

BULLETIN

OF THE

Department of Elementary School Principals

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IN MEMORIAM

IDE GILL SARGEANT was born at Houcode, Vermont, February 14, 1874. His boyhood days were spent among the beautiful hills of his native state. The father having died while he was still young, he was required at a tender age to accept responsibility and do his full share of work on the farm. After receiving his elementary education at home, he attended Northwestern Academy and Northwestern University at Evanston, Illinois. Later he continued his studies at the University of Vermont, Burlington, Vermont, and at Clark University, Worcester, Massachusetts.

Mr. Sargeant became a public school principal at Paterson, New Jersey, in September, 1898, and served in that capacity for twenty-eight years. In June, 1903, he resigned to take up the practice of law, but his dominant love was for the teaching profession, and after one year, he returned to it.

Possessed of kindly, generous, broadminded characteristics Mr. Sargeant had the faculty of winning many friends. He was admired by all with whom he came in contact. As a principal his relations with teachers and pupils were cordial and helpful. He organized an alumni association which became a very effective influence in the social life of the young people of the district. During the war period he was a leader in the community garden movement, and was one of the purchasing agents of a Citizens' Cooperative Association, which helped to meet the rapidly rising costs of food products and other necessities of life. He conducted weekly motion picture exhibitions and other forms of entertainment at the school for the benefit of the neighborhood, and he gave freely of his time and energy in the assistance of people of foreign birth seeking American citizenship.

Mr. Sargeant had great gifts as a leader. He could see needs, and devise means for improvement, with a skill that few men have. He did not always follow the trodden path, but had courage to be a pioneer: to delineate an unheard of, or untried, solution for a professional problem. Combining this vision with fearlessness of speech and possessing a genius for logical presentation he naturally became the head of many organizations. As President of the New Jersey State Teachers' Association, he was a careful student



IDE G. SARGEANT

of needed changes in the New Jersey Pension System, changes which were made within a few years after his incumbency. The classroom teacher was always given a place on committees and her counsel sought in the organization. He had been a strong advocate of Woman Suffrage, and no doubt the same sense of justice prompted him in this action.

He put the New Jersey Association of Elementary School Principals on a sound footing, and was a pillar of strength to it in its infancy when it needed him most.

As President of the Department of Elementary School Principals, he again proved his ability as a leader by uniting the organization in an effort to raise to still greater heights the standards and ideals of the principals of the nation.

He had many contacts with life and possessed versatility to enjoy all of them. He loved art, and went often with his family to art galleries. He was a member of many fraternal organizations and held offices at various times in several of them. He was a past President of the Abraham Godwin Chapter of the Sons of the American Revolution, a member of Joppa Lodge No. 29, F. & A. M., a Past Chancellor of Schubert Lodge, Knights of Pythias, and a member of the Sons of Civil War Veterans.

Be it Resolved, That in the death of Ide Gill Sargeant the Department of Elementary School Principals of the National Education Association loses an honored ex-president and a leader of distinction in the profession, a worker who counted no effort too great to make, and who inspired its members to follow his example and whose memory will be a constant inspiration.

Be it Further Resolved, That a copy of this memorial be spread upon the minutes of the association and that copies be sent to Mrs. Sargeant.

EDITORIAL

THE DEPARTMENT OF Elementary School Principals of the National Education Association will publish in April, 1928, as the year-book of the Department a report of the Committee on Training and Standards for the Principalship. This report will rank high among the greater educational documents. It will profoundly affect the status of the principalship. It should be read by every principal, superintendent, educational college or training school professor. The preparation of this report is a test of the professional quality of the principals of the nation. We need the membership of every live principal in America in order to complete so great an undertaking. Possibly, in joining in this important work some of our live brethren will raise some of the professionally dead and restore to them the breath and spirit of life. We ask all present members of the Department of Elementary Principals to present to their colleagues the service the Department is rendering to the common schools and invite them to join in that service.

Membership in this Department extends from the month in which membership begins to and including the same month of the following year and each member receives three issues of the Bulletin and the year-book of the Department. Unity is strength.

THE NON-GROUPABLE CHILD

MENNO S. KUEHNY

Principal of Rowan School, Los Angeles, California

WHEN WE speak of the non-groupable child we are on rather uncertain ground, for who is able to give a definition that will be universally accepted? Most children are ungroupable in some respects at least. Why should they not be? Can one expect or would it be desirable to have homogeneity of grouping in all school subjects? Is it possible to find any number of children who are groupable, in the strict sense, in all the various subjects that we teach, such as: Arithmetic, Reading, Spelling, Nature Study? Furthermore, how can we determine what children are non-groupable? Will they always remain non-groupable? Children cannot be divided into groups in which the line of demarcation is clear cut and fixed. It can never be said truthfully that here is a class of children that are homogeneous in every respect or even in any respect. In so far as this study is concerned it would probably be better to use this term, "non-groupable" in a rather restricted meaning, limiting the cases to such as border-line or dull normals, neurotics, super-brights. This classification would then be on the basis of physical and mental traits.

Our attention is naturally drawn to those individuals who are "different." The teacher often shows an unusual interest in the children that seem unadjustable even though he is forced to recognize that as yet they are little understood. Many children are classed as subnormals on account of their mental peculiarities, whereas they may simply have acquired certain bad habits, oftentimes while they are under the supervision of the teacher. Therefore, it is necessary for the teacher to gain some insight into the manner in which these conditions develop before remedial measures can be applied.

Before taking up the problems specifically, we may say that no two children are exactly alike, nor can they be treated so. That is not desirable. As one writer stated it, "The object of character training is not to smooth out all individual differences and make all adults alike, but to prevent gross deviations in the direction of undesirable traits. Each person, young or old, has his peculiarities, and these are not necessarily undesirable." A good beginning has been made by the teacher who has gained an insight into the mental makeup of his children, their behavior, the motives that are behind their acts. He is then in a much better position to apply remedies where needed.

The low-grade normal cases, often called dull-normals, are very difficult to deal with. The definitely feeble-minded cases usually are easily recognized and can be grouped, consequently they will not be classed as ungroupables. The borderline cases, however, are not clearly feeble-minded and are usually regarded as normal. Since they are not feeble-minded, our usual procedure in the school is to place them in a grade and expect them to keep pace with the so-called normal groups. Once we have decided and we declare them

normal we are very prone to expect them to exercise the same judgment as the others, and when they do not measure up we sometimes judge them rather harshly.

It was found through studies by Ayres and others that the causes of educational retardation are various. Many children fail of promotion because they have been kept out of school for years because of illness. Others fail because they are seriously handicapped by some physical defect such as speech defect, anæmia, tuberculosis, etc. Still others are neurotic, or even insane. The most common cause of failure was found to be a lack of general intelligence.

We have agencies at our disposal that will assist us in discovering these unadjusted children and help us to adjust them. Particular reference is here made to the psychologists and research workers. Their testing programs and analyses are indispensable and we should make every effort to understand their work and evaluate their methods. In many cases they will recommend that the thing to do is to readjust the individual to the situation as we have it. For instance, through our adjustment rooms many of the so-called failures can be reclaimed. Of course this cannot be so readily accomplished with one who has inferior mental ability. In such cases the only logical thing to do is to change the environment until it meets the need of the individual. This method of procedure should prevail in a larger number of cases than is now the custom.

Again it is essential that the curriculum be modified. When this study of individual differences was first begun, it was thought that the matter of elimination and retardation could be solved easily by making a new curriculum. This approach to the subject was not very fruitful in results, except where the differentiated curriculum was tried. Where a single curriculum was in vogue the problem remained about as it had been. In other words no curriculum has ever been found that will eliminate these problems, if it is impartially applied to all children attending school. Emphasis must be placed on the fact that different children require different training, particularly with respect to the non-groupables.

Another group of children often considered as non-groupables are the so-called gifted children. The exact scope of the problem suggested by this group is difficult to define. There is no commonly accepted definition as to what constitutes intellectual superiority. Not many years ago it was generally believed that at birth all children were equally endowed with capacity for learning. The old adage, "all men are created equal," used to be generally accepted. In what respect this equality existed was not stated but it was generally assumed to mean that all were equal in ability. In about 1885 Francis Galton, an English psychologist, began gathering measurements of mental capacities. Since then much knowledge has been accumulated and much data gathered showing how greatly human beings differ in mentality.

The methods employed today in mental measurements make possible the sorting of children into groups such as have already been indicated. The super bright child is usually considered as possessing an I. Q. of approxi-

mately 130. The most intelligent children reported up to this time test range between 180 and 190 I. Q. It has long been the practice in this country and countries abroad to segregate bright children for purposes of instruction. Generally this has been done by using the judgment of teachers. Teachers differ very widely in the matter of judgment. Educators, today, realize that the selection of children on this basis has been rather unfair, therefore, selection is now made on a more scientific basis.

An interesting study in this connection is the comparison of the disposition of bright children with that of less gifted children. Terman has made a study along this line and has given us some reliable data. He obtained ratings by parents and by teachers of the character traits of bright children in California. He used the five point scale so that a rating of three would be just average. A consensus of parents' opinion gave a rating of about two, while teachers gave a rating slightly higher for the bright children. This would indicate that both parents and teachers judged the intellectually superior children to be about average in character. It will also be seen that teachers gave these children a higher rating than did the parents. Judging from all the studies that have been pursued along this line, one can draw the conclusion that superior intelligence is accompanied by stronger character traits. It has also been found that these superior generally have a superior physique. Many tables have been given to prove this point. One should guard against drawing any false conclusions from these studies such as that the degree of intelligence depends upon the physique or that one can be changed by changing the other.

The biggest problem in this connection is probably that of the curriculum. What should children be taught and what should be the objectives? The problem is no longer one of selection but rather of instruction. The question then must be answered as to whether there should be an enrichment of the curriculum for the gifted. This will, no doubt, entail a great deal of experimentation. So far, opinions seem to favor the latter but there is no agreement as to what additional subjectmatter would be best.

Still another type of the "ungroupable" child is one that is often called the "minor psychopath." The problem of the psychopath is not so new as it may seem at first. If we will observe those around us closely we can see almost daily indications of psychopathy. In fact, the psychopath shows no trait that may not be seen to some degree at least in those whom we usually call normal. The difference lies in the degree to which these traits stand out or become prominent. Many people are capable of keeping them in such subordination to their other normal traits that they are not easily detected. We see daily children that are given to excessive talking, extreme irritability, anger, overinquisitiveness, uncontrolled feelings and habits, phantasy, complexes of various sorts. With these children the distressing thing is not the lack of intelligence, but rather the peculiarities and irrational habits that they form.

The whole problem is not a simple one, nor have there been very definite methods of procedure outlined to meet it. Many complexities arise in the

solution of the problem, such as the invalidity and unreliability of tests; inability to analyze behavior of children, untrained or excitable psychiatrists; ignorant or disinterested citizens; disposition of the men in the medical profession to devote most all of their time to adults.

The question that arises is: What can we do about it? There are still many people who believe it is the business of the schools to teach the subjects outlined in the course of study, while it is the business of the homes to teach morals. We are breaking away from this conservative attitude, and beginning to realize that it is the school's business to "bridge the gap," as it were, by recognizing these children and giving them the kind of care that their mental condition demands.

There are many things yet to be learned about the treatment of these special cases. One thing is certain, the psychopath must be handled with the greatest care if his nerves are to be saved further shock. We must learn to locate the physical reasons for many of the mental weaknesses. We will need to become more expert in caring for these children so that their natural instincts will be modified in the interests of the entire group.

There is a tendency at present to question the practice of homogeneous grouping according to ability and achievement tests. Some persons go so far as to say that the differences revealed by these tests are not real differences. Furthermore they insist that these so-called differences may be due to early training and they do not necessarily affect the acquisition of skill or knowledge.

Surely there is some truth in this. It is the belief of those who advocate homogeneous grouping that through this method some of the differences may be ironed out. True it is that we cannot always tell with accuracy what the individual's capability is. Our measure of capability is not a perfect one. That does not mean that a difference in capability does not exist, and that it is not measurable to some extent.

Another question, that needs to be answered, is that raised with regard to the limitations of the development of the individual as set by a test. This is a false inference. There is no such limitation set. The truth of the matter is this, some children will develop in ability beyond that of others. If the statement were made that we recognize through our treatment of children that definite limits are set to mental development, that would be a legitimate statement.

The point is raised that by grouping children we do not give equal opportunity to all and therefore it is undemocratic. Because classification recognizes that there is inequality and that every child cannot have exactly the same education he is therefore being robbed of some of his birthright. This reasoning is fallacious. The only equality that exists is one of equality of opportunity, and this is limited according to the individual's capability. It cannot be said that it is an advantage to the dull pupil to give him the same training as that of the bright one. He would only be given the opportunity to fail.

There are many problems that arise in the administration of homogeneous grouping. No solution has been reached and about all we can say is that if the problem really demands a solution, ways and means will be found.

One of the first problems to arise is the one with the time schedule. We must be able to adjust the difference in speed between the slow groups and the more rapid groups. If the difference in speed is as much as a semester, the difficulty can be easily adjusted. However, it does not at all work out that way.

When we have studied the pupils and discovered individual differences in native ability and in achievement, we have really only begun our work. The big question, what is to be done about it, looms up before us then. Certainly we should strive to see that every one is served to the best of our ability.

The following are ways in which adjustments can be made. These are offered by way of emphasis and are given as supplementary points. All pupils should not be expected to carry the same amount of work. Even though we may decide that a number of children have the same ability, the conditions under which these pupils work are so different that their accomplishments will vary greatly. Home conditions are different. Some receive help and encouragement where others do not. Some have time for reading, travel, and other advantages that others do not have.

More work which involves motor activity should be incorporated in the curriculum. We are all ready to say that efficient education is not a process of cramming words into the minds of the children, but are we so ready to say that we are doing our best to stop it? Most ideas are of little value unless they can be applied in some form of outward expression. The old saying, "we learn by doing," needs to be better understood and heeded. Many of those who have long advocated motor training really do not understand its full significance. We hear a great deal about manual training and sewing and handwork of all kinds furnishing activities that show how inaccurate children are in making finished models; how these activities furnish physical exercise; how they impress upon children the appreciation of the dignity of their labor, etc. While all of these are good reasons showing that these activities are needed, they are not fundamental but rather trite sayings passed on from one teacher or supervisor to the other.

Psychologists tell us "that every mental process has a motor accompaniment." To quote from one author: "Even our æsthetic, emotional states in contemplating a work of art probably excite muscular adjustments which would be revealed if properly adjusted instruments could be applied to the body. Muscular adjustments are so closely interwoven with all mental activities that we are justified in saying that they are a part of the entire process which could not come to fruition without them."

With many of these non-groupable children our chief concern should be teaching them motor control, how to stand, walk, run, and play. Health conditions should be given most serious thought such as instructing them in correct breathing, proper diet, how to rest and relax and how to sleep.

ADJUSTING THE GIFTED CHILD

J. S. NANTS

Principal, St. Louis, Missouri

THE MOVEMENT in American public education to search out and foster the gifted child is comparatively a very recent one. So strongly was the advisability of caring for children of widely different abilities felt as a pressing problem by that rare genius, William T. Harris, that he took steps to make better accommodations for these children as early as 1868. While Superintendent of Instruction of St. Louis, Missouri, he devised his plan of dividing the work for each grade into four quarters. Classes were organized in quarter intervals. And in addition he created the short-interval system of promotion, by which pupils in the elementary schools might be promoted every five weeks. Some interest in the matter was kept up after that date. And at other places in the United States steps were taken from time to time to make better provision for different ability groups. In the early part of the present century such men as Van Sickle at Baltimore, Kendall at Indianapolis, Search at Pueblo, Colorado, and Shearer at Elizabeth, New Jersey, made outstanding contributions to meet the problems growing out of individual differences. Following these movements plans for flexible grading have become quite popular, and a great number of cities of the country, small as well as large, have adopted some one of these plans or some modification of it. Many school systems have made combinations by picking out from two or three of the different schemes those features which seemed best fitted to local needs.

By the adoption and execution of compulsory education laws the problems of providing instruction suited to individual needs was greatly complicated. Other influences in American life forced many pupils to remain in the schools who formerly did not enter or, if they did enter, soon withdrew.

So difficult was it for teachers to get the results demanded of them, with the largely increased number of slow and subnormal children in their classes, that they persistently brought to the attention of supervisors and administrators the presence and handicap of these unfortunate children. Administrators, moved by the urge of teachers and their humanitarian and philanthropic tendencies, took steps to make specific provision for those pupils who were morons or lower in the scale of intelligence.

As a by-product of the effort to search out and provide for the unfortunate children, the modern movement to care for the gifted child came about. It received but a modicum of attention until the standardized group intelligence tests were developed. In their use on a large scale to search out intellectually subnormal children for special attention it was discovered that there were a large number of intellectually superior children among those receiving common treatment. In considering the question of retardation as based on mental age these intellectually supernormal children were nearly all retarded and a very large majority of the intellectually subnormal children were accelerated. In addition to finding many intellectually gifted

children, it was found that in almost every room there were some very bright children. So many were found with I. Q. above 125 that the question of special attention was forced onto educators.

Whipple enumerates in a very brief statement some very potent influences that have combined to produce present-day interest in the gifted child. "The study of the psychology of genius, of the factors contributing to the achievements of great men—and the allied studies of mental inheritance; the natural attention to the subnormal child, with its obvious implications of attention to the supernormal child, and the perfecting of adequate instruments for measuring capacity for learning; the reaction against the mechanizing tendencies of the modern system of school grades"¹ have emphasized the advisability of making special provisions for the differing ability groups.

Naturally the supernormal children did not press themselves on the attention of the teachers as did the subnormal, for they were a help rather than a hindrance in realizing the demands made on the teachers by administrators. But their discovery in such large numbers set teachers and administrators generally to thinking.

Many articles began to appear in newspapers and magazines. By 1921 one could hardly pick up an educational magazine without finding something on the question. The attention was not confined to educational literature. Such magazines as the *Outlook* and the *American Magazine*, gave space to it.

This phase of the movement had its climax in Part II of the Nineteenth Year Book of the National Society for the Study of Education and in Part I of the Twenty-Third Year Book of the same society, which were given in their entirety to the consideration of this problem. Between the dates of the appearances of these two year books Dr. Lewis M. Terman was provided a fund of \$50,000 to investigate the question among the children of California. His "Genetic Study of Genius" was the result.

Stimulated by these recent phases of research into the questions of varying abilities measures have been taken by large cities such as Detroit, Oakland, Berkeley, etc., with the specific purpose of taking better care of this part of their school population. However the ground in this field has just been scratched and what has been done has not been done without opposition. There are principals who take all children that are not weak-minded or lower and group them in heterogeneous groups and pass them through the elementary school without retarding or accelerating any pupil. Such a principal is opposed to intelligence tests in any form.

The opposition argues that it is undemocratic to form homogeneous groups. They say that in a democratic society "all men are created free and equal," and that the best preparation for life in such a society is education in heterogeneous groups. They point out the danger of developing or accentuating the inferiority complex in those that are assigned to the subnormal groups. They see a like danger to those that fail in a super-

¹ *Twenty-Third Year Book* of the National Society for the Study of Education, Part I, page 2.

normal or normal group and have to be assigned to a lower group. They believe that it is dangerous to our social order because, they claim, that if those of superior intelligence are given special advantages by society they will be less likely to have the welfare of the larger group at heart. They fear that their sense of social obligation would be weakened especially by homogeneous grouping. If such were the case it would involve "The misappropriation of public funds and, more than that, the actual subversion of these funds to anti-social purposes."¹ They are convinced that these gifted children, if grouped with their kind only, would form a small group consciousness; that they would inevitably feel that the subnormal especially were an unjust handicap to them and "their" society. Some go so far as to represent the danger of giving special care to gifted children as being parallel with starving the lions before turning them into the arena.

Those in favor of searching out and fostering the gifted child base their argument on the welfare of society also. They hear the claim made that the quality of intelligence is becoming lower. When they compare the galaxy of brilliant men who lived and worked in Greece during the two hundred years of its highest civilization and their splendid accomplishments in all the then known fields of higher life with the men and their accomplishments in any equal population during the past two hundred years in any area on the globe they do not feel any great assurance that the quality of intelligence is evolving.² On the other hand they reason, and get unanimous agreement that society is rapidly becoming immensely more complex; that higher quality, greater quantity, and more highly developed intelligence is needed in proportion to the increasing complexity of our society; that civilization will deteriorate, if it does not provide itself with such leadership. They see the hope of civilization's advancing in the leadership of our best talent developed to its maximum. They feel with Counts that, "It is particularly necessary in the complex world of today, cut across as it is by class and racial divisions and violent antagonisms, to bind the individuals of talent to the service of the larger human purposes."³ They reason that the best way to do this is to find and educate for leadership our gifted children. They do not base their reasoning on the principle of equality of opportunity. They do not claim, that because subnormal children are searched out and given special treatment according to their needs, the gifted child is also entitled to treatment specially fitted to his needs. "There is nothing sacred about the gifted child. But his talents are sacred," and he should be brought to regard them so and dedicate them to the service of society. The only safe thing for society is to guide their development to its ends. If any nation is destined to perish, it is that nation that fails to provide the best possible

¹ Counts, G. S. "Social Purposes of the Education of the Gifted Child." *Educational Review*, LXIV (Oct., 1922), 233-44.

² Bixby, H. D. "Case for the Education of the Gifted." *Educational Review*, LXVI (Dec., 1923), p. 258.

³ Counts, G. S. "Social Purposes of the Education of the Gifted Child." *Educational Review*, LXIX (Oct., 1922), p. 244.

educational training for those of its rising generation that show promise of intellectual leadership."¹ "The gifted citizen who recognizes no social obligation is much more dangerous than the ordinary criminal of mediocre or low grade intelligence."² "Each and every one of these bright personalities should be carried to its highest possibilities. Highly endowed children are precious treasures to a nation. To discover and encourage one genius would mean more to a nation than a dozen duplicates of the Cripple Creek gold district in its palmiest days."³

Many experienced teachers and scientific students of this problem state that exceptionally bright children are damaged by being placed in heterogeneous groups and subjected to common treatment. Some of them form habits of shiftlessness that, permitted to function for a long time, become habits of laziness and flabby character. Some energetic, active ones find amusement for themselves to pass away the spare time, and in that way become objects of special attention of an undesirable nature. They can absorb enough by merely listening in to "get by." So they have time left to annoy and cause others to waste time. Thereby they become disciplinary cases and tend to be forced into anti-social attitudes.

It is not fair to hold brilliant children down to the pace set by their less fortunate comrades and thus lower the standards of education for them. Neither is it right to neglect the slower pupil, teach over his head, and waste his time.

The system of markings in operation in most schools is based on comparison of the pupils of the group from the brightest to the dullest. These systems of markings have engendered the spirit of "getting by." By them bright pupils are influenced into the state of mental let-up and indolence consequent on a comparison with pupils at the other extreme.

In the printing industry there are three main kinds of presses: the hand press, still in use in printing our currency, the ordinary motor-driven job press, and the great rotary press of the newspaper office. If each of these were to be operated at one hundred per cent efficiency, we would not expect from them the same output. Yet we rate our pupils, in whom there are differences just as great as in these three types of presses, in just that fashion, and set a definite mark which all must achieve in order to pass.

The result of such procedure is far different from that of ordinary competition. For, in order to treat the weaker pupils with any degree of fairness, allowing them any advance from grade to grade, we must place this passing mark almost, if not entirely, within their reach. Naturally, for all except these weaker ones, it is attainable with an ease far too great, and, secure in their attainment, they are at liberty to cultivate a careless, happy-go-lucky frame of mind to which the habit of diligent, persevering toil to reach a goal that is worth while is a perfect stranger. And with this temptation constantly before them, it is no wonder that many yield

¹ Hellems, F. B. R. "Education Liberal or Limited." *School and Society*, XVIII (Jan. 27, 1923), p. 94.

² Counts, G. S. "Social Purposes of the Education of the Gifted Child." *Educ. Rev.*, LXIV (Oct., 1922), p. 244.

³ Same as "1," p. 95.

and become shallow and spineless, living down to the mark instead of up to it, praying only that they may "get by" in the last reckoning.¹

The argument in favor of special educational provisions for bright children are both social and individualistic. From the former standpoint, society cannot afford the loss entailed upon it by the incomplete development of its most able and competent members. On the individualistic side every child, whether subnormal, normal, or supernormal, has a right to the kind of education which is best suited to his powers and to his needs. There is a moral question involved, also. It is just as important for the bright child to acquire correct habits of work as it is for the dull or average child to do so, whereas in the ordinary class the bright children are likely to have from a fourth to a half of their time in which to loaf, and never or rarely have the opportunity of knowing what it means to work up to the limit of their power. The consequent habits of indolence, carelessness, and inattention, which are so likely to be found under such conditions, might be avoided by the provision for such children of such courses as to fit their peculiar characteristics.²

To avert the ill consequences to both the individual and society, and to convert the gifted children into the social assets of which they are potentially capable certain methods of adjustment have been used.

The method of special promotion by which the super-normal child is kept in the regular class and taught along with the "mill-run," but is permitted to skip a unit of work from time to time has been used for generations. Ever since these intellectually gifted children have been more generally and specifically recognized this method is the one most generally in use. It is the only organization officially recognized in many places to take care of the differing needs and abilities of the gifted among the public school children. The work for each grade is divided into halves or four quarters. By this means a gifted individual may be accelerated without skipping more than a half or a fourth of a grade's work at any one time. Without official recognition, the pupils of many rooms are divided into A, B, C, groups. Thereby the pupils of group A, the brighter pupils, are enabled to progress more rapidly than the normal rate. From time to time there is a reassignment of the groups to places in the whole series of groups. By this method bright children are enabled to progress in groups more rapidly than the normal rate and save time for themselves and expense for society. However the plans for skipping are criticised from many angles. "The plan for permitting pupils to skip a part of the course has the advantage of being easy of operation, so far as surface indications go, at any rate; for it does not interfere with any system of grading or promotion which the particular school has adopted. It is objectionable, however, in that it offers nothing by way of constructive detail and does not partake of the nature of a positive program, rather having the appearance of a mere makeshift. Opportunity to skip a grade usually comes to a child only through a suggestion by the teacher; and unless the school system has some definite and organized way of determining who shall be entitled to skip grades and some method of

¹ Preston, C. E. " 'Getting By,' A Problem of High School Morale." *Educ. Rev.* (Mar., 1922), pp. 214-215.

² *Nineteenth Year Book of the National Society for the Study of Education—Part II*, p. 9.

searching for all pupils who have the ability to do so, opportunity to skip a grade is likely to be the result of the mere chance of obtaining the interest of a teacher who has initiative and energy enough to follow the matter up."¹ In one system it was found that it was two and one half times easier for a pupil to secure a special promotion in the same room than to a higher class in another room although the "distance" between the two classes was no greater in the one case than in the other. Obviously, then, even when the special promotion plan is definitely recognized as a means of securing the advancement of bright pupils, grade lines put a limitation upon a child's opportunity to gain special promotion, and it may very well be that lack of interest on the part of the teacher, "or some other personal factor, is largely to blame for that limitation."²

Such a scheme lacks in that a pupil is not challenged sufficiently by it. He is not likely to feel that he can gain the special promotion, but that it is his teacher's to give. He is likely to get the attitude of waiting and hoping that he will be lucky enough to find favor with his teacher instead of seeing it as a goal to be reached by intelligent and persistent effort on his part.

Most thinkers on this question criticize accelerated promotion through the grades. Some see a danger of inducing or increasing precocity by such acceleration. All see the disadvantage to the one accelerated of finding himself associated with others more mature socially and physiologically. In a study of the accelerated pupils in a large high school, Miss Alltucker found that they stood above the average in scholarship, in physical development for their age. But they were at a great disadvantage in securing important elective offices and getting on first teams. They had to be second men in Rome.³ Most educators regard enrichment as the solution to the problem, and they do not regard acceleration as enrichment. Mr. F. N. Freeman defends acceleration on the grounds that it results in enrichment. He points out that by acceleration the pupil gets experience with more subject matter and different methods than he would otherwise. Mr. Freeman argues that that is enrichment.⁴

Theodore S. Henry, in a study of special classes organized for gifted children, found that in sixteen cities in the United States these classes are operated with a view to enabling the pupils to advance more rapidly than the normal rate. Of these sixteen cities one provided definitely for enrichment as well as accelerated progress. He found two cities in the United States in which special classes for gifted children are operated to provide only enrichment of their curriculum.⁵

¹ Nineteenth Year Book of the National Society for the Study of Education—Part II, pp. 23-24.

² Same, p. 24.

³ Alltucker, M. M. Is the Pedagogically Accelerated Student a Misfit in the Senior High School? Sch. Rev., XXIII (Mar., '24), pp. 197-9.

⁴ Freeman, F. N. "Treatment of the Gifted Child." El. Sch. J., XXIV (May, '24), 652-61.

⁵ Nineteenth Year Book of the National Society for the Study of Education—Part II, Ch. II.

Certain systems have reduced their work to individual teaching.¹ All pupils have the same course of study, but it is so arranged that each one studies, receives help, and progresses as an individual. The work in each subject is divided into units. A job sheet is made for each unit. When a pupil has completed a unit in any subject, he is given the job sheet for the next unit. With the job sheet as guide he goes to work. When he needs help, he knows where he can find it. In this way each pupil progresses at his own rate. This is subject to much the same criticism as the method of special promotions.

The method of homogeneous grouping was described briefly under the method of special promotion. This method is used in various ways from the individual teacher grouping the pupils in her room on the basis of her subjective judgment alone, to large systems having every pupil scientifically tested and grouped on the basis of the results of those tests coupled with teachers' judgment and other data. This provides for rate of progress only. In all I read I did not find that different subject matter or methods were used with different intellectual levels.²

There is a method that combines instruction in heterogeneous groups with instruction in homogeneous groups. In these schemes the work for all pupils for the week is gone over in two, three, or four days of the week. Then the intellectually superior pupils are drawn off and given enriched work while the remainder are drilled, retaught, etc., on the work of the regular curriculum. This offers the opportunity to give the pupils both different subject matter with different methods at the same time keeping them associated with a mill-run group of pupils of their own age.³

The method of forming special classes for gifted children has received much consideration in recent years. It has been experimented with in Cleveland, Indianapolis, Baltimore, University of Illinois, University of California, Southern Branch and many other centers, in the United States. Ideally it seems to possess most of the advantages of all of the other schemes with few of their disadvantages. Unless being associated with a heterogeneous group possesses some advantages this method possesses all the advantages of the other schemes except that of convenience and expense.⁴

There is still another method. The subject matter for each field is divided into units. Job sheets are made for each unit for the different intelligence levels. Both the sort and amount of work on each unit differ for the different intelligence groups. Each pupil is given the job sheets for those of his intelligence group. Some units of work are required of gifted children that are not required of those of lower groups. The job sheets for the gifted give opportunity for and encourage more originality and initiative

¹ Buswell, G. T. "School Treatment of Mentally Exceptional Children." *El. Sch. J.*, XXIII (May, 1923), p. 687 ff.

² *Ibid.*

³ *Ibid.*

⁴ *Ibid.*

than could be expected of the others. Those with marked special talents have chances to exercise and develop those talents under stimulus and guidance.

From the methods described it is seen that there are three variable elements involved: (a) the rate of progress, (b) the subject matter presented, and (c) the method of presentation. It seems that any plan adequately to take care of the gifted child must provide means whereby their special capacities would be developed to their fullest possibilities. To survive and prosper among the nations of the earth, a nation must have leaders in every essential field equal or superior in capacity and development to those of any other nation. To prepare our best for that leadership the plan must incorporate all three of the essential variable elements.

There is another phase to the plan that deserves just as careful attention as the treatment of our gifted children and that is searching them out. Without great care in selecting superior children much money will be wasted on children that haven't the potentialities to make a return to society commensurate with the expense. On the other hand many children would be damaged by the extra stimulus because they are not qualified to profit by it. What elements shall be considered in making these selections? What qualities must a child possess to be considered a gifted child? What tests shall be made to detect these qualities? How shall these tests be made?

Besides those children that are geniuses or possess outstanding talent, such as musical and artistic talent, only those children that are intellectually superior, physically fit, strong socially, and of high moral potentialities should be classed as gifted children and have society's educational opportunities lavished on them.

To determine these facts impartially all children should be given group intelligence tests. Those who stand out prominently in these tests—say have I. Q.'s. of 120 or more—and those, who in the opinion of their teachers, possess marked intellectual power and who have failed to stand out in the group tests, should be given individual intelligence tests. Those who have above a certain I. Q. as shown by these latter tests are qualified intellectually. This intellectual superiority is the *sine quo non* to further consideration. So important is this element that a trained psychologist should be employed to give the individual tests. At this point the parents or guardians of all those who have been found to have superior intelligence should be interviewed and the general plan laid before them. They should be informed of the next step which is a careful and thorough physical examination. Each child of superior intelligence, to be eligible for special treatment as a gifted child should have a sound body. Undoubtedly some children of superior intelligence will be found physically unfit. Others will be found to have physical defects that can be corrected, but which should be corrected at the earliest possible moment. Here the cooperation of the parents or guardians will be required and necessary. Failure to give such cooperation would remove the child from the prospective group.

Finally an examination would be made of those who passed the intelligence and physical tests to determine their social and moral traits. If one, otherwise qualified, were found to be anti-social or immoral, he would be denied admission to the group. These then are the four qualities which should be possessed in unusual degree to qualify a child for membership in these special classes—the intellectual, the physical, the moral, and the social. As has been indicated before, a few should be included because of their possessing marked talents.

The necessity of care and thorough examination of each candidate for admission to special classes for gifted children is demonstrated by studies reported by Claire H. Town. She reports that Dr. Sahaki, of Tokio, Japan, "on a basis of class records and teachers' judgments, selected seventy-nine superior children. He studied these children by means of mental tests, physical examination, and social investigations. Among them he distinguished six types of children.

"The first type showed good mentality coupled with good physical condition, and in addition perseverance, keen intuitions, aptitude for learning, good memory, and slow fatigue period. The second type was quite as well endowed mentally but was handicapped by physical defects. The third type had average mental ability, but could be stimulated to extra effort by teachers or parents. The fourth type was precocious. The fifth type was nervous, timid, and wildly daring, and was tainted more or less by mental disease. The sixth type was advanced intellectually, but poorly developed emotionally and morally, and cruel, heartless, quarrelsome, and tricky. To children of the first type, Sahaki thinks it wise to give extra mental stimulation: they require plenty of mental exercise to keep them growing mentally."¹ The other types would not come in the class of gifted children.

The selection of teachers for these children must be made with great care. As with the children, superior intelligence is the *sine quo non* for selection. She must have a large fund of already accumulated information, keen curiosity, and an aptitude for learning. She must have good health, have an inspiring personality, much originality and initiative, be professionally trained, and above all be interested in the problem of the gifted child and desire to do pioneer work in this field.²

The building and equipment should have two characteristics: a negative and a positive one. In the first place, they should not suggest "school" or any of the formal study and recite activities of the usual school. The usual ways of thinking and acting about a school become so thoroughly worked into the nature of both teacher and pupil that any suggestion of these would be a great handicap in pioneering. Second, the room equipment, etc., should be adapted to the exercise of freedom, originality, and initiative. They

¹ Town, C. H. "Superior Child in Our Schools." Educ. Rev., LXX (Jan., 1923), p. 18.

² Bixby, H. D. "Organizing Classes for Gifted Children." Educ. Rev., LXVII (Apr., 1924), p. 198.

should suggest these things. Individual work, small group cooperation, and large group activities should be easily carried on. Everything in the physical environment should be adapted to the application of methods peculiarly adapted to these children.

As far back as 1916 a carefully controlled experiment was financed by the General Education Board and carried on under the direction of Dr. Guy M. Whipple with a view of studying the vital factors in making proper provision for the education of gifted children. Such factors as their selection, the traits and qualifications of the teacher, the equipment, subject matter, method, etc., were studied. Mr. Theodore S. Henry had immediate charge of the work and gave much time to its supervision*and study. His conclusions as to the adaptation of methods made advisable by the nature of the gifted child seem the most valid of any that I found. I think I can do nothing better than quote his summary of conclusions on this point.

In the special rooms for gifted children, drill should be decreased about 50 percent.

Correspondence with teachers show this to be a prevalent practice in rooms of this kind, and corroborative evidence has been furnished by the work of the experimental room.

Likewise explanation should be reduced about 50 percent in amount, and needs to be given in much less detail than to ordinary pupils.

Emphasis should be placed on the development of the pupils' initiative.

Much use should be made of the "principle of application."

Instruction should be as much as possible by broad, underlying principles, rather than by detached facts.

An important feature of the teacher's method is the development of a proper perspective of the material of instruction.¹

With the selection and treatment of gifted children, there are many other factors concerned such as the time and extent of taking the public into confidence, the whole question of curriculum, rate of progress, discipline, the work of supervisors, trained psychologists, and the visiting teacher.

I shall close this paper by quoting a significant paragraph from Buswell:

There is one principle of psychology on which the treatment of exceptional children must be based. This principle, which is not new, may be stated as follows: A child is educated not by what the school presents to it, but rather by the response he makes to what is presented. The response of a child is determined, not only by the nature of the material presented, but also by his general mental capacity and alertness. A question which produces a vigorous mental reaction from a bright child may produce no reaction at all from his duller neighbor. On the other hand, a simple assignment which produces a genuine response from the dull child will frequently not even secure the attention of the child who is intellectually more alert. Since the child's nature and capacity are determined by factors beyond the control of the school, it becomes the function of education to adjust its work in such a manner that each child will be stimulated to make as genuine and complete a response as his capacity will permit.

¹ Nineteenth Year Book of the National Society for the Study of Education—Part II, pp. 115-116.

AN EXPERIMENT IN EDUCATION FOR SELF-DIRECTION

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THE SUCCESS OF our national experiment in democracy depends upon the degree to which each individual governs himself in accordance with high ideals. Our schools, whose avowed purpose is education of youth towards democratic citizenship, are autocratic in organization and procedure and pupils have little chance to learn self-government therein since all actions during the hours of school are regulated by the dictation and discipline of others. Habits and knowledge thus acquired do not carry over into voluntary activities beyond the school in any degree commensurate with the time and effort spent in their acquisition.

Realizing this, the California State Board of Education in the fall of 1923 determined upon a unique experiment, to be pursued for one year in ten widely separated schools of the state. Its purpose was to discover to what degree pupils might profitably be left free to direct and govern themselves, profitably both from the standpoint of the regular academic work expected in the school and of the children's relation to their extra school environment.

Each one of the selected schools was required to withdraw as far as possible all teacher direction. In place of their usual classroom activities teachers were asked to spend their time getting better acquainted with their individual pupils, studying them against the background of home and neighborhood and selecting all classroom materials in the light of this better understanding. The materials chosen in consonance both with the interests and abilities of the several pupils and with the educational requirements set by the state law would of necessity be varied and involve unceasing study and effort on the part of the teacher, but in their use of these materials the children were to be left entirely without dictation.

In the classroom the teacher was to concentrate on two functions. She was to be ready to interpret the material at hand to any child wishing her help and she was to establish such relationships with her pupils that each one would be stimulated thereby to want to learn. Otherwise the policy was to be "hands off."

As most teachers are unfitted by training and practice for such a program they were asked to pursue a given line of reading and to hold a monthly conference with Mrs. Grace Stanley, then State Commissioner of Elementary Education. Our own school, which to our great good fortune was one of the ten selected, had a special advantage in the city universities situated in Los Angeles. In addition to courses at both which bore on our new problem, Dr. Rogers, Dean of Education at the University of Southern California, organized for our special benefit a class in "Supervision of Instruction," which our entire faculty joined.

As a check on academic progress, each school was asked to make three educational surveys during the year, one at the beginning, one at the mid-term and one at the end. This was done at Macy under the personal

direction of Dr. Raubenheimer, Professor of Education at University of Southern California.

What check we were to make on the extra-school activities of the child as reflecting his voluntary school activities was not determined at the inception of the experiment. There were no standardized rests here upon which to rely, no formulated standards indeed of any sort.

At Macy we had a basis for such observations in social data already compiled. A year earlier we had completed a fairly comprehensive social and economic survey of the school district and for many years we had maintained and kept up to date a personnel catalogue of all the residents of the district, with much detailed information pertinent to our work.

The Macy Street School was and is known in Los Angeles as a Neighborhood School—a school, that is, which has varied its organization and activities to meet the peculiar needs of its own district. To understand and evaluate its modifications it is necessary to know something concerning the conditions of this district.

We are situated in an industrial section, surrounded by factories and bounded on three sides by steam railroads. It is the oldest part of the city, the houses are in extreme disrepair, and the sanitary arrangements poor. Overcrowding is the rule; at the time of the survey there was an average of three persons to every room including kitchens and bathrooms. There were many families of nine or ten persons in two rooms and it was not uncommon to find some of them renting floor space to boarders. Less than half the children had beds to sleep in and very few of them took off their clothing at night. Only fourteen percent of them were accustomed to a family meal.

Unemployment was prevalent. Most of the adults were unskilled laborers, dependent on seasonal work and habituated during certain times of the year to extreme poverty.

The school, which included kindergarten and the first six grades, had an enrolment of about six hundred pupils. The pupils were foreign born or the children of foreign born parents. Sixty percent of the school was Mexican, twenty-four percent Chinese, eleven percent Italian and four percent Syrian. Only twenty-six percent of the parents spoke any English and only thirty percent were literate in any degree. There was found to be an average of five books per family; most of these books were concentrated in the Chinese families and were Bibles, dictionaries, and discarded text books.

To meet the most obvious physical needs of the district the school had already made many modifications of the conventional organization. A swimming pool with showers had been installed so that every child might have a weekly bath. There was a clothing room where any adult or child might secure second hand clothing, paying for it in work about the school. A store of groceries was kept for use in emergency cases or to help such dependent families as for legal reasons could not secure public aid. A cafeteria furnished breakfast and luncheon at prices ranging from one to three cents per dish and meal tickets were provided (also paid for in work) for

those children whose parents could not afford to buy them sufficient food. There was a well equipped day nursery for the babies of working mothers. Excellent free clinics were within walking distance and one teacher was detailed to make the necessary connections and to do all follow-up work with the mothers. On the roof of one of the buildings was an open air class for tubercular children.

The school was continued in the evening with classes for adults and a study room for secondary pupils and children were given the freedom of the grounds both afternoon and evening. Women were offered daytime classes in English, sewing, and cooking.

The school was organized on the departmental plan for third, fourth, fifth and sixth grades, while the first two grades had certain departmental features, such as special teachers in garden, music and swimming. The children were accustomed to moving from room to room, following a set class program.

There was ample provision for work other than academic: a manual training shop, well equipped with machinery; a cooking room where the girls learned practical cookery through preparation of the cafeteria meals; a sewing room fitted with both foot power and electric machines; a weaving room with various kinds of looms; an art room; an auditorium; a large garden; a laundry; a room for industrial arts such as basketry and pottery; and a room designed for a neighborhood sitting room.

The setting for the experiment was adequate. We had at our disposal a school plant already adapted to meet neighborhood needs and to provide interesting and varied activities to the pupils. The faculty accepted the underlying theory of the experiment and was willing and eager to do its share. The city Board of Education formally relieved us of city supervision. All that we lacked was the ability to let go our hold on the pupils. So deeply entrenched was this habit of directing them throughout every activity of the school day that we could not realize at first what was required of us. We rejoiced in our own freedom to experiment but it was a whole month before we began to extend that freedom to the children.

During that first month, however, we made some progress in the choice of classroom materials. With the greatest enthusiasm we outlined for ourselves a new course of study based on citizenship and carried out in the form of classroom projects. In kindergarten and first grades we concentrated on home and family; in second and third grades, on a study of the neighborhood—buying and selling in stores, traffic regulation, public property, local plants and animals, etc., always with reference to the child's own interest and duties. In the fourth grade we undertook from the same point of view the study of the city and its surrounding country. In the two upper grades we began the study of national and world relationships and responsibilities. The teachers gathered a wealth of materials new and fascinating both to themselves and to their pupils and they discovered increasing power of organizing this material attractively and presenting it through ingenious devices.

But at our first monthly conference we were shocked to realize that we had made no actual progress at all in the experiment to which we were pledged, nor had we any clearer perception of how to go about it. We had never left children free and with the best will in the world we did not know how to step aside and let them do the work.

However, the following Monday we really made a beginning. We removed all rules except that the children were required to be on the school grounds during school hours. For the rest, we gave them liberty to do whatever they chose and to do it wherever they liked.

The immediate result was pandemonium. It was only too apparent that the previous education of the children had not established in them either desire or habits of work, that indeed they did not know how to go about working at all without some one to explain every step. They were fully as bewildered as the teachers.

But in a surprisingly short period a sense of order commenced to appear. For their first time in their professional experience the teachers began to sell their wares to customers who were free to refuse to buy, and it put them on their mettle. The children, delighted at the start to have no work required of them, soon turned naturally to work as a pleasure, though the work was many times of a different nature from that which the teacher would have chosen.

It became apparent however that some form of organization was advisable. The pupils were then re-grouped largely according to social homogeneity and a program was made for each group. Thereafter, the members of each group were required to follow a common program, going from room to room as designated. Once in any classroom however, each one was free to occupy himself as he chose. If for any reason he wished to vary his set program he had permission to make up for himself another schedule, which, however, he must follow faithfully thereafter. A large number of children made out such individual programs.

In the various rooms no effort was made to keep the members of any one group together nor was definite work required of any child. Ample educational material was at the disposal of all and the teacher was ready to help at request. Soon it became a real problem to get the children away from their work at recess and noon periods, which are institutions required by state law, and the teachers were often held long after hours because their pupils insisted on staying to finish work.

No report cards nor marks of any kind were given by the teacher to the pupils but many of the pupils were interested in learning to measure their own progress against accepted standards and to keep their individual records.

A school in which the children move about freely, as they might in their own home, and in which they participate voluntarily and whole-heartedly in whatever work they do is bound to present less regularity and appearance of order than one run by teachers' schedules. There appeared at various times considerable noise and confusion but of ordinary discipline there was none.

It is true that long after the majority were studying intently throughout each day there were still some who had not yet adjusted themselves, but these were given unlimited time and one by one all fell in line.

One boy held out for two years. He was twelve when the experiment began. He had been sent us from a development school, which would not keep him any longer because he tormented and hurt the other children. His body was badly crippled and his mind was apparently equally warped. When he came he could neither read nor write and he would not associate with the other children, except to tease those smaller than himself. For two years he attended no classes regularly. Not knowing what to do for or with him, we let him alone, and during most of that time he sat around the grounds or stayed in the school sitting room. Where or how he learned to read and write (his parents were illiterate) is a mystery to this day. At the end of the second year he invited himself to take the annual standardized test, in which, to our overwhelming amazement, he made a fifth grade score.

The following year he went regularly to classes and completed two years' work in one. Today he is in junior high school. In disposition he is a changed boy, quite normal in behavior.

While he is the most remarkable example of educational progress without formal teaching, his story in lesser degree could be repeated again and again in the cases of other children.

The state experiment was not carried by the state board to any conclusion. Statistics were not compared among the ten schools nor was any method whatsoever devised of reporting on social advancement.

Nor did we at Macy at the end of the first year make any attempt at another social survey. We were only just emerging from a state of confusion and beginning to see dimly the way ahead in school administration. We did give the required tests in the four upper grades and we made progress charts of the individual pupils in the two lower grades, measuring each child's accomplishment by the standards of the city course of study. These figures, which we have on file, show quite remarkable progress in academic branches.

We found that during the year almost every child had mastered at least a full year's work. Many had advanced three or four terms. There were very few who had not covered more ground than would have been judged probable under ordinary methods.

The following year we came again under city supervision. The policy of school administration in Los Angeles is exceedingly liberal and schools with ideas to develop are encouraged and helped to develop them. As the Macy Street faculty was united in wishing to continue with the experiment of the year before, we were permitted to do so, the various subject supervisors being most generous in their assistance. Practically the only change was the inclusion of certain materials prescribed for the city schools as a whole.

In the succeeding years we have continued to administer the school along the general lines worked out during the experiment. We are far from satisfied with our methods and our accomplishments but we are all enthusiastic converts to democracy in education.

THE TESTING MOVEMENT IN ELEMENTARY SCHOOLS

WILLIAM H. SMITH
East Orange, New Jersey

IT SEEMS ADVISABLE, in reporting what is done in East Orange, to confine the account to matters that have been found especially interesting or helpful to us. Possibly there is nothing new in them, and perhaps they seem significant only to ourselves.

We are not engaged in research. We think of the whole movement as an attempt to measure somewhat more accurately than formerly the factors in school work. It seems to us that the use of terms like "scientific" and "scientific experimentation," as applied to what is being done not only here but elsewhere, is something to make the judicious grieve. Teachers have always measured their work. To us it seems helpful to confine ourselves to the gradual transformation of measurement from subjective into objective terms.

As we see it, measurement finds its greatest value if it transforms the point of view of the teacher. The purpose of measurement is then to make the teacher more critical of what she is doing. A helpful step in this direction is to make the teacher interested by helping her to get immediate use of the results and helping her to formulate measures for herself. In all three kinds of testing, "intelligence tests," "standardized tests," and "objective examinations," she either has a part in the work or the results are presented to her in a usable way.

When a group "intelligence test" is given throughout the city, it is given by a trained examiner to insure uniform conditions, and then is scored by the teacher of the pupils tested, and the scores and booklets sent to the department of measurement to be checked. This has been found greatly superior, in creating interest, to having the work all done in a central office.

In the "standardized tests" the results are not sent merely to the school, but are given to each teacher in graph form so that she can readily see her own score in relation to that of the city.

As an example of the method used in helping teachers to frame examinations of the objective type, the work in a subject like geography or history is divided into topics and the teachers of a given grade in each school are asked to prepare questions upon one topic according to samples furnished them. From these questions a general test is prepared exemplifying satisfactory kinds of objective examinations.

In another way we make the results of an "intelligence test" meaningful by issuing to each teacher a graph which shows the range of the middle fifty percent of every class in her grade in the city. The variability is always surprising, and brings out the difference in the task of various teachers very convincingly. It also serves as an aid to supervisors, and a challenge to administrators.

We avoid, as far as possible, the use of the terms "intelligence test," "I. Q.," and "mental age" believing that they all are unwarranted by the present state of our measuring instruments, liable to lead to very erroneous conclusions, and quite unnecessary to win all the advantages they are supposed to give. As school men we need not go beyond the fact that these tests correlate well with ability to do school work, and we can well afford to leave alone the question of what is intelligence and how it can be measured. Accordingly, we use the term "school ability tests" instead of "intelligence tests."

The teacher's chief interest is the relation in the "school ability" of her class to her class of last year or to that of the one across the hall. It is from this point of view that she must approach the selection of methods to be used and aspects of work to be stressed. Accordingly, any form of grouping which gives her this relation may be used. We find a very good one to be twelve groups worked out on one-half a standard deviation. In making up these groups we use the scores made by pupils who are of normal age for the grade, limiting that age to one year. For example, we use in forming groups for the sixth grade the scores of pupils in the sixth grade who are from 11 years and 0 months to 11 years and 11 months, in September. It would take too long to follow out all the details and advantages of this plan, but one may be mentioned. The best tests agree fairly well in their distribution of pupils, when expressed in terms of variation from the mean, and the use of groups here described brings out that fact much more clearly than does reference to author's norms which are based on other environments.

It naturally follows that we make no use of "A. Q.'s" and "E. Q.'s" being satisfied, when we give a standard achievement test, with a comparison of our results with those found to be normal for a given grade in our city.

As a regular program the first, third, sixth and eighth grades are given a "school ability test" each year. To this, the second grade and fifth grade are being added this year, and if the tests prove satisfactory will probably be added to the regular program. We have found the Pintner-Cunningham for the first, the Otis Primary for the third, the Otis Intermediate for the sixth, and the Otis Higher for the eighth, fairly satisfactory.

The eighth grade test is given for the benefit of the high school. In addition to the group number derived from this test, there is added to the high school enrolment card of each pupil a letter indicating his rank as a "going concern" based on the judgment of the teachers in the school from which he comes.

Tests in the high school are given at irregular intervals at the request of the principal.

In reading, writing, spelling, integers, and fractions "standardized tests" are given each year, the results being reported back to the teacher so that she can get an idea of the accomplishment of her class in these aspects, in so far as these tests measure them.

We have done a considerable amount of work on arithmetic problems but are still far from satisfied with the measures we have used. Another problem

on which we are working is how to measure accomplishment in reading and finding integers in the first three grades, with sufficient accuracy to act as a check on promotions.

From this summary it will be seen that our practice is quite different in school ability tests and in achievement tests. For the latter, excepting our use of the Thorndike-McCall Test in Reading, we make our own tests or use the various Scales. The tests we make ourselves are constructed on definite principles which make them sufficiently accurate to show growth in particular aspects of the work, while at the same time we do not claim they are scientific instruments. These serve our purpose of developing the idea of measurement without making the unwarranted pretensions which are so often made.

The director of measurements is also the principal of one of the schools. This has seemed to work well inasmuch as he must justify to his fellow principals what is done and is under no temptation to do testing for its own sake. Moreover, as he must give all tests in his own school he has a constant check from his own teachers if he tends to depart from what is practical and worthwhile.

One aspect of the work of the department is the maintenance of a continuous survey book in the office of the superintendent of schools. This keeps at hand and up to date all those aspects of school work which he needs.

In each room of the grades below the high school is kept what is called a Status and Promotion Sheet which gives a complete picture of the class. From this can be obtained by easy summary all the data necessary for child accounting. At the end of the year it serves as a record of promotion, and the summary of the sheets provides the superintendent with all the data concerning acceleration, demotion, promotion both full or on condition, failed, causes of failure, subjects of failure, and causes of leaving which he needs to enable him to keep in constant touch with conditions in the various schools.

The East Orange system has but nine schools, and the work outlined above is carried on by the director and one full time trained assistant. At the outset the work was viewed with some misgivings, but owing to its practical character has grown steadily in the estimation of the principals and teachers.

The work in the future seems likely to develop along the lines of more careful diagnosis and extension of the objective type of examinations into wider fields.

If it seems advisable to develop the idea of measurement among a corps of teachers our experience shows there is no reason why it cannot be effected without great expense or an elaborate organization. In a large system a grouping of the schools into units of five or ten in each unit operating independently for this purpose, is worth a trial. The work can be begun in one unit at a time and expanded as the proven value warrants it.

THE BUDGET SYSTEM

M. E. PETERSON

Principal, 20th Street School, Los Angeles, California

THE BUDGET SYSTEM of controlling expenditures is becoming well nigh universal. It is in operation by well regulated corporations, by large business enterprises, by the government of the United States, by the state government of California and many other places, by boards of education and in increasing numbers by prudent individuals.

The chief argument for a budget system in handling membership dues is that the distribution of the payments to be made enables teachers to join those organizations which they feel *morally obligated* to join without burdening them with too heavy a financial load at one time. A corollary of this is that more members are secured in this way; and that leads us to the question "Why join?"

There are certain teachers each year who are reluctant. As one writer has put it, "Only one teacher out of five is a member of the Association. The other four are willing to ride the band wagon of professional advance without paying the fare." Teachers should join their own professional organizations if they hope to have their calling dignified by the name "Profession." The requirements in membership dues are ridiculously small compared to like requirements from other professions, and even of the trades. For instance, the carpenter pays \$30 for initiation fees and about that amount each year thereafter. The dental profession has an initiation fee of \$30 and monthly dues of from three to five dollars. Doctors of medicine and attorneys at law pay fees which are considerably higher. How picayunish it is for us to quibble over the payment of a paltry \$10 or \$15 a year for the immense benefit we have received and are receiving as a result of cooperative effort, financially and professionally. The whole status of the teacher is infinitely better than it was 15 years ago. The salaries paid are hundreds of dollars a year more than they were.

Some refuse to join their local association because of a real or fancied grievance. However, this is a constantly narrowing group. To the few who remain it should be said that there is little hope of improving a wrong condition by remaining outside, but there is much hope if they lend their aid and their presence from within to correct wrong conditions.

It is time we put membership in our various associations upon an obligatory basis. It is time we quit haggling about our small fees and came to realize that membership in our efficient and powerful organizations would be cheap at \$50 a year.

Tenure is improved but is not yet perfected. There is work to be done. There is need of united strength for the tasks which be before us.

Some plans adopted and in use by various schools of the City of Los Angeles, follow. Only type-plans are quoted—some of them are in use by many schools.

Miss McEachin of Bridge Street school submits the following plan. This is the plan most commonly used in the elementary schools of Los Angeles.

THE BUDGET PLAN OF BRIDGE STREET SCHOOL

Bridge Street school has tried for several years to work out a plan by which every teacher could be induced to join all the professional societies. We finally decided upon the budget plan. A committee of teachers discussed the plan privately with each teacher and found that a large majority of the teachers favored it. It was then brought before a general teacher's meeting where it was unanimously adopted.

It was found that \$10 would cover the entire expense of joining the Los Angeles Teachers' Club, California Teachers' Association and National Education Association and leave \$1 for the social fund of the school. We decided to pay in two installments due the first of October and the first of November. This money was put into the bank and the dues were paid to each association as they fell due. The social fund was given to the social committee to be used when needed. An auditing committee consisting of three members was elected to audit all accounts.

We have secured 100 percent of our teachers to contribute to this fund and think that this plan has solved the perplexing problem of joining professional associations and has created a stronger and more united feeling of personal responsibility to our profession.

Lincoln high school has the following budget which was adopted some time ago. Statements like the following are handed to each teacher at the opening of the fall term. Fees are paid through the student council in instalments and checks are written to the various associations as a whole when they become due.

Similar plans are in effect in several of the high schools. In fact, high schools are better able to adopt such plans than our elementary schools for the reason that the latter are likely to have no considerable student body funds.

FACULTY OF LINCOLN HIGH SCHOOL

LOS ANGELES, CALIFORNIA
To Student Council, Trustee

BUDGET FOR PROFESSIONAL DUES

National Education Association	\$2.00
California Teachers' Association	3.00
Cal. Society for Study of Sec. Ed.	2.00
L. A. High School Teachers' Assn.	5.00
Lincoln Faculty Emergency Fund	1.00

Total \$13.00

A. Payment in full.

Payment in full due Oct. 14, 1926.

B. Payment in installments.

1. Payment due Oct. 14, 1926.	\$6.00
2. Payment due Nov. 11, 1926.	7.00

Lela W. Aultman, principal of the Hooper Avenue school submits the following answer to a questionnaire which comes from the city of Santa Barbara.

In Santa Barbara the budget system was used in collecting for memberships in the three teachers' organizations: Teacher's Club, California Teachers' Association, and the National Education Association. This seemed very satisfactory. Will you please give us the following information regarding it.

1. *Does your teachers' club include both teachers and principals?*

Yes, superintendent and supervisors, everyone.

2. *How was it put over originally—By vote of club members; as request from superintendent or by some other method?*

Recommended by the N. E. A., approved by teachers through building representatives.

3. *About what date was the collection made?*

After first payday in September.

4. *How was the collection made?*

By building representatives.

5. *What was (or is) the teachers' reaction?*

Teachers prefer this method.

6. *Is it now in operation?*

Yes, never have considered dropping it. Has been in operation six years.

7. *If not, why?*

The first essential requirement in putting over the budget plan is that the principal himself be its most ardent advocate.

A RURAL SCHOOL LIBRARY

MARGARET E. WALLACE

Soddy, Tennessee

FEW RURAL SCHOOLS are as fortunate in possessing a library such as has been established in the rural community of Soddy, Tennessee.

This library is a branch of the Chattanooga Public Library, and serves the community of Soddy (twenty miles distant) through the high school as a circulating center.

To Chattanooga belongs the credit of being one of the first cities in the south to make its book stock available to county readers. The necessity for such an action was made evident through the use of the reference room by county pupils, and through the demand of the rural people for library facilities.

An Enabling Act was passed by the state legislature which empowered the county court to appropriate money for aiding in the maintenance of free public library and reading room established within the limits of the county.

Thus did the Chattanooga Public Library establish nine separate county branches. These branches began with about two hundred volumes each,

and from these small beginnings they have grown until the largest contain as many as two thousand volumes.

One of the regular staff of teachers who has had library training is employed as librarian for half time.

The circulation numbers from 2200 to 2500 books a month making an average of over a hundred books a day. These books cover a wide range of subjects—all of those comprised in Dewey's decimal classification. Usually fiction leads the list in circulation, but on eleven days in a recent month the class books outranked the fiction, and those were happy days for the Librarian, whose chief ambition is to get boys and girls to realize that the natural and applied sciences, the arts, and the biographies hold an even greater charm than fiction.

The last book accessioned bears the number 3463, but of course not so many books have ever been on the shelves at one time.

The librarian's report shows that in the classified list, reference books of literature take the lead, with natural science as a close second; then follow those on history and biography, and the useful arts.

In county circulation works on religion came third, while in the city they were next to the last. The percent of books on science used by the county is higher than that of the city, but this may be due to the fact that many city schools have their own libraries.

The far-reaching results of the library in this community may be seen in social, religious, industrial and educational uplift.

For instance, a young miner, who was elected president of a Christian Endeavor Society, came to the library for help and took home a book entitled, "How to Lead Devotional Meetings"; a girl wishing to give a party and who had no means of entertainment found suggestions which she used in the following books—"Fun Book," "Ice-Breakers," and "Bright Ideas for Entertaining"; a young man, an employee of nearby hosiery mill, became interested in the subject of dyeing, and sought books on chemistry; a teacher who is taking a correspondence course would be unable to pursue this course without assistance from the library books; an aged farmer, whose days of usefulness in the fields have passed, finds entertaining occupation in books brought by his daughter from the library shelves; another farmer gets practical help from books on poultry. Such examples could be multiplied indefinitely.

The number of boys and girls who go to college has been substantially increased since the establishment of the library, and no doubt it was a contributing factor in this increase.

The children of families that have been stamped with illiteracy for generations are reading books with a zest and avidity unknown in homes where books have always been plentiful. This has already raised the intellectual standard, so that not a few of these children are now in high school, when before they dropped out of school in the third or fourth grade.

To realize fully the effect of the library on this community we have only to think how impoverished we would be without it.

THE VALUE OF JANITOR'S RATING SHEET

C. E. BEARD

Principal of Trusty, Parker, and Spradling Schools, Fort Smith, Arkansas

TO GET THE most efficient service from the school janitor is an important administrative problem of the principal. A few years ago one of our janitors suggested that he would like to have something similar to the teachers' rating sheet for himself. In accordance with this suggestion we made the following rating sheet in mimeographed form. We found it to be very helpful in stimulating the janitor to put forth his best efforts. It points out to him in a definite way his work and what is expected of him. In one case, a janitor who began to slack in his work found the pressure so great by the faculty that he resigned, a thing that no one regretted.

About four times each year each teacher in the building is asked to fill out a blank by making check in the proper columns. These grades are made into a composite sheet like the example shown below. If there are a dozen teachers in the building for example it would be expected that about that number of grades would appear in the columns following each item unless some teacher felt unqualified to score on some points. The janitor is not shown the individual sheets but is given a copy of the composite sheet. Besides this one, several copies are made. One goes to the superintendent of schools, one to the superintendent of buildings and grounds, and one is filed in the principal's office. By permission of the janitor whose name appears on the sheet below I am reproducing his rating on date given.

JANITOR'S RATING CARD

School—Parker.

Janitor—Mr. J. L. Marts.

Date October 26, 1926.

QUALITY OF WORK DONE:	Poor	Fair	Good	Excellent
Sweeping	..	..	8	6
Dusting	..	2	8	4
Repair work	..	..	8	6
Making new things.....	..	..	5	3
Removing waste paper.....	..	..	1	12
Other things	..	..	3	4
Care of yard	..	..	7	6
Care of toilets, closets, etc.....	..	1	5	4
Mechanical ability	..	1	5	1
PROMPTNESS:				
In answering calls	..	..	1	11
In making repairs.....	..	..	4	9
In other things	..	..	3	6
OTHER QUALITIES:				
Seeing what needs to be done and doing it.....	..	2	7	4
Willingness to do	..	..	..	14
Making helpful suggestions.....	..	..	4	4
Interest and pride in work.....	..	..	..	14
	..	6	68	108

Rated by Parker School Teachers.

THE ALL YEAR SCHOOLS OF NASHVILLE, TENNESSEE

F. K. HENDERSON AND A. E. DARRAH

Nashville, Tennessee

IF IT WERE NOT for the regulations and modifications of the basic laws and principles of government in whatever form it may be found, it would not be possible for those governed to enjoy the fullest measure of liberty consonant with happiness. How true this is in school government may be shown best by the ever-changing regulations in time, scope, and content allotted for the completion of the proper training of youth for the varied duties and responsibilities of life.

In no branch of human endeavor, perhaps, has slower progress been made, until recent times, than in the education of the masses for greater usefulness. Due largely to the fact that colleges and universities, noted for their ultra conservatism, have assumed to prescribe what subjects should be pursued, what scope should be covered, and what portion of each year should be consumed in study. This arbitrary ruling extended down through the secondary schools heralded with the slogan that "That preparation which best fits youth for college best fits them for life." Truly this was an ideal arrangement for the privileged classes however little it meant for the masses. But "times change and we are changed in them." The business of educating a part of the youth, part of the time, has given place to the business of educating all of the youth all of the time.

To break with the old university tradition of part-time training and limited scope of endeavor was an Herculean task, and required a leader of vision, of courage, and of unusual executive ability. Nashville, at the time of this parting of the old ways was blessed with such a leader in the person of a man who, though university bred with post-graduate work to his credit, thought and wrought in the interests of the masses, knowing well, that the moral, intellectual, and physical well-being of any state or nation is dependent upon the common intelligence of its whole citizenry, and that this goal could be reached best by continuous educational process.

Impelled by this conviction, our superintendent called a meeting of his principals on the 22d day of February, 1924, and made known to us his determination to break with the past whereby idleness with its attendant rust and decay, should be enforced no longer upon the teachers, and upon the children under his supervision. Quoting him on that memorable occasion he said in summary: "There is every argument that a school plant, or any other plant costing millions of dollars should not be idle three months in the year. The continuous use of the schools would dignify the work of the teachers by giving constant employment and continuous pay to all. It would require ultimately fewer buildings and fewer seatings. If all took advantage of it, it would require only three fourths of the accommodations. True, it would require twelve months' pay for teachers instead of ten, a twenty percent increase in yearly salaries. But this twenty percent increase in operating expense would produce twenty-five percent increase in product,

besides the inestimable value of the time saved by those who attended continuously."

We were sold the idea and entered into the preliminaries with an eagerness that left no doubt of our earnest desire to see the new plan in successful operation. True, there was an insignificant coterie of restless souls within the corps whose chief endowment consisted in ability to oppose bitterly and energetically any movement for the public good, provided it entailed additional effort on their part. The writer is pleased to report that those choice, by misguided souls have since become reconciled and give evidence of living more useful, as well as more profitable lives. They were just suffering from the effects of part-time employment with its harmful complications.

There were also a few Paleozoic bigots connected with the higher institutions of learning who, completely committed to Archean methods of education, attempted to oppose the new order of things. These together with a few politicians constituted the chief opposition, and furnished their full quota of trials during the transition period.

After studying the History of Education and many pedagogical works in search of arguments for our campaign of education and not finding sufficient comfort, we turned to that treasure house of the wisdom of ages, the proverbs of Solomon. We found them abounding with helpful passages. In the 10th chapter and 5th verse we found what seemed to us a mandate: "He that gathereth in summer is a wise son: but he that sleepeth in harvest is a son that causeth shame." We were rejoiced to find that Solomon was an all-year man, that his dictum was all inclusive, not even exempting Father. Every one was expected to work; the young, the old, the blind, the halt, the lame without regard to race, color, or previous condition. Even the children, when they heard these words, marveled at the wisdom and prophetic vision of that great leader of men who had anticipated our college and university leaders by some thousands of years.

By helpful outlines supplied by teachers, now well informed, the pupils included in the grammar and junior high grades were invited to write compositions and essays on the all-year school with the result that as high as ninety percent in not a few of the schools expressed appreciation of the greater privilege offered to shorten their public school career three years. Hundreds of them quoted papa and mama, especially mama, as being highly in favor of the all-year school. Mama's age-old problem of how to care for her offspring during the good, old, long summer-time was solved at last. And even now, after a lapse of three years we hear echoes and re-echoes of her approval at almost every meeting of the Parent-Teacher Association.

Next the press, that great molder of public opinion, cast its influence on the side of our superintendent and thus became a potent factor in the new movement, deserving indeed, a place in the very front rank of those influences which contributed signally to our success.

Under the new order, the twelve scholastic months consisting of two hundred and forty days are divided into four scholastic quarters of sixty days each. This division of the year allows two weeks at Christmas and two

weeks in June, ample time, indeed, for rest and relaxation for both teachers and pupils, in fact, twice as much time as is allowed in any other all-year business.

Another factor popularizing the summer term was due to a ruling of the superintendent to the effect that all junior and senior high school pupils who failed to finish any year's work in the fall, winter, and spring terms could use the summer term to study and pass in the subjects in which they had failed and thus enter the following fall term free from irregularities. Pupils of this description are required to remain in the classroom only so long as the subject, or subjects in which they failed require for preparation and recitation. Another large class, including all grades is made up of pupils who passed in any, or all subjects, but with marks not creditable and not assuring success in the next higher grade. These attend during the summer term for the purpose of reviewing those subjects with exemption from examination at the end of the term.

The largest class, however, is composed of ambitious boys and girls of lofty aim who study to excel and not merely to "get by" as countless thousands do. These wish to enter upon the duties of life, to do their share of the world's work. They are urged on by a desire to become self supporting, and at the same time relieve their parents of the burden of providing food, raiment, and shelter indefinitely. Others wish to enter college with some professional career in view and by saving all the time possible in transit through the grades hope to enter their chosen field before old age and decrepitude overtake them. The least we can say of them is they are wise in their generation.

The buildings, with their thick walls, their great halls, stairways, entrances, and arches all contribute toward reducing the temperature far below that of the homes, and make the pursuit of lessons a delightful pastime, besides conserving the health of teachers and pupils as shown in repeated examinations by the Health Department.

"Up in the morning early,
By daylight's dawning ray
With our books prepared to study
The lessons of the day"

is almost literally true of the boys and girls of Nashville. For, during the summer term, we begin one hour earlier, and by eliminating certain minor subjects, and shortening the recess periods we are enabled to close our daily sessions at 12.30 P. M. We hurry home for our mid-day luncheon after which, if the weather invites, we may enjoy a season of Nature Study. Out in the parks and woodlands where the birds, and flowers, and all things beautiful are wont to be. Where we can listen to the sparkling brooks as they murmur sweet lullabies on their journey to the sea. Oh! 'tis a grand and glorious feeling to be an all-year teacher "way down in dear old Tennessee."

DALLAS CONVENTION

THE SPLENDID Dallas meeting began at 7.30 A. M. Monday, February 28, with a breakfast conference at the Baker Hotel. Chairman Jessie M. Fink reported for the enrolment committee to an enthusiastic group of nearly sixty members. The report of Committee on Vacation and All-Year Schools was late due to a delayed train. The reports are printed in this issue. The Monday afternoon meeting was well attended. President Pyrtle presided with her usual brilliancy and the audience heard an excellent program by the Symphonic Band and three unusual addresses by Henry Turner Bailey of Cleveland, Mary McSkimmon of Brookline, Massachusetts and F. G. Blair, President of the National Education Association, together with an excellent report by Chairman F. H. Duffy of the Committee on Educational Progress. The topic of the meeting was, "The Fundamental Values of Life."

Tuesday opened with Chairman Duffy meeting with the Committee on Educational Progress at 7.30 A. M. in another lively conference. The afternoon session was directed by Vice-President Eva Pinkston, the capable and clever chairman of the local Dallas committee. Mrs. Albert Smith sang charmingly. The resolutions upon the death of our beloved former President Ide G. Sargeant were presented by Superintendent John R. Wilson of Paterson and were adopted by unanimous vote of the convention, after which the Department stood a minute in silent reverence as a tribute to our former worthy President. Three powerful addresses by Anna Laura Force of Denver, Superintendent M. C. Lefler of Lincoln, Nebraska, and Assistant Superintendent Elizabeth Hall of Minneapolis, Minnesota, repaid those present for their attendance. The theme of the meeting was, "The Responsibility and Opportunity of the Principal." The enrolment committee report by Mrs. Jessie M. Fink gave evidence of the growing force of the Department.

The banquet Tuesday evening in the Crystal Ball Room of the Baker Hotel brought over three hundred principals and guests together. Beautifully decorated with souvenirs of the southland, the tables bore ample witness to the care and efforts of the Dallas Committee and the wit and humor that lent zest to the occasion were matched by the luscious viands and jolly friendship that prevailed. Every person at the splendidly attended dinner took part, as they were in turn introduced by groups representing all sections of our country. Real inspiring helpful addresses were given by Dr. F. G. Blair, J. W. Crabtree, Miss Mary McSkimmon and Dr. Henry Turner Bailey. Exquisite vocal music was rendered by Mrs. M. C. Lefler of Lincoln, Nebraska, and a Dallas quartette.

Wednesday began with the 7.30 A. M. breakfast conference of the Committee on Training and Standards, Mr. Longshore in charge. A fine committee meeting followed. The afternoon session opened with President Pyrtle in the chair and the topic "World Citizenship—The Schools' Responsibility." Addresses by Fannie Fern Andrews, Boston, Dr. A. O. Thomas, Augusta, Maine, and Annie C. Woodward, Somerville, Massa-

chusetts, forcefully and adequately met the challenge of the topic. W. T. Longshore closed the session with a report of the progress of the Committee on Standards and Training. Thursday morning the Executive Committee met with the officers of the Department in a five hour session and transacted important business the minutes of which appear in this issue.

The splendid spirit of all, the five programs prepared by Miss Pyrtle and the excellent organization which the Dallas folk had perfected under the leadership of Miss Eva Pinkston make the Dallas Convention at Fair Park a memorable occasion.

PRESIDENT'S ADDRESS

E. RUTH PYRTLE

Lincoln, Nebraska

IT IS A GREAT pleasure as well as an esteemed privilege to offer greetings to all in attendance at our Department of Elementary School Principals.

I am congratulating you and the rest of our co-workers, who would like to be here with us in this great state of Texas, upon our achievements as an organized group of educational workers, styled the Department of Elementary School Principals.

We have a good running start. We have accomplished much in our six years of existence, but our great work lies before us. Our goal is to interest *all* of the 50,000 elementary principals, so that *all* of the children of our nation may be helped in the largest possible educational way.

We can eventually reach this goal, if our Elementary Department program of standards of work, as reflected in our discussion program meetings, our research studies, our publications of bulletins and yearbooks, committee reports, etc., are so effective that they challenge the attention and the cooperation of every principal and worker in the field of elementary education.

So again I congratulate you, each and every one, upon your unbounded opportunity for service and responsibility for growth not only in numbers but in educational achievements.

THE BOILING POINT IN EDUCATION

HENRY TURNER BAILEY

Director, Cleveland School of Art, Cleveland, Ohio

WATER BELOW 32 degrees is a solid. But at 33 degrees the solid becomes liquid. At 212 degrees another physical miracle occurs. Water becomes an invisible vapor, steam, a thing of such high potentiality that it must be treated with profound respect, like dynamite or "greased

lightning!" Properly controlled it now becomes of incalculable value to man. It is the merest commonplace to say that steam has transformed the industrial life of the world.

The diagram setting forth the history of water is not, therefore, a wedge on its side—it is a dead level floor, a riser and a step, and another riser to the upper floor. It is not like an inclined plane, it is like stairs.

So is it in the process of education. Until a child can read he is a cold solid mass, a dead weight upon society. He is useful only as an icy floor upon which Imperialism can ride in its gilded sleigh with its jingling bells and twinkling lights; he is useful to preserve in cold storage habits and ideals of immemorial antiquity. He can be used to prevent growth of any kind, social, intellectual or spiritual. To men of the imperialistic temper, in whatever realm, in whatever age, ignorance in the masses affords ideal opportunity for exploitation. To a selfish potentate of any kind illiteracy is endlessly useful.

The first aim of education is therefore literacy. The temperature must be raised above 32 degrees. The human ice must become water.

The one who teaches a child to read works a miracle. Think of all the factors involved in bringing the gray matter of a new brain to interpret crooked black marks on paper, into shining thoughts that bring laughter and tears. The day a child learns to read old things have passed away, all things will become new. The ice age is doomed. Sooner or later the desolating glaciers become the Mississippi and the St. Lawrence. Forests and farms, towns and parks, homes and gardens, books and pictures, music and poetry and peaceful prayers of thanksgiving to God are now possible.

But all that is not enough. Hence the second aim of education is liberty—liberty for every individual spirit, freedom for expansion, for self-expression, for high-powered efficiency.

If literacy is the objective in primary schools, liberty is the objective in secondary schools. New subjects added to the curriculum, more intensive training, specialists, and what not, are but means and methods for raising the spiritual temperature to the boiling point, and are inefficient unless they do just that. And all tests and standards of efficiency, all sliding scales, and mid-year promotions, are but convenient devices for measuring the temperature of the water that is being heated. They are all useless when the temperature passes the boiling point. What do they amount to in the presence of a liberated human spirit—a Columbus, an Elder Brewster, a La Salle, a Franklin, a Lincoln, a St. Gaudens, an Edison, a Burbank, a Henry Ford, or any other immortal spirit, no matter how humble, who has passed the boiling point, steamed, expanded, come to a realization of itself as a free self-active individual, a creator, in the image of God?

It is no small task to volatilize the common water of our Democracy as it flows through our grammar and high school rooms, to say nothing of the lukewarm water that pours into college halls. The best equipment in the world, free text books and supplies, scientific methods, standardization, college degrees and university credits cannot do it. Only teachers aflame with enthusiastic love can do it.

There is a profound truth behind the legend of the old Chinese potter who in his determination to achieve a certain translucent ware, threw into his kiln as fuel, not only the wood he had, but his household furniture, and at last *himself*! To free the human spirit, to raise the spiritual temperature to the point where the hot water blows up, the teacher must throw himself into the furnace. Only free self-sacrifice brings free self-consecration. Only a dynamic spirit begets free dynamic spirits. The *sine qua non* in an efficient public school system is an efficient public school teacher—a free spirit with a passion for souls.

O, for a hundred thousand of them right now, to develop in this generation the power necessary to beat our guns into farming tools, our monopolies into profit-sharing guilds, our rivalries into cooperative service; to destroy our slums, beautify our cities, banish graft, clean up our newspapers, develop the moving picture in the right direction, christianize our churches, bring in everlasting peace and the federation of the world.

The passive excellences of water can never achieve the greatest industrial results; nothing but the active high power of super-heated steam can do it; nothing but a democracy of free spirits, dynamic and unafraid, in self-forgetful cooperation for the common good, can realize the divinely inspired visions of humanity.

THE RESPONSIBILITY AND OPPORTUNITY OF THE PRINCIPAL TO THE SCHOOL

M. C. LEFLER

Superintendent of Schools, Lincoln, Nebraska

THE RESPONSIBILITY and Opportunity of the Principal to the School"—you will note contains not only the general theme of this afternoon's program, but it also clearly defines the scope and emphasis intended to be covered.

The entire theme is a comprehensive one including the home, the school, interests of the child himself. Five P's outline the entire subject. The first P stands for the "Parent" and inspires the larger and increasing interest and cooperation which is growing rapidly among "People" generally for the work and worth of the principal.

This responsibility and opportunity you have just heard so ably presented in the emphasis given to the home. There is of course nothing to be added at this point to this phase.

The fifth and last P stands for the "Pupil"—the immediate and at the same time ultimate object of our quest. This phase of the "Principal's Responsibility and Opportunity" will be a most fitting conclusion to this symposium, under the topic, "To the Child." With this field assigned to the special consideration of the next succeeding speaker, every effort will be made at this point to studiously avoid anything which tends to anticipate the presentation which is to follow.

Between these two extremes therefore—"To the Home" and "To the Child" come such remarks as shall be addressed to the "Principal's Responsibility and Opportunity to the School." Here come the second, third and fourth P's, the second to point the responsibility to the "Policy," the third to the "Program" and the fourth to the "Personnel" of the school.

It may be well to call your further attention to the fact that the theme contemplates attention and emphasis upon both "Responsibility" and "Opportunity." For the professional and devoted principal, however, the "Opportunity" to serve his school is a truism. Whatever may be the general truth and application of the old saying that "Opportunity knocks but once"—certain it is that in the school the call is continuous to the principal who assumes the honor and the privilege of directing its activities and its destinies. Opportunity is everywhere! No person in the whole fabric of school organization holds a more strategic command in the field of Opportunity. He is in the councils of deliberation—and at the same time in the front lines of every forward advance.

- Is not the consciousness of large and increasing opportunity a constant prerequisite to the successful assumption of added responsibility?

The "Responsibility of the Principal to the School" will therefore become the center of discussion.

Studies of the work of the principal in his official capacity indicate more than one thousand specific items which enter into his round of duties. There is seemingly no end to the number of different performances which he is called upon to assume as a matter of course in the daily administration and supervision of his office. Let no one assume that these are not important duties, nor because they are so many and so varied and sometimes so trivial, that there is not needed a training and a technique which brings not only keen professional insight, but also sympathy and vision which humanize every official act. The principal who can step ahead fast enough to lead the way is already on the way to added responsibility.

But it is not this overwhelming array of detail and important minutiae which further concerns us here. All of these will be taken for granted.

School is no longer an isolated unit. It is a part of a larger whole. Schools are not to be thought of in *series*. They are only adequately comprehended in systems. And this does not imply the subordination of the teacher, and especially of the principal. It is quite the contrary. Whatever excels at one point must quickly find its application at all points. If the teacher is the very heart of the school, it is equally true that the principal must ever continue as the head and directing genius of the school over which he presides.

A system of schools implies unity and purposeful plans. Broad, constructive, well-defined policies are necessary. Here then is a fundamental responsibility of the principal of a school in the rôle of policy builder. It is not enough to attain distinction for his own school. In fact, the greater the success and achievement at this point, the greater his responsibility comes to give the advantage to all schools—to the system at large—and

when this is done, to share it ever wider and wider, that it may ultimately be felt in the interests of state and nation.

Policies concern the fundamental principles upon which the school is conceived and operated. These imply conscious and purposeful planning. It is a thoughtful process and the responsibility of the principal to the school demands not only the ability to think in terms of adequate and modern school policies, but it calls for an enthusiastic willingness to be ever alert in this respect.

This is but another way of emphasizing the place of leadership which inheres in the person of the principal. Every great professional gathering is a dynamo of creative policy making. The Dallas convention is meeting for this very purpose. Its interests are not narrowed to the work of superintendents, but rather does it challenge the participation and cooperation of all who are working in the broad field of school superintendence. With this viewpoint in mind, it must be apparent to all that the so-called affiliated bodies of this convention are really *not a part from*, but truly an intrinsic part of the very purpose for which this convention has been assembled.

This Principals' Association, reaching the participation and cooperation of the elementary school principals of America, can therefore go forward with confidence that it has real work to do—a real contribution to make, if the policies in American education are to be conceived and applied as becomes the responsibility and opportunity of the principal to the school. And what is true about the principals in their organized relation applies with equal truth to each principal in relation to the local school.

Let us now consider the responsibility of the principal of the school as it pertains to the program. If the principal enjoys a large cooperating opportunity and responsibility in the matter of evolving plans and policies, this responsibility becomes increasingly his in developing programs within his school, which insures a maximum application of these policies. This is not a minor responsibility, for the program of any school touches immediately and continuously the lives and interests of all its pupils. The program is not a mere formulation of time allotments. It is not a mere calendar of subjects. It is not merely a perfectly initiated routine. It is not a series of purely formulated activities. It is in no sense a machine for mechanism's sake. The program is rather a vitalized way of living for every child in the school. It does not leave to chance the ways and means of making progress in the direction of solving the problems of the day which are pressing and real. Nor does it force with blind coercion when there is neither reason nor benefit. The program of the school is a means—a humanizing means. It is not an end—a crucifying end.

Great, indeed, is the responsibility of all of us who are charged in any degree with keeping the system in repair, in operating with a measurable degree of effort without grinding to despair and oblivion the individual differences of those whom the school serves. The principal stands pre-eminently as the pilot at the helm in this important responsibility.

Obviously the program of the school contains not only the integrating elements which insure a community of understanding and appreciation, but it also contains the elements of flexibility and adjustment which give differentiation and adaptation to individual needs. To preserve these elements and at the same time avoid the conflicts so frequently met when one attempts to harmonize the differences between individual interests and generally established common core, calls for insight, vision and devotion in a degree scarcely found in any other profession. To permit the program to shape the child is a limitation freighted with great disaster. It is certain to place "round boys in square holes."

The arrangement of studies and activities in the program of the school may be *per se* in itself, almost a determining influence. It will be certainly so if the touch of understanding and personal interest is not ever present to temper the coldness of form with the warmth of cordiality and the appreciation of human worth. In this responsibility the principal stands at the door of every classroom and beckons the teacher to be ever mindful that the program of every child in the school is intended to lead him in the direction of the truth which shall make him free.

Finally, it is the principal's responsibility to the personnel of the school. If his interests in the policy and program have lain largely in the field of organization and administration, his duties and responsibilities assume large proportions in the field of supervision. Personnel management is always a timely topic. It is doubly so in those phases of personnel work with which the principal deals.

The teacher is truly the heart of the school, but the energy and spirit which she brings to her work is certain at many places along the way to reflect the sympathy and encouragement she has received from her supervising principal. Inspiration is a powerful incentive and without it there is certain reversion to routine and to the feeling of discouragement and defeat. Teachers have an inherent desire to contribute to the general progress and good. Nothing brings this creative participation of the teacher to the fore like the stimulating and inspiring leadership of the principal. To him then the faculty is a constant challenge to his own qualities of inspiration and leadership and perhaps all of his opportunities and responsibilities. None flavors all the rest as does this outstanding characteristic.

But a mere inspiring and leadership personality does not go the whole distance. It is not enough to be merely energetic, and enthusiastic, primary as these qualities are. There are at least two other inseparable demands. One of these is the necessity of riding in the advance guard of training and preparation. There is no stopping point in this respect. Even the best which may be had today, is subordinate in a large way to the better of tomorrow. Teachers in increasing numbers are forging ahead and nothing can be expected to hold their continuous respect and confidence in the administrative and supervisory personnel of the school except full recognition of the fact that while the rank and file has been making progress, the leadership has also been keeping pace. Is it not true that the greatest hindrance to the greatest progress today may easily lie in the fact that the adminis-

trative and supervisory leadership of the *now* is in danger of being run down by the oncoming array of the better prepared? Certainly it is no small responsibility to keep up with the lead.

The other quality is demonstrated capacity for work. "Nothing succeeds like success" and "nothing works like work." Fuss and feathers, bluff and bluster, will not turn the trick. It is necessary for someone to take off the cloak or coat and buckle down to do the job. It is difficult to conceive an effective program for the improvement of teachers in service; or the presence of a well defined reserve basis in the school; or an attitude which fairly comprehends the needs of behavior problem children; or a program of educational guidance which fairly guides; or any other problem of policy, program or personnel without visualizing through it all the unending hours of thought and effort which someone has been capable of giving in order to bring these things to pass. More and more the capacity to demonstrate in terms of *work* will be the measure of how successfully our responsibilities have been carried. And less and less will the chatter of the superficial, or the propaganda of the exploiter, or the mere song of the winds move us from our high purpose to accept our responsibility and opportunity to the school as becomes the profession of teaching which we represent.

THE SCHOOL'S RESPONSIBILITY

ANNIE C. WOODWARD

Somerville, Massachusetts

IN ORDER TO make the schools responsible for a world citizenship, in the last analysis, the teachers will have to do the work. And I suppose, that it is for this reason that I, who represent the teachers, have been asked to speak on this subject.

The school is organized to educate the child. Education means, properly, a drawing forth. It implies somewhat the communication of knowledge; but especially the drawing forth and establishing of the best that is in the child, appearing to others as the formation of habits, attitudes, and cultivation of the emotions. Schools are responsible for the development of the child for citizenship, be it local, state, national, or world; inasmuch as the school gives the child an opportunity for guided tasks equal to his mental age.

No school should feel, however, that it bears the entire burden or responsibility for this training. In every life there are 8760 hours a year. Out of this number the average maximum time spent in school is 40 weeks of 25 hours, or 1000 hours per year. One eighth of the child's time is devoted to direct school influences. Other factors as home, church, and leisure time play an important part in the child's development. The world needs now more than ever an enlightened public to work with the school, that the child can be guided during his entire day in worthwhile tasks, toward a worthy employment of his leisure time.

Tasks should no longer be separate from the life of the child, but a part of his very life; and only as he learns to adapt himself constructively to his immediate environment can his circle of endeavor enlarge until it has become great enough to encircle the world.

Every subject taught offers a field for the better development of a world consciousness, and as the curriculum is undergoing reconstruction in our country today, the thought and attention directed toward citizenship is timely.

As a classroom teacher, I believe that the most important tendency in our schools today is this one of building character through cooperative service. We may be handicapped by the size of classes, lack of text books, and need of an improved curriculum; still we aim to make the pupils strong in service and proud to serve. We must guide the child to choose intelligently between right and wrong, and thereby lessen his heartaches and tears, his selfish tendencies, and touch the soul springs of his life. No child can live or express higher than he thinks. And right thinking should help him to become not only United States-minded, but world-minded. Only as the child is well educated in the knowledge and love of his own people, can he receive a widened moral education on the grounds of humanity. A school's too rapid progress with a development of a world consciousness would be fatal for its permanent growth, because it involves and depends upon so many aspects of home training, the pupil's attitude toward life, his manner of regarding others, and the aim of his accomplishment. His idea of success may be only a money consciousness, without the proper amount of stress being placed upon integrity. "A man's true wealth is the good he does in the world." Here the teacher has her chance to illustrate the success of accomplishment which may bring fame or money without neglecting or resisting the inner voice which calls upon every one of us to live up to his highest capacity.

Let subjects be so taught as to bring forth the expression of emotions and attitudes that form the best habits. Permit the repetition to be continued long enough to establish the habit. Then encourage its use. Our subjects, language, music, mathematics, commercial subjects, history, geography, science, art, offer the usual channels through which we do our work of cultivating ideals, strengthening the will, unfolding personality, and developing power.

Events do not happen; each event is brought about by a combination of circumstances; each of us can contribute to the degree of his influence and power. We must have an education which will hold formal knowledge and develop character.

Character is the outgrowth of the moral principles that guide us in our practical responses to life situations. The development of character must take its origin, in the imprinting of right principles, but it also must require opportunity for practical application of such principles.

Instruction, then, is a necessary element in the formation of character, in order that one may know the right and do it. Such growth would

naturally tend to create a "league of friendly minds," and foster not only the desire to be great but to be good. The power of suggestion through memory gems plays a strong part in helping the pupil to help himself.

A language teacher from a senior high school has used, to develop the imagination, different sayings for theme topics such as, Shakespeare, "All the World's a stage, and all the men and women merely players"; Johnson, "This world, where much is to be done and little to be known"; Walpole, "The world is a comedy to those who think, a tragedy to those who feel"; Disraeli, "The world is a wheel and it will all come round right"; Shelley, "The world's great age begins anew"; and Laertius, "I am a citizen of the world." Every teacher knows and uses a score of such quotations to fit her point, and meet the need, in her work.

History offers a much used field. A teacher in my city uses for a part of the course in United States history, the foreign policies of the United States with their bases and development taught from a national, then a world point of view. Use is made of the words of our great statesman, Charles Sumner, "Not that I love country less, but Humanity more, do I now and here plead the cause of a higher and truer patriotism. I cannot forget that we are children of a common Father, more than we are Americans."

From the grades through the high school geography of its very nature lends itself to the better understanding of a world point of view, according to the teacher's understanding. The interdependence of peoples is readily understood, and vivid ways of illustration present themselves, by giving selected information, using pictures, or diagrams. To illustrate, the study of rubber taken as a product-lesson soon causes the student to realize, that it is indispensable, and that we are dependent upon other countries and peoples. When rightly guided by the teacher, the lesson will arouse an intense interest in statistics concerning the production, transportation, and various manufactures of a well known staple, and leave a kindly appreciation of other parts of the world.

Those who study English, or any other language, are indirectly, unconsciously, imbibing a world atmosphere. And when they reach the eleventh and twelfth grades they will understand the world point of view rationally. Teaching with the aim, clearness of thought, will summon the child's wisdom to dispel the thick mist of lack of understanding of motives, and confused ways of thinking, which are among all peoples. This should help him, in his reasoning, to regard every country as one of the blessed homes of the human family.

Another needed responsibility of the schools is to develop in youth a love of art, a love for the beautiful in everything. It takes time for this cultivation. Art is also common in its aim, which tends to unite us, as human beings, and give us a common understanding, common feelings and common reactions. The thinking public realize this need. In regard to this subject the detective, Burns, says, "Show me the city with the maximum of music and artistic entertainment and I will show you the city with the minimum of crime."

My second way of developing citizenship would be a direct method. There should be a course in citizenship extending from the kindergarten through the high school. A special time might be set aside daily for this work. Direct teaching would then be used to bring forth results.

There are many teachers in service today to whom a world point of view or a new view of the world would be a new experience. Their service and privilege is to examine the conditions, collect the data as found in our generation and with the aid of psychology and sociology to make a clear presentation to their group.

All this is constructive, yet the channel through which this good work will have to be done, and the vital force itself, is the teacher. She is nearest to the child. As she has been trained, and as she realizes her own consecration will she get and keep the particular atmosphere of thought and conduct, in which she and her group are best able to do their work.

No teacher can afford to neglect the tremendous force of personal example which is hers; and she is never absent from her duty to youth. In her training somewhere she has obtained the world point of view, and will guide the child to see what she sees.

An exchange of teachers might well be more used in America as well as between America and other countries, as a means of better understanding. A classroom teacher from England who had been in twenty of our states observing and teaching, for twelve months, by her actual experiences in our American free school system through the Junior College, with its co-educational aim, was awakened and enlightened more, she felt, than she could possibly have experienced by any other method.

I am convinced that it would be well for all schools to feel the responsibility of adopting the sabbatical year for teachers, so that they may not lose touch with the changing conditions of life.

In three sentences let me state, that I believe in school's responsibility for a world citizenship is:

1. To give every child a chance to train for citizenship.
2. To have some means of measurement that will adapt the training to the child's mental age.
3. To provide trained teachers, who have a world point of view, so that they can skillfully guide the child's growth and progress.

ACKNOWLEDGMENT

THE DEPARTMENT of Elementary Principals is indebted to Mrs. J. M. Carnine, Hawthorne School, Fargo, North Dakota, for Vol. III, Bulletin No. 1. Mr. Frank C. Lokes, Supervising Principal of the Weir Mitchell School, Philadelphia, Pennsylvania, contributed Vol. III, Bulletins I and II, and Miss Eva Pinkston, Cumberland School, Dallas, supplied the first Yearbook.

Bulletins Nos. 3 and 4 of Vol I for 1921 are still missing. Who can complete our files with these two items?

VALUES OF LIFE

OUR ONE BUSINESS in life is to get an illuminated vision of what our work ought to be," said Mary McSkimmon, in a characteristically able and eloquent address before the Department of Elementary School Principals at Dallas, February 28. Miss McSkimmon made a powerful appeal for a type of education which will make for "illumination, not mere accumulation," and stressed the need for cultural and spiritual ideals rather than material concerns. She especially emphasized the potency of the use of the finest poetry in "kindling will into action" among even very young children. Referring to the relation of America's enormous wealth to the cultural life of the nation, Miss McSkimmon sounded an optimistically prophetic note when she said, "History shows that the tremendous wealth of a country usually presages a renaissance in the richness of its intellectual life."

THE TEACHER AN AGENT OF INTERNATIONAL GOODWILL

MRS. FANNIE FERN ANDREWS

TO TRAIN UP the young to think and act in the spirit of friendliness and goodwill is universally recognized as an aim of education. Goodwill is a potent factor in the daily round of right living; it makes for harmony and peace within the nation and promotes friendship and justice throughout the world. The teacher can instill no more important precept in the mind of the young than this spirit of goodwill. Such instruction can hardly begin too early. From the first year in school the child, through his gradually widening relationships, should be led to appreciate, either through his own experiences or through the acts of others, the meaning of goodwill and its beneficent results. The resourceful teacher will find no difficulty in teaching goodwill in the lower grades. This is a long recognized method of citizen training. When, however, the teacher assumes to lead the pupil to appreciate and understand the beneficent effects of international goodwill, the whole subject suddenly becomes entangled with patriotism, pacifism, or what has been termed internationalism. The teacher here needs a chart.

Since goodwill promotes friendship and justice throughout the world, no greater service for humanity could be undertaken than to work out such a chart. Some of our outstanding teachers have already prepared a guide for this purpose under the name of "A Course in Citizenship" for the elementary school, and another distinguished group has prepared a special chart for the teaching of American history. For five years they worked on the problem of making a complete course of study in history for the elementary school. The course visions the United States as occupying a position of dignity and usefulness in the family of nations. "With goodwill doing service," that is the spirit which these history books claim for the United States.

Other guides are needed, but perhaps more important than anything else is a broadened outlook for the teacher himself. His experiences should come

into closer contact with the great adventure of international goodwill. The far-sighted plan of one of the great endowments in sending groups of professors and journalists to the centers of Europe for study and observation could be most wisely extended to the teachers of the everyday school who have limited opportunity for contact and study but who hold the key to light and learning in this, our great Republic.

THE TEACHER AN AID TO INTERNATIONAL GOODWILL

AUGUSTUS O. THOMAS

President, World Federation of Education Associations

THE FOUR DEADLY enemies of the progress of spiritual elements in civilization and the happiness of mankind are (1) ignorance, (2) fear, (3) selfishness and (4) intolerance. It is our duty to begin early to eliminate these adverse and destructive elements. If it were possible to set up a series of ideals such as we would like to see embodied in the peoples of the future and could we teach these ideals successfully to the groups of children who come under our care, we could foretell the qualities, characteristics and attitudes of future generations. We could even direct the thought, the motives and the action of the future. Whatever we do must be done by direct teaching during the impressionable years of childhood.

Ignorance is the cause of many of the woes of humanity and the old saying, "Know the truth and the truth shall make you free" is still true. Shakespeare says "Ignorance is the curse of God; knowledge the wing wherewith we fly to Heaven." The teachers of the world are undertaking a program of universal education. They seek to make opportunities widespread and to give everyone his chance. This cannot be accomplished in a year or even a generation, but in due season. A nation cannot expect to establish and maintain a suitable government which protects the individual in his life, liberty and pursuit of happiness when a large majority of its citizens are unlettered. Governments of the people become efficient just in proportion to the spread of education. The education we must undertake today is not only a matter of reading, writing and arithmetic but a question of relationships. When we have taught the children all knowledge, how to measure the stars and to weigh the earth, and the principles of science, we have failed unless we teach them their relationships with their fellows and how to live together.

Fear and faint-heartedness go together. To be constantly apprehensive of evil saps the vitality and courage of nations and races. It is the basis of superstition and distrust. It has promoted great competitive armies and navies and has arrayed man against man and nation against nation. The peoples of the world must become acquainted with each other, must come to understand each other. Nothing will allay mistrust and fear more quickly.

Selfishness is evident as a dominating element. It over-emphasizes our own individual importance and makes us forget the rights and privileges of others. It shows itself in our over-stressed nationalism, in braggadocio and in chauvinism. It distorts our vision until we fail to see things in their

true proportions. The nationalistic spirit which we call patriotism is desirable and even essential but virtue over-stressed becomes a vice.

Intolerance is the restriction which refuses to allow others the enjoyment of their own opinions, chosen modes of worship and the exhibition of national and racial tendencies. It is the basis of bigotry and hazards the peace and happiness of future generations. It, like ignorance, fear and selfishness, is a hang-over of the old barbaric days. Children are free from intolerance. They are open-hearted and open-minded. It is only through their contact with the world that prejudice and intolerance and bigotry are cultivated into them.

The battles of tomorrow will be fought by the babes of today. Wars are usually fought by those who have nothing to do with their inception and their prosecution. The innocent suffers and the guilty goes free. The elimination of international war toward a perpetual world peace is perhaps the greatest and most vital problem before the world. Our patriotism provides that when our nation is in distress, we rally to its support. This is as it should be, but there is no reason why in an advanced age like this we may not educate the peoples of the world to a full appreciation of the value of arbitration, the functions of courts of justice, through which we may settle our international disputes in fair and peaceful means, as in this country neighbor settles his difficulty with neighbor before courts of justice and unprejudiced tribunals.

A CONCEPT OF ALL-YEAR SCHOOLS

STANLEY H. ROLFE

Principal, Wilson Avenue School, Newark, New Jersey

THERE ARE TWO points I would like to stress concerning this type of school, which to my mind are rather pertinent.

First, is there anything in the organization and administration of these schools which gives more opportunity for the school to assume the responsibilities formerly claimed by the home?

Second, is this type of school an attempt on the part of society's social institutions to adjust itself to the changing needs of society?

Some years ago the line of demarcation between the duties and obligations of the home and the school was quite sharply defined. That was peculiarly a time when we were a nation focussing attention on muscle. Society and its demands were comparatively simple. The home was organized as an integral part of the community so that it had opportunity and leisure to exercise supervision to an unusual extent over its members. The school as a part of this community concerned itself in transmitting the so-called human heritage to its members. Its most important function was teaching the three R's. Beyond that it did not go because there was no necessity for it to do so. The home functioned to the entire satisfaction of the community.

Progressing from the educational policy of that day to the policy of the present we find that there is an increasing demand that the school assume

more and more of the rights and prerogatives formerly exercised by the other agencies of the community, namely the church and the home.

Probably the most understandable reason for this change might be described as the scientific attitude which has been developed. We have ceased to place emphasis on muscle and now find that attention is centered instead on nerves. The home is not the complete unity that it was and finds itself confronted with many competing interests. Social conditions have changed so tremendously that it is impossible for the home to exercise its traditional rights and they have gradually been assumed by the school. Is the all-year school particularly fitted by its organization and administration to accept this additional responsibility or does it fail to measure up to these new demands? In its social aspects is it doing more than the traditional type of school for its pupils? Does it because of its curriculum present more opportunity for "learning by doing?" Are its opportunities for training for right use of leisure better than the traditional school?

Schools are accepted as social institutions doing a work of society. The purpose and function of these schools is to routine acts of the community so that the community may conserve its time and energy for other important matters affecting the general welfare. Just as it is necessary for an individual to change his habits and substitute new ones for old, just so is it necessary for social institutions to cease to function after established pattern and adjust themselves to different habits. Society is changing, it is ever in a state of flux. Social institutions are constantly forced to readjust themselves to these changed conditions and the all-year school is an attempt on the part of society's institutions to readjust itself to new, changed, and more complex conditions than the traditional school was able to contend with successfully. In other words there is more opportunity in this type of school to attain social efficiency than in the traditional school. Can this type of school be interpreted to the public with more force and clarity than the traditional type?

GREETINGS FROM SEATTLE

SEATTLE EXTENDS cordial greetings to the elementary school principals of America.

The principal's work is one of unusual opportunity for service, and the Department of Elementary School Principals has been instrumental in developing the broader vision of leadership. It is a privilege to join with the Seattle principals, who are themselves so notable for professional ideals, in welcoming your fine professional organization to Seattle for the July, 1927, meeting of the National Education Association and the Department of Elementary School Principals.

Sincerely,

THOMAS R. COLE,
Superintendent.

SIDELIGHTS ON THE ADMINISTRATION OF ALL-YEAR SCHOOLS

J. S. HERRON

Principal, Lafayette Street School, Newark, New Jersey

SOME THOUGHTS that naturally arise in the mind of a school principal not familiar with the operation of the all-year school are such as the following: "Isn't the plan difficult to operate? With a school year composed of four three-month terms, do not perplexing situations arise therefrom? Does not unrest and lack of stability characterize your school machinery?"

In answer to these questions, I would say that on coming to the principalship of the Lafayette Street School three years ago, I was impressed by these very thoughts. I thought the system was subject to these ills but I have found that they are controllable situations which may be practically eliminated through thoughtful administration. Lafayette Street is an all-year platoon school of approximately 2000 pupils; yet promotion and reorganization take place without a hitch.

The following is our plan:

We promote every three months but, in organizing in September, we plan our school so that a teacher will go on with her class, or classes, for three terms, or nine months, from September to June.

The advantages of this plan are as follows:

(a) Pupil is not subject to the situation of having new teachers at short intervals. He learns to know his teacher and she to know him.

(b) If a pupil fails, he repeats only three months.

(c) The home teacher can be definitely held responsible for the scholastic accomplishments of her classes.

(d) Promotion means only a slight adjustment.

(e) Only one out of seven teachers will have an entirely new class at the beginning of the term.

(f) Little time taken for promotion and reorganization. In this all-year platoon school, with its attendant complexities, it takes only fifteen minutes to make readjustments of promotions at promotion time.

The all-year school, as it operates in Newark, is a practicable, economical and easy system to administer. The world moves—and so does the all-year school.

Time and thought have changed them and the great improvement has come about through improved administration.

A criticism of the Newark organization has been that the June promotion really involved a fifth or additional reorganization. This objection has been overcome through administrative study of the situation. The following will explain: In Newark two plans of school operation go on side by side—the traditional or ten-month school and the all-year or twelve month school. The traditional schools close June 30. The all-year summer term begins June 1 and runs through to the latter part of August. Children in the all-year schools, who do not wish to stay for July and

August, withdraw on June 30. In former years, this meant a complete reorganization on June 30, with the breaking-up of classes, the making of a new program, an actual waste of effort.

Today, all of this is changed. It has been accomplished in the following way:

In preparation for the reorganization on June 1, the all-year principal circularizes the pupils and parents and finds out which children are to stay for July and August and which children are to withdraw. These figures can be gaged with accuracy. At the same time, he learns which teachers are not to stay for the summer months. In organizing his classes on June 1, he first forms classes of those pupils who are to stay for the entire summer. To these classes he assigns teachers who are to stay for the summer. Then he forms classes of pupils who are to leave on July 1 and to these classes he assigns teachers who are leaving on that date. (Please note that he arranges for all of this before June 1.) When July 1 arrives, the organization goes on without the slightest ripple; no new planning is necessary; a definite number of classes with their teachers have withdrawn.

Last year 1450 out of 2000 pupils voluntarily attended for the summer session. During that period, our best work was accomplished. In a teaching force of 45 teachers, only two teachers from outside were assigned for the summer months. The children were happy and healthy, experiencing contacts which produce normal, natural growth and development. The atmosphere of the school is one of ease, of comfort, of happiness. No wonder the children enjoy it. A thought most significant in itself and worthy of the deepest consideration is this: When, after the all-year plan has been operating in the school for twelve years, we find two-thirds of the children, or nearly 1500 pupils, attending voluntarily for the months of July and August—a period when attendance officers have no power and when all pupils are free to follow "vacation life" as they choose—we are forced to the conclusion that the reason for this unusual situation is that the school is catering to the interests of the boys and girls, is giving them something which the street, the playgrounds, the railroads, the canal, the market and "up-town" does not and cannot provide.

THE ALL-YEAR SCHOOL AS AN AMERICANIZATION FORCE

WALTER J. GREENE

McKinley School, Newark, New Jersey

THE MCKINLEY School like all of the other All-Year Schools of Newark, New Jersey, is located in a distinctly foreign community. Out of the 2283 children on roll at the present time considerably more than 99 percent are Italian descent. Eighty-two percent speak Italian in their homes. The school is in a badly congested section and the children seldom go beyond the limits of the Italian colony.

It is also true that the population of this district came from towns surrounding Naples where education is neglected and where poverty is the rule. Since coming to this country, they have so segregated themselves that they have had little opportunity to learn American customs or language. Although some have prospered and accumulated considerable money, they have not the knowledge or desire to live according to their means.

The school is the one place in which the children come in contact with people who speak correct English and who represent American culture and life.

In using the term Americanization, I wish to divest it of all suggestion of national conceit, which has at times offended foreign peoples coming to our shores. I have found, among the Italian people, many whose culture and personal worth is equal to that of any American; but it must be recognized that a very great number of them do not possess such qualities. For the poor, ignorant, unsanitary foreigner, Americanization means the inculcation of habits of cleanliness, thrift, and decent living; education in the English language; and then, along with those who already possess the culture of the old country, they must learn to understand and respect the history and institutions of America. They must be taught to grasp the concept of the person as an individual, his rights, his responsibilities, his vast possibilities of attainment in a land of opportunity.

In this work, the All-Year School is unquestionably superior to the traditional school.

Habit formation requires continuous practice without deviation. The long summer vacation of the traditional school permits the children to revert to old unsanitary habits at a time of year when they most need the uplift of the school atmosphere. Their homes are small, crowded and uncomfortable. The streets are hot and unshaded. The children under such conditions revert almost to barbarism. Their clothing is dirty, soaked in perspiration, and often scanty in the extreme without the style or sophistication of the flapper. The tooth brush is neglected. They forget much of their subject matter and lose their skills in school work. It requires weeks in the fall to get the children back to the point they had reached the previous June.

In the All-Year School the process is continuous. In the hot, humid weather children are taught to keep themselves clean. They learn that they are actually more comfortable in fresh, clean jackets than they are half naked in the hot dirty streets. They learn to recognize dirt and hate it. They learn the delight of cleanliness as they could at no other time of the year.

One of the best features of the summer session is that it is not compulsory. They learn to act through their own choice rather than by compulsion. They get more of a feeling of freedom and self direction than is possible when they know that they must attend, whether they choose to or not.

Continuous pleasant work in comparatively cool, well ventilated classrooms becomes a delight; and there, in close contact with some of the finest and most devoted men and women of America, they learn to love the kind of life which these people represent.

REPORT OF THE COMMITTEE ON STANDARDS AND TRAINING .

W. T. LONGSHORE

IT IS THE PURPOSE of the Committee on "Standards and Training for the Elementary School Principalship" to work out a plan to raise the entrance requirements for the elementary school principalship to that of the high school principalship or of a college professorship, in order that a single salary schedule might be feasible and applicable. Thus talent would be allowed to serve in its chosen field of education; at the same time service would carry with it a dignity which would be recognized by adequate compensation. An elementary school principal ought to have definite ideas on certain matters with which he is concerned. For example, he ought to know how to make a study of the pupil population of his school district. He ought to have some very definite ideas on classroom supervision. The writer is in favor of specific and clearly defined courses for the principal. This does not at all preclude the possibility of giving to the prospective principals a broad general view of education through courses on the curriculum and history of schools. But it does mean that the main part of the principal's training ought to be specific and definite.

The false lines that educators themselves have drawn between the various fields of their work must be abandoned. The idea that rank is somehow associated with the grade of the school is false and distasteful. The Department of Elementary School Principals wants to see the principal of each school rated as the equal of the principal of every other school. The elementary school principal is stepping out on a platform which includes qualifications equal to those of the senior high school principal. It differs in kind but not in quality or quantity. The association of elementary school principals desires to see the elementary schools of the nation under as capable leadership as that now found in the senior high schools. The elementary school offers a splendid opportunity for a life of service, and its duties require as high a degree of intelligence and qualifications as do the duties of the schools where older children are taught. The large elementary schools will be found most satisfactory in the future. The elementary school plants should be as large and as completely equipped as are the plants of the junior high schools and senior high schools.

NOTICE

PRICIPAL CHARLES POTTER, Ranier School, Seattle, Washington, President of the Seattle Principals' Club is chairman of all arrangements for the annual meeting of the Department of Elementary Principals, Seattle, July 4 to 8. All communications relating to local arrangements should be sent directly to him.

REPORT OF THE COMMITTEE ON EDUCATIONAL PROGRESS

FRED H. DUFFY

Principal, Harding Junior High School, Steubenville, Ohio

THE OLD-FASHIONED office-clerk-principal is so rapidly disappearing from the ranks of public educators that, figuratively speaking, he may not even be permitted to die a natural death. From all parts of the country comes the call for the wide awake professional elementary school principal and our survey reveals that all of the outstanding colleges and universities of the nation are offering or planning to offer courses specially designed for the training of the elementary principal. Never before has the country as a unit been so awakened as to the needs of the constructive and initiative principal, largely the outgrowth of the national organization of this group of educators.

Educators everywhere and legislatures for the most part are coming to realize that there is need of the development of the "Three C's" (Culture, Character, and Citizenship) as well as the proverbial "Three R's." That a competent school teacher is the final and determining factor in the rise of public education. That an effective public school system is dependent upon an intelligent and well informed public opinion. That the school exists to serve the child, and they are determined that the curriculum shall be so constructed and adjusted as to be of the greatest possible assistance in helping the child to discover what he can do best in preparing himself for his chosen vocation or profession.

Radio as an educational agent is rapidly coming to the fore. In Ohio it is being used to teach music appreciation. Most modern school buildings are being equipped with this modern convenience and many city school systems are completely equipped with receiving sets through which superintendents and directors come in close touch with every school pupil and teacher at a moment's notice. Its extensive use by colleges and universities for extension work within the next year is predicted.

REPORT OF ENROLMENT COMMITTEE

JESSIE M. FINK

Buchanan School, Grand Rapids, Michigan

SEPTEMBER, 1926, was the month designated by the Executive Board in which to appoint a committee of two hundred to work for the increase of memberships in our Department.

Accordingly, such a committee was appointed. Reams of paper and hours of labor were involved in carrying on the correspondence involved, but members were enthusiastic enough to carry along a steady stream of interest in the great project.

A time limit was set for the drive, the last day of grace determined upon was December 1, 1926, at which time the dues were increased from two dollars a year to three dollars per annum.

Our enrolment today shows an increase of 1327 new members but an analysis of the states shows large areas untouched by our work and a new field to be explored. For instance, not one membership is listed from the state from Nevada, only four members from Vermont, and but five from Maine. Wyoming shows seven, South Carolina, Rhode Island, Mississippi, nine each. New Hampshire, Arizona, West Virginia but eleven each; Georgia, Idaho, Delaware but thirteen each, North Dakota twenty, Arkansas twenty-three, Louisiana twenty-five, Kansas twenty-six, Virginia, twenty-eight.

These are fields to be concentrated upon, and personally I believe we could well afford to emulate the example of our parent institution and put a paid field worker upon the job.

It is not indifference to our cause, nor lack of interest, that many are not with us, but because we do not get into personal touch with them to show the advantages of this organization are; to bring home to individual groups the consciousness from which inspiration and confidence are derived, and the satisfaction of united effort. All this exclusive of the practical help to be obtained from our literature and programs.

The enlistment of memberships should go on at all state education meetings. An active representative at the meetings of local institutes should be ready to take enrolments. He should be supplied with bulletins, pamphlets, blanks and a desk should be provided where he might sit, ready to receive new members. This desk should be in the lobby of the main rooms where sessions are held.

It would be well, early in the fall, to have membership blanks and an adequate supply of interesting literature on the subject sent to every Principals' Club in the country, requesting the secretary to take memberships for our Department of Elementary School Principals of the National Education Association.

The largest memberships are to be found in California, which leads us all with 308. Then follows:

Ohio (second)	269
Michigan (third)	261
Illinois (fourth)	256
Pennsylvania (fifth)	255
New York (sixth)	228
Missouri (seventh)	191
New Jersey (eighth)	192
Massachusetts (ninth)	159
Texas (tenth)	156

We are encouraged by the large increase in our membership during this drive. We must continue to bring in our members until no elementary school principal in this country remains outside our fold.

All this is our responsibility to the childhood of America.

STATEMENT OF RECEIPTS AND EXPENDITURES

COURTLAND V. DAVIS, *Treasurer*

JUNE 1, 1925-MAY 31, 1926

Balance carried forward..... \$917.10

RECEIPTS

Membership dues, 3181 members at \$2.00 each.....	\$6,362.00
Yearbooks sold	1,199.36
Appropriation from N. E. A.....	1,400.00
Profit, Washington dinner, February, 1926.....	26.57
Miscellaneous, exchange, etc.....	1.75
	8,989.68
	\$9,906.78

EXPENDITURES

Printing—October Bulletin	\$429.05
Printing—January Bulletin	392.50
Printing—April Bulletin	448.21
Printing—Fifth Yearbook	2,683.97
Printing—Tickets and membership cards.....	125.75
Postage and stationery.....	1,515.18
Addressograph plates	68.85
Stenographic and clerical service:	
Headquarters	\$366.72
Ide G. Sargeant.....	54.00
Arthur S. Gist.....	217.02
W. T. Longshore	40.50
	678.24
Telegraph and telephone.....	10.26
Convention expense—Indianapolis	78.46
Convention expense—Washington	242.88
Committee on Standards.....	78.91
Miscellaneous expense	11.00
Traveling expense:	
Ide G. Sargeant.....	\$349.03
Jessie M. Fink.....	159.29
Arthur S. Gist.....	589.78
E. Ruth Pyrtle.....	197.06
W. T. Longshore.....	100.14
	1,395.30
	8,158.56
Balance, May 31, 1926.....	\$1,748.22

MINUTES OF EXECUTIVE COMMITTEE MEETING

THE OFFICERS and Executive Committee of the Department of Elementary School Principals of the N. E. A. met at the Baker Hotel, Dallas, Texas, 7:30 A. M., March 3, 1927. Present were President E. Ruth Pyrtle, Secretary W. A. Roe, first vice-President Herbert C. Hansen, second vice-President Mrs. Julia M. White, third vice-President Eva G. Pinkston, Editor Arthur S. Gist and M. E. Peterson, W. T. Longshore and Mrs. Jessie M. Fink, members of the Executive Committee.

The minutes of the Philadelphia meeting of the Executive Committee were read and approved.

Motion made by Mr. Peterson, seconded by Mrs. Fink, that Year Book be published annually in April and the Bulletin in June. Adopted.

Motion made by Mr. Peterson, seconded by Miss Pinkston, that the Department through its president communicate semi-annually with the employing Boards of Education suggesting that the travelling expenses of officers, executive committee members and chairmen of committees be paid by said boards where possible. Adopted.

Mr. Peterson moved, seconded by Mr. Longshore, that the president appoint a committee of three to amend constitution and that committee report at Seattle convention. Adopted. President Pyrtle appointed Mr. Peterson, Mr. Gist, Mr. Roe.

Mr. Longshore moved, seconded by Mrs. Fink, that the price of the Yearbook to non-members be \$2.00. Adopted.

Motion made by Mr. Peterson, seconded by Mrs. Fink, that the Report of the Committee on Standards and Training be printed as the 7th Yearbook and be issued in April, 1928. Adopted.

Motion made by Mr. Longshore, seconded by Mr. Peterson, that the nomination of Mr. Arthur Gist as editor of the 8th Yearbook to be published in April, 1929, be recommended to the Executive Committee at the mid-year meeting of the Department in 1928 and that Mr. Gist be given two years to prepare and instructed to proceed with the preparation of the 1929 Yearbook. Adopted.

Motion made by Mr. Longshore, seconded by Mrs. Fink, that Mr. Gist be paid from current expenses \$500 of the \$1000 honorarium due this year and that balance be paid from current expense during the year 1927-28. Adopted.

Mr. J. V. Pogue of Birmingham, Alabama, and Mr. Masters of Pittsburgh, Pennsylvania, were nominated for membership in the Executive Committee. Mr. Pogue was elected.

Motion made that the Dallas Committee be reimbursed for expense of dinner guests of the Department. Adopted.

Motion by Mr. Longshore, seconded by Mrs. Fink, that the proposed N. E. A. membership plan be adopted and the secretary empowered to cooperate with Mr. Crabtree and Mr. Shankland in the working-out of administrative detail. Adopted.

The president and secretary reported a plan from a series of conferences with Mr. Shankland and Mr. Crabtree dealing with fiscal problems.

I. The enrolment campaign to be continued with special assistance from the office of Secretary Crabtree.

II. The sale of the forth-coming Yearbook to be stressed beginning in March.

III. N. E. A. department to aid through departmental assistance.

IV. The Committee on Standards and Training to make such modifications as might be possible without injury to progress until June 30.

V. The necessary steps to be taken to make available for the Seattle meeting the 1928 appropriation from the N. E. A.

The Secretary was empowered to arrange with Mr. Shankland a library subscription price for the Yearbook and Bulletin of the Department.

The matter of proper provision for registration and enrolment booths with literature, etc., at each state and sectional association was discussed and referred to the chairman of the Enrolment Committee for action and report at the Seattle meeting.

The following resolution was moved by Mr. Peterson, seconded by Mrs. Fink.

"WHEREAS, The Executive Committee of the Department of Elementary School Principals of the National Education Association realizes the serious problem caused by the flood of salacious reading now prevalent throughout the country, therefore be it

"Resolved, That the said Executive Committee herewith endorses in principle the plan proposed by the National Committee for the establishment of a super-magazine for boys and another for girls and lends thereto its moral support with the understanding that the committee assumes no responsibility financial or otherwise."

Adopted.

Committee adjourned to meet at Seattle July, 1927.

WARREN A. ROE,
Secretary.

IS YOUR STATE IN OUR RANKS?

This letter is typical of the attitude of most of the states.

MR. COURTLAND V. DAVIS
Plainfield Public Schools
Plainfield, New Jersey

My dear Mr. Davis:

It was a pleasure for me to present the Department of Elementary Principals of the National Education Association to the principals at our meeting last Friday. Enrolment blanks and informational pamphlets were given to each principal present. I gave a personal appeal and asked each to send in his enrolment blank to you.

Miss Sallie Beavers, Durham, North Carolina, was elected President for the ensuing year. I am sure that Miss Beavers will be pleased to assist you and the Department in any way.

Our meeting was well attended and from the expressions voiced I feel like saying it was a success. I believe that each principal present realized the importance of the elementary principalship and the many problems confronting the elementary principal. Plans were outlined for several surveys.

I feel sure that I voice the sentiment of each principal of the Association when I say that we are strong supporters of the Department of Elementary Principals of the National Education Association and that we will be pleased to help the Department at any time.

Sincerely yours,

E. T. McSWAIN, *President*
North Carolina Elementary Principals Association

OFFICIAL ANNOUNCEMENTS

PRESIDENT E. RUTH PYRTLE visited the schools of Tulsa, Oklahoma, and Kansas City, Missouri, en route home from the Dallas meeting.

Principal B. E. Koonce and Principal J. T. Wade made a most busy, but exceedingly profitable day for Miss Pyrtle, visiting eight of the fine platoon schools of Tulsa. Superintendent P. P. Claxton arranged for a general meeting of the elementary teachers of Tulsa. Miss Pyrtle addressed the teachers on "Fundamental Values in Education." At an enthusiastic evening dinner meeting not only Tulsa principals and supervisors were present, but principals from the surrounding towns of Bartlesville, Sand Springs, Safulfa, Collinsville, Jenks, Broken Arrow, Red Fork and Manford. Miss Pyrtle spoke on the "Responsibility and Opportunity of the Principal." Superintendent Claxton urged all present and all principals of Oklahoma to join the Department. An organization of the principals of North East Oklahoma was started. Principal B. E. Koonce is the President.

Tuesday, March 8, was spent by Miss Pyrtle visiting in the Kansas City schools.

The president of the Principals Club, Mr. W. W. Clement, and Principal W. T. Longshore took Miss Pyrtle through several of the schools of Kansas City.

"It is worth traveling any distance," President Pyrtle said, "to see the exceptional work of the Kansas City schools." At an evening dinner meeting of the principals of Kansas City at the Baltimore Hotel, Miss Pyrtle spoke in the interests of the Department of Elementary School Principals. Kansas City has the distinction of having 100 percent membership in the Department.

The Resolutions Committee of the Department of Elementary School Principals has been announced early by President E. Ruth Pyrtle. This is to give our members opportunity to communicate with the committee relative to matters that should be considered in the Resolutions presented at the Seattle meeting, Thursday afternoon, July 7. Members are invited to send suggestions to committee members.

The personnel of the committee is as follows:

Carl L. Zook, Atkinson School, Portland, Oregon, Chairman.

Genevieve Turk, Scarritt, Kansas City, Missouri.

George M. Davison, Public School 109, 430 Dumont Avenue, Brooklyn, New York.

Ethel P. Glover, 236 Belmont Avenue, Long Beach, California.

Rose A. Pesta, 11941 Parnell Avenue, Chicago, Illinois.

The Nominating Committee for the Department of Elementary School Principals has been named early by President E. Ruth Pyrtle in order that time may be given for careful thought for the report.

The following have been named:

Principal Olive M. Jones, P. S. 120, New York, Chairman.

Principal W. T. Longshore, Greenwood School, Kansas City, Missouri.

Principal Florence Holbrook, Wendell Phillips School, Chicago.

Principal John Merrill, Lingemann School, Detroit, Michigan.

Principal Elizabeth M. Sherman, Jefferson School, 39th and Carrington Streets, Oakland, California.

PROGRAM OF THE SEATTLE CONVENTION

PLYMOUTH CONGREGATIONAL CHURCH, SIXTH AVENUE AND UNIVERSITY STREET—SEATTLE, WASHINGTON—JULY 4-7, 1927

Breakfast discussion meetings and Committee Reports open to all interested members each morning at the Olympic Hotel as follows:

Monday, July 4, 7:30 A. M.

Enrolment Committee Report—Chairman, JESSIE M. FINK, Principal Buchanan School, Grand Rapids, Michigan

All Year Round Schools—Chairman, W. A. ROE, Principal Belmont Avenue School, Newark, New Jersey

Tuesday, July 5, 7:30 A. M.

Committee on Educational Progress—Chairman, F. H. DUFFY, Principal, Harding Junior High School, Steubenville, Ohio

Wednesday, July 6, 7:30 A. M.

Committee on Standards and Training—Chairman, W. T. LONGSHORE, Kansas City, Missouri

Thursday, July 7, 7:30 A. M.

Executive Committee meeting

Tuesday, July 5, 1927, 2:00 P. M.

Presiding—PRINCIPAL E. RUTH PYRTLE, Lincoln, Nebraska, President.

Music: Selected

Greetings: SUPERINTENDENT F. G. BLAIR, President of N. E. A.

Greetings: SUPERINTENDENT J. M. GWINN, President Department of Superintendence

Address: International Gossip: DEAN WILLIAM F. RUSSELL, Teachers' College, Columbia University, N. Y. C. N. E. A. Chairman of Committee on International Relations of World Federation of Education Associations

Discussion from floor of concrete ways of applying principles of International Good Will in Elementary Education

Discussion Leader—MARGARET POORE, Principal Grant School, Oakland, California

Announcement of Committees on Resolutions and on Nominations

6:00 P. M.

Annual Dinner Department of Elementary School Principals, Olympic Hotel

Presiding—E. RUTH PYRTLE, President

Local Chairman—CHARLES POTTER, President Seattle Principals' Association

Wednesday, July 6, 1927, 2:00 P. M.

Presiding—WORTH MCCLURE, Assistant Superintendent of Schools,
Seattle; 2d President of Department of Elementary School Principals

Music: Selected

Greetings: ANNA THOMPSON, President Department of Classroom
Teachers, Kansas City, Missouri

Cooperative Supervision: (time 10 minutes)

Viewpoint of:

The Superintendent—SUSAN M. DORSEY, Los Angeles, California

The Elementary Principal—ELIZABETH MCCORMICK, Superior,
Wisconsin

The Elementary Supervisor—GRACE M. SWAN, Supervisor of
Elementary Education, Pittsburgh, Pennsylvania

The Classroom Teacher—CORNELIA ADAIR, Richmond, Virginia

Report: Committee on Revision of Bylaws—Chairman, M. E. PETERSEN,
Los Angeles, California

Thursday, July 7, 1927, 2:00 P. M.

Presiding—E. RUTH PYRTLE, President

Music: Selected

Report: Committee on Standards and Training of Elementary School
Principals—W. T. LONGSHORE, Chairman, Kansas City, Missouri

Reports (limited to 5 minutes):

Report Committee on Resolutions

Report Committee on Nominations

Report Committee on Enrolment—JESSIE M. FINK, Grand Rapids,
Michigan

Report Committee on Educational Progress—J. H. DUFFY, Steuben-
ville, Ohio

Report of Secretary—W. A. ROE, Newark, New Jersey

Report of Treasurer—C. V. DAVIS, Norfolk, Virginia

Report of President—E. RUTH PYRTLE, Lincoln, Nebraska

Election of Officers

Unfinished Business

New Business

1927 YEAR-BOOK

THE SIXTH YEAR-BOOK of the Department of Elementary School Principals of the National Education Association has just been issued for 1927—Editor Arthur S. Gist, Principal of the B. F. Day School, Seattle, Washington, has assembled material full-maintaining the high standards of the Department. The Year-book might well be read by all college and normal school instructors in addition to superintendents and principals.

The professional libraries of educational schools and the educational alcoves of public libraries will be incomplete unless these year-books find placement upon their shelves. The practical professional contributions from the field are slowly winning a place comparable to that which has been usurped by the special study or theoretical research. When the field study and the laboratory study adequately supplement and check each other, we shall make greater and better educational progress. Place the year-books in your library.

GREETINGS FROM THE SEATTLE GRADE
TEACHERS' CLUB

THE SEATTLE GRADE TEACHERS' CLUB is looking forward with a great deal of pleasure and enthusiasm to the coming National Education Association convention, and is glad for this opportunity of extending hearty greetings and cordial welcome especially to the Department of Elementary School Principals. We are happy that the convention is to meet in Seattle the coming summer not only because we want you to see our beautiful city and to get a first hand view of our splendid school system, for which the high type of service rendered by our Seattle principals is largely responsible, but also because we believe that your visit to our city will bring us an inspiration that will materially benefit us in our future efforts in behalf of the children of America.

May your visit to Seattle likewise prove a benefit and an inspiration to you, and may your stay in our city remain long in your memory as a happy and enjoyable experience.

In the name of the Seattle Grade Teachers' Club, I again bid you welcome!

Sincerely,

MAMIE B. STOECKER,

President.

THE BIGGEST IDEALS

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

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

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 \$3.00 for membership in the Department of Elementary School Principals during the year 1927-28.

Kindly send all publications, including the Seventh Yearbook, to be issued in April, 1928, to me at the address given below.

Name
(Typewrite or print)

Mailing address
(School or street)

.....
(City and State)

My present position is

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