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THE PRESIDENT'S MESSAGE

ARTHUR S. GIST

Frick Elementary School, Oakland, California

THE OPENING of each school year is a time for clear thinking, careful analysis and firm resolution to make the ensuing year the best in the individual's professional career. The elementary school principals of the country should resolve to build a better professional structure on the foundations so rapidly yet wisely and firmly built. It seems absolutely essential at the present time for each group of educators to be organized and to be conscientiously working along lines of greatest professional usefulness.

The Department of Elementary School Principals of the National Education Association is the one big professional organization with which the elementary school principals may be identified and to which the principals may turn for professional assistance and often guidance in meeting their local problems.

As your president, I urge you to assist us in every way possible. One tangible means of rendering immediate assistance is to attend to your own membership dues at once and to give what help you can in securing additional members. How many principals are there who will try

to secure at least one new member this year, right now? You render professional service when you try to enlist the assistance of prospective members, a service to them and a service to our useful organization and to our great profession. Annual membership dues are \$3, which brings to each member three 64-page bulletins containing the addresses delivered at our two national meetings, professional articles and news items of much interest and value. It also brings our yearbook of more than 300 pages. Our goal this year is 10,000 members.

The 1928 yearbook will consist of the report of our Committee on Standards and Training for the Elementary School Principalship. This committee is headed by W. T. Longshore of Kansas City, Missouri. It



ARTHUR S. GIST

President of the Department

has been at work some two years, being assisted by educators of note and the Research Division of the National Education Association staff in Washington. This report will consist of 350 pages and will point the way toward a high type of training for those looking forward to principalships and to those in service, by setting up the right kind of standards for the office and by indicating the kind of training necessary to realize these standards.

The Committee on International Relations is headed by M. E. Peterson of Los Angeles. Mr. Peterson had the rare opportunity of attending the Toronto meeting in July and of conferring with persons of note from all countries. Among other undertakings, this committee hopes to formulate some definite plans to be included in our courses of study, looking forward toward fostering a better feeling and a closer understanding among nations. At this time it seems highly probable that this committee will have a printed report of a most suggestive and helpful nature ready for the members of this Department some time during the present school year.

Other committees, such as the Committee on Educational Progress, will continue to give the usual fine type of service to us.

The plans for a great meeting in Boston are rapidly taking shape. Following is a list of some of the topics likely to be discussed:

1. Character education—its practical aspects
2. Supervision—criteria for judging its effectiveness
3. Visual education
4. Safety instruction

These topics will be discussed by practical administrators who are considered authorities in their respective fields. Any suggestions regarding our programs, topics or speakers, committee and research work, or administrative plans will be gladly received by the president. In fact, the "latch-string" for suggestions is always hanging outside.

Let's work together to make this a significant year in our organization, each working unselfishly in the interest of all principals with no thought of individual honors, political preferment or professional advancement because of service rendered or contacts made.

A COMPARATIVE STUDY OF THE TIME DISTRIBUTION OF RURAL AND URBAN PRINCIPALS

MILDRED ENGLISH

Assistant Superintendent of Schools, Raleigh, North Carolina

THE IDEA of supervision as the prime duty of the principal is being advanced by many educational writers today. Crouch¹ says, "At the present time it is quite generally accepted by those who have given much thought to problems in educational administration that the most important duty of an elementary school principal is the supervision of instruction."

¹ Crouch, Roy A. "The Status of the Elementary School Principal." *The Fifth Yearbook of the Department of Elementary School Principals*, Vol. V, No. 4, 250-257, July, 1926.

McClure¹ found that superintendents of schools expect their principals to devote more time to supervision than to matters of administration or clerical work.

Pollick,² from questionnaires filled out by superintendents of schools in 39 large cities, found that "31, or 89 percent, of the 35 superintendents reporting, state that they consider ability to supervise as one of the 3 most important qualities to be looked for in candidates for elementary school principalships."

A speaker at a teachers' assembly in Raleigh, North Carolina, in 1925, made the statement to the principals' department that school principals were doing nothing but sitting in the office, answering the phone, and checking excuses. The Raleigh principals determined to find out where their time was going and, in conference, worked out a blank for keeping a record of their daily time, using Dr. Cubberley's³ list of the duties of the principal as a basis for the outline and adding to it the items that go to make up the principal's day at any time during the year. Dr. Sherrod's⁴ classification and grouping was made use of in the final revision of the outline. The main divisions into which the duties grouped themselves are (1) supervision; (2) administration; (3) community leadership; (4) professional study and growth; (5) clerical work. A record of the time for a period of two months in the spring of 1925 showed that the major part of their time was going to administrative details.

In the fall of 1925 the superintendent of Wake County told the principals of the large rural schools that they were to be held responsible for the supervision of the elementary grades in the schools of which they were principals. Feeling the need of further study of the distribution of their time, the urban principals invited the rural principals to join them in the study, not only to find how the time was distributed at that particular period, but looking toward the elimination and delegation of certain duties that more time might be available for supervision.

The two groups of principals, in conference, worked over the list of duties used the preceding year by the urban principals, adding to it duties belonging to the rural principals, as transportation. In the main, however, the list of duties was workable for both groups. A discussion of the meaning of each duty and an understanding of the terms used was necessary, that the results might be as nearly uniform as possible.

¹ McClure, Worth. "The Functions of the Elementary School Principal," *The Elementary School Journal*, 21: 500-514, March, 1921.

² Pollick, R. E. "Superintendents' Standards and Policies in the Selection, Appointment and Promotion of Elementary School Principals," *Elementary School Journal*, Vol. 26, No. 2, 107-111, October, 1925.

³ Cubberley, E. P. *The Principal and His School*, Boston: Houghton, Mifflin Company, 1923.

⁴ Sherrod, C. C. "The Duties of an Elementary School Principal," *Peabody Journal of Education*, 1: 135-142, November, 1923.

It was agreed by those undertaking the study that it would be more satisfactory to make the report weekly, and the blank was prepared accordingly. Time given to school duties on Saturday and Sunday was included in the week's total. The method followed by the principals in keeping their time was as follows—each principal kept a small notebook in which was entered the time a duty was begun. When it was finished, the time was noted. For some duties it was sufficient only to note the number of minutes given to it. At the end of the day, the time, in minutes, was entered upon the "time sheet." A place on the blank was provided for recording the time necessary to keep this record. In the final tabulation, the time is shown in the percent of the total time given to each duty.

The time of the principals was kept for a period of six weeks in the fall, and for a period of eight weeks in the spring. Nine urban principals and eight rural principals made reports for the fall period, and nine urban and ten rural principals made reports for the spring period.

The first period is typical of regular work for the principals of both groups with the exception of the giving of tests during one week by the urban principals. The second period included a week of tests and the group center commencements for the rural principals and a week given to the reorganization for the spring semester in the urban schools. This span of time may be considered as representative of a complete distribution of the year's work in that it includes a phase of all of the major activities of the school year. (Rugg says that a study of a carefully selected group will give approximately the same results as a study of the whole.)

Included in the groups making the study are teaching and non-teaching elementary school principals, and non-teaching high school principals, in the urban schools, and teaching principals of combined elementary and high rural schools. Since the principals of the rural combined elementary and high schools had as their chief work for the year the supervision of the elementary grades in their respective schools, the time reported by the principals of both rural and urban schools is largely for the work with the elementary grades.

Statement of the problem—The purpose of this study has been to compare the time distribution of the rural principal with that of the urban principal; to analyze the time given by both rural and urban principals to the various duties that go to make up the principal's day; to compare the time of the principals making this investigation with the time given to similar duties by principals as reported in available studies; to compare the time of the rural and urban principals given to the various duties with expert opinion as given in contemporary professional literature.

Briefly, the study undertakes to answer the following questions:

1. How does the time distribution of the rural principal compare with that of the urban principal?
2. How does the percent of time given by the rural principals to supervision, administration, community leadership, professional study, and clerical work compare with the time given to these duties by the urban principals?

3. How does the percent of time given to each duty by rural and urban principals compare with the percent of time given to such duties by principals as reported in available studies?

4. How does the percent of time given by rural and urban principals compare with expert opinion as expressed in contemporary professional literature?

A study¹ is reported of the importance of functions in actual practice as observed by 13 university professors which gives administration first place; clerical duties, second; supervision, third; community leadership, fourth; and professional study and growth, fifth. It is interesting to note that the time distribution of the two groups of principals in this study differs from that report only in that supervision comes second and clerical work, third. The rank of the duties upon the basis of time emphasis of the rural and urban principals in this study also follows the order found by Seattle² principals after a week's study of their time, and that of the Detroit³ principals, as well.

The Los Angeles⁴ principals rank administration and constructive organization, first; routine activities, second; learning activities, third; imperative and emergency activities, fourth; and professional study, fifth. By a study of the outline used by the Los Angeles principals, the first two divisions are found to include the items classed as administration and clerical work in this study. "Learning activities" would be classed as supervision, which, with them has third place; with the principals in this study, second. Professional study is ranked fifth by the Los Angeles principals, also.

In the Ohio⁵ study the principals who give approximately as much time to teaching as do these principals, put teaching first; classroom supervision, second; administration, third, and clerical work, fourth.

In a study by Mr. Crouch,⁶ of the elementary principalship in the United States, supervision of instruction exceeded all other functions. His classification is not such that the comparison can be carried further.

A comparison of the actual distribution of the time of the rural and urban principals included in this study with the distribution of the time of

¹ McClure, Worth. "The Functions of the Elementary School Principal," *The Elementary School Journal*, 21: 500-514, March, 1921.

² McClure, Worth. "The Functions of the Elementary School Principal," *The Elementary School Journal*, 21: 500-514, March, 1921.

³ Bates, Guy. "Functions of the Elementary School Principal," *Journal of Educational Method*, Vol. IV, 178-184, January, 1925.

⁴ Kuehny, Menlo S. "The Effect on the Use and Distribution of the Elementary School Principal's Time by the Adoption of Daily Schedules or Programs," *Department of Elementary School Principals*, Bulletin, Vol. V, No. 1, 42-51, October, 1925.

⁵ Connors, F. Herrick and Morrison, J. Cayce. "The Influence of the Size of City upon the Work of the Elementary School Principal," *Educational Research Bulletin*, Vol. V, No. 3, 45-59, February 3, 1926.

⁶ Crouch, Roy A. "The Status of the Elementary School Principal," *Fifth Yearbook, Department of Elementary School Principals*, Vol. V, No. 4, 250-257, July, 1926.

the Detroit¹ and Ohio² principals and with the times estimated as ideal by university professors³ is given in Table I.

To supervision the rural principals in this study give a smaller percent of time than do the Detroit⁴ principals and approximately the same percent of time as do the Ohio⁵ principals, while the urban principals exceed the percent of time of the Ohio⁶ principals. Both groups fall very much below the ideal as estimated by the university professors,⁷ by the Detroit⁸ and by the Ohio⁹ principals.

In administration, the principals represented in the groups studied exceed the percent of time given by Ohio¹⁰ principals to this function, but fall short of that of the Detroit¹¹ principals. A larger percent of time is given to administration by both groups than the percentages estimated as ideal.

The rural principals give a smaller percent of time to clerical work than the percent estimated as ideal by the university professors, while the urban principals give approximately the same percent of their time to this phase of the work. Ohio¹² principals spend a smaller percent of time in teaching than do either the rural or urban groups in this study.

How does the percent of time given to daily routine by the rural principals compare with that of the urban principals?—Approximately one fourth of the time reported for administration by each group is given to daily routine. The urban high school principals give the largest percent of their time to this phase of the work. The teaching principals in both urban and rural schools give less time to daily routine than do the other two groups.

Table II shows the comparison of the percent of the total time given to the duties under daily routine by the rural and urban principals.

¹ Bates, Guy. "Functions of the Elementary School Principal," *Journal of Educational Method*, Vol. 4, No. 5, 178-184, January, 1925.

² Connors, F. Herrick and Morrison, J. Cayce. "A Contrast of the Preparation and Work of Men and Women Elementary School Principals," *Educational Research Bulletin*, Vol. IV, No. 17, 255-260, November 18, 1925.

³ McClure, Worth. "The Functions of the Elementary School Principal," *The Elementary School Journal*, 21: 500-514, March, 1921.

⁴ Bates, Guy. "Functions of the Elementary School Principal," *Journal of Educational Method*, Vol. IV, No. 5, 178-184, January, 1925.

⁵ Connors, F. Herrick and Morrison, J. Cayce. "A Contrast of the Preparation and Work of Men and Women Elementary School Principals," *Educational Research Bulletin*, Vol. IV, No. 17, 355-360, November 18, 1925.

⁶ *Ibid.*

⁷ McClure, Worth. "The Functions of the Elementary School Principal," *The Elementary School Journal*, 21: 500-514, March, 1921.

⁸ Bates, Guy. *Ibid.*

⁹ Connors, F. Herrick and Morrison, J. Cayce. *Ibid.*

¹⁰ *Ibid.*

¹¹ McClure, Worth. *Ibid.*

¹² Connors, F. Herrick and Morrison, J. Cayce. "A Contrast of the Preparation and Work of Men and Women Elementary School Principals," *Educational Research Bulletin*, Vol. IV, No. 17, 355-360, November 18, 1925.

TABLE I.—COMPARISON OF ACTUAL AND ESTIMATED IDEAL PERCENTAGE OF DISTRIBUTION OF TIME OF PRINCIPAL

	Supervision	Administration	Clerical work	Community leadership	Professional study	Teaching	Other duties	Total
Rural Principals, Spring.....	15.3	36.1	8.0	6.2	3.2	26.8	4.3	100.0
Rural Principals, Fall.....	23.7	33.2	6.5	4.6	2.8	25.4	3.8	100.0
Urban Principals, Spring.....	26.1	43.6	10.2	4.9	2.9	9.7	2.6	100.0
Urban Principals, Fall.....	29.6	41.4	9.2	4.4	2.4	10.2	2.8	100.0
Detroit Principals ¹	36.0	51.0	10.0	3.0	....	....	....	100.0
Ohio Elementary Women ²	18.3	14.8	10.9	....	....	48.8	7.2	100.0
Ohio Elementary Men ³	17.5	19.9	14.2	....	....	41.1	7.6	100.0
Estimated as ideal, Detroit Principals ⁴	46.0	22.0	7.0	....	....	....	25.0	100.0
Estimated as ideal, Ohio Women ⁵	37.7	19.7	8.2	....	....	25.6	8.8	100.0
Estimated as ideal, Ohio Men ⁶	38.7	24.9	8.8	....	....	17.9	9.7	100.0
Estimated as ideal, University Professors ⁷	40.0	20.0	10.0	....	....	....	30.0	100.0

¹ Bates, Guy. "Functions of the Elementary School Principal," *Journal of Educational Method*, Vol. IV, No. 5, 178-184, January, 1926.² *Ibid.*³ Connors, F. Herrick and Morrison, J. Cayce. "A Contrast of the Preparation and Work of Men and Women Elementary School Principals," *Educational Research Bulletin*, Vol. IV, No. 17, 355-360, November 18, 1925.⁴ *Ibid.*⁵ *Ibid.*⁶ *Ibid.*⁷ McClure, Worth. "The Functions of the Elementary School Principal," *The Elementary School Journal*, 21: 500-514, March, 1921.

Care of building and grounds appears as the first duty under daily routine. A well-managed, well-ordered school building is necessary for good work. Mr. Coulbourn¹ says "No principal is ready for classroom supervision until he has so organized his school that it will promote ideal conditions for teaching; until he has planned an effective and smooth school management that will carry over into the classroom and inspire the faculty to better teaching; until he has set up definite, concrete objectives for his school and until he has set up with his faculty a definite supervisory program." The time given to the care of buildings and grounds is approximately the same for the different groups. The urban elementary non-teaching principals lead, slightly, the rural principals rank second, the urban high school principals, third, and the urban elementary teaching principals, fourth.

The largest percent of time given to any single duty under daily routine goes to management of pupils, which included management of pupils on the playground, before and after school, in the cafeteria or lunchroom, and in the dormitories, in the rural schools, as well as cases of general and special discipline, cases of tardiness, absence from school, and first-aid.

To management of pupils, the non-teaching principals give most time. The teaching principals, urban and rural, must necessarily delegate more of this work than the principals who are not teaching. If a good executive is judged not so much by what he does as by what he gets others to do, then the efficient principal will not allow his time to be occupied with routine matters that could be delegated to others. As guiding principles in delegating work to teachers and assistants, Mr. Coulbourn² says the principal should

- a. Never do himself what someone else will do just as well as he would.
- b. Concern himself mainly with those things which he alone can do, or which he can do better than others.

In a study of the preparation and work of men and women elementary school principals in Ohio,³ made by the Department of School Administration, Ohio State University, the principals were requested to list the administrative duties consuming most of their time. Both men and women were in accord in listing the five items of primary consequence as (1) discipline, (2) playground supervision, (3) conferences with teachers, (4) conferences with parents and (5) supervision of attendance.

¹ Coulbourn, John. "Responsibility of the Principal for Improvement of Classroom Teaching in His School." *Baltimore Bulletin of Education*, Vol. IV, No. 8, 147-150, April, 1926.

² Coulbourn, John. "Responsibility of the Principal for Improvement of Classroom Teaching in His School." *Baltimore Bulletin of Education*, Vol. IV, No. 8, 147-150, April, 1926.

³ Connors and Morrison. "A Contrast of the Preparation and Work of Men and Women Elementary School Principals in Ohio," *Educational Research Bulletin*, Vol. IV, No. 17, 355-360, November 18, 1925.

TABLE II.—COMPARISON OF THE PERCENT OF THE TOTAL TIME GIVEN BY RURAL PRINCIPALS TO THE DUTIES CONSIDERED UNDER DAILY ROUTINE WITH THAT GIVEN BY URBAN PRINCIPALS

Daily routine	Rural				Urban							
	Elem. and high teaching		High school non-teaching		Elementary non-teaching		Elementary teaching*		Total			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Care of Building and Grounds.....	3.8	3.6	3.4	2.4	4.2	4.3	3.1	4.0	3.8	3.9	3.8	3.9
Management of Pupils.....	12.7	6.8	23.3	13.4	15.8	15.5	10.5	12.0	15.7	14.3	15.7	14.3
a. On Playground.....	6.1	3.1	3.9	0.9	5.9	3.9	6.3	6.5	5.7	4.0	5.7	4.0
b. Before and after school.....	2.5	2.8	9.1	3.8	3.0	3.2	0.2	2.0	3.3	3.0	3.3	3.0
c. General and Special Discipline.....	1.4	0.1	3.5	6.3	2.8	3.2	0.7	1.3	2.4	3.3	2.4	3.3
d. Absences and Tardiness.....	0.8	0.2	3.9	2.3	1.4	1.5	0.8	0.7	1.6	1.4	1.6	1.4
e. In cafeteria.....	1.8	0.0	2.7	0.1	1.9	3.1	2.5	1.4	2.2	2.2	2.2	2.2
f. First-aid.....	0.1	0.2	0.2	0.0	0.8	0.6	0.0	0.1	0.5	0.4	0.5	0.4
g. Dormitories.....	0.0	0.4*	...	...	...	...	...	...	...	...	...	...
Organization.....	5.4	0.7	2.1	33.3	3.1	4.6	1.6	0.0	2.6	8.3	2.6	8.3
Assembly.....	3.5	3.4	1.5	2.6	0.9	0.7	1.8	0.8	1.2	1.1	1.2	1.1
Telephone.....	0.2	0.8	4.4	5.9	1.4	1.5	1.6	1.0	1.9	2.0	1.9	2.0
Lunch Period.....	0.0†	2.5	4.9	3.9	2.1	2.2	3.1	2.5	2.8	2.6	2.8	2.6
Total.....	25.6	17.8	39.6	61.5	27.5	28.8	21.7	20.3	23.0	32.3	23.0	32.3

* Reported by two principals only.

† Probably observed the regular noon hour of the school.

How does the percent of time given by the rural principal to supervision compare with that of the urban principal?—It is necessary that the principal see to it that the machinery of the school is running smoothly if he is to have a successful school. After that is done, the most serious problem that confronts him is how to improve classroom instruction, for supervision is the most important as well as the most difficult of the principal's work.

Mr. Stauffer,¹ in a study to determine the amount and kind of supervision done by the junior and senior high school principals of a certain Ohio city, says, "Every interview brought out the fact that clerical, administrative, and disciplinary duties were so heavy that no time was left to give supervision more than passing attention."

Mr. Coulbourn² says, "Although organization, administration and routine matters of school management are vitally important and should be designed to produce effective classroom instruction, the real test of a principal's efficiency lies in the effectiveness of his supervisory program."

The percent of the total time of the rural principals given to each supervisory duty as compared with that of each group of the urban principals is given in Table III.

Under supervision it will be observed that a greater percent of the time of the urban elementary non-teaching and of the rural principals goes to observation than to any other duty. Conferences with teachers rank second with both groups. The urban high school and elementary teaching principals give more time to teachers' conferences than to observation. Conference here refers to conferences with individual teachers, the teachers in groups, general meetings of the teachers called by the central office and to meetings of the principals.

By reference to Table III it will be seen that visitation receives the largest percent of the time given to observation, the percent of time given to conferences on visitation being much less. Classroom supervision should not be considered a routine matter. Its purpose is to help teachers do better teaching. This cannot be accomplished by irregular and short visits to first one teacher and then to another. Dr. Burton³ says, "Supervision is not a matter of classroom visitation solely, as some people seem to think. It must not be a desultory, random activity." Miss Reynolds⁴ states, "The supervisor's visit should always be followed by a conference in which the supervisor assists in planning to overcome difficulties, encourages the teacher

¹Stauffer, E. S. "What Principals Do When They Supervise," *Educational Research Bulletin*, Vol. V, No. 8, April, 1926.

²Coulbourn, John. "Responsibility of the Principal for Improvement of Classroom Teaching in High School," *Baltimore Bulletin of Education*, Vol. IV, No. 8, 147-150, April, 1926.

³Burton, W. H. "Evaluating the Efficiency of Supervisory Programs," *Journal of Educational Method*, Vol. V, No. 9, 371-375, May, 1926.

⁴Reynolds, Annie. *Bulletin* 1925, No. 9, p. 5, Bureau of Education, Department of Interior, Washington, D. C.

TABLE III.—COMPARISON OF THE PERCENT OF THE TOTAL TIME OF RURAL AND URBAN PRINCIPALS GIVEN TO EACH DUTY CONSIDERED UNDER SUPERVISION

Supervision	Rural		Urban					
	Elem. and high teaching		High school non-teaching		Elementary non-teaching		Elementary teaching	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Observation	7.7	6.0	10.3	5.1	23.2	17.0	0.3	0.5
1. Preparation for visit.....	0.2	0.4	0.3	0.1	1.4	1.0	0.0	0.1
2. Visitation	6.2	4.9	7.9	4.1	16.9	12.7	0.3	0.2
3. Study on visitation.....	1.0	0.1	0.8	0.4	1.2	0.6	0.0	0.1
4. Conference on visit.....	0.3	0.6	1.3	0.5	3.7	2.7	0.0	0.1
Teachers' conferences	5.8	5.0	11.5	13.5	9.0	10.5	6.4	4.1
Testing	4.3	2.2	1.6	0.0	1.1	0.8	0.1	0.0
Teaching ¹								
Demonstration	0.2	0.2	0.0	0.1	0.1	0.1	0.0	0.4
Experimental ²	2.6	0.7	0.0	0.0	0.4	0.9	2.5	12.7
Adapting course of study	2.2	0.9	1.1	0.2	1.0	1.5	0.4	0.7
Visits, supervisors	0.6	0.2	0.7	0.5	2.1	1.1	1.6	0.2
Exhibits and bulletin boards.....	0.2	0.3	0.0	0.0 ²	0.6	0.3	0.2	0.1
Total	23.7	15.4	25.2	19.4	37.5	32.2	11.5	18.7
							16.1	10.9
							0.9	0.6
							11.8	8.2
							0.9	0.4
							2.5	1.7
							8.7	9.4
							1.0	0.4
							0.1	0.2
							0.7	3.2
							0.9	1.0
							1.7	0.8
							0.4	0.2
							29.6	26.1

¹ Teaching does not include the time given to regular classroom.² Under this item is included preparation for teaching, as well as the actual teaching.³ Less than 0.1 of one percent.

to discuss problems not apparent in this day's work, discusses means of securing better equipment and gives such other help as seems possible."

In a study by Connors and Morrison,¹ it was found that both men and women principals of Ohio supplement supervisory visits with personal interviews.

"The supervisor should make every effort to see a lesson from beginning to end, and, if possible, in relation to other lessons. . . . Every visit should be followed up in some way," says Ernest J. Becker,² principal of the Western High School, Baltimore, Maryland.

Teaching for demonstration and experimental purposes receives a small percent of the time of the principals of the different groups, the range being from 0.0 to 0.9 percent by non-teaching principals, and from 0.0 to 12.7 percent by the teaching principals. Dr. Burton³ states, "Demonstration lessons should be arranged and frequently given. The teacher should be consulted and allowed to ask for what she would like to see demonstrated. In some cases the supervisor should demonstrate what he sees the teacher needs. . . . All demonstration lessons should be thoroughly planned and discussed in detail, afterwards."

"The principal should teach one or two classes as one of his regular duties," is the opinion of Miss Bolton,⁴ who goes on to say that "the meeting of class situations daily will keep him in close touch with teaching problems and will cause him to have a more sympathetic attitude toward the work of his teachers. The daily classroom association with the pupils will enable him to know their interests and problems better than he could possibly know them if he did not teach."

Adapting the course of study—explaining it to the teachers, helping them find materials, and so on, receives a small percent of the time, although this seems an important phase of supervision.

Visits of supervisors require a larger percent of time in the urban schools than in the rural schools, due to the fact, no doubt, that the urban schools have supervisors of the special subjects, while the rural schools have only a general supervisor. L. W. Mayberry⁵ says, "One phase of the supervision of instruction which often gives the principal much concern is the work of the special supervisor." In the urban schools the principals usually

¹ Connors, F. Herrick and Morrison, J. Cayce. "A Contrast of the Preparation and Work of Men and Women Elementary School Principals, *Educational Research Bulletin*, Vol. IV, No. 17, 355-360, November, 18, 1925.

² Becker, Ernest J. "The Principal as Supervisor," *Baltimore Bulletin of Education*, Vol. IV, No. 8, 151-152, May, 1926.

³ Burton, W. H. *Supervision and the Improvement of Teaching*. Chapter XVII, p. 409.

⁴ Bolton, Euri Belle, and Howard, Clara. "Duties of the Elementary School Principal." *Peabody Journal of Education*, Vol. 3, No. 3, 139-145, November, 1925.

⁵ Mayberry, L. W. "The Principal and the Supervisor." *Elementary School Journal*, Vol. 26, No. 2, 116-117, October, 1925.

accompany the special supervisors on their visits in order to be able to supervise the work at other times.

Exhibits and bulletin boards, given by Dr. Sherrod¹ as a supervisory function, are not always so used by the principal, who usually uses the bulletin board for announcements, only. Relatively a small percent of the time of the principals in this study is given to exhibits and bulletin boards, the range being 0.0 to 0.6 percent.

In some places, adequate clerical help the past few years has helped give opportunity for supervisory work. This is by no means a common practice, however. In most situations, the principal does the clerical work as he can find time for it.

Mrs. Jessie M. Fink,² former president of the Department of Elementary School Principals, says, "Many school boards fail to detect the waste in a system where inadequate office equipment and clerical assistance is denied."

One result of the study of the time distribution of principals has been that school boards and superintendents are beginning to see that it is economy to provide adequate clerical help that the principal may have the time needed for other more important duties. In Los Angeles,³ the assignment of clerks is based on enrolment, as follows:

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

No clerical help is allowed for the principals included in this study. The range in percent of time given to clerical work by these principals is 6.0 to 13.0. In Detroit⁴ the principals gave 10.0 percent of their time to clerical duties. This is the percent of time estimated by university professors⁵ as ideal for such work.

Reports to the superintendent require a larger percent of time than the other clerical duties. This might be remedied by the superintendent's office, in calling only for such reports as are necessary. Records require the next largest percent of the principals' time. The teachers, probably, do a good part of this work, especially in the high school. The large urban elementary schools give the largest percent of time to records.

¹ Sherrod, C. C. "The Duties of an Elementary School Principal." *Peabody Journal of Education*, Vol. I, No. 3, 135-142, November, 1923.

² Fink, Mrs. Jessie M. "Proper Attitude toward the Principalship." *Bulletin of the Department of Elementary School Principals*, Vol. IV, No. 2, 82-83, January, 1925.

³ Kuehny, Menlo S. "Effect of Use and Distribution of the Elementary School Principal's Time by the Adoption of Daily Schedules or Programs." *Bulletin of the Department of Elementary School Principals*, Vol. V, No. 1, 42-51, October, 1925.

⁴ Bates, Guy. "Functions of the Elementary School Principal," *Journal of Educational Method*, Vol. IV, No. 5, 178-184, January, 1925.

⁵ McClure, Worth. "The Functions of the Elementary School Principal. *The Elementary School Journal*, 21: 500-514, March, 1921.

Correspondence receives a small percent of time from the urban elementary principals, but as much as 4.6 percent of the time of the urban high school principals, and 2.4 percent of the time of the rural principals in the spring period.

How does the percent of time given by the rural principal to community leadership compare with the percent of time given to such work by urban principals?—An important function of the principal is community leadership. He should create a spirit for the right type of school. The parent-teacher association and local civic organizations offer opportunities for bringing the school to the attention of the patrons.

Table IV compares the percent of time given by the principals of the various groups to this phase of the work.

TABLE IV.—COMPARISON OF THE PERCENT OF THE TOTAL TIME OF THE RURAL PRINCIPAL GIVEN TO COMMUNITY LEADERSHIP WITH THAT OF THE URBAN PRINCIPAL

Community leadership	Rural		Urban							
	Elementary and high teaching		High school non-teaching		Elementary non-teaching		Elementary teaching		Total	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Visitation of Parents	1.5	1.6	0.1	0.5	0.2	0.0	2.6	0.6	0.7	0.2
Civic Activities ...	2.6	3.9	0.0	0.0	2.1	1.1	0.4	0.9	1.4	0.9
Parent-Teacher Association	0.5	0.7	0.7	0.8	2.6	2.3	2.3	1.4	2.3	1.8
Total	4.6	6.2	0.8	1.3	4.9	3.4	5.3	2.9	4.4	2.9

The rural principals and the urban elementary teaching principals give the largest percent of time to visitation of parents. In the matter of civic activities the rural principals lead, while the urban elementary non-teaching and teaching principals devote the largest percent of their time to the work of the parent-teacher association. The range of the total time given to community leadership by these principals is 0.8 percent by the urban high school principals, to 6.2 percent by the rural principals. The Detroit¹ principals give only 3.0 percent of their time to this phase of the work.

How does the percent of time given by the rural principal to professional study and growth compare with the percent of time given by the urban

¹ Bates, Guy. "Functions of the Elementary School Principal," *Journal of Educational Method*, Vol. IV, No. 5, 178-184, January, 1925.

principal to this duty?—Table V shows the percent of time the rural principal gives to professional study and growth as compared with that given by the urban principal.

TABLE V.—COMPARISON OF THE PERCENT OF THE TOTAL TIME GIVEN BY RURAL PRINCIPALS TO PROFESSIONAL STUDY AND GROWTH WITH THAT OF URBAN PRINCIPALS

Professional study and growth	Rural		Urban							
	Elementary and high teaching		High school non-teaching		Elementary non-teaching		Elementary teaching		Total	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	2.8	3.2	1.9	0.0	3.2	5.9	0.7	5.8	2.4	4.9

The principal needs constantly to enlarge his knowledge by reading and study of the more recent investigations in the field of education. If he would inspire his teachers to study, he, too, must study and grow, professionally.

Upon the basis of time emphasis, the principals included in this study rank professional study and growth, fifth. The ideal as estimated by university professors,¹ places it fourth. An increase is shown by each group of principals, with the exception of the urban high school principals, in the spring period, which indicates that the principals are giving a greater percent of their time to professional study.

What duties occur in the day of the rural principal that do not occur in the day of the urban principal?—In the main, the duties of the rural and the urban principal are the same. Some duties are characteristic of each group, however. Peculiar to the rural schools are the management of dormitories, transportation problems, the group center and county commencements; to the urban schools, the supervisors of the special subjects, the handling of books and supplies, which includes collecting book fees at the opening of each semester, and the making of a stock report at least once during the year. There are other duties peculiar to each type of school, but they do not appear in the time distribution of the two groups of principals studied.

Summary and conclusions—As stated in the introduction to this study, the primary purpose of this investigation is to find out how the time distribution of the rural principal compares with that of the urban principal.

¹ McClure, Worth. "The Functions of the Elementary School Principal." *The Elementary School Journal*, 21: 500-514, March, 1921.

The study is based on reports kept by ten rural principals and nine urban principals for six weeks in the fall semester and for eight weeks in the spring semester.

The rural principals in this study were in schools having eleven grades, a range of 179-713 pupils enrolled, and six to twenty-nine teachers; the two urban high school principals were in schools having two and three grades, 625 and 742 pupils enrolled, and 22 and 25 teachers, respectively; the urban elementary principals were in schools having six grades, a range of 119 to 760 pupils, enrolled, and 4 to 22 teachers.

The outstanding facts discovered in this investigation can be briefly summarized:

1. Both rural and urban principals observe a seven-hour day in the fall semester and an eight-hour day in the spring semester.
2. The relative importance of the duties of both the rural and the urban principals, upon the basis of time emphasis, is as follows: Administration, supervision, clerical work, community leadership, and professional study and growth.
3. Both rural and urban principals fall below the estimated ideal percentage of time for supervision as given by university professors.
4. The percent of time given to supervision by the rural principals is less than that given by the urban principals.
5. Classroom visitation for the purpose of supervision is considered an important duty by both groups of principals, as shown by the percent of time given to visitation.
6. Administration receives a larger percent of time by both rural and urban principals than the ideal percentages as estimated by university professors and found in available studies.
7. Rural principals give a smaller percent of their time to administration than do urban principals.
8. The rural principals give a larger percent of time to regular teaching than do the urban principals.
9. Clerical work is elevated from a position ranked, by expert opinion, as theoretically the lowest, to the rank of third in importance by both rural and urban principals.
10. The rural principals give a larger percent of their time to community leadership than do the urban principals.
11. Professional study and growth, which is given the lowest rank, receives approximately the same percent of time from both groups of principals.
12. Clerical and administrative duties receive less attention from the teaching principals than from the non-teaching principals.
13. The duties of the rural and of the urban principals, are, in the main, the same. A few duties during the period of the investigation, are peculiar to each group.

In conclusion, if the thesis that the improvement of classroom teaching, directly and indirectly, is the great responsibility of the principal, it is apparent that sufficient time is not being given to supervision by the principals included in this study. The superintendent at the central office may help, by reducing the amount of clerical work required, to provide more time for supervision. To a large extent, the principals are the products of the system which elected them and defines their duties. The character of the principals themselves will help determine the amount of time to be given to administrative and to clerical duties as compared with more important duties.

On the whole, the situation presents some encouraging features. The principals are cognizant of the faults of the time distribution under which they now work, as shown by their study to eliminate the unnecessary details. This study has caused the principals to analyze their problems and has helped them establish a proper sense of values. The study has also dignified the principal's position and has called the attention of the superintendents and the boards of education to the large percent of the principal's time given to administration and to clerical work. It is believed that they will cooperate in helping give the principals the time necessary for supervision.

Since we have the distribution of the time of the principal in actual practice and have not yet determined what the time distribution of the principal to the several duties should be, the typical distribution in actual practice may be modified by expert opinion and accepted as a working basis until a more scientific distribution of time can be determined.

EVOLUTION—THE KIND THAT COUNTS

ELLEN M. CLICK

Elementary Principal, Sneedville, Tennessee

IT WAS my first and only visit to a great city public school. I was filled with wonder at the orderly marching lines of children, the pleasant, busy schoolrooms, the quiet-voiced teachers.

And the equipment! I did not know the names of much of it. I could scarcely believe that each girl had her individual sewing and cooking outfit, and each boy his workbench and set of tools.

My heart swelled with pride to know that I lived in a country that could build such great schools and give such a wonderful education to its sons and daughters.

A very real pang of sadness grew in my heart throughout the visit in spite of the thrill. Back in the southern mountains of my birth were countless little one-room schools like the only one I had known as a child, dark, dingy, wholly unfit for their purpose. In spite of the lectures and voluminous writings on the rural school situation and the mountains in particular, and notwithstanding the remedial legislation touching public schools and all the private efforts showing a tremendous improvement in the last twenty-five years, there are scores of such schools in our section today.

To such a one, the same ungraded, one-teacher school that I attended as a child, I returned seven years ago to teach. The only concession I asked was that another teacher and a partition should be provided. The community desired a better school and they did more than secure the extra teacher and a canvas curtain partition. They built a porch and two cloak-rooms and helped to light the low-ceilinged barn-like structure. They responded in full force to the call to clean up, and a mighty scrubbing of walls and floor, vigorous window washing, and zealous yard cleaning ensued. Men, women, and children helped.

Common desire and cooperative activity had its unifying effect to begin with. Painting dingy walls, putting up attractive pictures, and buying an organ to help with the school singing undoubtedly added to school enjoyment and to the favorable reports of school which the children carried to their homes.

A dozen drawbacks impaired proper teaching. A hundred children crowded to suffocation in these two divisions of one room, 25' x 40' x 9½' in its entirety. Dirt sifted through cracks from the ceiling in dry weather and rain seeped in when it was wet. A floor shook at every step and had spaces so wide between the boards that cardboard had to be tacked over them in cold weather. The partition being cloth every sound made in the house was plainly audible in both rooms. The hours for school were from eight to four, and over twenty classes were held daily. Saturday and Sunday also held their tasks in connection with school and community life.

We had but five months of the free session and, at the end, the parents met at my request to consider how to extend the term three months. I managed to introduce the subject of our need for a new schoolhouse, and at subsequent meetings the idea was developed. I was studying everything I could find and writing everywhere I knew to get information as to the right kind of schoolhouse. None of us knew and no available information was at hand concerning school architecture, lighting, heating, etc. The house would have to be built at the very least possible cost, for there is not much ready money in a little shut-in mountain valley, however rich its natural resources, when far away from railroads and markets, especially, if farming is the sole source of income.

Finally we thought we had decided on the plan for the house, which was to have three schoolrooms and three small rooms for industrial training and library. A bill of the lumber required was made out and the men of the community agreed to give and cut down the trees, and haul the logs to a sawmill when one could be moved into the neighborhood.

Part of this work was under way when an opportunity came for a conference with the state rural school supervisor from whom it was learned that we could get \$1000 from the state on condition that two or more schools were consolidated. That the county would contribute \$1000, and that the community might give \$2000, which could be paid in lumber, labor, or money. Also, we must adopt a state standard plan for our building. The plan provided four large classrooms, an auditorium, an office and a library besides the large hall.

When I came back to my community and reported, many thought it too great an undertaking (and of course such a big house was not needed!). It was far too costly, too, but I urged and encouraged until at last they agreed to comply with the conditions.

How to consolidate was a real problem. The roads become almost impassable in the winter months so that conveyances could not take the children. Finally we hit on the plan of adding the roll of a little school

across the ridge to our list and calling it a technical consolidation, although the children would have to get here the best they could. It chanced that no family was defrauded of school privileges. We hoped to have effective consolidation with other schools in our valley when roads permitted. It was the initial effort at consolidation in Hancock County. It might not be amiss to state here that this is a county in the East Tennessee mountains which has no railroad, no navigable streams, no incorporated town, and until the last year, not a mile of hard surface graded road. The natural resources are undeveloped and the lack of taxable businesses probably makes the tax burden harder on our population in proportion to its property valuation than in any other East Tennessee county.

The state officials were interested, sympathetic, and anxious to help, but beyond the thousand dollars they could help only with advice and information.

Our men continued to fell trees at intervals as their farm work permitted, and I continued to teach school and school children pledged their mites. Their parents allowed them to "set a hen" for the school, and the first dollar that was paid in was from a ten-year-old child who had earned it raising chickens. With one of the mothers we walked over the country side soliciting from the women the price of a hen, and from the country merchants gifts of nails. All gave cheerfully. A pitiful shut-in gave a quarter, and a man, reputed a moonshiner, from a nearby community, volunteered a gift of five dollars. No money gifts were large. One man gave \$50 cash, two others \$25 each, and others smaller amounts, but most of the \$2000 was contributed in lumber and hauling.

There had to be money to pay for roofing, hardware, cement, and other materials. This meant I had to solicit help from outside. I wrote hundreds of letters to my friends in other parts of the country and they were glad to do what they could, although I received no large amounts.

The local merchant allowed me to buy materials through her from the wholesale houses. This was a great help.

It would make too long a story to tell how a sawmill was secured or even about the time when everybody stopped and said it couldn't be done. There were heartbreaking difficulties, but none of them to me as heartbreaking as giving up the dream altogether.

No one was at hand to advise or encourage. Not only was there everything to do, but there was everything to learn how to do before a step could be taken. Truly it was more than a liberal education! It was research for a doctorate, from learning the difference between a sixpenny nail and a tenpenny, two-by-four's and siding to all the rest! Not the least was how to buy and get materials delivered from the railroad with no money in sight to pay for them!

I am aware that this story is told too much from the personal standpoint but this has not been its object. Before I state the purpose, if indeed a statement is necessary, I will say that we have been in this schoolhouse nearly five years now.

It is properly lighted and heated and has good blackboards. We have four teachers who teach the eight grades and do two years of high school work. We have pupils riding horseback from five and six miles away besides some who walk from three and four. There is much yet to do, but a beginning has been made.

We have a school and community fair each fall, a big Christmas celebration, and other events. The children love their school. Not a pencil mark or knife cut mars building or desks. They have responded marvelously to better opportunities for study. We have had notable visitors and speakers. A new world has come to our door. We are becoming a part of it. Our latest and best improvement has been the classifying and card-indexing of our library of 1183 books by the Dewey system. These books have been contributed by interested friends who would be gratified to know how far-reaching their influence is as they go into homes up the mountain and into the hollows, or up and down our little valley. Who can estimate the forces that will be liberated and set to work?

Now for the conclusion. There is a vision of a country school that will enrich and make effective, happy, and abundant life in the country, or life wherever it may be lived. The best trained teachers should be placed in the most isolated places for all their education. It has been my job to try to lay the foundation for a school that would some day approach the ideal, praying for other and greater leaders to follow and bring to realization the happy dream.

Hasten, legislators! Agitate, lecturers and writers! You know there are inequalities, but many of you are too far away from the sad realities. It is a far cry from the great city school to the poor cabin or shack misnamed a school. There should not be complacency or rest until there is a fair chance to become educated for all the children of all the people.

WHAT knowledge of supervision is necessary to a teacher in order that she may cooperate?

It seems to me the teacher should know the purposes of supervision, know something of its technic, and have an appreciation of the art. If the supervision has a very definite aim, valuable time and effort will be conserved and much of the timidity with which most teachers regard supervision will be removed. Just as modern methods of education are shifting the emphasis in the classroom from instruction to supervision, so better professional training and equipment of teachers is changing the plane of relationship of supervisors, principals, and teachers.—CORNELIA S. ADAIR, *President, National Education Association.*

INTERNATIONAL GOODWILL IN ELEMENTARY EDUCATION

MARGARET I. POORE

Principal, Grant School, Oakland, California

WITH India protesting British intervention in China—with China seething with an undercurrent of hatred toward all foreigners—with Russia voicing resentment against England on account of her repudiation of trade relations—with Pan-American countries viewing our “strong arm policy” with fear and suspicion—with nationalism being intensified throughout the world, it becomes the solemn duty of education leaders to give time and thought to the momentous task of creating a new era of friendliness and goodwill.

The educational forces of the world are now at work upon the solution of the problem. The Pan-Pacific Conference at Honolulu and the International Bureau of Education at Prague gave it serious consideration. Progressive Education at Locarno and World Federation of Education Associations at Toronto have as their principal objectives the development of sympathetic understanding and friendship among the leaders of educational thought. The men and women who meet in these international groups will discover that ignorance and conservatism are the main obstacles in the path of world-wide relations of friendship.

The sword can no longer serve the patriotism of a people. “Peace on earth, goodwill to man” must voice the united desire of the modern world for the fulfillment of the promises for which so many lives were sacrificed during the World War.

“The land of youth is here where the sun is cradled.” The splendid things of the spirit have their birth in this land of ours, but “the spirit of Democracy can survive only through universal education,” says Secretary Hoover.

We are hesitating at the threshold of a new cycle in human experience. In this cycle suspicion must be disarmed; racial differences accepted; and tolerance and liberty of speech and thought encouraged. Too long have thoughts appeared in uniform. Our great responsibility to the future will be to teach children how to think.

The international goodwill movement is not an insidious attack upon the standards of others. It recognizes the fact that self-preservation is instinctive in the nation as well as in the individual. It is our task to meet and overcome the hostile feeling towards aliens that has long been nurtured in secret by the inhabitants of some countries. In some instances, open acts of hostility receive semi-official approval.

Our organized American life is menaced by the diverse ideas and standards that permeate it. Racial prejudice does not influence our relations with the foreign-born of this country so much as the fear that our ideals and institutions will be modified and destroyed by them. Our passive,

unorganized resistance to these subtle agents of change has strengthened the barriers that interpose, and has liberated doubt and distrust of our motives.

There are fourteen millions of foreign-born residents in the United States to be Americanized. It is the important task of the public school system to influence them through the children, to believe in our national integrity and to accept the principles of a democratic form of government.

Radio, television, and aerial transportation have eliminated time and space and startled the inhabitants of the world by the precipitate knowledge of collapsing barriers and receding boundaries. The passing of the old order of things has left confusion and uncertainty in the minds of the older generation. The desire for readjustment is dormant but resentment of the new order is quickened.

The traditional ideas of elementary education are changing so rapidly that parents are bewildered by their failure to understand the aims and methods of the schools. We who are responsible for educational policies, must accept the obligations of leadership and further a plan for better understanding and cooperation with the homes of the foreign-born.

Little children are normally cosmopolitan in their tastes and associates. The seeds of friendliness and goodwill can be so easily inculcated. They are the emissaries that the elementary school must train for international service. They are the "unofficial ambassadors" to the world's children.

The social studies field is a prolific one for the cultivation of "intelligent, responsible and socially conscious citizenry." It presents the world as the home of man. From a knowledge of the steps by which man has reached his present place in the march of civilization, comes a realization of the contributions of every country to the achievements of humanity. The gifts of art, music, and literature, of law, science, and inventions; the influence of social and industrial contacts upon language; the multiplicity of customs adapted from other nationalities; all constitute a common heritage.

Textbooks must be revised to show the collective character of the factors contributing to human progress. Ruthless people, cruel deeds and personal prejudice must be omitted from the pages of books that elementary children read and study. Early impressions of fear, hatred, and racial bias are cumulative and influence later attitudes. Disarmament is a help, but what the world wants is a history book that reads the same in all countries.

Learning the songs and folk dances of other countries afford a medium for developing understanding of the customs and aspirations of the people. International correspondence clubs offer an unlimited field for the exchange of ideas and ideals. Loan exhibits from the homes of the foreign-born instill respect for industry, and admiration for art and skill. Exchange of stamp collections and scrapbooks give friendly, personal contacts. Last year hundreds of doll messengers of friendship went from the Occident to the Orient. Does anyone doubt the ultimate success of such efforts on the part of children themselves, to develop and cement ties of friendship?

The greatest cooperative agents in the elementary school are a library in every building and a reading table, to which there is free access, in every classroom. If we cannot suppress the salacious literature that is sold and given to children, we can, at least, substitute clean, wholesome books and magazines.

The motion picture industry, too, must be restrained from depicting scenes and situations that are untrue to American ideals and that convey false impressions of our social and political life. Nothing is more debauching to innocence than the suggestions of evil received through the sense of sight.

An American-born youth, of Nordic ancestry, with the courage and love of adventure inherited from his Viking forefathers, in his materialized "Spirit of St. Louis," became in a few hours the most potent envoy of friendship and goodwill that the world has ever witnessed. With wings for oars, the ocean shores are for the first time linked together. Charles Lindbergh, the son of a teacher and the product of the public school system of the United States, has performed a service in the interest of international friendly relations, that is immeasurable. Emerson has said it for all time; "The true test of civilization is not the census, nor the size of cities, nor the crops; no, but the kind of man the country turns out."

All honor to the elementary teachers of America. In their hands rests the solution of the problem, "What can the elementary school do to promote international goodwill?"

Edgar Mendenhall of Kansas State Teachers College has paid graceful tribute to the work of elementary teachers in some lines under the caption, "How Big is Your Task?"

How big is your task? O Teacher—
How big is your task? You inquire.
It's as big as the arched sky above you—
Yea, it touches the studded vault's fire.

How big is your task? you repeat it;
How big is your task? still in doubt.
It's a torch in Eternity's pageant;
'Twill blaze when Heaven's orbs are burned out.

How big is your task? O Teacher—
Once more before parting, you seek;
Pray the Sage of the sages to fathom;
The reach of man's mind is too weak.

COOPERATIVE SUPERVISION FROM THE VIEWPOINT OF THE ELEMENTARY SCHOOL PRINCIPAL

ELIZABETH McCORMICK

Elementary Principal, Superior, Wisconsin

IN THIS discussion I shall attempt to do three things; first, to define cooperation; second, to picture the principal in his relations to other members of the educational group; third, to show how training for leadership grows out of cooperative supervision.

There is nothing new or startling in the rule, "Do unto others as you would have others do unto you." It is the code of conduct that for ages has been held up as the proper guide in our relations with our fellowmen. We must serve others. We need their help. The spirit of service is the soul of cooperation. By cooperation we come to know each other and each other's needs. Through conference, collaboration, and appreciation we may more rapidly progress towards educational ideals. Ruskin and Morris taught two doctrines which educators are coming to believe. First, that the workman must have pleasure in his work; second, that the world must share the pleasure of the workman in the use of the product.

Personality must be given a chance to express itself. Ultimate truth is what we all seek. It is well to think of philosophy as a knowledge of the laws of intellectual and spiritual relationships, and the actions which grow out of them. Without this knowledge no one may lead others. The observance of these laws will bring cooperation.

There has been too much individualistic work in the teaching profession. This has resulted in unnecessary competition. Competition always means war, and war is always destructive. Cooperation means the opposite to competition.

In a really cooperative, educational unit, all concerned, from the superintendent down to the classroom teacher, will organize democratically and voluntarily to gain their objects through mutual action in which the motive will be for the same ideal—the common interests of the children.

The Greeks selected officials by drawing lots. Perfect concord between supervisors and teachers will come when the spirit of cooperation takes the place of the principle of competition. The purpose of school unity must be in the interest of the child and not for the self-seeking individual.

The fundamental aim of cooperative supervision should be to bring out and to perpetuate the ability to be of the greatest service. Teachers and principals on the one hand, and principals, supervisors and superintendents on the other, should be working so closely together on the common problems that, as the older drop out, the younger may take their places without loss to the schools. This is what will happen when the method is cooperative. Cooperation builds gradually as it goes. It simply recognizes and uses human values.

In order to cooperate we must understand each other, lay all self-seeking aside and together look for the practical means of doing the greatest possible good to the children of the land. We must support each other. We must reject self-pride and petty jealousy. To do the greatest good, superintendents, principals, and teachers must be united by cheerful cooperation. Isolation is weakness. Union is strength. "The experience of his own weakness urges man to call in help from without." "We may have high ideals. To achieve them is quite impossible without the help of others."

There can be no question of the advantage and importance of unifying the educational thought of all the educational workers. Already there has been some measure of success in this cooperation, but the fact that we are not satisfied yet and that we still aim for further cooperation is a good sign.

The principal holds a strategic place in the educational system. His problems are very real. His responsibilities are very great. He is confronted on the one hand by the teachers with their individual needs, and on the other by the demands of the superintendent who cannot possibly carry out his educational policies effectively without him. He must give unswerving loyalty to his superintendent. He must secure loyalty from his teachers. He holds an intermediary, interpretative position. He must be willing to accept responsibility. He must be willing to contribute something of himself for the good of the system.

A superintendent of schools once said to me, "A principal will be known by the accomplishment of his teachers." True, and the wise superintendent is the one who is content to be known by the work of his principals and other subordinates. "Who does a thing through another does it himself" is an old Roman motto.

A principal must loyally support the policies of his superiors, but he must be a leader himself. He who would lead must first be able to follow. He must never issue a call to action without the certainty of right and the warrant of authority. The superintendent comes with his wider vision to advise, to indicate new opportunities of service, to give inspiration and deeper significance to daily tasks. All these things must the principal pass on to the teachers. In addition, supervisors and principals with their more intensive study of the academic and administrative details, must bring to teachers the more intensive analyses of significant problems.

There is lack of leadership in education and it must be admitted that this lack is much influenced by the spirit of autocracy and the exaltation of the importance of the administrative and supervising officers. Educators will never promote the best in their profession so long as they find reward in acting for themselves and against others.

The teacher, supervisor, principal, or superintendent who lives the largest life is not the one who sways subordinates to his purpose; not he who gains a little temporary fame for certain accomplishments or well proven theories, but he who lives in sympathetic relations with his fellow workers; not the one who gets what he wants by compulsion; not the one who dominates, but the one who is in harmony with the life of his group.

The principal must be a person of ever-advancing ideals, but must not be in too great haste in reaching them. He must draw near to the teacher that he may influence her. He must draw away from her that he may give her liberty. "He must not try to bind the vine so close to the pole that he causes it to snap."

A principal should be acclaimed great, not in the degree to which he has done a work which may not be duplicated, but to the degree in which he has been instrumental in leaving successors who can equal or pass him in educational achievement.

The true force of supervision is shown in being able to call out the initiative and constructive ability of teachers, and in bringing the individual teachers into full participation in the solution of the common problems of education.

Not all teachers desire responsibility. There are many too content to simply do as they are asked. Every teacher who goes forth from a normal school or teacher-training college should have the disposition and the ability to play a part—his own part in the educational drama.

On the other hand, many teachers are no longer satisfied with being blind imitators. They are individuals. They are ready to assume responsibility for doing things. They welcome set tasks but they accomplish more when permitted to work out the details of problems in their own way.

A principal should permit large liberty in his school in order to set free more original thought and more initiative.

"How do you do it?" we asked a principal who is doing some extraordinary work. "But I don't do it," she said, "the teachers do it. I encourage great freedom."

The superintendent may pass on his educational theories to his principal, and he in turn may pass them to the teacher, but theories only will they be until intelligence and mental activity work them out in their own way.

The big superintendent and the big principal pass on big ideas and appeal to intelligence in subordinates instead of demanding blind obedience. The really big principal and supervisors, with the right attitude, admit that once in a while the classroom teacher may happen to have an idea as important as any of their own.

Every person who creates anything takes from the past and gives to the future. There is little actually new. The most learned, modern educator is himself not a genius. He is himself plus all the great teachers that have lived from the time of Moses to Thorndike and Dewey.

A principal may be a specialist, he may be able to sort out the wheat from the chaff in the stack of modern educational values, but he cannot add permanent values to educational methods until he recognizes the broad, ethical principles which bind members in the educational group.

His work must reflect the activities of a large number of his teachers. He must produce growth, not merely pass theory on. He mustn't merely do things himself, but get things done.

Every classroom teacher needs the stimulation which the spirit of investigation lends, needs growth from within and the sense of companionship in a common enterprise. Teachers do not need to be told things as they need to be stimulated to find out for themselves.

The poorest paid teacher stands closest to the greatest problems and may offer, if properly stimulated, the largest contributions to educational investigations. The extravagant preference for ready made methods, as distinguished from ever-developing method, is a sort of superstition with many educational teachers, principals, supervisors, and superintendents.

In conclusion, the principal that does not recognize the ethical law, the hunger for freedom, the spirit of human fellowship, the good of self and all, the spirit of adventure which exists between the one individual and another and governs the world of man, cannot supervise, no matter what authority he may happen to possess temporarily. If he cannot learn he cannot teach.

It is our business as principals to gain and to give, to train and to be trained, to stand in living ministration between supervisors and superintendent on the one hand and the teachers on the other, ever keeping in mind that our aim must never be self-seeking.

True leadership always means self-sacrifice and self-renunciation. It passes on ideas. It gives ideas but it doesn't claim them. It scatters seeds but it doesn't seek to reap the harvest. Let us make our schools clearinghouses for educational opinion, training schools in educational discussion, centers for educational dissemination.

From the halls of educational conference, and the offices of educational administration and supervision, we shall pass on. May our lives and our labors stand as inspiration and example to those who will take our places.

"By the steps that we have cut they will climb, by the stairs that we have built they will mount."

COOPERATIVE SUPERVISION

GRACE SWAN

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THE PROBLEM of supervising teaching in the elementary grades is one of great importance, implying as it does the improvement of the teachers in service. This supervision includes all teachers: (1) Those fully equipped for the work they are doing, with a broad outlook and enthusiasm in and for their work; (2) those who have a more meager preparation, but a willingness to be directed into proper channels; (3) those who because of long service, or from some other cause, feel secure in their position, and are slow to adopt newer methods and technic; and (4) the "stand-patters" who do not wish to be disturbed while they follow the path of least resistance. Each of these types presents an almost individual problem challenging

the supervisor to a test of her ability to sense the situation; suggest remedial measures, and produce, as an end result, the cooperation of the teacher in solving her individual problems.

No longer can either teacher or supervisor be satisfied with the old type supervision by which a teacher was rated almost wholly upon personal judgment—a quiet orderly classroom indicating a “good” teacher, even though that quiet was the result of lethargy, or was brought about by the death of any development either in the teacher herself or in her pupils.

In order to successfully supervise the teacher and direct her work into better and more efficient practice, it is essential that the supervisor have an adequate preparation for the task before her, a full appreciation of the responsibility placed upon her, and an ability to diagnose existing conditions and provide a remedy where and when it is needed.

Assuming that you may be interested in the plan in use in the elementary grades in Pittsburgh; early in 1926, in order that we might proceed with our work under a definite program through which we could check upon our results, we divided the city into two districts equalizing the work as far as it was possible to do so. In making this distribution of schools the following factors were taken into consideration: (1) The location of the building. This was necessary because of the time element. Some of our schools are reached with ease while others require long trips before they can be visited. (2) The number of teachers to be visited in each building. (3) The nationality of the pupils. Many of our schools are located in districts where the pupils are drawn from homes of the best types—parents, American born and well educated, and from homes of culture and refinement. Others come from almost wholly foreign speaking homes where the parents have little or no education even in their own language. Between these two extremes are the majority of schools having both types of pupils, and so our problems multiply.

It can readily be seen that the problem of supervision then becomes again an individual problem and, to equalize the work, an almost necessity if we are to require the highest type of supervision. When assigning the work to the supervisors of each district the plan of sending two supervisors to the same school at the same time—one to supervise the first and second grades; the other the third and fourth grades—was inaugurated. This was done: (1) To conserve the time of the principal, making only one conference necessary; (2) to allow both supervisors, in conference with the principal, to get his reaction toward the work of teachers and supervisors; (3) to give the supervisors an opportunity to get a general understanding of the needs of the grades and also to get the spirit of each individual school. This plan has proved very satisfactory to teachers, principals, and supervisors and is bearing fruit, we believe, in a better understanding and more helpful attitude toward the work. The field is too large to be covered as often as seems necessary. However, the establishment of a sympathetic understanding between supervisors and teachers has been most helpful giving

opportunity, as it has, to the supervisors to give the constructive criticism so essential in the development of better methods of instruction.

When it is necessary, demonstration lessons are given by the supervisors in each grade, these lessons being followed by conferences with the teacher to discuss the work done. Much valuable material to be used in the development of lessons has been prepared by the supervisors, arranged as bulletins and distributed to all primary teachers for their use. Sources of instructive material have been indicated and professional books recommended for reading.

An interesting development has been the "game" spirit in instruction. While this can be overworked, which should be guarded against, it has done much to awaken the interest of both teachers and pupils so that the thought driven home with a smile has proved an efficacious method for doing what, heretofore, had been regarded as a hard task to be avoided.

To break down some barriers with the successful teacher who has been doing good work of the drill type has been, and is, a problem to be solved. The teacher who conscientiously believes that she gets better results through the drilling process must be awakened to the value of more modern methods before she can expect to obtain the best results from her pupils, but here, too, we have been encouraged by the willingness of the teachers to cooperate in an effort to bring their work up to the standard of excellence which we are trying to attain.

Having established a spirit of cooperation it seemed wise to search out certain weaknesses existing in the schools and devote some time stressing instruction along this line. With the feeling that much could be done to improve comprehension in reading we set ourselves to the task of planning for and providing opportunity for teachers to see successful work being done in corresponding grades in schools of similar type. Under the direction of the supervisors, teachers who were doing outstanding work in this field were selected and asked to give demonstration lessons showing a definite plan of procedure. These lessons are invariably followed by a period of discussion, the results of which are soon evident. Not only did we find that the teacher often needed persuasion before being willing to give a demonstration lesson but it was also necessary to have teachers bring to the demonstration an open mind ready to see the good, and an inquiring mind ready to be convinced that there is a better way. The preparation of material for drill in comprehension lessons is a task, but so essential is it to the attainment of results that over and over again have I marveled at the wealth of material that is prepared by the teacher without compensation except that which comes from the knowledge of a task well done and the renewed interest awakened in the pupils.

Lotus D. Coffman says, "Mere opinion must give way to facts secured through trustworthy investigation." This being a truism it is necessary that many teachers be shown the value of scientific tests and how to use them to study the results obtained therefrom. No teacher should look upon these tests as a measure of her ability as an instructor but rather as a measure

whereby she can ascertain where the weaknesses exist and through the information so revealed be able to apply the remedy best suited to correct the existing faults. When tests are viewed in this light they become, not task masters to be dreaded and shunned, but helpful friends on whom we can depend to point out to us the way leading onward to the goal of efficiency.

Do we always have a smooth road? Do you? I think not, but if the road is leading upward steadily and surely, is it not worth while? If we must criticize—and we must—let us study this as a great and vital problem—let us bring to bear on this problem the best qualities at our command to show us just when and where we should criticize and where and when we should commend and how many of the questions we should leave for the teacher to solve having given suggestions that may help in the solution.

There is as much danger lurking in fulsome praise as there is in unjust criticism; one may produce a feeling of self-satisfaction which will stop growth while the other may cause discouragement and distrust of self that will hinder or dwarf future endeavor. In closing let me say that teachers North, South, East, and West all need encouragement—the satisfaction that comes from a “well-done,” when it rings true, will produce in the attitude of the teacher an abundant harvest of success.

CITIZENSHIP FROM THE VIEWPOINT OF THE SCHOOL

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CITIZENSHIP means membership in a group, and successful membership in groups is the fundamental condition upon which our American civilization rests.

Civilization is a development of institutions which represent the accepted ways of doing things in any particular time and place. These institutions have grown out of the activities of man in his long struggle to overcome the forces of nature and the elements, and protect himself from the self-interest of others, who like himself were struggling for existence. They are the result of trial and error in racial experience. In obtaining food, clothing, and shelter, satisfying his desires, defending himself and protecting his offspring, countless problems have been met, first in this way, then in that, until the ways were selected which seemed to bring the happiest results. These ways became customs, and the customs thus evolved in community life developed into institutions organized to meet the needs of the people as a whole. The form and organization of these institutions vary with conditions, and more especially with the character and intelligence of the people.

Striving toward widely divergent goals has evolved many types of political organization. We are coming to think with Aristotle that under any given condition that form of government is best which works best—pure democracy or representative government for those with the knowledge and will

to operate such a government successfully, and some form of benevolent external authority for those to whom selfgovernment would mean only anarchy. These latter must acquire political ability by slow process. Our forefathers proclaimed to the world their faith in their own ability to rule when they revolted against external authority in 1776 and founded a representative form of government based on the Constitution in 1789. The stability of that government has been tried in several bloody wars, and it has stood the test. There are imperfections in human nature, but as Americans we have no desire to give up what we have gained and what other nations of the world are now struggling for.

All of the institutions within an organized group must conform with the political organization or the result will be chaos. The school is an institution which has been developed to transmit to children the most fundamental knowledge of the race, and to set the new generation upon the stage of life. What the school is today, the nation will be tomorrow. In a democracy one is largely left to make his own way in a network of social relations, limited only by his knowledge and ability. Pasteur has defined democracy as that order in a state which permits each individual to put forth his utmost effort. But individual effort, exercised to the utmost, may be futile or even disastrous if it is not intelligently directed by a knowledge of social relations and institutions.

If we survey the world about us we observe that life is a complexity of activities. The earth is rightly endowed with natural resources which in themselves are useless. Men, working in groups, must call to their assistance all of the experience of the race and still solve countless problems before they can transform the forests into houses and the desert into fertile soil that they may produce their food. Many more problems must be met before the earth yields up her minerals, and these are transformed into utensils, tools and machinery. Perhaps the most complex of our present day problems and activities grow out of the distribution of these articles, and their transportation from the place of production to the place of consumption. The school should not only give the children all the available information which is their inheritance from the race, but should also give them training in the process of finding their place in a group and working with others for the accomplishment of a worthwhile purpose.

These two aims are being met in our classrooms through the use of the project method and socialized work in gathering and sharing information. We produce a situation which challenges the children's needs, interests or desires, then with the material that is available and the information they are able to obtain, we allow them to work out their own solutions. Sometimes the results are good, sometimes not so satisfactory, just as they are in the activities of life. The children learn that they are happiest when the good results predominate, and that good results depend upon information, careful planning, good leadership and good fellowship. Frequently a child will become dissatisfied with results and start all over when he finds he tried

to work out a project with little information and no plan, or perhaps a plan which is below his age and grade level. Last fall a group of children inspired by a boy in the class who had spent a year in the Canal Zone, and on fire with enthusiasm over the noble achievement of General Goethals, decided to make a miniature Panama Canal on the sand table. A sand table was salvaged from the attic. Several pails of sand were brought from the basement and dumped into it. One boy volunteered to bring clay with which to mold the sides of the canal and the locks, while others began to make ships for the canal and houses for the cities of Panama and Colon at the terminals. Next day the clay was on hand and our troubles started. The canal was the center of interest and every pupil in the group wanted to work on it. Everybody got in everybody else's way. The boy who had visited the Canal was to be General Goethals and direct activities, but General Goethals' influence was hardly equal to the occasion. Had they not all seen our Lake Washington and Lake Union Canals and did they not know how canals are made? To be sure, they had read only the very brief account of the Panama Canal from their history texts, but after all a canal is a canal, so what did that matter? Three or four pairs of hands were plunged into the clay bucket. In a short time three or four boys were fairly well covered with clay, and a stiffly molded ditch about three inches deep and two inches wide stretched from one end of the sand table to the other. While the begrimed boys stood back and critically surveyed their work, the boy who had been making ships at his desk came forward to launch his vessel. You can imagine their dismay when the ship was found to be much too wide for the canal. Somebody suggested that the ship be launched upon the ocean, but they had not planned for oceans, and try as they would they could not make the oceans fit in. "Well," said one boy, "I guess this is just the French attempt! Let's take her all to pieces and start over again. Guess we'd better find out how the United States did it and we may have better luck next time." That night several boys visited our little branch library. The librarian, who loves children and is always interested in their activities, helped them to find some very valuable material. Loaded with books, they came to school next day and began to read. One of the girls, who had become interested in the project, found a helpful map which she enlarged and reproduced on the blackboard behind the sand table. One of the teachers from another room who had heard of the "French attempt" sent in an airplane drawing of the Canal Zone. The janitor who had lived in Panama brought a large map, four large pictures, and wrote a very interesting paper for the children. The girls begged the art department for materials and enlisted the aid of the art teacher in making booklets. A chairman was elected to organize the material and plan so the children might share their information through socialized discussion. A secretary was appointed to keep records for future reference. Finally, the boy who had originated the project was selected to supervise the sand table. Careful plans were made, the work was apportioned among the boys and the second attempt was a success. The boys decided that the United States had suc-

ceeded because she had more information, more careful plans and better organization.

Several times our projects have been "French attempts." Always we have talked it over to find the reason. One play failed because of the attitude of the leader toward those in her group. She failed to get cooperation. This was largely due to a mannerism of which she had been entirely unconscious, and which she has tried very hard to correct. The work which the group had done in gathering material was not wasted however, for the material which had been gathered for the play was organized around the situation in the Philippines and shared with the class in socialized discussion. We try to make the group suffer as little as possible from the failure of an individual, and to help the individual to find a place in the group where he can work successfully.

In the work where the sole aim is to acquire skill along some line, we allow the individual full scope for his ability. The child may go as fast as his ability warrants in spelling and the fundamental processes of arithmetic. The group work teaches him that he cannot be very useful without some skill, but he may be very skilful and at the same time very useless if he does not have an adequate knowledge of social relations, together with the habits and attitudes which will enable him to make use of his knowledge and skill. The habits and attitudes are formed very early in the child's life, and are very hard to change later. An attempt to do this type of work in a school where no attention had been given to active citizenship habits and where the community was anti-social or unsocial in its standards would probably result in anarchy. At the B. F. Day School in Seattle many factors have contributed to the building up of a real civic pride which leads the children to guard against everything detrimental to the character and reputation of their school and to further everything that tends to build up a worthy community life. When these qualities become characteristic of the school community, the individual pupil whose action is not in conformity with these ideals is opposed by the general sentiment of his associates.

We have had good results with the B. F. Day Improvement Club. Every child in school is a member, but only those in the seventh and eighth grades are active members. Two boys and one girl are chosen from each of the four upper rooms to serve as delegates each quarter. They are not policemen to force right conduct from the younger children, but rather big brothers and sisters who help them to do things in the best possible way. The responsibility placed upon them has a very wholesome effect upon the older boys and girls, and the teachers of the first six grades report a very fine attitude which grows out of the work among the younger children. Instead of talking about how things should be done, or have been done, and stopping there, we try to determine the best way to handle the situations which arise in our own school community, and then we do the thing which seems best. To do this intelligently we need a great deal of information, which we are constantly gathering. In gathering this material and

sharing it with others we work in groups where our conduct produces favorable or unfavorable reactions and either helps or hinders the group in the accomplishment of its purpose. Enthusiasm for the realization of the group purpose tends to develop the moral imagination, the ability to picture the good or evil consequences to self and to others of any type of behavior, and to develop all socially valuable, natural capacities of the individual. To secure thoroughness of mastery and integrity of effort on the part of each child, frequent tests are given and the children are rated so that each child may know how he stands in relation to his group. As the school is today, the nation will be tomorrow. May it justify the faith and vision of our forefathers when they renounced all external authority and protection to take upon themselves the responsibility as well as the blessings of life, liberty, and the pursuit of happiness.

THE COMMON PURPOSE PLAN OF WORK

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THERE seems to be a growing tendency on the part of teachers and school administrators to plunge headlong into each item of the rapidly increasing list of educational methods and developments, dropping one for the next in line, and making no definite attempt to incorporate the ideas of any method into present accepted procedure. This policy is not conducive to consistent, stable growth. Each discovery, before it is submitted to the profession, usually is developed under experimental conditions with painstaking care to a considerable degree of success. The individual, or group, responsible for the experiment presents a decided contribution to teaching methods or some subsidiary phase of teaching. This plan is accepted by others and used under improper conditions with consequent, inferior results. It is soon discarded and does not have a fair trial. It may be that the conditions under which the original work was done cannot be duplicated, but there are undoubtedly some parts of the ideas that would bolster and strengthen the old methods that they were intended to replace.

The project method gained wide favor and much sympathetic discussion from its very inception. This was quite natural, for the essentials of the project method had been used in effective teaching by generations of teachers. There is the specific example of a teacher of ancient history in the high school of a small town taking the boys and girls of his class out on the surrounding hills of the village to reenact the Battle of Marathon. The Greeks could be visualized on the hills, and the Persians, on the plain below. Interest and enthusiasm were aroused to such an extent that one boy brought a twenty-four foot clothes pole to class to demonstrate the advantage the Greeks had, with their tremendously long spears, when they swept down from the hill tops on to the Persians who were armed only with short swords. This

example, in which may be seen much of the project method, was used, with other schemes of a like nature, previous to the beginning of this century, long before purposing was expressed as such. The plan of proceeding from the known to the unknown forms the foundation of teaching.

The conscious definition and expression of these early effective ideas was presented for more widespread use with the actual description of the project method. Teachers found it quite applicable to their socialized recitations. It brought interest to their work and that of the children. It filled a long-felt need. Teachers and schools used it with varying success. But for some altogether unaccountable reason, all but a comparatively few schools have abandoned projects in spite of their limitless applications. No substitute seems to have come forth to take the place of projects. This is not because the method is unsound in either theory or practice, but rather because those responsible for its promulgation have been unable to discard previous materials and methods to effect sufficient reorganization for an extensive use of projects.

Each successive contribution to the field of project literature demanded more and more relegation of our accepted materials and courses of study. Some advocated complete revision of our work, using none of that with which we were familiar. Others shook our most fundamental concepts of procedure, demanding an entirely new curriculum.

So, in rapid succession, have been developed many valuable factors contributing to a better understanding and higher efficiency in education. The newer conception of supervision has superseded projects and is still in its developmental stage. At the present, rapidly increasing attention is being given to the part of the school principal in community leadership. Character, or moral, education is receiving much consideration and is given a well-deserved stimulus. These four factors: Projects, supervision, community leadership, and character building are but a few of the many problems serving as subjects for thoughtful experimentation. It is certain that all contain much of immediate value to those on whom falls the burden of progressive educational growth. But it is not so sure that they will be used to the full measure of their merit.

The experiment upon which the statements of this article are based has been carried on throughout a period of a year and a half in an elementary school of the platoon organization. It has proved a success to those who have been most intimately connected with it. While the selection of actual material to be used over a two-year cycle is not yet complete, the method of presentation and organization is sufficiently proved to make these statements justifiable. The plan attempts a proper coordination or consolidation of the new and the old content material and methods, using the advantages of both.

The common purpose plan of work provides an educational vehicle into which are placed the desirable elements of the project method, teacher supervision, and community leadership, and is constructed around a definite

program of character development. It is an integration of the many school activities, each of which may be formed around the basic project idea, "purposing." This method of purposing is an attempt to overcome the inherent disadvantage of disorganization which was a natural outgrowth of the original project method and which was in large part accountable for the fact that projects led a precarious and unsatisfactory existence.

As the term, "project," has been used and defined for the past ten years, we were led to believe that the work of the children, to be effective in this method of study, should be largely selfmotivated. It was expected that the teacher would assume a position of minor importance in the lesson. Children were to form the purpose of accomplishing those undertakings that seemed desirable to them, and, in so doing, were to realize the need for facts, skill, and knowledge that had hitherto been forced on them in an uninteresting and more or less profitless manner.

There is no doubt but that the highly increased interest secured through participation of the child in an activity that meets with his desires will largely facilitate the ready response to learning that will form desirable and lasting associations and habits. It is indisputable that a method of teaching that takes advantage of the everyday actions and activities of the child will appear to him more real and lifelike, with a consequent heightened importance in his mind. It is true that in an extensive use of the project method, "education is life." But, it does not necessarily follow that dependence upon the purpose of the child, in the project method, will have an unquestionably effective value of limitless application to life-situations.

The common purpose plan of work, as the name implies, combines those studies that are traditional with the newer elements in school life, and with the innumerable activities that surround the child in his home and community relationships. It retains the element of active interest. The child continues to purpose, but he purposes with the teacher toward a common goal, that of preparation for life, through active participation in life. The element of teacher purpose, coincident with that of the child, fitted into the general purpose of the entire school, makes for a greater unity of school growth, whereby it is possible to provide increased situations in which individuals and groups will find better opportunities to use their particular abilities.

Combining the purpose of the child with that of the teacher, and all other school agencies, gives the child a far wider field of experience and knowledge from which he may draw at will. He is not limited to the few facts with which he has made personal acquaintance, but has at his command the entire range of ideas and facts that his teachers and associates have gained from years of living. The teacher guides him in the necessary selection of these ideas, and, in case he cannot be guided, presents them to him so they must be overcome before the accomplishment of the purpose is possible. This plan permits a development of personality, individual, and yet sufficiently subjugated to, and formed into, that of the group.

All classes of the school follow a similar method, along the same path, so that the entire school, in reality, unites in one undertaking. This brings all children into a sympathy of purpose obtained through all working toward a common goal. If the goal be large enough, each class, each individual child, secures much greater benefits than where the ultimate objective would be of value to a comparatively small number. In working out this plan, rather than relegate the present courses of study and accepted materials to the discard, as some curriculum builders deem necessary with projects, newly interesting and vital interpretations are found for them; they are fitted into the life and interests of the child.

The subjects that have been fitted into this plan are: Detroit of today; good citizens; storyland; communication. The purpose of the children and the objective toward which they work is the presentation of an original play and an exhibit of their handicraft, for the benefit of their parents and others who may be interested. In addition to this they prepare a number of issues of a mimeographed newspaper, from which material is drawn for a printed school paper. While these tangible things form the immediate objectives of the teachers also, their ultimate aim is the inculcation of certain deep-seated character traits, slightly differing for each plan, that have been listed by various agencies as desirable in the development of personality. Each plan is divided into time units under the headings of some constituent elements of character. Each unit consumes either two or three weeks, depending upon the amount of time available between the initial and the final educational test periods for the semester. The topics of the four units in storyland are: Health; sportsmanship; workmanship; service. These, in turn, have numerous subdivisions so that every grade from the kindergarten through the eighth finds some traits applicable to the group.

Storyland, for example, is based largely on the subjects of reading and literature, although every subject in the platoon school curriculum has a given place in the plan. The school is divided into four groups of comparable working ability; each group being composed roughly of two grades. At the close of the first unit period, group one provides the program for a school assembly, which is based upon the work of the first unit and which composes a large part of the share of this group in the play given at the end of the plan. This program is developed through the medium of the school auditorium where the ideas and facts accumulated in all other classes are consolidated and put into shape for presentation. This method produces a decidedly satisfactory correlation for the work of all rooms. Those children who have no part in the program make some of the various articles suggested to them by one of the stories read either by the class or in individual reading. These articles are placed in the final exhibit. Another group will prepare an article for the newspaper. Thus, every child finds some particular phase of the work that appeals to him or to his group and which is within his ability. Each group, in turn, plans for an assembly while the others are

continuing their work toward the final goals, the original play and the combined exhibit. All work is done in close adherence to courses of study and should not be considered as extracurricular in that it forms the bulk of everyday class activity.

The common purpose plan furnishes an ideal medium for teacher supervision, as we have come to view it. Before the work can be started, quite definite plans must be formulated, for these activities contain a considerable amount of teacher control. These begin with the general plan of the originator, which must include the subjects, with their subdivisions, for each unit, a statement of the major objectives, specified times for the completion of the various items, suggestions of sources of material and articles to be made for exhibition, and a general outline of the play. Then begins a series of small-group meetings in which teachers of classes in the various groups come together to decide upon their particular part of the general plan. These meetings are under the direction of the principal. These meetings are followed by meetings between the group leaders and the principal where the time is devoted to making actual written plans of the work of each group. From these, each teacher makes her individual written plans. This preliminary planning is completed by the date set for the beginning of the childrens' work.

Throughout this period of planning, the principal has been working and consulting with individual teachers and small groups, helping to outline the work, and carrying ideas from group to group. In this way standards are set up and may be followed later. A fine spirit is developed among the teachers of the entire school. Teachers know each other and come to understand the ideals and policies of the principal and the school. The cooperation secured through all members working together on a common problem also helps one teacher to understand the problems of those in other rooms and grades. With the common purpose before them, tolerance of differing ideas comes naturally, and the final result is a harmonious product.

From the time the children begin working on the plan, supervision is natural, not forced or strained. It is necessary, for checking purposes, for the principal to follow one class or another from subject to subject. The teacher understands the nature of the check and works easily. She does not feel that she is being spied upon nor does she suddenly change her plans and give the lesson that she has been preparing and saving for the occasion of the principal's visit. The teacher and the principal again have a purpose in common with that of the children.

The principal learns the habits of the children. He becomes better acquainted with them; they do not have that inherent fear of him that does more harm than good. Disciplinary problems practically cease during the period of these activities.

Checks on the quality of work in different subjects do not assume characteristically undesirable appearances. They follow naturally and are used as a basis of comparison between the periods of this method of procedure

and those in which it is not followed. The principal can offer assistance in fitting some particular problem of a class into the general plan. This can, and often does, give him an insight into the ability of the class.

In one manner or another, the principal can cover all parts of supervision effectively and naturally, building up those places that need bolstering, and revamping methods that are not quite suitable. An ideal opportunity to meet the teachers on an equal basis and to work out their problems with them is given.

Community leadership is absolutely dependent upon the parents of the school district being in hearty accord with the policies and methods of the school. When children acquire an increased interest in some school activity, and display a proportionate interest in that activity at home, they talk of the things they are doing in school in a happy, enthusiastic way. Parents, as a rule, are bound up in the welfare of their children and delight in such a display of happy school life. When they see the success of their children in the things they undertake, they place confidence in the school authorities and unite with them to further the interests of their children.

It is common knowledge that many parents view, with distrust, the changing ideas of education, particularly in the lower grades. Many of them have not had the opportunity to continue their own learning beyond the elementary stages. The institution of these plans did not discard the elements familiar to them and therefore met no opposition from parents in their early stages. But it was not long before they realized that the children were progressing beyond their own ideas of education. The school is in a rapidly growing section of the city, recently annexed, and is an outgrowth of a small district school.

Parents assist children with their particular purposes. Both children and parents become deeply interested in the problems that the children take home of their own volition. Great enthusiasm is aroused in parents providing ideas and assistance for the construction of articles for the exhibit. Through ideals backing some of these problems, many parents change their own ideas. This is especially true of many of their ideas on health. Appearance and care of the community is stressed along with other duties of a good citizen. As each of the subjects of citizenship is taken up, the effect may be noted, through the children, on the whole neighborhood.

For each of the plays presented by the children capacity attendance of nearly a thousand parents and friends is secured. Parents repeatedly comment on the interest of their children at these and other gatherings at shorter intervals. Through the medium of the plans, many children who had previously been serious disciplinary problems improved to such an extent that their parents were delighted.

While character training may sound platitudinous to many, there is a real need for some sound program of this kind. From the various studies of the desirable traits to emphasize have been selected those occurring with greatest frequency. Particular stress has been given these. Differing methods are used to present them to the children. Some are used by calling direct

attention to them by posters and similar devices pointing out the desirability of their virtues. Example is used considerably to provide for the imitativeness of children. Comparisons are drawn between personal experiences and situations found in their literature. The general process of absorption is relied upon for inculcating many ideals. Many posters and printed slogans which either picture or state accepted qualities are made by individuals and groups.

During the progress of these combined projects an almost unbelievable attitude of courtesy and consideration is displayed by the children. They show a decided retention of the ideals developed by themselves and their teachers. However, they remain natural and far from an attitude of spurious affectation. They are in their early formative period and accede to setting those habits, which in the long run bring conscious pleasure, with great delight and considerable pride in their accomplishment. Though they are allowed considerable freedom, they are independent, self-contained, and absolutely reliable. If personality is the sum total of a man's ideals, and his ideals are an expression of proper emotional reactions, then it may easily be said that these children are developing personality.

While there are many aspects of these activities upon which this article does not dwell, it may be pertinent to say that in these common purpose plans, children and teachers, the entire school forces, and the community unite in one common aim—to develop the accepted desirable character traits through an interesting, actual, lifelike study and application of the facts and ideals they encounter in their school work and in all other situations of child study.

X-Y-Z-ORGANIZATION

INEZ KEPPERLING

Principal, Marxhausen School, Detroit, Michigan

ALTHOUGH most schools are organized on the basis of giving instruction is groups, the fact that the average child is hard to find in actual life confronts us with the necessity of adapting even the most perfect course of study to the individual needs."¹ Recognizing this fact, some six years ago, the pupils in the Detroit public schools were grouped under the X-Y-Z-classification. The X group included all pupils of more than average ability, the Y group those of average ability, and the Z group those of less than the average ability. This classification was for the purpose of making provision for the education of those pupils who had much more or much less than the average ability.

¹ *The Fourth Yearbook*, Department of Superintendence of the National Education Association.

For some time there has been a growing need for some sort of reorganization of the X-Y-Z-classification and in February 1926 at the suggestion of Dr. Harry J. Baker, Clinical Psychologist in the Detroit public schools, a study was begun of the grouping of pupils that were best adapted for grouping together, also a study of the assignment of teachers who were best adapted to the different types of teaching needed for bright, average, or dull pupils.

Our school being of the platoon type, the following general steps in procedure as suggested by Dr. Baker, were taken:

1. We listed the number of pupils in each half grade by X-Y-Z groups. Found the total number of X's Y's, and Z's in all grades for use in assigning pupils to teachers. Assigned unclassified pupils to the groups which most nearly seemed to fit their ability until they could be examined.
2. Assigned to the home-room or academic teacher one half of number of pupils from the Y group. In a platoon school one section may be composed entirely of the Y group or a teacher may have one half of each section of the Y group.
3. Assigned to the home-room or academic teacher, for the other half of her group, pupils from the Z group or pupils from the X group, but not from both groups.
4. All teachers therefore fell into two groups:
 1. Teachers of the Y and X pupils
 2. Teachers of the Y and Z pupils

From the total number of pupils in X groups, Y groups, and Z groups under step number one, the number of teachers needed for the X groups and the number for the Z groups were determined. The ratio of Y-X-teachers to Y-Z-teachers can be determined for any school and will not be subject to much variation from year to year. Schools in typical localities will need about an equal number of each, other localities will need a different ratio, but this ratio may be quite accurately determined.

5. Selected by conference with teachers, those that preferred Y-X work and those that preferred Y-Z work and in some cases assigned the groups. After the groups are decided upon the teachers are moved from type to type only when found absolutely necessary.

The steps in the plan were carefully followed and the school was reorganized accordingly but with one exception. This was in the sixth grade. Here one teacher was assigned all the A6 pupils, X's, Y's, and Z's, while another teacher was assigned all the B6 pupils, X's, Y's, and Z's. In each case, however, each of these teachers grouped her pupils so that she had a Y-X group and Y-Z group respectively.

The following is the listed number of pupils in each halfgrade by X-Y-Z groups and illustrates just how the reorganization was perfected. The pupils who were extra-promoted either from group to group or from grade to grade in order to make a group sufficiently large enough to be handled as a unit are indicated in the table on page 44.

The teachers accepted this plan with enthusiasm, and after a five months' trial decided to continue it.

There were several interesting facts brought out during the first semester. We found that more pupils of the same mental age were grouped together; that more pupils of the same degree of brightness were grouped together; and that more pupils of approximately the same educational achievement were grouped together. We found that the range of mentality was greater

Z	Y	X
B1 36	68	18
A1 (33) - 4	$(70) + 4 - 10$	$(10) + 10$
B2 (46) - 3	21	25
A2 (40) + 3	$(43) - 5$	$(15) + 5$
B3 (24) - 4	$(37) + 4$	17
A3 (37) - 15	$(30) + 15 + 8$	$(8) - 8$
B4 (23) - 3	$(16) + 3$	$(4) - 4$
A4 (35) - 10	$(47) + 10 + 4$	
B5 14	25	
A5 29	40	$(49) - 9$
B6 13	36	$(36) - 4 + 9$
A6 9	51	$(16) + 4$
303	495	191

After the various units were formed the following organization resulted:

PLATOON		
Z	Y	X
* 9 B6	*52 A6	*19 A6
12 B6	43 B6	23 B6
14 B5 - 29 A5	*39 A5	
	27 B5 - 12 A4	*20 A5
*16 A4 - 20 B4	*40 A4	
	*16 A4 - 19 B4	*45 A4
*22 A3 - 20 B3	*36 A3	
	*17 A3 - 23 B3	*17 B3 - 20 A2
*43 A2	*18 B3 - 25 A2	
43 B2	*18 A2 - 21 B2	
29 A1 - 15 B1	20 A1 - 16 B1	
	*44 A1	*25 B2 - 20 A1
NON-PLATOON		
21 B1	22 B1	
	20 B1	18 B1

between X and Z pupils of the same class than between pupils in grades five months apart provided that they were grouped according to their mental ability. By this is meant, the range of mentality between the 5B X's and the 5B Z's is greater than between the 5B X's and the 5A X's.

It was found that we could advance pupils with their own age group more effectually. More groups being promoted as groups to the next half year. This is indicated in the illustrated diagram of organization.

The enrolment in any school determines, of course, the number of Y-Z- and the number of Y-X-groups and where there were very many small units we extra-promoted small groups to join or make a larger group in the next higher group or grade. This had to be done in order that the group be made large enough to be handled as a unit.

Under the new plan of organization, we found it much to the advantage of the pupil. Those of more than average ability were able to complete more than the required amount of work, while those of lower mentality had more consideration given them in the way of review work, less complicated situations and more specific facts and questions.

There were fewer cases of double promotions than formerly and no pupil received more than one such double promotion during the semester.

On the other hand the teacher herself had a greater advantage over the previous type of organization in that she had fewer groups to instruct, and she also profited by not having to cover the entire range of mental differences.

Tentative standards for use in the promotion of X, Y, and Z groups to grade above have recently been prepared for use in grades I through VI and they consider not only the average group but also the dull group and the superior group. These standards have been prepared only after much observation and experimentation and are proving a very helpful guide along broad lines.

Grateful acknowledgment is made to my teaching staff for assistance and cooperation and to Dr. Baker for many helpful suggestions which have made this study of the X-Y-Z-organization possible.

G. M. WALTON, Librarian of the Michigan State Normal College at Ypsilanti, is very anxious to procure a copy of *the First Yearbook of the Department of Elementary School Principals*. Can any of our readers help him out?

THE PRINCIPAL AS A PROFESSIONAL MAN

GEORGE I. BRINKERHOFF

Principal, Webster Street School, Newark, New Jersey

ONE may question whether the principal's calling has been a distinct profession, but nobody familiar with the trend of events can reasonably doubt that it is rapidly becoming one. Until recently a principal was ranked as of the teaching profession, a successful member of that profession, but the time seems ripe for a sharp differentiation between the two types of work—teaching and “principaling.”

The duties and the training requirements for teachers have been fairly well defined but the duties of the principal and the kind and amount of training he should possess are still undecided matters. In practice there is wide variation in the method of selecting principals, and in what is deemed satisfactory training for a principal. Merely successful teaching experience is often the guiding criterion. Frequently a college degree is the determining factor, regardless of whether the candidate has had special courses in education or even experience in teaching. In the more progressive school systems at present, preference is given to those who have done some college or university work in the field of education, but no definite policy in this respect has been established. The principalship is, even now, too often regarded as a position that anybody can fill, provided he has some education and a fair degree of common sense. Special training for this most difficult and important calling is not always insisted upon.

That a successful teacher, with a few courses in education perhaps, should properly be considered equipped to do the work of a principal, is underestimating the professional character of the job. It is not enough that one should know how to teach well and that one should have executive ability: he should know the business of teaching thoroughly; he should have some acquaintance with the whole broad field of education—psychology in its manifold ramifications, experimental pedagogy, experimental didactics, educational philosophy and practice in teaching all school subjects, organization, management, supervision and other branches of study intimately connected with school work. Just as a physician must be able to diagnose and remedy physical ailments, so the principal, the educational expert, must be competent to diagnose and prescribe in the almost limitless field of pedagogy. A teacher, even a highly gifted one, is not, *per se*, qualified for such work. The teaching profession, though closely allied to the principals' profession, is quite distinct. It is every bit as important and is of high rank among the professions, but it is different. Teaching appears to bear the same relation to the principal's work as does nursing to the work of the physician. It follows, therefore, that the training of teachers and of principals must differ just as the training of nurses differs from that of physicians.

A four-year high school course plus a two-year course in normal school is coming to be the accepted requirement for a grade teacher's license, but

nobody today would seriously contend that this was sufficient training for a principal. Also, it must be admitted that a regular course in college no more fits one for a principalship than it does for a license to practice medicine or law. Since the field of education is no less difficult, no less broad, and no less important than the field of medicine, it is reasonable to demand of the principal as much professional training as is demanded of the physician. The modern physician feels that he must have a college education before he takes up the study of medicine, though in practice the fourth year of college is omitted and the first year of medical school substituted. Four years in a medical school plus one or two years as an intern in a hospital usually constitutes the physician's professional training, and even then, he is merely a general practitioner and not a specialist in any line. No less training should be required of a principal. A regular four-year college course followed by a four-year course in a school of education should be the minimum scholastic requirement, and this should be followed by some years of actual teaching experience. Anything less than this would be degrading to the profession. If the principal is to receive consideration as a professional man, and if the difficulty and importance of the principal's work is to be looked upon as on a par with that of other professional men, then he must expect to equip himself professionally as do others of the professional class.

ALL-YEAR SCHOOLS

WARREN A. ROE

Belmont Avenue School, Newark, New Jersey

THE FIFTH YEARBOOK of the Department of Superintendence has ten out of fifteen statements of the purposes of the junior high school which confess that our generally accepted administrative organization is imperfect. Instead of attacking the problems presented at their source, namely the lock-step administrative practices now widely current, the year-book attempts to meet the situation by curriculum readjustments and by a concept of offering variety of opportunity for adjustment at an advanced stage of pupil progress namely the 7th, 8th, and 9th grades. Progressive and valuable as these proposals are, they still have a striking resemblance to the antiquated situation lately held within the medical profession where for many years a strong belief prevailed that medical practice should be curative and not preventive. Just as a progressive and broadening outlook has elevated preventive and corrective medical practice into full kinship with curative practice, so we may hope that admission of need for better pupil adjustment will produce such careful analysis of the early years of the child's educational life that we shall adopt administrative procedures which will bear better relationships to what we know of variations in ability and rates of development in individual children than those now in general use.

Between the individual pupil's abilities and rates of progress with this pupil's need for frequent adjustment and regrouping and the common practice of semi-annual and annual promotions exists a chasm of failure and maladjustment that weighs heavily upon the conscience of those school people who recognize that it exists. For those fortunate or unfortunate educators who do not recognize this gulf because it has always been present no hope exists. Time must solve that problem. But those conscious of the punitive and evil force of long continued maladjustment, as expressed in non-promotion and retardation records, find, in a shorter division of curriculum units and in more frequent regrouping and classification of pupils and in greater use of the time available in the years of childhood, tools by which we may construct fairly adequate bridges across this gulf of non-promotion and retardation, and in doing so give greater opportunity for educational achievement to our pupils while serving society more usefully and successfully. The wide adoption of shorter terms coupled with a better use of the great margin of time in children's lives not needed for healthful play and outdoor activities would be a long step ahead in educational progress.

Children live day by day. They are not born to suit school terms. They do not cease growth in June or begin in September. Much that we know of child development both physical and mental mocks our stated calendar terms and challenges our grades and classes. As schools pass from irrational to rational living conditions, we shall destroy much of this rigid administrative machinery we have created and replace it by flexible regrading and reclassifying procedures that will bring our regimented regroupings into some sane relationships to our knowledge of individual differences. This the all-year schools of Nashville and Newark are now doing and in their pioneering they are pointing the pathway that the schools of America will eventually seek to follow.

A DEMOCRATIC FORM OF ORGANIZATION

O. D. ENFIELD

Principal, Eastman Street School, Los Angeles, California

DURING THE past five years since the Elementary Principals have had a functional part in the N. E. A. there have been many problems studied, chief of which has been the Improvement of Instruction or Bettering the Technic of Teaching. The latter can be done only by providing more time for supervising. The modern school with an overcrowded curriculum including classes in adult education, mothers' classes in sewing, millinery and nursing, classes in health education such as nutrition, corrective work and physical education in addition to activities with the regular program such as sloyd, cooking, sewing, agriculture, etc., involves far too large a part of a principal's time. The solution to this problem is through delegated powers.

Following is the general outline of a plan for intensive organization through delegation of responsibility:

Officers:

Chairman, Secretary, Treasurer, Representative to Library, Representative to Teachers' Club.

Chairmen of Groups:

First and Second
Third and Fourth
Fifth and Sixth

Committees:

Visual Education:
Fifth and Sixth
Third and Fourth
First and Second

Thrift:
Fifth and Sixth
Third and Fourth
First and Second

Safety:
First and Second
Third and Fourth
Fifth and Sixth

Council:

Chairman of Organization
Chairman of First and Second Grades
Chairman of Third and Fourth Grades
Chairman of Fifth and Sixth Grades

The above plan was worked out some three years ago at Eastman Street School and has passed the theoretical stage because it has worked very successfully in solving the problem of more time for supervision.

There are many advantages of such a plan but I shall discuss very briefly only three.

First, it makes of the principal an expert executive, proving his ability to delegate powers without neglecting his duty. It establishes confidence in the principal on the part of his teachers and pupils because he is to them a director and co-worker and not a czar. Teachers always prefer to work with a principal rather than for him. If a principal respects his job the community will have more respect for both him and his job. A principal should never do anything that a teacher, a pupil or the janitor might do as well.

Second, the teachers themselves enjoy being consulted in the management of their plant. It develops initiative on the part of teachers. A weak principal allows many potential abilities to go undeveloped when they might be utilized for the good of his school as well as for the teacher. Teachers are always more willing to carry on experiments or to carry out the routine duties of a school such as ordering supplies and arranging yard duty schedule if they have a hand in them. The Council as shown above meets the second Thursday of each month and discusses ways and means of raising money and for what purposes it shall be spent, decides on the nature of community

programs, and any innovations whatsoever. All matters discussed in council are discussed the following week at the various group meetings and then action taken at the organization meeting the following week. They feel that any innovation is introduced because a majority have so decreed. In a school of some thirty teachers there is scarcely one but has some part in the school program. This results in thorough cooperation.

Third, it develops the "esprit de corps" as nothing else can. A principal may work ever so hard and initiate many new schemes but unless he has a fine spirit of cooperation back of this there is little to be gained. At the group meeting supplies are discussed, each teacher having budgeted her own needs, requisitions are made through the chairman and in turn distributed by her. Each group decides upon some major problem upon which to work for the year. They also discuss their particular problems. The principal may sit in as an advisor or he may not. Again such activities as thrift, safety first, motion pictures and paper drives are carried on through committees.

The plan provides an opportunity for developing initiative on the part of teachers; it creates a fine school spirit. It makes possible an efficiently managed school.

SOME WHOLESOME REFLECTIONS

PRICIPAL JOHN J. LYNCH of Junior High West Street School outlines his philosophy of the schoolroom and pupil in the following paragraphs entitled, "Some Wholesome Reflections":

"A wholesome reflection of life's work is the remembrance of a service joyfully and well done. Do you ever have those reflections? Do you know why some have them?"

"You may place a value on your conversational powers, but I'd love to pay tribute to your social silence."

"A voice raised above a conversational tone in a classroom or a home is an indication of a loss of self-control and authority. Have your neighbors ever heard your voice? Have you ever heard theirs?"

"Do we elders complain against our own infractions of rules, or do we excuse them on the claims of age, authority, and the most abused words—personal liberty?"

"Is there any other greater proof of my good citizenship than my neighbors' declarations of my obedience to the laws of country, state, and city?"

"Who rules well and peacefully? He who is well ruled himself by his acceptance and conformity to the law."

"I never expect a child to obey more promptly than I do myself. If I take two minutes to obey, I tyrannize when I demand that a child shall obey at the sound of my voice."

"I never ask for silence from forty children and then proceed to gossip in their presence."

"My dismissals are always determined by my personal wishes, inclinations, and social pleasures. I never thought or acted on those matters in dealing with children. Are you an exception?"

"A man principal may be intolerable. Yet, he too was made in His image, O, Woman!"

"Do not children observe our habits and our infractions, make them their rules of conduct and life, and wonder why we are so critical of their activities when they do the things that we have done with impunity?"

"Is there any rule too severe for teachers that is justified in the regulation of government of children?"

"Before we declare a rule for children and insist on its enforcement let us try it ourselves, and be martyrs of its justice and wisdom."

"If I must talk to my neighbor during a prescribed period of silence, why should I deny the child, whose habits I'm forming, from enjoying the same privilege?"

"If a parent is solicitous about her child's conduct at school when the teacher is guilty of a slight indiscretion or a hasty word, why can't she be before the necessity of the visit?"

"Some teachers accept the gossip of children as a basis of another child's character. Would we like our characters to be based on some of our neighbors' tongues?"

"If I cannot command the silence and respect of my children while I'm absent from the room, then I ought to exercise that privilege sparingly."

"Teachers, preachers, parents, our aim should be to mold character where it is not, and to strengthen it where it is."

"Doctors consult to save their patients; lawyers to protect their clients; teachers too frequently to destroy the objects of their worries—children."

"Never seek information about a child unless you intend to use it honestly and wisely for his betterment."

"Children have little hope when some teachers and preachers confer to diagnose on their life's conduct."

"I wonder if we would like our daily conversations radioed."

"My neighbor may be able to do many things which I cannot do in my life's work. I am myself and must act in accordance with my powers."

"Every bell has a meaning for teachers as well as for children. Are the former exempted and the latter enjoined?"

"Before we speak thoughtlessly to children, angrily harangue them, we ought to be certain that a dictograph is not hanging in our own chamber."

"Something can always be found to help the wickedest boy. He has a young heart. Treat it before it hardens."

"Inheritance and environment may be vital factors in the development of a child's life, but too frequently they are sought and used to justify the inadaptability of one's calling."

"To mischievously seek the family history of a child is an assassination of the innocent and betrays the baseness of one's heart."

"To look for the richness of life and not its baseness is the highest proof of human nature."

Reprint from *Holyoke* (Mass.) *Telegram*.

MINUTES OF THE SEATTLE MEETING

WARREN A. ROE

Secretary

THE excellent Seattle meeting began at 7:30 A. M. July 4 with the breakfast conference at the Olympic Hotel. A large and interested group heard a short report from the Enrolment Committee which showed progress. The Committee on Vacation and All-Year Schools presented a report showing the valuable progress made in these fields.

Tuesday began with Vicepresident Hansen reporting for the Committee on Educational Progress to an enthusiastic group at the 7:30 breakfast conference. The afternoon meeting at Plymouth Church was well attended. President Gwinn of the Department of Superintendence brought greetings from the Department. Dean William F. Russell, Teachers College Columbia University, spoke upon "International Gossip." Margaret Poore, Oakland, California, presented a paper in the discussion following. Committees upon Resolutions and Nominations were named.

The evening banquet on Tuesday brought over three hundred principals and guests together. The tables were beautifully decorated with flowers. A glee club and quartet from Seattle supplied most enjoyable music. Short but pointed addresses by the guests and officers together with the community singing and the very excellent dinner combined to make a memorable occasion which those present will long remember.

Wednesday began with the breakfast report of the Committee on Standards and Training to another large group. The afternoon session received greetings from the Department of Classroom Teachers conveyed by Anna Thompson, Kansas City, Missouri, president of that Department. The topic of the meeting was "Cooperative Supervision," discussed most adequately for the superintendent by Mrs. Susan M. Dorsey, Los Angeles, California; for the elementary principal by Elizabeth McCormick, Superior, Wisconsin; for the elementary supervisor by Grace M. Swan, Pittsburgh, Pennsylvania, and for the classroom teacher by Cornelia S. Adair, Richmond, Virginia. The report of the Committee on Revision of Constitution and Bylaws was presented by Chairman M. E. Peterson, Los Angeles, California, and considerable discussion ensued.

Thursday morning the Executive Committee held an open conference at breakfast at 7:30. Later the committee held its formal meeting. The afternoon session received the report of the Committee on Standards and Training. Reports of committees were received and accepted. The amended Constitution and Bylaws were adopted and the following officers were elected in conformity with the constitution:

President—Arthur S. Gist, Frick School, Oakland, California.

First Vicepresident—E. Ruth Pyrtle, Bancroft School, Lincoln, Nebraska.

Second Vicepresident—Warren A. Roe, Belmont Avenue School, Newark, New Jersey.

Third Vicepresident—Herbert C. Hansen, Talcott School, Chicago, Illinois.

Fourth Vicepresident—Mrs. Julia M. White, Steele School, Denver, Colorado.

Fifth Vicepresident—Martha M. Wilson, Public School 9, New York City.

Secretary—Helen B. Shove, Longfellow School, Minneapolis, Minnesota.

Member of Executive Committee for four years—Elizabeth McCormick, Howe School, Superior, Wisconsin.

The convention recorded its appreciation of the fine work done by the Seattle Committee under the leadership of President Charles Potter of the Seattle Principals' Club.

ADDRESS AT SEATTLE

E. RUTH PYRTLE

President, Department of Elementary School Principals, Lincoln, Nebraska

THE GROWTH and interest in the Department of Elementary School Principals has been remarkable, almost phenomenal, in our short six years of existence. This Department is recognized in the educational world as one of the most alert and truly professionally minded groups working in American education. The fine professional research study as reflected in our publications together with the bi-yearly programs and the superior work done, day by day, in the classrooms, in the nation-wide field of education, has won a cordial respect, a recognition and commendation for the principalship from all classes of educators.

Our opportunity as individual principals, and as an organized Department group, is measured only by our vision and devotion to our field of work—the elementary field. Elementary principals are becoming professionally conscious or, shall I say, are now professionally conscious.

The six yearbooks and seventeen bulletins, filled largely with contributions from our own members, have received the highest praise from leading educators both home and abroad. The 1928 yearbook will be the report of the Committee on Standards and Training for the Elementary School Principalship. This report promises to be a most valuable contribution to the whole field of education.

Our host, Superintendent T. R. Cole, on the Pacific coast said last year of this Department: "It is my opinion that the elementary school principals have made the greatest progress during the last ten years professionally of any group of educators in the public school work. The Seattle school system has profited much by this professional growth."

About the same time on the Atlantic coast, our much loved principal member, Mary McSkimmon, said: "No man or woman holding the position of elementary school principal can afford to remain outside this organized group. We need every one of our 50,000 elementary school principals, for we are members one of the other by the very nature of our task. Every principal in America has already been helped in a dozen ways through the fine professional spirit and service of the organization."

May I now gratefully acknowledge and personally thank each and every person of this Department who has worked so zealously and untiringly and thus brought about the success of the work of the Department through this year.

CONSTITUTION AND BYLAWS DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

ADOPTED JULY 7, 1927, AT SEATTLE

A GREAT majority of our future citizens receive all their formal education in the elementary school. To it is intrusted the physical, mental, and moral training of the child during its tenderest years, and to it we must look for that basic training upon which all future education must rest. Educators everywhere and our federal, state, and local governments are realizing more and more the responsibility placed upon the elementary school, but primarily it is the elementary school principal who must face these responsibilities intimately. To meet the responsibilities of elementary education with a united mind and purpose, to study the problems of the elementary school with a broad and sympathetic outlook, to enlist the aid of educational forces everywhere, and, in general, to give to the elementary child the advantages of united effort, we do hereby form the Department of Elementary School Principals of the National Education Association and adopt the following Constitution:

ARTICLE I. NAME

The name of the organization shall be the Department of Elementary School Principals of the National Education Association.

ARTICLE II. MEMBERSHIP

SECTION 1. Membership in the Department of Elementary School Principals shall be of two classes: Active members and associate members.

SECTION 2. State, county, or supervisory principals of elementary schools, who are members of the National Education Association, may become active members by paying the annual dues.

SECTION 3. Other persons, not supervisory principals, who are interested in elementary education may become associate members by paying the annual dues. Associate members shall have all the rights and privileges of active members except the right to vote and the right to hold office.

ARTICLE III. OFFICERS

SECTION 1. The officers of the Department shall be the President, five Vicepresidents, and the Secretary, and they shall each hold office for a period of one year from date of election.

SECTION 2. No elective officer may hold the same office for more than one term until the lapse of a period of one year or more.

SECTION 3. The retiring President shall become automatically the First Vicepresident.

SECTION 4. The Executive Committee shall consist of all the officers together with four members elected at large. Retiring officers shall be ineligible to election to the Executive Committee until the lapse of one year or more.

SECTION 5. Members at large shall hold office for four years, one member retiring each year. The member receiving the largest number of votes at the first election shall serve for four years, and the others three, two, and one, respectively, according to the number of votes received.

SECTION 6. The President of the Department shall be Chairman of the Executive Committee and the Secretary of the Department shall be the Secretary of the Executive Committee.

ARTICLE IV. ELECTIONS

SECTION 1. Election of officers and Executive Committee shall take place in the business session held during the summer meeting of the National Education Association.

SECTION 2. Election shall be by ballot.

SECTION 3. Active members only are entitled to vote.

SECTION 4. A Nominating Committee of five members, not less than two of whom shall be members of the Executive Committee, shall be appointed by the President at the first session of the summer meeting or earlier. This Committee shall nominate one candidate for each office to be filled. Nominations from the floor shall be permitted.

ARTICLE V. DUTIES OF OFFICERS

SECTION 1. The President shall preside at all meetings of the Department and of the Executive Committee; appoint all committees not otherwise provided for; call meetings of the Executive Committee at his pleasure or upon written request of four of its members; sign all orders on the treasury; and perform such other duties as may from time to time devolve upon him. He shall be, *ex officio*, a member of all standing committees.

SECTION 2. In the absence of the President of the Department, the Vicepresident shall perform all the duties of that office.

SECTION 3. The Secretary shall keep a careful record of the proceedings of the Department and of all its committees; and he shall be responsible for their preservation. Within 30 days after any meeting of the Department and within ten days after any meeting of the Executive Committee, the Secretary shall furnish a copy of the minutes to each member of the Executive Committee. He shall prepare and keep an accurate list of the members of the Department with their post office addresses; and perform such other duties as may, from time to time, devolve upon him.

SECTION 4. The Executive Committee shall be the administrative body of the Department, subject to the call of the President, except as otherwise provided for in the Constitution. To supplement and assist the President

in the conduct of his office, the Executive Committee shall, by a majority vote of all its members, fill all vacancies, except that of the President. The President or Executive Committee shall prepare in advance a program for each annual meeting of the Department, and shall cause the same to be published prior to the meeting.

SECTION 5. The annual report shall contain a list of officers and committees of the Department, a list of members of the Department, together with their addresses and such other matter as the Executive Committee may direct. This report may be printed as a Yearbook of the Department.

BYLAWS

ARTICLE I

There shall be the following standing committees and such other special committees as the President may appoint: Committee on Educational Progress, Committee on Resolutions, Committee on Enrolment.

ARTICLE II. ORGANIZATION AND CONDUCT OF COMMITTEES

The first meeting of a committee shall be called by the first-named member thereof, who shall be its chairman. Minutes of the proceedings of each standing committee shall be kept and a copy thereof certified by the chairman and secretary shall be promptly furnished to the Secretary of the Department. All standing committees shall report to the Department in writing at the annual meeting. Vacancies in all committees except the Executive Committee shall be filled by the President of the Department.

ARTICLE III. COMMITTEES

SECTION 1. Committee on Educational Progress. The Committee on Educational Progress shall consist of one member from each state. This committee shall bring before the Department such features of educational progress as it may deem worthy of consideration.

SECTION 2. Committee on Resolutions. All resolutions offered at an annual meeting of the Department shall be referred to the Committee on Resolutions, unless otherwise ordered by the Department. This Committee shall submit to the Department for its consideration such resolutions as they may deem advisable.

SECTION 3. Committee on Enrolment. The Committee on Enrolment shall consist of not less than one member from each state, but additional members may be appointed by the President of the Department. This committee shall secure members for the Department, collect the annual dues and pay them to the Secretary, furnishing him therewith a list of the names and postoffice addresses of members from whom such dues have been collected, and giving each member the Secretary's receipt, countersigned by a member of the committee.

ARTICLE IV. BOOKS, RECORDS, PAPER, AND PROPERTY

SECTION 1. The records and accounts of the Department and of its officers, committees, departments, sections, and divisions, shall be kept in books provided by the Department, which shall be the property of the Department.

SECTION 2. All books, papers, records, and accounts of the Department and its officers, committees, departments, sections, and divisions, shall be open at all times to the inspection of the Executive Committee or any member thereof.

SECTION 3. Every officer, member, committee, department, section, or division of the Department having funds, papers, books, records or property of any description belonging to the Department shall give up the same on demand to his or their successors in office or to the person authorized by the Department or its Executive Committee to receive the same.

ARTICLE V. DUES

SECTION 1. The annual fee for membership shall be three dollars (\$3).

SECTION 2. The fiscal year of the Department shall coincide with that of the National Education Association, but memberships shall run from one year from date received by National Education Association headquarters.

ARTICLE VI

Ten cents from the membership fee of each member annually shall be set aside as a permanent Reserve Fund of the Department. This fund shall be placed in charge of the Board of Trustees of the National Education Association to be invested and conserved in securities that are legal. The Board of Trustees of the National Education Association shall be the Trustees of said Reserve Fund. At each annual summer meeting of the Department the Trustees shall report in detail the condition of said Fund and shall apportion the income to such uses as may seem, to the Department of Elementary School Principals, advisable. No part of the principal of said fund shall be spent except after the unanimous recommendation of the Executive Committee of the Department of Elementary School Principals duly ratified by a two-thirds vote of the members present at a stated annual summer meeting of the Department.

ARTICLE VII. ROBERT'S RULES OF ORDER

The rules and orders of Robert's "Rules of Order," not inconsistent with this Constitution, shall govern the meetings of the Department and its committees.

ARTICLE VIII. RULES ON DEBATE

The Department shall be governed by the ruling of the National Education Association that debates shall be limited to five minutes unless otherwise ordered during the year.

ARTICLE IX. AMENDING THE CONSTITUTION

SECTION 1. An amendment to the Constitution or Bylaws may be proposed by the Executive Committee or by a petition of at least ten regular members of the Department.

SECTION 2. The proposed amendment shall be read in regular session at least twenty-four hours before a vote is taken upon it.

SECTION 3. Two-thirds of the votes of the members present in a regular session will be necessary to make the proposed amendment part of the Constitution.

ARTICLE X

This instrument shall become operative from and after the last meeting of the summer session of the year 1927.

REPORT OF THE COMMITTEE ON RESOLUTIONS

CARL S. ZOOK

Atkinson School, Portland, Oregon, Chairman

THE RESOLUTIONS COMMITTEE duly appointed by your president begs to submit the following report.

I. WHEREAS, The question of the establishment of a Department of Education under a Secretary as a member of the President's Cabinet has been and is now before Congress and,

WHEREAS, Little remains of information or argument that has not been presented for or against such a plan; therefore be it

Resolved, That we endorse the Curtis-Reed bill and urge school principals to keep in touch with their congressmen and local chamber of commerce in an effort to have this legislation enacted into law.

II. WHEREAS, The value of the services of the National Education Association and associated departments is attested by school executives throughout the nation and,

WHEREAS, Many members and delegates are prevented from attending meetings and conventions because of the expense involved; therefore be it

Resolved, That boards of education be requested to include in their budgets appropriations to cover expenses of delegates to conventions and meetings, particularly to meetings of the Department of Elementary School Principals.

III. WHEREAS, The best success of an organization demands a membership that includes approximately all eligible; therefore be it

Resolved, That we recommend to local clubs and associations a coinclusive plan of membership—a plan whereby one fee covers membership in local, state, and national organizations; and be it further

Resolved, That state superintendents be called upon to recommend or urge membership upon principals not reached through local associations or city superintendents.

IV. WHEREAS, Tenure of office in some degree has been quite generally bestowed on teachers and principals, and,

WHEREAS, The fire of politicians has in consequence been directed at superintendents, many of whom have been unjustly dropped from their positions to the serious detriment of the schools; therefore be it

Resolved, That this Department urges the extension of the policy and principles of indefinite tenure to teachers, principals, and superintendents alike, and that we request the support of the National Education Association in this effort.

V. WHEREAS, The elementary schools are as important as any section or unit of educational system; therefore be it

Resolved, That the single salary schedule should obtain for principals, whether, elementary, junior high, or senior high, on the basis of training, experience, and number of pupils enroled; and be it further

Resolved, That the same time for preliminary duties on full salary as is now allowed junior high and senior high school principals be allowed also to elementary school principals.

VI. WHEREAS, The publications of our Department—the Bulletins and Yearbooks—are invaluable contributions to the literature on school operation, and,

WHEREAS, It is important that school directors and superintendents be informed as to our plans, policies, and procedures; therefore be it

Resolved, That we recommend that local associations or clubs arrange to place these publications in the libraries of our superintendents.

VII. WHEREAS, Character education or training is regarded by educators and laymen in general as among the important functions of the school, and,

WHEREAS, Principals need inspiration and guidance in this important field; therefore be it

Resolved, That this department request the National Education Association Research Division to study and report the Detroit plan and other plans that have been tried and found valuable.

REPORT OF THE TREASURER

COURTLAND V. DAVIS

Franklin School, Plainfield, New Jersey

HEREWITH is submitted the sixth annual report of your Treasurer. Our membership on June 1 was 3967 as opposed to 3181 on the same date last year, and our receipts from dues alone approximately eighteen hundred dollars greater.

Again we should take the opportunity to express our appreciation of the work done by the Division of Accounts of the Washington office in handling the accounts of our Department.

RECEIPTS AND EXPENDITURES

FOR THE YEAR ENDED MAY 31, 1927

Balance as at May 31, 1926.....		\$1,748.22
Receipts:		
Membership Dues, 3,758 Members at \$2.00 each.....	\$7,516.00	
209 Members at \$3.00 each.....	627.00	
Appropriation from N. E. A.....	2,000.00	
Yearbooks sold	1,607.48	
Miscellaneous, Exchange, Etc.....	2.35	
		<u>11,752.83</u>
		13,501.05
Disbursements:		
Printing—October Bulletin	\$429.80	
Printing—January Bulletin	450.25	
Printing—July Bulletin	432.40	
Printing—Sixth Yearbook	2,543.52	
Printing—Tickets, Membership Applications, Leaflets, Cards, Etc.	779.00	
Postage, Stationery and Office Expense.....	2,252.93	
Stenographic and Clerical Service:		
Headquarters	\$1,701.13	
Ide G. Sargeant.....	60.00	
W. T. Longshore.....	49.95	
		<u>1,811.08</u>
Convention Expense, Philadelphia.....	26.45	
Excess Cost of Dinner at Philadelphia.....	216.00	
Excess Cost of Dinner at Dallas.....	79.75	
Committee on Standards.....	109.34	
Fees paid Arthur S. Gist for editing Yearbook.....	500.00	
Miscellaneous Expenses	74.60	
Committee on Educational Progress.....	17.20	
Traveling Expenses:		
Jessie M. Fink.....	\$151.02	
Arthur S. Gist.....	981.98	
James F. Hosc.....	35.71	
Frank W. Hubbard.....	402.57	
W. T. Longshore.....	211.00	
J. Cayce Morrison.....	33.07	
E. Ruth Pyrtle.....	445.71	
Warren A. Roe.....	226.81	
Ide G. Sargeant.....	227.00	
		<u>2,714.87</u>
		12,437.19
Balance as at May 31, 1927.....		<u>\$1,063.86</u>

REPORT OF THE SECRETARY

WARREN A. ROE

Belmont Avenue School, Newark, New Jersey

THE YEAR 1926-27 has been marked by many noteworthy contributions to educational literature from the pens of the elementary principals of America. It is evident that the stimulation provided by the Department of Elementary School Principals of the National Education Association is functioning and that we may hope to see the great potential constructive educational force of the combined abilities of the principals of every type of elementary school made available for the service of the schools of America. It is a vision of service that should call to the spirit of the men and women who head our schools. Can we add to the laboratory of theory of the college and university the intelligent produce of the laboratory of practice? If so, wonderful achievement awaits us just beyond the threshold of our endeavor.

To the many able people, whose contributions published or unpublished have unitedly made possible the bulletins this Department has issued, we send our hearty thanks. May they all add again their present professional studies to those they have already made. We shall hope that to their goodly number will be added this year many more. To the officers, committee chairmen and speakers whose cooperation has aided the recording of our programs and work, we express our appreciation.

Our membership has grown steadily. It appears as though we had a service to render that invites the support of all. The coming year looks full of promise for wide-spread and continued success for this Department.

REPORT OF THE COMMITTEE ON EDUCATIONAL PROGRESS

F. H. DUFFY

Principal, Harding Junior High School, Steubenville, Ohio

A GENERAL summing up over the entire country of the items reported by the committee of sixty show a graduated line of progress. However, the line should rise very much more abruptly. Here and there the communities are arranging to care for the old and incapacitated teacher by the establishment of pension laws; colleges and universities are being strengthened as never before; and an effort toward the centralization of the teaching unit is being made in the rural districts.

It cannot be denied, however, that the public schools of the nation are still the target of corrupt politicians and progress of the proper kind will be retarded as long as the practice continues. The educational system of our country is far from progressing to the point where it is keeping in step with modern industry and for the development of that which will permit the generations of the near future to maintain the liberties and independence

which we and former generations have so democratically enjoyed. The present steam-gas-electric-wireless age is carrying us forward at such a terrific rate that it far over-balances our present maximum of education. Economically we are living on the fat of the land. When we compare our educational progress during the last two decades with that of the commercial and industrial development during the same period of time the former all but fades out of the picture. Unless our educational system is so adjusted as not only to offset the present whirlwind of material progress, we predict that our grandchildren and greatgrandchildren, sitting in legislative halls, will find themselves in a similar position to that of the proverbial farmer who locked the barn after the thief was gone with the horse.

The biggest piece of work in the way of progress that our schools can do today is the preparation for those who are to rule in the future. A conservation or offsetting of the present day economic waste must come from an adjusted form of education if our posterity is to benefit by what we are attempting to pass down to them and which is more or less delusive in its content.

EDITORIAL

AT THE business meeting Thursday afternoon, July seventh, appreciation of the generous hospitality of Seattle was officially voiced. But we cannot think of the National Education Association of July 1927, without feeling that the chairman and committees were tireless in their efforts to add to the pleasure and comfort of visitors. To teachers of Seattle; to teachers of the entire state of Washington, to parents and citizens of the city and state, who so whole-heartedly contributed to make this teachers' convention outstanding for its hospitality, we express appreciation.

The new constitution makes these important changes.

1. Associate membership created.
2. Five vicepresidents are given vote on the Executive Committee.
3. Elective officer may hold same office but one term; and is ineligible to election to Executive Committee until lapse of a year.
4. A permanent Reserve Fund was created.
5. A Committee on Educational Progress and also a Committee on Enrolment was created, to consist of no less than one member from each state.

The chairman of the Enrolment Committee, Mrs. Jessie M. Fink, Grand Rapids, Michigan, reported that the last efforts of May, 1927 resulted in 1536 new members. That means our membership is approximately 4000. The chairman bent every energy and the members of the committee co-operated zealously, but that membership is not quite 10 percent of the elementary principals of the United States. Hard to believe, isn't it? Upon our enrolment depends the continuance and furtherance of our activities.

Will you, as a member, add at least one new member before January first?

HANCOCK, VERMONT,

July 1, 1927

Department of Elementary School Principals,
MISS E. RUTH PYRTLE, *President,*
Seattle, Washington

My dear Miss Pyrtle:

I received your kind letter inviting me to attend the present session of the National Education Association. It would be quite beyond my strength to go to the convention now.

At present I am with my son Crosby and wife in Granville, Vermont, the home Mr. Sargeant loved and where we intended to return when he gave up his work in Paterson.

The Department of Elementary School Principals will always mean a great deal to me and its success will be a gratification.

I shall treasure the Bulletin which your association sent me, and I trust the loving face smiling out from its opening pages will long be remembered by his friends.

Thanking you and your associates for your kind sympathy, I am,

Most sincerely,

MRS. I. G. SARGEANT.

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

TO THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
1201 Sixteenth Street Northwest, Washington, D. C.

I am a member of the National Education Association. I enclose my fee of \$3.00 for membership in the Department of Elementary School Principals. This fee is to include a year's subscription to the Department Bulletin and a copy of the Seventh Yearbook, to be issued in April, 1928.

Address all publications to me at the address given below.

Name.....
* (Typewrite or print)

Mailing address
(School or street)

.....
(City and State)

My present position is

Make checks payable to DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS.