

Two other members of the committee also spoke; J. C. Morrison, now director of elementary education for the state of New York, summed up what has so far been learned about the actual status of elementary school principals. His chief reference was to an investigation carried on in Ohio under his direction and published in a bulletin of the College of Education in Ohio State University. In general it appears that principals of elementary schools have too little training for their work and receive too small salaries.

J. F. Hosis, professor of education in Columbia University, spoke briefly of the courses now offered to principals in the colleges and normal schools. Between 30 and 40 such institutions now offer such courses. They are planned, however, more frequently for persons in service than for full time students. Courses in supervision are more numerous than courses in administration. A few states have set up statutory requirements for principals and in these states some colleges have begun to offer courses designed to meet the requirements.

REPORT OF THE COMMITTEE ON SALARIES

WARREN A. ROE, CHAIRMAN

Belmont Avenue School, Newark, New Jersey

“UPON what meat doth this, our Cæsar feed, that he is grown so great?” is a fair question requiring a specific answer for the principalship. Upon the same forces that have produced our great population centers and our magic industries.

The schools reflect the life of the nation. Our industrial and economic life grow increasingly complex and intricate. The schools face the public demand that our pupils live in the present while preparing for the future. Our ancients may cast fond glances to the little one-room red schoolhouse and recall the beloved head-teacher of the two- or three-room school who was called principal because he or she had served longest but these same ancients would scorn a proposal for one-room schools on every city block or perhaps for a teacher in each towering tenement or apartment house. although it might have advantages. Instead, we have the million-dollar city plant or the union school at the cross-roads, a slightly smaller replica, with laboratory and shop, domestic-science and art rooms and all the multiple activities which the modern parent and school board demand for the modern child. The principal of today and tomorrow bears the same relative relationship to the principal of yesterday that the automobile plant manager of today bears to the mechanic of yesterday with his one-lung gas-engine on wheels.

The question therefore as to what the salary of a principal shall be is one that the public is more concerned with than the present recipient of that salary. It is inescapable that our schools of tomorrow will be operated upon a sound educational and economic and scientific basis in the degree that the public pays for trained educators who are at the same time sound business men or women able to apply scientific laws successfully for the benefit of our children.

When the United States Commissioner of Education predicts that business men will take over the operation of our schools within five years unless our schoolmen and women apply business principles to school operations and at the same time the school boards of Chicago and New York call upon representative citizen committees to aid in establishing salary schedules that will afford not merely a living wage but a basis competitively attractive to business we have a situation calling for constructive preparation by present and prospective principals for a key position held high in professional and public estimation.

The setting up of the advisory citizen committees of Chicago and New York and the public expression of approval of schools manned by properly compensated instructors by the business men's associations of New York are among the most healthful signs in the educational horizon, for they indicate a growing determination that the schools shall bear a proper relationship to successful business in all respects.

It is a regrettable fact that school superintendents have been obliged in considerable degree to frame salary schedules with an eye to what a board of education could be educated to adopt, while the board of education inclined an attentive ear to the grumblings from the board of estimate which in turn scanned the pages of the local paper for the trend of public sentiment as related to their nearest political patrons.

With the public through its most successful citizens fully informed and in favor of adequately financed schools the political elements will be most anxious to cooperate.

Some years ago the schools of New Jersey were in genuine danger. Teachers in service were leaving in large numbers while the new supply from normal schools and colleges was drying up at the source, due to the far greater attractions of business opportunity. A small group consisting chiefly of principals under-wrote a fund of \$1000 to inform the public of its danger. The movement gathered impetus until \$16,000 had been contributed by teachers of all ranks. The newspapers and public, first skeptical, then indifferent, then disturbed and fully awakened, finally demanded and secured for the schools nearly \$6,000,000 annually and we began to repair the damage done earlier. It is a question whether the public now is not more willing to adequately finance the schools than school people are cognizant. Perhaps our hardest task rests among our colleagues who think in terms of the setting sun when their faces should be turned to the morning of opportunity.

Which brings us squarely face to face with this distressing table assembled from the data of the Research Bulletin of the National Education Association for 1925.

SALARIES OF SUPERINTENDENTS

Cities	Over 100,000	30,000 to 100,000	10,000 to 30,000	5000 to 10,000	2500 to 5000
Maximum	15,000	13,000	7,000	6,000	7,000
Median	8,000	6,000	4,500	3,600	3,200
Minimum	5,000	3,400	2,000	2,400	1,400

To state as the *Journal of the National Education Association* does in its February, 1926 issue that the results of a tendency to under-pay school superintendents will be calamitous to school progress is a mild characterization. We must establish new scales at the top lest leadership perish. Not merely are the top ranges too low, the numbers receiving these mediocre rewards are utterly disproportionate to the vast numbers engaged in the educational field. Every principal should stand four square in his community for adequate remuneration at the top of our systems as well as all other ranks. While it is probable that the superintendents of the future will arise chiefly from the principalship and so we may be charged with self-interest, it yet remains true that our leadership must be strengthened and the voice of 50,000 principals is a mighty voice.

A reasonable scale for superintendents is given herewith and is by no means excessive if we are to have a proper leadership.

REASONABLE SALARIES FOR SUPERINTENDENTS FOR 1926-27

Cities	Over 100,000	30,000 to 100,000	10,000 to 30,000	5,000 to 10,000	2,500 to 5,000
Maximum	30,000	25,000	15,000	10,000	8,000
Median	20,000	15,000	10,000	7,000	6,000
Minimum	10,000	8,000	6,000	5,000	4,000

The principalship cannot develop properly in the future under the weight of underpaid superintendents nor can the recommendations of such a superintendent be expected to receive proper consideration at the hands of successful business men. Place the superintendent on an income parity with success in any field and new vigor will envelop every rank of the educational field and the community will soon take pride in its own achievements.

Your committee renews, after careful consideration, its recommendation that the professional requirements and sound public policy demand a maximum salary of not less than \$10,000 for the principalship in cities over 100,000 in population and that no distinction be made between elementary and secondary schools. It further recommends that in all communities the maximum shall bear a relative relationship to the maximum here given. We urge all principals everywhere to lend their aid and assistance in educating the press and the public toward a full understanding of our growing place in the educational field and in doing so we may perchance more adequately envision our own need for growth in service.

SECRETARY'S MINUTES

THREE full programs, rich in thought and inspiration, were presented in the auditorium of the William Penn high school on Monday, Tuesday and Thursday afternoons of the National Education Association convention week, at Philadelphia.

The beautiful music, by local musicians, at the opening of the program, the thoughtful, carefully prepared addresses of the well-chosen speakers, the valuable reports by committee chairmen and officers of the year, made the 1926 program truly a memorable one. Many, if not all, of these valuable educational contributions will be printed in full in the Bulletin.

Business meetings were held each morning around the breakfast table and in the Department committee room. On Monday, Principal George I. Brinkerhoff led the discussion in "All-Year Schools." At the Tuesday morning meeting, President Ide G. Sargeant read a letter of resignation from Luise H. Krauss, of California. Motion carried to accept with regret.

Motion carried to have the nominating committee name the three members presented for membership in the National Council of Education.

Motion made by Helen Shove that the editor of the Yearbook be paid honorarium of \$1000 for 1926-27 in recognition of his services.

Discussion followed. Carried unanimously. Motion made that editor of Yearbook be nominated by president and that nomination be submitted to executive committee for confirmation at the mid-winter meeting.

Motion carried to raise dues to \$3 on and after December 1, 1926. All renewals and new members paid before December 1 to be at old rate of \$2. Motion carried that president and executive committee be authorized to communicate with local school boards of cities where officials reside, suggesting that they send, with expenses paid, such officers to the national meetings. If these expenses are not allowed by local boards, then the Department will be authorized through the president to allow expense money.

The secretary was instructed to send flowers to Mary W. Reisse, first secretary of the Department, who was unable to be at the meetings because of illness in a Philadelphia hospital.

The Wednesday morning breakfast meeting was well attended by the Committee on Standards and Training, led by the chairman, W. T. Longshore. A detailed report will appear elsewhere in the Bulletin.

The Thursday morning meeting was also well attended by the Committee on Educational Progress, led by the chairman, F. H. Duffy. Our membership will welcome the printed reports of the work of these most valuable standing committees. The annual business session of the Department was held on Tuesday afternoon, President Sargeant presiding.

Report of Resolutions Committee read by E. G. Montayne, chairman. Resolutions were read and adopted one by one.

Report of Chairman of Committee on Enrolment, Jessie M. Fink, read. Mrs. Fink's enthusiastic report called forth pledges from members on the floor of 100 percent enrolment.

Report of Committee on Salaries by W. A. Roe read and adopted.

Report of the secretary by E. Ruth Pyrtle.

Report of Treasurer read by W. T. Longshore and adopted.

Report of Nominating Committee presented by Anna Laura Force.

The following were unanimously elected:

President, E. Ruth Pyrtle, Lincoln, Nebraska.

Secretary, W. A. Roe, Newark, New Jersey.

First Vicepresident, Herbert C. Hansen, Chicago, Illinois.

Second Vicepresident, Julia M. White, Denver, Colorado.

Third Vicepresident, Eva G. Pinkston, Dallas, Texas.

Treasurer, Courtland V. Davis, Plainfield, New Jersey.

Executive Committee:

Ide G. Sargeant, Paterson, New Jersey.

M. E. Peterson, Los Angeles, California.

National Council of Education:

Jessie M. Fink for two years.

Ide G. Sargeant for four years.

A. S. Gist for six years.

Members of Nominating Committee were:

George I. Brinkerhoff, Newark, New Jersey.

Helen Shove, Minneapolis, Minnesota.

H. R. Cornish, Paterson, New Jersey.

Anna Laura Force, Denver, Colorado.

Arthur S. Gist, Seattle, Washington.

The treat of the Tuesday afternoon business session was the delightful informal greetings address by our own principal, Mary McSkimmon, President of the National Education Association.

The annual dinner on Tuesday evening at the Penn Athletic Club was well attended. The toastmaster, President Ide Sargeant, furnished fun and frolic, as well as wit and brilliance, in his introduction of his friends. All there were his friends and none escaped a chance to speak. Superintendent Cole of Seattle, and Superintendent Webster of Minneapolis, were welcome guest speakers. The delightful informal good time was made possible by the local hospitality committee with Thomas J. Dobbins of Philadelphia, in charge.

RESOLUTIONS ADOPTED AT PHILADELPHIA

RESOLUTION No. 1

WHEREAS, Many efficient elementary school principals are frequently induced by higher salaries and economic pressure to accept other positions in the educational field, and since it is in the interest of society that a principal remain in that position where he can render the greatest service,

Be it Resolved, That this Department of Elementary School Principals endorse the principle of a single salary schedule, for all principals, both elementary and secondary, allowing for differences based only on varying qualifications, experience, and efficiency.

RESOLUTION No. 2

WHEREAS, The principals of all schools have many problems in common, and

WHEREAS, We believe it to be to their best interests to unite in one organization,

Be it Resolved, That the executive committee of the Department of Elementary School Principals be authorized to take such steps as may seem feasible toward the unification and representation of all types of principalship in one organization to be known as the Department of School Principals of the National Education Association.

RESOLUTION No. 3

WHEREAS, The service of this organization to its members is decidedly curtailed by inadequate funds,

Be it Resolved, That the dues of this Department of Elementary School Principals be increased from two to three dollars a year, effective June 30, 1926, with the proviso that the privilege of the old rate be extended to all who pay before December 1, 1926.

RESOLUTION No. 4

WHEREAS, The Education Bill (S. 291 and H. R. 5000) now before Congress does not permit of any interference with the states in the administration and control of their schools, and

WHEREAS, This bill offers the possibility of great service to the schools, particularly in regard to the distribution of information and the results of scientific investigation,

Be it Resolved, That we heartily endorse this bill and urge its favorable consideration by the members of Congress.

RESOLUTION No. 5

WHEREAS, This Department believes in the elimination of child labor and proper provision for the education of all children,

Be it Resolved, That we reaffirm our belief in the wisdom of the recently proposed Constitutional Amendment, giving to Congress the power to regulate Child Labor, and that we condemn the exploitation of the nation's greatest resource—its children.

RESOLUTION No. 6

WHEREAS, The necessity for proper provision of tenure and retirement laws for teachers, principals, and superintendents is recognized by all educational authorities and is a characteristic of all advanced school systems.

Be it Resolved, That the members of the Department of Elementary School Principals forward the cause of good tenure and retirement laws, properly safeguarded, to the utmost of their influence and ability, and that citizens everywhere be informed of the relationship existing between good tenure and retirement laws, and the maintenance of efficient instruction.

Respectfully submitted,

WILLIAM E. BURKARD, Chairman,
Committee on Resolutions.

JUNE 29, 1926.

EDITORIAL

THE ALL-YEAR SCHOOL DISCUSSION AT THE BREAKFAST MEETING
MONDAY, JUNE 28, 1926

THIS MEETING was well attended, all sections of the country being represented. Superintendent E. C. Broome of Philadelphia, Superintendent H. C. Weber of Nashville, Tennessee, Principal William Weiner of Newark, New Jersey, and Principal Warren A. Roe of Newark, New Jersey, each gave a ten-minute talk, and then an interesting general discussion ensued.

Superintendent Broome pointed out the economic waste of keeping schools closed during the summer months. It was Dr. Broome's opinion that such

expensive plants as our modern school buildings should not lie idle so large a part of the year, especially when there is such great need for lifting the masses to higher educational levels, particularly in the congested sections of our cities. Summer schooling is bound to become more general, as financial and organizational problems are gradually overcome.

There was hearty applause when it was learned that Superintendent Weber had made the trip from Nashville solely to participate in this meeting's discussion. This speaker described the organization of the Nashville schools, all of which have been operating on the all-year plan for the last three years. The greatest difficulty, he stated, was in overcoming the tradition that there must be a summer vacation of two or three months. Not only was there no need for any such vacation, but there was a positive and imperative need of affording children opportunities for educational advancement in the summer months as well as during any other months. The schools should be open to the people at all times, to be used when the people want them. After three years' trial of the all-year plan, Superintendent Weber was convinced that Nashville would never go back to the traditional school year of nine months.

The all-year plan as applied to the high school was the theme of Principal Wm. Weiner. He pointed out the great saving of time and money through utilizing the summer months as a regular part of the yearly organization. Because students have an opportunity to cover the regular four-year high school course in three years, they are saving much valuable time and many more people are enabled to acquire a high school education. Since the establishment of an all-year high school in Newark, the output of that school has more than doubled while the enrolment has increased by but 30 percent. Obviously, such a school serves a higher percent of the population, thus elevating the general intellectual level of the community, and effecting a considerable decrease in the per capita cost per graduate. Mr. Weiner pointed out further that the all-year plan employed no summer school makeshift, the summer term of three months (June, July and August) being just like any of the other three three-month terms of the year: the organization of the all-year school was continuous, and not a combination of a traditional 10-month organization and a summer term appendage.

The elementary school phase of the situation was dealt with by Principal Roe, who has made a thorough study of the all-year plan. Mr. Roe stressed the point of pupil advancement. He directed attention to the fact that by dividing the year into four terms of three months each, and by giving children the opportunity of doing a regular year's work (10-month year) in three of these short terms, children advanced each according to his ability, with the net result that each pupil was worked to capability. Consequently, the lock step feature of the ordinary graded school was avoided, and retardation was at the same time reduced to a minimum. Not only did the all-year plan act as a sifting machine to place each pupil just where he belonged, but because of the longer school year, it enabled more pupils to complete the elementary school course. Instead of eliminating large numbers of children from school before they graduate, as is the case with the traditional schools,

especially those that are situated in congested city areas, the all-year schools salvage these young people that ordinarily would leave to go to work, and lift them to a higher social and educational plane by bringing them to the graduation point before they are very far beyond the age of the average grammar school graduate. For this reason the all-year schools are truly democratic, for they actually reach the masses and elevate all normal children to an eighth-grade level.

The discussion took the form of questions and answers, those not familiar with the all-year plan doing the asking, and those who had made it a study giving the answers. At the conclusion of the meeting a motion was passed that the president appoint a permanent committee for the study of all-year and summer time schools, and that this committee hold an open meeting and make a report at every convention of the National Department of Elementary School Principals.

THE WINTER MEETING

THE FIFTY-SEVENTH annual meeting of the Department of Superintendence of the National Education Association is to be held in Dallas, Texas, February 26-March 3, 1927. Headquarters, registration, general sessions, and exhibits will be in the Fair Park Auditorium and Exhibit Hall. No hotel will be selected as general headquarters for the Department.

The Department of Elementary School Principals will hold three sessions at Dallas in the Fair Park Auditorium, which is also the meeting place of the Department of Superintendence. Complete program details will appear in the January issue of the Bulletin of the Department of Elementary School Principals.

Hotels—The leading hotels in Dallas are new and up to date. Diagonally across the street from each other in the heart of the business section are the Adolphus and the Baker. A new addition just completed gives the Adolphus 825 sleeping rooms. In the Junior Ballroom 1500 persons may be seated at a banquet. The new 18-story Baker Hotel was built at a cost of \$5,500,000. It has 700 guest rooms. The ballroom accommodates 850 persons and the roof garden about 500. The Baker Hotel Company also operates the Hotel Texas at Fort Worth. The Jefferson Hotel, opened in 1917, has 450 rooms and a ballroom where 500 guests can be served. The Hilton Hotel with 320 rooms was built in 1924. Stoneleigh Court, Melrose Court, Maple Terrace and Sanger Apartment Hotel have 400 or more rooms in each. All were erected within the last three years, and have first-class equipment and service. Among other hotels may be mentioned the Southland, Scott, Waldorf, Park, Campbell, Milam, Texan, Oak Lawn Inn, Irvington and St. George. Requests for sleeping room reservations should be addressed to Z. E. Black, Chairman Housing Committee, Dallas Chamber of Commerce.

Transportation—The Southwestern Passenger Association has authorized a round trip rate of one and one-half fares for the benefit of members of

the National Education Association and dependent members of their families who will attend the fifty-seventh annual session of the Department of Superintendence in Dallas. Tickets will be on sale in this territory, which extends southwest from St. Louis, Missouri, through Arkansas, Oklahoma and Texas, beginning Tuesday, February 22, 1927, with return limit March 10. Other passenger associations will probably authorize dates of sale and rates to conform with the action of the Southwestern Railroads. For those who wish to travel by diverse routes going and returning, it is hoped to have a tourist ticket to include stop-overs in San Antonio, Houston, Galveston, and other points of interest in Texas and the South.

REPORT OF THE COMMITTEE ON ENROLMENT

JESSIE M. FINK, CHAIRMAN

Principal, Palmer School, Grand Rapids, Michigan

SUCCESS makes for the furtherance of organized effort in any group. The success that has marked the Department of Elementary School Principals from the day of its inception to the present hour warrants its membership in furthering the ideals originally launched and the carrying out of them in detail.

From finding of ourselves in the educational world, developments have come fast. This is because we have set about to attain practical needs of the principalship, and given our best effort to unravel the intricacies of the position, and to clarify our obscurities.

For instance, we have defined the status of the principalship according to the understanding of the best minds in our profession. We have diverted the danger of the principalship's becoming a mere administratorship without instructional significance. We have selected from the confusion of panaceas those sane and practical psychological principles of learning, stating what to teach and how to teach it, and presented them to our group in our Year-books and Bulletins. But there is a tremendous amount of work ahead.

One of the greatest is the salary committee work. A ten thousand dollar maximum is the goal for the elementary school principalship and it is not more extraordinary than the five thousand dollar present salary of many present members nor less impossible of achievement than the minimum set and attained for grade teachers in cities of one hundred thousand or over in population by the National Education Association itself.

The Committee on Standards and Training will so arrange as to give the public its full quota of value received for the ideal maximum.

But in order to do this we must increase our membership. That is the question before us today, and as chairman of the membership committee I am asking help from each of you. Will you grant it to me by procuring at least one new member for us?

Besides this personal work I hope to have membership directors in every state organization. In those states where no such organization exists, I shall appoint a state director who in turn will appoint a county director, who will appoint a city and town and district director in each state, that no school may be missed or deprived of the inspiration of our work.

Think of the great benefit our Department can give to those principals and superintendents of consolidated schools who have a minimum of supervision.

With 50,000 elementary school principals in the land, we should eventually have a membership of 40,000, but we should double our present membership this year. By December 1 we should double it. Up to that date the dues of two dollars a year continue, but after that time three dollars a year will be the fee.

Remember how necessary it is to do your part in this campaign if you are sincere in wishing to derive the benefits from the organization individually and collectively.

Working as we have always worked in confidence and joy, there can be no word in our lexicon but "*success.*"

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 (\$3.00 after Dec. 1, 1926) for membership in the Department of Elementary School Principals during the year 1926-27. One dollar of this fee is for a year's subscription to the Department Bulletin.

Kindly send all publications, including the Sixth Yearbook, to be issued in June, 1927, to me at the address given below.

Name
(Typewrite or print)

Mailing address
(School or street)

(City and State)

My present position is