

BULLETIN

OF THE

Department of Elementary School Principals

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WHITHER IN SUPERVISION?

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IN THIS brief comment on supervision, the necessity for supervision is taken for granted. In an enterprise which affects vitally the welfare of all children, involves the service of large groups of individuals engaged in a highly professional task and involves the expenditure of large sums of money, the need for supervision seems self-evident. It is true that some radical spokesmen for teachers made assertions a few years ago that might lead some to think that they thought the best kind of supervision was no supervision at all. But as we have extended our professional knowledge and learned more about the technic of working together on our professional problems, this type of criticism has fortunately almost entirely disappeared.

One finds no difficulty in pointing out many defects in the supervision which has obtained in the past, and which does obtain too largely even today. In the earlier years of our school systems there was no science of education or adequate philosophy of education upon which a technic of supervision could be built. Teachers were lacking in professional training as we know professional training today. Supervisors came to their position without adequate preparation for their work. Departments of education and teachers colleges were not prepared to train for supervisory work. It is not surprising, therefore, that supervision was formal and largely inspectorial in character. It could not well be otherwise. The older supervision stressed too much certain measurable outcomes in education such as the acquisition of knowledge or skills as shown by ability to pass examinations, but it failed to stimulate the creative abilities of teachers and pupils. It stressed a certain type of mechanical efficiency. Unfortunately, this kind of supervision is still too largely prevalent.

I suppose that the most optimistic believer in the application of scientific method to the study of education would not contend that we have as yet more than the beginnings of a science of education. But the foundation which has been laid is very important indeed. Already there is a considerable body of tested knowledge regarding the educative process that makes for better teaching at every level. This body of professional knowledge makes possible more intelligent and helpful procedures in supervision. The professionally trained teacher and supervisor have a common meeting ground for the discussion of problems of teaching. Teachers are acquiring an appreciation of the importance and the difficulties of their work, which was impossible under former conditions. The novice comes to the schools from the teachers colleges with zeal and a learner's attitude towards teaching and towards supervision.

Teacher participation in the determination of school policies has done much to create a new situation and a new viewpoint as regards supervision. This is illustrated best by the cooperative curriculum revision programs that

have been inaugurated in many school systems. Teachers have actually become curriculum makers. A number of school systems have set up programs in which, with the assistance of highly trained subjectmatter specialists, teachers are actually making the curriculum under the direction of specialists in curriculum making. These teachers become students of the major problems of education. They are familiarizing themselves with the research, experimentation, best practise, and the mooted questions in their particular fields. They are beginning to see their work in perspective. They are beginning to see that the work of the individual teacher must be done with reference not only to the program of education for the system as a whole, but with reference to the aims and purposes of education in America.

These curriculum revision programs have provided the best programs for professional study that were ever devised and are resulting in teaching bodies alert to the new movements in education. They are contributing much towards the development of a real profession of teaching.

These new movements are affecting to a marked degree, practises in supervision. It is impossible to foretell what the final effect will be, but the present writer will risk a prophecy. The old type of supervision is going out of fashion. The supervisor of the future will be far less of an inspector than the supervisor of the past. Everywhere the tendency is to hold the principal of the school more and more responsible for the quality of instruction in his building. The principal will perform his supervisory functions chiefly as a leader of the faculty in the study of professional problems rather than as an inspector. It is true that as a result of visitation he will make many valuable suggestions to the teachers, particularly to the new teachers, but individual help will be given less formally in the future. The ability to organize a cooperative program will be the chief mark of a successful principal or building supervisor. It will always be true of course that the central supervisory staff will have largely to assume these functions in the school presided over by a weak principal. At present there are in American city schools a considerable number of principals, sometimes administratively efficient, who are not qualified to assume their supervisory responsibilities. Fortunately the number of professionally trained and capable principals is yearly increasing.

The supervisors who work out of the central offices in like manner will in the future be chiefly organizers of professional study and advisers to principals and teachers. They may be specialists in particular fields of education. They must be specialists in supervision. They will be successful only if they are capable of demonstrating their capacity for leadership in their respective fields. If they demonstrate their capacity for leadership they will be in great demand by schools and teachers and there will be no problem on their part of finding work to do. They will be welcome in the classroom and at teacher conferences. But if they cannot demonstrate their mastery of educational theory and practise, they will find themselves utterly useless.

There has been a tendency to build up supervision on the old subject-matter divisions. In most school systems we find supervisors of industrial arts, of music, of art, and the like. These are the so-called supervisors of

special subjects. This system has been extended in some school systems by the addition of supervisors of instruction in English, in the social studies, in mathematics and science, and other subjectmatter fields. This tendency raises one of the most fundamental questions in supervision. Supervision by subjects tends to crystallize the curriculum practises at the time when the system of supervision is set up. It creates vested interest in education. The person who is appointed as supervisor of mathematics or of science, or of social studies, tends to emphasize the importance of this subject in the education of boys and girls. Such an outcome is inevitable. No matter how broad-minded the individual supervisor may be, and no matter how much he may strive to rise above his special interest, it is only the exceptional person who can entirely do it.

An examination, on the other hand, of the curriculum movement in the United States indicates very clearly that there is a strong tendency to regroup subjects; to affect a resynthesis of subjectmatter. In some of the more progressive schools, subjects as such do not appear in the curriculum at all. For these reasons and numerous others, the present writer believes that it is a mistake to build up a system of supervision on existing subjectmatter divisions. To my way of thinking, supervision should be general and not special in character.

You ask what would happen to the supervisor of music if supervision by subjects were discontinued. In a large system there certainly would be a place for a person, whether given the title of supervisor of music or some other title, whose business it would be to know all that could be known about the teaching of music. But this person's position and status should not be made dependent upon the maintenance of the status quo or the extension of music instruction. Decisions affecting the status of subjects or subjectmatter should be based on purely educational consideration. This person, then, should be primarily a student of his special field in relation to the major objectives of education.

My contention is that supervision is in transition in American schools. We can see clearly many of the defects of the old system; others we see as yet only dimly. We can see only in a general way whither we are going. That we are on our way from one type of supervision to another seems quite clear.

YOUR WORK

DO YOUR work—not just your work and no more, but a little more for the lavishing's sake; that little more which is worth all the rest. And if you suffer as you must do your work. Put your heart into it and the sky will clear. Then out of your very doubt and suffering will be born the supreme joy of life.—*Dean Briggs.*

EVALUATING SUPERVISION—FROM THE STANDPOINT OF THE PRINCIPAL'S OFFICE

EVA G. PINKSTON

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THERE is a geographic law which says, "A frontier is never a line but always a shifting zone of assimilation, where an amalgamation of races, manners, institutions and morals, more or less complete, takes place." Paraphrase this law and see how beautifully it fits into our system of teaching the youth of today. It would read thus, "Education is never a line but always a shifting zone of assimilation, where an amalgamation of thoughts, manners, codes, and morals, more or less complete, takes place."

1. *Supervision—its aim*—If you consider supervision as one of the paths leading to education, then it can be thought of as simply putting into practise the principles of teaching, of knowing when a teacher sees or doesn't see them, and of giving constructive criticism, which is so essential in the development of the better methods of instruction.

2. *The real supervisor and his duties*—The real supervisor is the principal of the school and the type of supervision given determines the spirit of the school. James F. Hoscic of Columbia University said, "The ambition of the principal should be to develop a corps of teachers who would be the best possible, for they reflect the principal, 'for where Wallace *is* is the head of the table.' It should be the duty of the principal to organize the school so that each child gets as much as *he* is capable of getting, because the duty of democracy is for each member of society to give as much as he can to the group." Dr. Cubberly, in *The Principal and His School*, states, "The supervision of instruction, that the education of children may proceed under better conditions and may be more effective in results, is the prime purpose of freeing the principal from teaching; is the end and goal toward which organization and administration of the school should tend. All other work is, in a sense, preliminary to this larger function. The broader professional knowledge and insight of the principal must find expression in the daily work of the teachers and pupils if his largest usefulness as a principal is to be rendered."

3. *The supervisory process—its nature and scope*—The nature and scope of the supervisory process must be taken into consideration to evaluate supervision. The teacher is the unit in the instructional process. She makes the single adjustment that is required between herself and the child. The conscious needs to be obtained are set forth in the course of study. The unconscious needs are those evaluations, ideals, and expectations held by society relative to character, conduct, and morals. In theory, the method by which these ends are to be reached is derived from the sanctioned principles of psychology, sociology, biology, and experience. In practise, the methods the teacher uses are usually the outcome of devices that have been found effective in reaching results. There is, therefore, a variation between

the practise of different schools and those of teachers within the same school. It must also be borne in mind that the instruction is given by all types of teachers—those fully equipped, with a broad outlook and an enthusiasm for their work; those with meager preparation, but willing to do; those who, through long service, feel secure; and those who don't want to be supervised, the "don't-need-it-kind." Such conditions cause the problems of supervision to grow out of instruction and problems of administration to grow out of supervision. Let it also be kept in mind that the schools are created for children alone and that the children of each and every school-room create, under the leadership of the teacher, an atmosphere of some kind, as mastery, attention, inattention, etc. Besides these conditions the type of class with which the teacher has to work has a strong influence upon her degree of success and this must be accurately considered in judging teacher efficiency.

4. *Supervision—its evaluation*—Since these problems exist it should be the business of the principal to evaluate the conditions and to secure that co-operative supervision which is so necessary for advancement, the aim being to so administer education that the school shall bring about the bettering of society. This cooperation can be developed by having the specific aims and purposes of school standards as a common basis; by having a common knowledge between teacher and supervisor as to pupils, as to school as a whole; by developing independence and initiative; by applying general principles and reaching conclusions regarding the value of the work observed; by establishing a good morale, without which not much good will be done; and by using remedial measures.

It should be borne in mind that a teacher has the right to be judged by *his* aims and not by the aims and purposes of the supervisor. He must catch the aim of the lesson as the lesson proceeds. If this is done and help is needed then it can be given by personal expectation as, "Why not use the same method I saw you use yesterday?" In this way praise and constructive criticism is given. If professional expectation is used then a comparison of teachers would follow, while it might be deemed wise to use scientific expectation or a resorting to principles.

This type of supervision is closely related to another problem which concerns observation of instruction and skills in the supervision of instruction. Generally, observation is overdone, but by observing the supervisor is ready to suggest changes in the practise observed. There is much value in observation, for by this means concrete examples are provided for psychological study. The observer sees the teaching material of the schoolroom, as well as models of work to be interpreted in the light of educational principles. The supervisor is acquainted with the essential elements in class experiences by seeing and hearing the actual responses of the children. With these conditions known, the teacher and principal are better able to adopt high standards and high ideals.

There are certain skills which a supervisor should possess if he is capable of evaluating supervision properly. He should

1. Cultivate a quick, accurate judgment.
2. Magnify the problem and see it clearly.
3. Be able to admit error.
4. Be superior in the teaching process.
5. In supervision and administration, be able to place responsibility where it belongs and know what to do with it.
6. Be able to detect good teaching and know how to make use of it.
7. Have the ability to harmonize all departments.
8. Go into the classroom and help the teacher locate and overcome difficulties.
9. Be skilful in classroom procedure.
10. Be able to play the game—be human.
11. Be able to get teachers to participate in his program of supervision.
12. Be free from "continual nagging."

The position of the supervisor or principal should be given careful consideration and teachers should be made to feel their responsibility. There are many factors in supervision that need to be improved, but all, supervisor and teachers, should have a consciousness of membership in a profession, a rapidly growing and changing profession as important as any, and that such identification carries with it great responsibilities to the community and to the nation.

EVALUATING SUPERVISION FROM THE SUPERINTENDENT'S POINT OF VIEW

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IN DISCUSSING this topic a situation is assumed in which it is impossible for the superintendent to keep in detailed contact with the program of supervision. In the situation are others engaged for that purpose. The superintendent's contacts must be general in nature but it is here claimed that they are not by virtue of that fact unimportant. With this much of an introductory statement I shall proceed to state a few of the considerations which come before the superintendent with reference to supervision and upon which he is justified in making certain evaluations of the supervision of instruction that is being carried on in the schools for which he is responsible to the Board of Education and the community. These considerations will be presented in the form of questions.

Do the teachers like supervision?—This may seem to be a superficial question yet it is here presented as a fundamental consideration. In our discussions of method in teaching pupils we are coming more and more to the idea of purposeful activity or motivated work, holding that work is not properly motivated if the pupil fails to identify the objective with his own personal welfare. Every teacher with an understanding of his work will agree that the best work is being done by the pupils when they are motivated in this sense. In such a situation pupils do not have to be driven and coerced into the acquisition of facts and skills. Of course they can never be coerced into the acquisition of favorable attitudes and appreciations. In a properly

motivated situation they go about their work driven from within to acquire the curriculum. Perhaps this is enough to state the gist of the learning process which is here held to be sound. I want to claim that supervision must be so administered as to be recognized by the teacher as something identifiable with his own interest, else it cannot realize its true purpose. In other words, it must be a means to the end which the teacher recognizes as his own. A teacher is working toward certain objectives with his pupils. Is supervision recognized by him as a real help in arriving at these objectives? If so, he will like it and only in this situation will supervision reach its real place with the teacher. If the teacher has come to accept supervision from this point of view, signs of such a condition will be observed as follows.

The teacher will seek the supervisor—Supervision will cease to be mere inspection. From a practical point of view a certain amount of inspection as to what is going on in the schools will no doubt always be necessary. There is nothing inherently wrong about this. The capable worker in any line is never afraid of just inspection but in the supervision of the teaching process the major objective is assistance to results rather than the inspection of results except as such inspection helps to improve the method of obtaining further results. If supervision is on this basis, teachers will be reaching out for it at every opportunity. The supervisor will be on the inside of the teaching process as opposed to someone who is trying to force something from the outside. Supervisors in this situation will become measurable from the point of view of help actually rendered to teachers.

Do teachers like their supervisors personally?—This question may seem to overlap the one previously presented and discussed, but as a matter of fact the two questions are quite different. From a theoretical point of view it is not necessary for a teacher to like his supervisors personally in order to like supervision. If the teacher's interest is primarily in obtaining educational results in his pupils, he will be glad to accept anything which helps to that end, even if it comes from a person whom he does not like. Many a person has employed a lawyer because he felt he could get the results that he wanted, even though he disliked the lawyer personally very much. The impersonal type of mind can operate in this way. No doubt a scientifically minded person will learn from some expert in his profession whom he does not like personally. He is interested in the technic or principle being advanced aside from any consideration of the kind of a person who is advancing it. No doubt such impersonalism as this may be expected on the part of the most scientifically minded in the profession of education. No matter how optimistic one may be about this, I am sure most of us will agree that there are many who have not arrived at this point. Most of us still consider rather seriously whether we like the person available to us for certain service, and we allow this to influence us a great deal in determining the degree of receptivity which we exhibit toward the service that person has to offer. Teachers are not different in this respect from most people. So the condition practically is considerably different from the theoretical con-

sideration, and because this is so it is necessary that supervisors be personally liked by the teachers whom they supervise. This is not an unjust thing to require. I am not advocating that superficial type of person who indulges in affectations of all sorts in an effort to deceive people into liking him. Rather am I referring to those qualities of sympathetic understanding, courteous and considerate attitudes, and the like which will cause most people to be personally acceptable in most situations. If teachers definitely dislike a supervisor personally, that supervisor has not met his full responsibility.

Is there a growing demand for supervision in the school system?—Not much discussion of this question is necessary after that which has followed the two preceding questions. If such a demand is growing, the superintendent will be fairly safe in concluding that supervision is on a constructive basis in that school system. When teachers who are not being supervised very much complain about the lack of help, having observed that other teachers are receiving it, a very significant symptom has presented itself. Also when teachers who have long considered themselves to be beyond the need of assistance, who have always looked upon supervision as something for poor teachers and for beginning teachers, begin to see that real supervision is actually for the good teacher more than for any other, another significant symptom has presented itself. There is no more stupid concept afloat in our profession than the idea that a person who has become good in his work is beyond the scope of supervision, speaking of supervision from the points of view above presented. Any person who feels that he has arrived at a time when it is proper for him to go the even tenor of his way without seeking new avenues of growth and development has reached the retirement age psychologically whether he be thirty or eighty years old chronologically. Teaching is not such an unimportant activity as to reach its limits at any time. There is always room for growth and the more a person grows the more opportunity he sees for growth. Logically a teacher who has been growing for twenty years should make a much greater demand upon the various special sources of assistance than the individual who has just started. If a demand for supervision from this point of view is growing in a school system, a symptom of tremendous significance is presented.

Is the beginning teacher helped to success?—A program of supervision operating along the lines above discussed would naturally take a constructive attitude toward the beginning teacher. Beginning teachers are to be helped to success would be the thought rather than a program of inspection based upon the principle of elimination. Some elimination there must be no doubt but it is much more to the credit of supervision when beginning teachers succeed than when they are eliminated because of failure. Especially is this true when careful professional selection of personnel is the basis upon which beginning teachers are brought into the school system. To state the issue here negatively, if the superintendent observes that young teachers possessing reasonably high intellectual and personal attainments combined with professional training are being eliminated, he has something to discuss with those who are carrying out the definite work of supervision.

Does the community recognize supervision as a highly desirable thing in its schools?—Again, if the questions above stated can be answered affirmatively, it is practically certain that the community will have a favorable attitude toward supervision. Patrons will not be remarking to the superintendent and to members of the Board of Education that teachers are supervised to death; that they are being robbed of all of their individuality and initiative; that they are about to suffer nervous breakdowns. If such a negative attitude toward supervision is expressed by the public, it is almost certain to come from the public's contact with dissatisfied teachers. Dissatisfied teachers there must be in any school system. Conditions cannot be ideal anywhere. Every teacher knows that he must have certain pupils who will not respond successfully. At the same time he knows that if a considerable number fail to respond successfully there is something wrong with the teaching process at some point. Such a situation nowadays is recognized as a problem that must be solved. It has to be analyzed into its causes and then controled through attention to causes. There will always be some teachers who cannot profit by the most helpful offering of the most helpful help. But if the number of teachers failing to respond favorably to supervision becomes unduly large and if the number seems to be growing rather than decreasing, those responsible for the program of supervision should take the situation as a challenge calling for a most careful analysis of what is being attempted under the name of supervision. What is wrong with it? What are the causes for this dissatisfaction? What can be done with these causes to improve the attitude of teachers toward this thing in our schools which seems to have such a horrible past, namely, supervision?

In conclusion may I say that were we committed in this country to an autocratic administration of education, a discussion of supervision from the points of view above presented would be futile and in fact hypocritical. The implications of autocratic administration applied to supervision account for much if not for nearly all of the bad meaning that has worked its way into this word "supervision" in the minds of teachers. But the trend in school administration is toward the principle of democracy. This I believe to be true, notwithstanding the fact that examples may be cited to the contrary. More and more administrators in all fields are coming to see that an administration which is proceeding upon the principle of autocracy is only damming back forces which will ultimately blow it up. Democracy is the only solid basis when the long run is taken into account. Only on this basis is a type of supervision possible which will in time come to be accepted by the teachers in the spirit above discussed.

It is not for any one of us to make boastful claims as to how well democracy may be progressing in his own situation. No matter what the facts are, there is plenty of room for improvement. No matter how earnestly a superintendent or anyone else may desire to be democratic, he will find in a large school system that devices have not yet been worked out whereby objectives and policies may be arrived at in 100 percent democratic fashion. But the direction is the thing. If in the administration of our

schools we are earnestly striving to be respectful of all personalities involved, I believe we shall in time be able to say, "Our teachers like supervision; they like their supervisors personally; the best teachers ask for the most supervision; the demand for supervision within the school system is continually growing; and the community recognizes it as fundamental to the welfare of its boys and girls."

A YEAR'S PROGRAM OF SUPERVISION

HARRY O. GILLET

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WE PRINCIPALS are more skilful in school management than in supervision. In the development of the profession of elementary school principal from the head teacher stage, management has been our prime function. Supervision in its present significance has become one of our major duties only recently. There is nobody to tell us with much assurance how to perform it. Our help so far has come largely from people who have reasoned out what the technic of supervision ought to be. What we need most now are reports from supervising principals about how they carry it on. Such reports clarify and evaluate theory, but in turn they must be examined with reference to educational ends, lest the successful procedure tend to make us mere mechanics.

Superintendents are reaching the sound conclusion that if supervision of classroom activities is to be effective, *the principal must do it*. He may receive help from the superintendent, the special supervisors, and the experts in tests and measurements, but the daily responsibility for what goes on in the classroom is his. We all know that on the whole, and with some notable exceptions, principals are far from doing an effective job of supervision. The reasons are plain. School management takes too large a fraction of our time. This condition we are correcting. We have not interested ourselves sufficiently in supervision. But the demand is forcing us to action. We waste time and energy in supervision because our technic is so uncertain and we scatter our effort. Probably the most important reason is our failure to see clearly the purpose of it and to work more directly to the end results.

The books tell us that the chief purpose of supervision is the improvement of instruction. They direct us to observe teachers at work in the classroom and to give them constructive counsel about subjectmatter, methods, and technics of teaching. The principals are to interpret to the teachers the educational policies of the superintendent and his staff in terms of what is to be done in the classroom. Many of us believe we are equipped to supervise in this sense. We have had a varied teaching experience. It is not unlikely that we were promoted to the principalship because we were good teachers and showed some ability in management. Our experience is indeed a foundation for a program of supervision, but on it must be built a discerning knowl-

edge of what scientific investigations have brought to light about how children learn, the difficulties they encounter, the technics of teaching, and the curriculum.

Yet, notwithstanding our background of experience in the classroom and our knowledge of the relative worth of teaching devices, we are not very successful in training others to teach adequately. We are working for the improvement of teaching. That is what we talk about and think about and plan for. Quite right, but are not many of us myopic in viewing it? Is improvement of instruction a worthy end except as it brings about improvement of learning? As we carry on supervision, is it ineffective largely because we are directing it towards means rather than ends? How do we go about it to improve teaching? We observe a teacher at work. We make mental or written notes. Then we take occasion to discuss with the teacher what we liked and what we think might be done better. So far, so good. But most of our discussion is about mechanics. We explain and demonstrate how every child may be kept busy through a period, how games may be employed to habituate the use of correct forms of verbs and pronouns, how spelling may be motivated, and how time can be saved in distributing materials. Let me hasten to admit that the principal is giving thereby much needed and effective assistance. Or if we like to supervise at longer range, we have standardized tests given and we scan the scores. If the class medians are above standard, we are pleased and usually do not examine much further. If the medians are below standard, we show the teacher how motivated practise will bring them up. We may go so far as to use pupils' scores in intelligence and achievement tests as a basis for ability grouping, and we may provide limited courses and additional time for slow pupils. Or, if we do not segregate, we can show the teachers some altogether legitimate devices for bringing up the performance of pupils in the skills which the tests measure. And we are likely to let it go at that.

Now this may be temporarily effective as management, but as supervision of teaching, it falls far short of the mark. In this mechanical age we can do almost anything by devices, but we cannot make poor teachers into good teachers by giving them a bagful of tricks. Devices we must have, even in education. I am not protesting against using them. I am only expressing the conviction that this kind of supervision is not basic. It begins at the wrong end and fails to carry through to the real issues of educating individuals. It gives teachers a certain ready facility with tools, but it does not lead to intelligence about the nature of the end products of education of individuals for more effective living. Education must be interpreted to teachers first in terms of adjustment of the pupil learner to his intellectual, social, and physical environment and second in terms of teaching means. In too many cases we principals, true to our instincts for management, talk devices first, last, and all the time; we are so well satisfied with the appearance that we do not examine into reality.

How judge teaching? Is it good because it conforms to good procedure? Or because it produces results? You will say that certain procedures have

been found to produce good results, and so they are approved. Quite so! But in training your teacher to be independent, intelligent, and effective, will you talk in terms of standardized procedures to follow, or in terms of goals to be reached and the best ways of reaching them? And will you talk of goals in terms of test scores and isolated skills, or in terms of integrated skills, appreciations, understandings, functional education? Is supervision to be directed to the improvement of teaching as an end, or to the improvement of learning, to accomplish which better teaching along with improvement of other means must be employed?

My topic is a year's program in supervision. I have no scheme or set of devices to advocate. I have three suggestions to offer:

1. There is so much to learn about the teaching of any elementary school subject that we ought to focus our supervision on one subject in a year, without neglecting the other subjects altogether.

2. Just as we want the teaching in our schools to result in active, eager, purposeful learning by the pupils, so we want our supervision to result in active, eager, purposeful learning and teaching by the teachers, with the improvement of learning by the pupils as the end result.

3. A large element of successful supervision in this sense lies in interesting teachers in pupils as individuals, and in showing teachers how to diagnose individual difficulties and how to organize and use remedial measures.

For the sake of clearness, but at a sacrifice of completeness, let me choose one subject, and build up a skeleton plan for next year's program of supervision in it. Let the subject be arithmetic.

First, begin now, months ahead, to prepare for the supervision of arithmetic next year.

Saturate yourself with the subject. Read the literature. Organize your study along four lines:

1. How do children learn the skills, appreciations, and understandings of arithmetic?

2. What difficulties do they encounter?

3. How, then, shall the children be taught arithmetic?

4. What arithmetic shall they be taught, and when?

In the past few years several hundred investigations have been made in this field. Brief accounts of the more important ones, together with evaluations of their findings have been brought together and published. Reports of further investigations are coming in every year. The day of determining curriculum and methods according to mere opinion is passing.

As you read and consider, you will raise questions about your own course and how it is administered. With regard to your primary course, you will wish to find whether it provides a sufficiently broad foundation for later instruction. To learn the combinations and the easier steps of the fundamental operations is not sufficient. An adequate basis must include such fundamental concepts as these:

1. A sense of number itself, developed through counting of things, not merely saying the number names. Number applied to a group and to position in a group.

2. Figures as symbols for numbers.

3. Putting groups together and taking them apart—adding and subtracting.

4. Measuring and measures.

5. The meaning of fractions.

6. Space relations and geometrical figures.

7. The meaning of multiplication and division.

Such concepts do not form spontaneously. They are the outcome of experience and thinking. In these days of emphasis on efficiency such experience cannot be left to chance. The teacher must not only provide opportunity for adequate and appropriate experience; she must direct it toward the basic understandings. How can she do it? What difficulties will the pupils encounter? How will the teacher know when understanding has been reached? For definiteness apply these questions to the meaning of fractions. Through what kinds of experience can children learn the meaning of $\frac{1}{4}$ of a thing, $\frac{1}{3}$ of a group, $\frac{3}{4}$ as the comparison of two things or two groups? How can they get the ideas $\frac{5}{4}$ and $1\frac{1}{4}$, which they must have to understand the processes of addition and subtraction of fractions? Why are $\frac{1}{3}$ and $\frac{2}{3}$ more difficult to understand than $\frac{1}{4}$ and $\frac{3}{4}$, and how can the difficulty be overcome? How can you be sure that these concepts of fractions have been acquired? What tests can you use to compass the several understandings?

Other elements of your primary course will raise corresponding questions. What has been found about how children learn the combinations? What are the hard combinations? Why are they hard? What are the special difficulties which children encounter in learning the combinations? What then are the teaching technics to be used?

In all the fundamental operations there are elements of learning and specific points of difficulty which have a bearing on teaching procedure. This is especially true in subtraction, compound multiplication, long division, and the operations with fractions and decimals.

Another set of questions will arise in your study of how children learn to sense and solve so-called reasoning problems, and the difficulties such problems present to children. Much of the school arithmetic fails to function in daily life because we do not teach children to practise it as a way and a means of thinking.

In your study of the investigations in arithmetic, you will become impressed with how little we really know about the appropriate technics to use in teaching the subject. This condition increases the supervisor's burden if he is a dispenser of methods; it vitalizes his work if he and the teachers accept it as a challenge to cooperative effort in investigation, experimentation, and checking results.

After you have saturated yourself with what is known about how children learn arithmetic, the difficulties they encounter, the consequent teaching methods, and what to teach and when to teach it, then, and not till then, visit your classes with next year's supervision in view. Go to observe children at work in arithmetic, not the teachers. What evidence do you find of basic understandings lacking, of difficulties which remain to harass pupils, of wrong methods of computing, of gaps in learning, of non-mastery of essentials? When you find pupils in confusion in long division, consider carefully what it is that they must understand and know before they can perform the process. If there is confusion in solving reasoning problems, think through the question of what training is necessary before a child can sense accurately and surely whether the situation described in a problem requires the use of addition, subtraction, multiplication, or division, or a combination of processes. When you find pupils and classes in difficulty, check back over your course. Where is it lacking? Look back over your tests. Where are they lacking? You are learning what you will be trying to get your teachers to learn next year.

Your next step is to work with some children who are having difficulty in arithmetic. For example, choose some fourth-grade children who the teachers say are poor in solving reasoning problems. Work with a child individually. Sit down beside him and have him think aloud as he attempts to solve problems. You may know in advance where most of his difficulties lie, but you will be surprised to find some new ones. You will look for such causes as these: inability to read the problem well enough to sense the situation; an apperceptive background inadequate to give meaning to what he reads; inability to relate the appropriate arithmetical process to the situation described; gross errors in carrying out the computation; and minor inaccuracies. Or you may look for poor mentality, poor training, gaps in learning, discouragement that comes from repeated failure, poor sight, poor form in the mechanics, or plain laziness. By no means do these causes complete the list. You will soon find that whatever the causes, you will not make much headway in correcting them until you discover them. You may have to go back and teach and test and reteach and drill to mastery level. You may discover other causes of trouble when the pupils try to solve other kinds of problems and examples. You are sure to be impressed by the many things the children have failed to learn, and by the skill and force you will have to use to teach to mastery level.

All this study of how children learn arithmetic and the difficulties they encounter, how then to teach each topic, and what topics to teach, will elevate you to a wholesome state of mind for supervision. You will be less an inspector and critic and more a superior co-worker. You will be a searcher after truth as you want the teachers to be. You will care less about class medians in test scores and more about what the tests show that classes and individuals have not learned. You will judge teaching more with respect to end results in learning. Not that you will cease to direct teaching; but you will direct it toward outcomes in terms of learning, and

toward an understanding and appreciation on the part of the teacher of what her responsibilities are with respect to individual pupils. Some of your problems of management, also, such as grouping according to ability, will assume a different aspect.

Before the end of the year, tell the teacher about some investigations in the teaching of arithmetic, the questions in your mind about the arithmetic procedure in your school, and your experience in trying to diagnose a few problem cases. Suggest that in the coming year the school make an intelligent drive on arithmetic, not the hectic emotional kind of drive, but a concerted attack on some of the local problems. Tell about the diagnostic tests you would like to give early in the year, after a few days of reviewing for recall. Have a specimen test ready to show so that the teachers may see that the tests are planned to disclose pupils' difficulties and gaps in learning and not primarily teachers' failures. In the discussion direct the thinking to pupil learning and the best means to achieve it. Teaching method and technic are only means, however essential means, to that end.

I believe it is sound policy for the principal to secure the active assistance of the teachers in preparing the diagnostic tests. At the beginning of the year each class above the first should be tested in the essential skills and understandings which have been developed in the preceding years. From time to time in the year when a teacher believes that the major difficulties in a unit have been conquered but scattered errors persist, a diagnostic test in that unit is helpful in showing just what the remaining difficulties are and who are encountering them. The tests should be sets of examples or problems in which the elements of learning are presented in logical or psychological order, one element of difficulty or progress in one example. For instance, in a fifth grade test in subtraction of fractions, the nine steps of difficulty or progress shown in the examples below may be incorporated. Each step should be represented by several examples.

- | | |
|----------------|-------------------|
| I. $5/8-1/8$ | VI. $6-2/3$ |
| II. $2/3-1/6$ | VII. 1 $1/2-3/4$ |
| III. $4/5-2/3$ | VIII. 2 $3/4-1/2$ |
| IV. $7/8-5/6$ | IX. 3 $1/2-1/3$ |
| V. $1-2/3$ | |

If a class or a pupil is able to do sets I to IV but makes errors in sets V to IX, it is easy to discover where the difficulty lies and an examination of the papers probably will show just what the difficulty is. If a class or an individual does sets I to VIII without error but becomes confused in set IX, the teacher's specific teaching duty becomes obvious. A tabulation of the individual scores on a sheet ruled in nine columns, one for each set, and with the pupils' names at the left, enables the teacher and the supervisor to become intelligent about what remains to be taught. After the teaching must follow some specific practise to establish right habits. Abundant remedial practise material keyed to the diagnostic tests must be promptly available so that each individual's needs may be met.

The year's plan for supervision must be worked out in considerable detail in advance, but provision must be made for changes in it as conditions develop. In skeleton form it may be somewhat like this:

1. Taking time for supervision, a duty quite as important as administration.
2. Giving most help to those who will profit most from it.
3. Provision for necessary modification of details of the course of study in each grade, with standards of attainment provided in terms of pupil accomplishment, and that in turn in terms of understandings and skills.
4. An analysis of each unit teaching job to be done, in terms of elements of learning and appropriate teaching technics.
5. An adequate set of tests for each unit.
6. Provision for testing, teaching, testing again, and sufficient practise for mastery.
7. Provision for meeting individual needs as diagnostic tests and other means reveal them.
8. Frequent visits to classrooms to observe pupils and teachers at work.
9. Conferences with teachers about results in terms of individual pupil accomplishment.
10. Conferences with teachers about means of diagnosing difficulties and providing remedial training.
11. Interesting and guiding teachers in institutional cooperative research as well as individual research.
12. Interesting teachers in becoming informed about arithmetic investigations and findings.
13. Group teachers' meetings to discuss group problems.
14. General teachers' meetings to report results.

Such in brief is a year's program of supervision in arithmetic. In closing, even at the risk of repeating unnecessarily, I wish to stress these features which will condition its success:

1. The program assumes a principal who is well grounded in educational science and who keeps in touch with developments.
2. It assumes the desire and the ability to study seriously and actively the problems connected with the teaching of arithmetic.
3. It assumes a purpose to learn from observations in the classroom and conferences with teachers as well as from books.
4. It assumes a willingness to break away from supervision as training of teachers in the schoolroom arts according to formulas, and to substitute guiding the teachers to become intelligent about the ends of education and effective ways to reach those ends.
5. Most of all, it assumes a principal who is a real teacher, a superior teacher, whose effort is directed toward making real teachers, not mere mechanics.

GROWTH OF THE PRINCIPAL IN SERVICE—FROM THE STANDPOINT OF THE SUPERINTENDENT'S OFFICE

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ONE OF THE TESTS of the presentday principal lies in his ability to do independent thinking and to use his initiative in discovering and solving the problems of his school. Ability comes through strength and strength is a process of growth. This growth, like all other growth, comes only through proper food and definite systematic exercise. I want to mention briefly this new responsibility of the principal and to discuss with you two bases of growth, proper food and definite systematic exercise.

The elementary school principal of today has a position of responsibility. The position is no longer that of "teacher emeritus," an easy berth to be given as a reward to those who have grown old through long faithful service. Rather does it call for men and women of vigor, energy, initiative, broad training, and successful experience. This is now a position of educational leadership. Dr. Cubberley says in *The Principal and His School*, "As is the principal so are the teachers" is more nearly true than the common "as is the teacher so is the school."

If the principal would live up to this new responsibility, he must continue to grow. Dr. Wagner has expressed it in this way, "If it is uninviting for the child to drink from a stagnant pool, as Arnold of Rugby implied, is it not just as uninviting for the teacher to be forced to resort to resources of stale and out-of-date ideas?" If the school is to grow the teachers cannot be expected to furnish all the new methods. One of the responsibilities of the principal is for his own growth. He must retain a position of educational leadership.

Growth, as was suggested, comes through food and exercise. Colleges and universities offer excellent food for growth in academic and professional courses in both undergraduate and graduate departments. Many of these courses are taken in preparation for service. These same institutions, however, offer much food for growth in service: summer school work, extension classes, and correspondence courses.

In many school systems other kinds of food may be found. There are regular meetings of the principals and supervisors of the city or county. Often there are separate departmental meetings of the state educational associations. There are opportunities for personal conferences with the superintendent, with some of his assistants, and with successful principals. The principals may form a local principals' association. There is often a chance to visit another school to see the work and ask questions. Finally, the amount of professional study and reading which each individual does privately is limited almost entirely by his desire and his capacity.

These methods, and probably many others which are not named, furnish excellent opportunities for growth but they do not in themselves constitute

growth. We are all familiar, I am sure, with the classic illustration of the difference between a stone and a boy. The stone, no matter what its environment, can grow only by additions from without. The boy, on the other hand, in a favorable environment which includes among other things both food and exercise, can and does grow from within. The methods of training which have been mentioned above furnish merely the food for growth. Growth results from the selection, use, and assimilation of these foods in the right quantities at the right times—plus exercise.

The college naturally, and rightly I think, emphasizes the food as an element essential to growth. However, it is to exercise, another essential element, that I want to invite your special attention.

Exercise is one of the essentials of growth. The baby learns to walk by trying to walk and by keeping at the trying until the walking becomes automatic. The boy who wants to become a Babe Ruth may read pamphlets on "How to Bat," but he rightly places his main reliance on careful batting practise. If you want to make the round of your golf course in par, you may subscribe to golfing magazines, read golfing books galore, and have the club professional show you all about it, but you know that you can never achieve your desire until you take your club in your hands and practise the strokes—and keep on practising them until you can make them properly. Dr. Hatch in his "Training in Citizenship" shows the application of this law in the field of character building. He says that, just as a boy who wants to bat must exercise his batting muscles and a boy who wants to swim must exercise his swimming muscles, so a boy who wants to become a good citizen must exercise his "citizenship muscles." May I carry the illustration one step further and say that in my opinion, the man or woman who wants to become a good principal must exercise his or her "principalship muscles."

The man who goes into a gymnasium for the first time may look around in confusion at the great variety of apparatus and may hesitate among the many opportunities for different types of exercise which they afford. Certainly he cannot do all of them well and thoroughly at once. He may wander from one part of the room to another trying each thing as fancy moves him or as someone else suggests. He may sit down in indecision or even walk out because he cannot do it all. He may, however, deliberately select the apparatus which will give him the exercise of which he is most in need and practise day after day until he has remedied this trouble. Then he may choose the apparatus for another type of exercise and so continue until he has built up a strong body.

The principal, and indeed every school supervisory official, is in the position of this man in the gymnasium. He faces such a great variety of things that have to be done and of problems that have to be solved that he is often confused. Occasionally, he jumps from one to the other at the dictates of fancy or the demands of others. Once in a great while, perhaps, he throws up his hands and says, "There is so much to be done I can't do all of it, so I shall not try to do any of it." More often he takes stock of the situation

and carefully plans the methods by which he can solve some of the biggest problems.

The first exercise which the principal should take is to plan his work. Such an important matter as the distribution of his time should not be left to chance nor to fancy nor to the amount of noise which seems to come from any one direction. He himself, calmly and deliberately, should decide which of the many problems will receive his attention and what proportion of his time he will give to each. This exercise, taken systematically and vigorously and accompanied by proper food for thought, is guaranteed to strengthen the back bone, develop those muscles which say "No," and increase the foresight.

In taking this exercise the principal must get a bird's-eye view of the situation in his school.

Of course, he should do this as thoroughly as the time and facilities at his command will permit, but, in order to be worthwhile, it does not have to be a highly organized survey with a program of subjectmatter and mental tests. From the best information obtainable, he should make a list of the important needs of the school; information to be secured, methods to be improved, and other problems to be solved. From this list he should select the problem which he thinks is the most important one for his school at that time. This may be a very simple problem. (A principal should select a simple problem at first and then problems of increasing difficulty, as he grows from the exercise.) Perhaps it is a problem of routine administration such as the prompt handling of reports of attendance and punctuality. Perhaps it is a larger administrative problem such as the care of hats and wraps of the pupils. It may be a disciplinary problem with an individual pupil or it may be one which involves the whole community and its relation to the school. Some teacher may need help with a specific difficulty. The whole school may be below standard in some subject and must be pulled up. However large or small it may be, select the problem deliberately as the problem which at that time, for you and your school, is the most important.

After he has selected his problem, the principal should plan definitely and in detail the methods to be used in solving it. This outline of procedure should be made in the light of the best scientific knowledge. The extent to which technical survey methods will be used, however, will depend on the type problem and the facilities available. No principal should hold back from this exercise because he has not the advice of a testing expert nor the money with which to buy a quantity of material. On the other hand, whether his problem is large or small, whether he has practically an unlimited amount of material or none he must be sure that the plan is definite and that it is in keeping with the best knowledge on that subject. This exercise will develop foresight and stimulate the imagination. It is much more difficult than it appears to be.

Probably the next question for the principal to ask is "How shall I know when I have solved this problem?" or "Is my solution correct?" With this question in mind he should make a list of his criteria of success: checks, tests, and opinions. So far as possible these things should be objective. For

some problems this objective data can be secured from the regular records of the school. For other types of problems standard tests might give the most reliable information. Under some circumstances opinion is a valuable check, but such opinions should be signed by the people who contribute them. This list of criteria should be written and where the type problem makes it worthwhile, copies should be given to the teachers concerned.

Principal G. E. Anspaugh of Chicago gives as two of the serious handicaps of the elementary principal (1) the failure to use scientific means of evaluating classroom product and of diagnosis and (2) the lack of a planned and systematic program of supervision. (*Chicago School Journal*, September, 1927, p. 7.)

May I give here two examples of such plans which have come under my observation. Both of them deal with problems of supervision, but, otherwise, they are different. The first is a small problem which one teacher had in teaching a certain part of arithmetic.

A PROBLEM IN TEACHING ARITHMETIC

1. A fifth grade teacher reported her senior section weak in arithmetic. After observing the class at work, a great deal of the weakness was discovered to be due to inaccuracy, lack of speed, and a hazy idea of fractions.

2. I decided to take the class every day for a period. Diagnostic tests were to be given and results noted, the tests to be followed by drills on weak points.

3. As the work of the class, at that time, was based on fractions, we attacked this problem first. Those who were found to understand fractions were placed in charge of one weak pupil and some intensive work was done. Now the class is working to gain more speed and to overcome the "finger counting" habit.

4. As a result the teacher of the class reports that there is better work being accomplished and more interest being taken in the subject.

The second is a larger project, a supervisory program for a whole school for one semester.

SUPERVISORY PROGRAM 1927-28

1. Objective—Improvement of Silent Reading

2. Means of accomplishment—

1. Test at opening of school

2. Graph results for analysis

3. Diagnose difficulties

4. Group together those pupils having same difficulties

5. Put into practise in special rooms good reading habits learned in home rooms

3. Plan of instruction for First Term—

September—Organization. Map out campaign with assistance of teachers

October —Aim —Elimination of vocalization

Method—Survey of cases. List by grades and groups. Call to pupils' attention and enlist cooperation. Methods given by authors

Check —Survey of cases at end of period

November—Aim —Increasing vocabulary

Method—Emphasis upon meaning rather than pronunciation. Word games. Methods given by authors. Study of synonyms

Check —Vocabulary test

- December —Aim —Motivating Silent Reading
 Method—Study of successful plans. Exchange of ideas. Demonstration
 Check —Improved interest in reading
- January —Aim —Increasing amount of outside reading
 Method—Enlist aid of parents in getting children to join library.
 Use library books in reading work. Discuss interesting parts of books
 Check —Increase in library withdrawals, and in book reports
4. Plan for Second Term will depend upon outcome of instruction during First Term and conditions that arise
 5. Record things done—
 1. Graph for each child
 2. Graph for class
 3. Records of progress always before class
 4. Evaluate devices
 6. Test at end of term and at mid-term if possible

In making these plans and outlines the principal should consult his teachers and advise the proper representative from the superintendent's office. One of the tests of leadership is the ability of the principal to get the best advice from his teachers and to have their enthusiastic support in working out any problems in his school. On the other hand, for the sake of the teamwork of the whole school system, it is absolutely necessary that the principal work in harmony with the policies of the school administration and that he keep the superintendent advised of the things which he is doing. This exercise will develop gracefulness and suppleness, and patience and tact. Sometimes these are mistaken for weakness, but the exercise, if properly taken, will develop an added strength rather than a weakness.

"Why," says someone, "This is research!" Certainly it is research but it is the type of research which the elementary principal can do. Through it he can make definite worthwhile contributions to our knowledge of elementary school methods and at the same time he is getting some mighty good exercise for his "principalship muscles." If his results are to be worthwhile even to his own school, however, the principal must take every precaution to see that the records of work and of results are absolutely accurate. Research is differentiated from unscientific muddling not so much by the size of the problem nor by the number of pupils involved in an experiment or investigation as by the carefulness with which the plan is made and by the accuracy with which records are kept and conclusions reached. This exercise should be started with simple movements but if it is continued carefully, it will develop accuracy and exactness.

We must not forget, however, the difference between the pure research worker and the practical research worker. W. W. Charters says that the pure research worker is concerned with finding a truth. The practical research worker is profoundly concerned with selecting a problem from the many which need solution, finding the true solution as does the other and *putting this improvement into actual operation as a permanent part of his*

school system. (*Journal of Educational Research*, 12: 95-101. September, 1925.)

When the principal has found the solution for his problem and has brought about the desired change in his own school, he has accomplished his aim. If, however, this particular knowledge is helpful to him and to his teachers or if this new plan works successfully in his school, the probabilities are that it will be worthwhile for many others. Therefore, the principal should keep a careful record of his plans, his procedure, and his results and put the story in printed form so that it will be available for his fellows. Shelton Phelps of Peabody gave this idea a clever turn of expression when he said that for far too few masters' theses and doctors' dissertations had sequels been written.

This exercise is rather dangerous, but it should be used. If taken in excess it may cause a general let-down in school work and an over-enlargement of the head. If taken carefully in moderation, however, it will develop an additional sense of responsibility for service outside of the one school or school system. Incidentally, it will give the other fellow an opportunity to see how much you have grown as a result of all of your food and exercises.

One of the tests of the presentday principal lies in his ability to do independent thinking and to use initiative in discovering and solving the problems of his school. Strength comes through growth. Growth comes through proper food and definite systematic exercise of one "principalship muscle" at a time.

THE IMPROVEMENT OF PRINCIPALS IN SERVICE—THE UNIVERSITY POINT OF VIEW

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A LONG TIME AGO Thomas Buckle, an English historian, wrote that all progress is dependent upon the discovery and diffusion of knowledge. Since this is a principle that has never been disputed, it is fair to contend that the improvement of principals in service is mainly dependent upon *research in education and its dissemination*. It is the special duty of the university to discover such facts and perfect such devices as will make more effective the efforts of the school administrator; and it is also the duty of the university to bring such information to the attention of the administrator by means of conferences, teaching, and publications.

This is not a one-sided responsibility by any means. Reciprocity between the principal and the university teacher is clearly involved. Principals may help the universities by bringing in the genuine problems faced in the school; they may often provide facilities and counsel in the solution of these problems. Universities can help the principal by planning and carrying out

research projects, by making the results available, and by suggesting programs of action based upon such results.

There is a growing amount of evidence that cooperation in such enterprises pays big dividends. Two or three years ago an extensive curriculum investigation was made in California. It has been called the most ambitious project in the field. The results have been published and supply foundational material in university courses and are helpful to teachers and principals engaged in curriculum revision. This study would not have been possible without the cooperation between school administrators and universities. This is but typical of scores of other studies that have grown out of cooperative endeavor. Interest in further group enterprises is certain to be increased after the publication of an investigation made by Professor J. F. Bursch of the Oregon Agricultural College, on the efficiency of mental work done by consulting pairs. Professor Bursch shows that efficiency improves as much as 30 percent through consultation. He also shows that a member of the consulting group who is inferior in experience, knowledge, and intelligence, may make a unique contribution to the solution of the common problem and raise the group score.

The need of improvement arises out of two circumstances. In the first place, none of us are satisfied with conditions as they now exist. The last word has not been said on many points of administration: classification of pupils, office management, school housing, records and reports, supervision, and teacher rating; and everything else pertaining to the duties of a principal. We believe it is possible to improve administrative practise. In the second place, changes are taking place even when we do nothing to bring them about. Adjustment will have to be made to the new conditions, and out of efforts to make these adjustments grow research, discovery, and teaching in which principals are interested. When account is taken of the fact that there is conscious effort to bring about more efficient administration, and in addition, many indirect changes, and realize further that the whole process is given momentum by the activity in other related fields, it is clear that adaptation is necessary to survival in the profession.

Someone has said that in these hurrying days, any scientific book published more than ten years ago is out-of-date. Someone has also said that this is doubly true of education. Without accepting either idea as literally true, we can recognize an important element in each. Almost all the experimental work that has been done in education has been done this century. The growth of the scientific movement has produced changes in the schools commensurate with those produced in industry by the invention of the steam engine. Every important educational magazine contains a report or reports of educational research in every issue. Scores of theses based upon educational problems are developed every year. While not all or even most of these will result in profound and extensive modifications of school practise, they are significant as showing the extent of research activity, which in its whole range is producing rapid and far-reaching changes, which every good principal must know about.

Nearly twenty years ago, Professor Ruediger gave a list of fourteen agencies which could be used by teachers in their professional improvement. A similar list compiled last year listed a total of twenty-two such agencies. All of these twenty-two agencies for improvement are open to principals, though they possess widely different values. Many of them have reference to supplying deficiencies in basic training, and are becoming less pertinent as standards of preparation have been increased. In my own state, the equivalent of the master's degree is required in order to obtain an administrative credential. Out of the total number of improvement agencies, there are four which stand out as of first importance. Keeping in mind that the significance of these four agencies is dependent upon the truth of the hypotheses previously made: namely, (1) the improvement of principals in service is a cooperative enterprise, and (2) improvement consists in bringing about desirable changes in educational practise, the four agencies proposed for consideration are:

1. School surveys
2. Research
3. Publications
4. Teaching conferences

A school survey is a critical, impersonal analysis of practise, together with recommendations for modifications in the light of general experience and scientific standards. It has much the same purpose and value to the principal that a thorough appraisal of the teaching process has for the teacher. It brings out strong points, deficiencies, and gaps; it may develop new devices or lead to further and more basic studies in which principles are discovered. To illustrate, let me cite a high-school survey just completed. This survey showed that the principal had, in his twenty years' service in the school, developed a unique and successful method of providing housing. This has not merely given the school a good plant but has saved the district approximately a half million dollars. Here is information that is valuable to other principals. The survey also revealed a pressing need for educational and vocational guidance of pupils, and the establishment of a guidance system is an almost certain consequence of the survey. Third, when studying instruction, it was found there is no form by means of which a fairly complete and systematic analysis of the teaching process may be directed and studied. Such a form was devised and tested, and will be available for use in this and other schools.

The question may well arise, "Should outsiders be invited to make school surveys? Is not a continuous survey by the principal and the teachers better?" Certainly there is no intention of intimating that anything can take the place of the principal's regular examination of his own school. He will need to have under way thorough factual investigations of the important phases of his school work all the time. He will want to know how the pupils are progressing through the school, he will want to know what is being achieved, how health is protected and promoted, the condition and

quantity of equipment, and the technic employed by each teacher in instruction and management. Nevertheless, there are times such as the following when the members of a university staff may be called in to make a survey:

1. When the principal does not have the time.
2. When entering upon a new position, especially if there are reasons for suspecting conditions are unsatisfactory.
3. When faced by a particularly difficult problem which may require technical knowledge or experimentation for solution.
4. When local findings are likely to be disputed by teachers or others.

Closely allied to surveys as service to principals is research. It is valuable because it does away with rule-of-thumb methods and guesswork, and puts planning solidly upon the basis of fact. It goes beyond the survey in that it is not concerned with finding out practise, but the hitherto unknown truth and its underlying laws. The method by which this new truth is established is experiment. Now experiments cannot be conducted with laboratories and laboratories are expensive to establish and maintain. Every principal has under his management a genuine laboratory that can seldom be excelled even under the best of conditions in special schools. The only thing necessary to make it useful is to provide for such minor adjustments as insure control.

There is always the fear expressed, when experimental work in regular schools is suggested, that the welfare of the children will in some way be imperiled by the new conditions which the controlled experiment imposes. This fear is largely unwarranted. Those who express it forget the slight foundation upon which much of our educational practise now rests. It is not improbable that we are imperiling the interests of children by our established procedures. Any justifiable experiment has back of it something more than hit and miss conjecture. There is back of it an hypothesis, usually as well founded as ordinary practise. Time will give it exactly the same justification as many of the things we are doing now possess—that is, custom, habit, tradition.

An illustration of a typical experiment which can be performed through university and school cooperation will reveal that no risk of injury to anyone is necessarily run. One of the most vital problems in education is, "What is the minimum time allotment which should be made to each of the various subjects in order to obtain the best results?" What is the minimum time to give to spelling, reading, arithmetic? No one knows. It is known that within certain limits, results are not increased as time allotments are increased. Here is a problem that can be solved, subject at a time, without in any way disorganizing the school. Again, take the question of the best size of classes, the best method of studying history, the influence of motivation upon pupils. Would data upon such questions lead to the improvement of principals? Decidedly, yes.

Publications have been listed as the third agency in the improvement of principals in service. Under this category are included magazine articles, books, bulletins, documents, tests, and so forth. Research bureaus through

their bulletins and tests have become veritable service agencies to principals. If he wants to know what tests to use in diagnosing difficulties in arithmetic, he applies to the nearest research bureau. If he wants to obtain sample tests and facts on the reliability of tests, he applies to research bureaus. The working out of a testing program, the administration of tests, and the interpretation of results are ways in which universities can help principals in service.

The leading professional magazines contain articles by university teachers, of import to principals. They contain reports on surveys, research, and experiment. Often bibliographies containing a selection of the best materials on a subject are printed. Lack of knowledge of the problems of the principal rather than lack of interest in his work explains why there is not more done.

There remains the field of professional books. Many companies are developing series, in which all types of school work are represented. The series edited by Professor Cubberley of Stanford now contains approximately eighty volumes. In a recent booklet entitled *A Key to School Administration* is found a list of sixty-two references to topics treated in one or more of these books. There is a growing tendency for university teachers and public school administrators to collaborate in writing books, a practise much to be commended.

Doubtless professional books offer the best and most economical means there is for self-improvement. They are, in a way, comparable to the tools of the artisan, though they probably do not play as large a part in the work of the principal as they do in the work of the lawyer and doctor and engineer. This is not, as has been said, because we do not have good books, nor is it because principals are not interested in books, but mainly because we have not laid sufficient stress upon the technical aspects of administration. We may expect that the principalship will become in the future more and more truly educational engineering, and that far greater reliance will consequently be put in handbooks in directing the performance of duties.

As an example of what a professional book may do to help the principal, I wish to refer a recent publication of my colleague, Professor Truman L. Kelley. In this book, Professor Kelley puts before his readers the ever-present teaching problem. "Here is a pupil," he says, "considerably better in mathematics than in reading, or showing unequal development in any two other subjects. What should be done in the training and guidance of such a child?" Almost invariably the replies are, "Bring up the reading by taking less time on arithmetic." There is a common misconception that there is something wrong in this situation which will be righted when a dead level of attainment has been reached. The author, however, proceeds to bring the weight of scientific fact, principle, and logic to the support of the doctrine that idiosyncrasies should be respected and utilized to a social outcome. This is a conclusion of vast practical value to the principal.

The fourth agency I propose for improving principals in service is university teaching. I do not have in mind now the lecture method, the Socratic method, the case method, or any other form of training whose claim for merit lies in the fact that it is suited to the needs of students lacking profes-

sional experience. Instead, any teaching of principals should be based upon as careful an analysis of the needs, interests, and problems of the principal as the skilled supervisor makes of the needs and abilities of teachers under his supervision. The teaching must be related to the work which the principal is doing or which he is preparing to do. Although such teaching must be largely individual, wherever there are common problems, new material, or the necessity of consultation, group teaching is warranted.

Under this conference type of teaching, students would learn from their associates and from their own efforts as well as from the instructor. The steps which are taken in professional work in other fields would be recognized: diagnosis, research, conference, prognosis, and application. In other words, the type of teaching which will help principals most will consist in finding the difficulty, deciding on how to meet the difficulty or remove it, and finally the actual meeting or solution of the difficulty. Like all other agencies in improving principals in service, teaching has its strong cooperative aspects. It is this feature—the unity of all education—which I have tried to emphasize as the essential element in any constructive program as viewed by the university.

HOW IS THE TEACHERS COLLEGE TRAINING FOR THE PRINCIPALSHIP

UEL W. LAMKIN

President, Northwest Missouri State Teachers College, Maryville, Missouri

A FEW DAYS AGO a senior in one of the midwest teachers colleges learned of an opening in the elementary schools of a small school system. Through the appointment committee of the college she applied for the vacant position and found her application was favorably received by the school board. Her training had been for teaching in the elementary grades. The position, however, carried with it the responsibilities of a principalship as well. Before the committee would allow her to be elected and sign her contract it practically required her to change her program for the current term, and arrange to stay through the succeeding summer term in order to take some additional courses in supervision and administration.

This represents the present thought in the teacher-training institutions regarding preparation for particular positions. We have gone far from the time when the ability to pass an examination in a few "fundamental" subjects was sufficient to obtain a license to teach in any school, or in any place in a school system, when no distinction was made between the necessary preparation of those whose entire work was to be that of teaching, those whose work was to be that of administration or supervision, and those whose work was to be a combination of the two. We have come to recognize the difference between the training necessary for the different types of work—

and that individual inclinations or desires will determine largely the particular field for which teachers are to be trained.

Perhaps this policy of teacher-training institutions and of students of education has been accepted by boards of education of the larger systems and by patrons in the larger centers. Men and women in such communities are accustomed to large business organizations in which the work of the skilled mechanic is made more effective by the service of an equally skilled production manager, or more profitable through the efforts of a resourceful salesman. Perhaps such communities can recognize the efficiency of an organization which will allow some particularly fitted and particularly trained for teaching to devote their entire time to the work for which the schools exist, the actual instruction of children, and others to devote part or all of their efforts to necessary administrative duties, and to the ever increasing problems concerning curriculum content and teaching method in the solution of which they render constructive and distinctive service.

The same need exists for the smaller communities to recognize that the principalship means a different type of service—not more important but different—from that of the teacher in the elementary schools. Too often “principal” is little more than a title added with no thought of the preparation or fitness of the person to whom it is given, but added because it usually carries with it an increase in salary or because it is convenient to have some one person to whom matters of discipline and complaints regarding conduct of pupils can be referred.

School people make the mistake of expecting the general public to keep up with their thinking without making the effort to educate the patrons along the lines of good organization as well as of good teaching. The layman needs to recognize the peculiar field of the elementary school principal just as he has accepted the fact of a distinct type of service to be rendered by the high-school principal, or just as he approves a difference in the training of teachers in the primary grades and of those in the junior and senior high school. The education of the public as to the opportunities and the service of the elementary school principal rests on all of us.

THE PRINCIPAL AND THE CURRICULUM

MARGARET M. ALLTUCKER

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Washington, D. C.*

IN MY JUDGMENT the two primary functions of a school principal are: (1) To carry out the policies of his superintendent in the particular school to which he has been assigned, and (2) to administer and supervise his school in such a manner that he has a growing and developing corps of teachers as well as student body.

In order to stimulate, encourage, and help teachers to grow in professional spirit and power, the principal must not only have broader knowledge and

vision than his teachers and an understanding of the details of school organization and administration, but he must also be a technical expert. He must have a reasonably satisfactory philosophy of the educational processes which he is to supervise.

School principals are coming to realize that one of their biggest needs is a knowledge of the scientific principles of supervision. Does the principal's supervision merely mean occasionally visiting a class and afterwards talking with the teacher about a particular pupil's recitation? It should mean far more. It should mean that when the principal visits a class, he knows whether the teacher's methods are those which research has proved will usually bring the best results with children of a particular level of ability. It should mean that he knows the relationship of the particular unit of subjectmatter that is being taught to the rest of the course of study.

How can a principal judge whether or not a lesson is well taught unless he knows what outcomes the teacher is striving for in terms of attitudes, habits, and ideals, as well as knowledge? He must know these outcomes, not as glowing generalities, but as details of immediate growth and present-day, as well as future, usefulness. One of the best ways for the principal to master the problem of supervision is through a thorough understanding of the curriculum.

Today the curriculum, built solely by the superintendent of schools or a college professor, and handed down to a principal in the lower schools, is an anachronism. The best course of study is built when principals, classroom teachers, superintendents of schools, directors of research, and college experts pool their ideas.

The principal who has helped in the building of a course of study knows how to interpret it when it is completed—in other words, he is in a position to supervise it. He understands the educational philosophy on which it is based. He has evaluated the research findings which were used as one of the bases for selection of curriculum content, and the methods recommended for the handling of particular units of subjectmatter. He is familiar with whatever preliminary studies were made of pupil needs, showing physical development of pupils, their mental capacity as measured by standardized tests and previous scholastic accomplishment, special interests, ambitions, and abilities. If a survey of community needs also formed one of the bases for determining what should be included in the local course of study, the school principal who has helped build that course is familiar with this survey. He can recall the long discussions which took place and why certain units of subjectmatter were finally included and others rejected, why certain topics were placed in particular grades, and on what bases time allotments were made.

No phase of school work offers such large opportunity for professional growth as does curriculum building. It is the outstanding work of the teaching profession. All else that is done in a school system must, in the last analysis, come to bear as a means to the solution of the problem of building a curriculum and interpreting it to developing boys and girls.

If some principals would give their real reason for not spending more time in classroom supervision, they would admit that it is fear. This fear is due to a lack of knowledge of the curriculum, and a resulting lack of self-confidence. Such principals hesitate in attempting close supervision of the classroom work in their schools, for they realize that certain teachers have a far better grasp, not only of the details of the curriculum, but also of the philosophy back of it, its strengths and its weaknesses, the ways it can best be adapted to fit the needs of particular children, and how nearly it conforms to the findings of scientific research.

The extensive study and careful thinking accompanying real participation in the building of a course of study frees the principal from fears of this sort. Self-confidence results from the fact that he is able to talk as a technical expert. More important still, teachers do better work because of the inspiration and courage that come from leadership in which they trust. Teachers welcome supervision from the principal who is able to give scientific reasons why certain things should be done a certain way.

The curriculum is the common meeting ground of teachers and pupils—it is the means by which pupils develop. The principal who is thoroughly familiar with the curriculum is the director of his school in deed as well as in name. He is able to make pupil adjustments, for he knows to what he is trying to adjust pupils.

The need for differentiated courses of study for pupils of different levels of ability is recognized by all progressive school principals. Where this need is met, different groups of pupils are traveling at different rates and covering different amounts and different kinds of subjectmatter. In such a school, the adjustment of the course of study to group needs is one of the major problems of supervision.

No matter how scientifically a course of study has been built, it cannot accomplish all that it should without constant adaptation to the needs of the children taught. Principals can do much in encouraging and helping teachers to make these adaptations. They are not always easy to make. It is much simpler to have pupils memorize and recite from fixed material than it is to train them to think and work independently. It is the principal's duty to give teachers the necessary help in making curriculum adjustments. In doing this he has large opportunity to promote the professional growth of members of his faculty. Usually the response is so great that one is inclined to agree with the superintendent of schools who says: "If teachers become mechanical workers, and the covering of the course becomes the end and the aim of the work, it is the principal's fault."

In mapping out with his teachers which minimal work should be completed by all pupils in a particular grade, which should be touched upon lightly, and which given major emphasis, the principal has large opportunity for supervision. Projects undertaken in many elementary schools require the cooperation of a number of teachers. The principal should have the technical skill and the professional insight for bringing together the various contributions in a smoothly working, harmonious whole. Teachers often-

times get lost in the details of the daily routine. The principal's duty is to help the teacher to see his work as a whole and in its proper relationships.

There may be a school in which every teacher is an excellent teacher, yet the efficiency of the school is not what it might be, because there is lack of coordination of effort. This coordination of effort is the principal's job.

Even in a boys' gang, the leader has to show a superiority, if it is only a superiority of being bad. Leadership on the part of the principal ought to mean a knowledge of the curriculum superior to that of his teachers.

As I look back in my own life, I realize that the thing for which I am most indebted to the school principals with whom I have worked is that they did not let me live below my best. Their leadership was such that I had a constant inner urge to live up to their expectations.

The principal, being removed from the details with which the classroom teacher is concerned, sees the life of the school as a coordinated whole. He misses a rare opportunity for helping teachers into greater power if he does not inspire them with this greater vision.

The teacher's need for encouragement reminds me of the story of the superintendent who went into the principal's office in one of his elementary schools and found the principal scolding a little colored lad about six years old because he was constantly tardy. Thinking that he would help out the principal and reinforce his arguments, the superintendent looked at the child with wrinkled brow and said in a rather gruff voice, "Young man, when you think you are going to be tardy, why don't you run?" In astonishment the little colored lad looked at the superintendent and very quickly said, "Ain't nobody to chase me." There are some teachers who stare up the steps of achievement, when they should be stepping up the stairs. Through a knowledge of the curriculum, the principal can step up the stairs of supervision.

THE OPPORTUNITY OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

CORNELIA ADAIR

President, National Education Association

ALL MEMBERS of the teaching profession have reason to be encouraged over the attention which the Department of Elementary School Principals is now giving to the problem of standards and training for the principalship. You are to be congratulated on this movement which undoubtedly will result in making the elementary school principalship a distinct professional unit, and not merely a stepping stone to some other type of educational administration.

You are doing for your own group what we hope to accomplish with the classroom teacher. There are thousands of men and women who find tremendous joy in direct daily contact with children in the classroom. In the

past, schools have been so organized that the most successful teachers have been called from the classroom to administrative positions. In like manner principals of elementary schools who achieved distinct success were transferred to the secondary school or to the superintendency. We who have taught both elementary and secondary pupils know that there is a difference in the duties resting upon the principals in those units.

While we are improving the status of individual groups of teachers and administrators, it is important that we do not lose sight of the necessity of building a great unified teaching profession including all the branches, just as the medical profession includes many specialized groups. The professional standards of classroom teachers can be improved only with the *encouragement of principals* and superintendents who recognize the vital importance of professional training.

High ethical ideals, rigorous and extensive specialized training, and high certification requirements will help much toward making the profession of teaching more effective, but the profession of teaching will never be as effective as it ought to be until it is made attractive. No profession can be effective which does not attract to its ranks a fair proportion of the best minds of each generation. The joy of service and the opportunity for immediate contact with living, budding, aspiring souls makes teaching attractive to many young men and women of strong character and rich promise, but they often resist its enticements because of its handicaps. They resent the lack of prestige which the school teachers suffer at the hands of the public and they fear the hazard of uncertain tenure and a penniless old age, which threaten those who choose teaching as their life work. If teaching is to be the profession for which we hope, the public must be educated to an appreciation of the importance and dignity of the teacher's work; certainty of tenure must be secured for successful teachers; adequate retirement allowances must be provided for those who have given their lives to the service of the schools and salaries for trained teachers must be sufficiently high to justify promising young people in making the necessary investment of time and energy required for thorough preparation for the work.

The National Education Association, the world's largest professional organization, is the representative of the teaching profession in the United States. Its seventeen departments are all cooperating members of the parent body which serves the profession by their cooperative efforts. Each department profits by the contributions of the others. For example, the Elementary School Principals of the country are indebted to the Department of Superintendence for its research in the field of the elementary curriculum. The special subject departments, including adult education, Lip Reading, Rural Education, Science Instruction, Social Studies, Visual Instruction, and Vocational Education, all provide distinct contributions to the work of the professional organization, of which the Department of Elementary School Principals is one of the largest.

On the other hand, these special subject departments rely on you and on the superintendents and secondary principals to encourage and sustain their special educational interests.

We shall have a true teaching profession when every group within that profession realizes the needs of every other group and its obligation to promote their best interests.

BOOK FAIR

NANNIE L. MITCHELTREE

Principal, Mahoning School, New Castle, Pennsylvania

DURING the past year the school people of New Castle, Pennsylvania, have given considerable attention and thought to the subject of school libraries and children's books. There was a general sentiment that more vital interest and enthusiasm on the part of the general public was necessary to carry out successfully the program for more school libraries. Therefore, plans were formulated for a project which would promote the reading, in leisure time, of more and better books among children. National Book Week, November 13-19, seemed to be an appropriate and convenient time for the culmination of this project which took the form of a Book Fair.

This Book Fair was sponsored by the entire school system of a city whose school population is approximately ten thousand. A plan of campaign was outlined and the work assigned to various committees under the chairmanship of principals. The following is the plan for the work as outlined:

1. *Education*—During the month classroom instruction centered around the theme of children's books and stories in the departments of English, art, dramatics, and library, following closely an outline prepared by the Educational Committee. Children wrote invitations to their parents to attend the Book Fair and Pageant. The Senior High School publication, the *Monitor*, came out as a special Book Week number.

2. *Civic organizations*—Our project was presented at a meeting of the Federation of Women's Clubs, and was received enthusiastically. The various clubs voluntarily offered to donate prizes for the contests in English composition and Book Week Posters in the schools. Other organizations became interested through speakers at their meetings. The superintendent of schools gave a talk to the Rotarians and other clubs were reached through interested persons.

3. *The press*—The local newspaper was most generous in the amount and character of the publicity devoted to the cause. There was scarcely a home in the entire county that did not feel the influence and purpose of the observance. Readers of the *News* found daily in its pages, the week previous to and also during Book Week, interesting articles by prominent citizens, book reviews, and "hidden titles" written by students and head line and front page descriptions of the Pageant and Book Fair. The press committee of the Federated Clubs devoted their exclusive section of the local newspaper,

the *Junior Citizen*, wholly to Book Week material. The aggregate newspaper clippings represented a publicity space of thirty feet.

4. *Street advertising*—An automobile float, carrying the announcement of the Pageant and the Free Book Fair accompanied by a school band in uniform, paraded the business streets daily. Merchants gave window space to the Book Week Posters designed and executed by the pupils in the high school. Every street car in the city kept a reminder of the activities before the public during the week by means of Book Week Announcement Cards.

5. *Meetings*—Three meetings to which the public was invited were held in the interest of the campaign. An afternoon meeting for teachers, club-women, and parents was addressed by Dr. Gyla McDowell, head of the English Department of Geneva College who discussed the subject: Children's Reading from Cradle to College. Dr. Tigert, United States Commissioner of Education, a distinguished visitor in our city, addressed a large mass meeting of citizens in the interests of public education. At this same meeting, the vicepresident of the local board of school controllers, explained fully the observance of Book Week, its purposes, and its significance to our own city. In response to the invitation of the school librarian, an instructor from the Carnegie Library of Pittsburgh gave a talk on Poetry to the students of senior high school. Parent-Teacher organizations of the different schools held meetings where the time, place, and explanation of Book Fair and Pageant were made a special feature.

6. *Book Fair*—During the last two days of the week a Book Fair was held in the Senior High School and was free to the public. The spacious corridor presented a most colorful and festive appearance. Huge rainbow colored shades hung from the ceiling over the electric lights, giving a fairyland effect to the scene. In this exhibition it was the purpose of the committee to show the great variety of books for boys and girls that are available in a given subject, and to display such books in booths beautifully and appropriately decorated. For example, books of Adventure were displayed in a booth made to represent a ship under full sail with young pirates in attendance; a stained glass window effect formed the background for books on Religion; books for wee folk who read only a little were displayed in a booth decorated with the beloved figures of story book land; soft green moss, on which nestled realistic cut outs of butterflies, birds, and insects, provided a fine setting for books on Nature and Science. Thus juvenile magazines, reference books, art, music, games, travel, history, and Junior and Senior High School fiction and non-fiction were displayed so that a casual glance told the kind of books found there. These booths, aside from the books, formed a most interesting exhibit of the original designs and creative work of the art students of our schools. An interesting exhibit loaned by Charles Scribner Sons was the original painting by N. C. Wyeth, from which reproductions were made for an edition of Cooper's *Deerslayer*. This was a center of attraction at all times.

The great number and variety of books which were on display were due to the courtesy and helpfulness of the local book dealers, and of fifteen or more prominent publishers who responded so generously to our request.

7. *Pageant*—A Pageant entitled "Best Book Folks" was presented by the schools of the city, each school putting on one of the episodes. The Evolution of the Book formed the Prologue. A simulated marble semi-circular frame, effective lighting, artistic posing and costuming, made the living reproductions of the six mural paintings, the Cairn, Oral Tradition, Hieroglyphics, Pictograph, Manuscript, and the Printing Press so realistic that the audience readily recognized Alexander's "Evolution of the Book" in the Congressional Library.

The Kindergarten Interlude came next. Tots of the kindergarten were the little actors. They created surprise and considerable amusement when they trooped from their seats among the audience to the stage upon an invitation to go to Bookland from which they returned carrying large picture books.

The opening scene of the Pageant: Two children visit a book seller who promises to show them some of his book folk if only they will believe that they are real folk, and not just imaginary. Typical scenes from the following wellknown books were depicted in pantomime, dramatization, or song:

Birds' Christmas Carol, Tom Sawyer, Rebecca of Sunnybrook Farm, Peter Pan, Alice in Wonderland, Oliver Twist, Story of Joseph, Pied Piper, the Twin Series, Rip Van Winkle, Book of Pirates, Dr. Dolittle's Voyages, and Robin Hood.

8. *Permanent contributions*—Each school had pictures taken of its booth and a scene from its episode as visual reminders during the year of "Good Books."

Photographs of the living pictures of the Evolution of the Book are being enlarged and hand colored. These are to be framed and hung in the library of the Junior High School.

A circulation increase of 3174 books in November of this year over the same period in 1926 was reported by the New Castle Public Library. Circulation for the month of November, 1926, was 10,587 volumes, while for November of the present year, the circulation was 13,761, making a gain of 3174. They also reported a gain of 38 percent in the number of juvenile patrons of the library during November this year.

The receipts of the Pageant covered all expenses and netted each building a neat sum for the purchase of library books.

Many parents and friends availed themselves of this opportunity by ordering books and magazine gifts for Christmas.

Teachers reported a marked increase in the interest shown by their pupils in the reading of books, especially in those represented in the Pageant.

THE ELEMENTARY SCHOOL LIBRARY

ETTA H. HOWELL

Theodore Roosevelt Elementary School, Long Beach, California

ALTHOUGH the library has become a well established feature in many platoon schools, it is, comparatively speaking, a new institution in the non-platoon, or traditional schools. In Long Beach we have found that the successful functioning of the elementary school library is not dependent upon any type of organization; our platoon and non-platoon schools find it equally valuable. The recent expansion of this department is an effort to provide wholesome leisure occupation for children and meet the demands of the modern curriculum with new methods of instruction based upon the use of multiple textbooks.

All of our elementary schools with an enrolment of five hundred or more pupils have library facilities. In eleven schools there are libraries in the buildings; in three others nearby branch public libraries carry on the activities. Our progress in developing these libraries is in a large measure due to the splendid cooperation of the public library. All the circulating books are purchased with annual appropriations from that institution. The school funds supply the illustrated books of the better editions and the duplicated informational reference books which do not circulate.

In charge of our school libraries are trained children's librarians who have had public library experience. Their salary schedule is that of the regular classroom teacher. Since they come in close daily contact with the pupils, they can give personal guidance and meet the individual child's needs. It has been interesting to observe the increase in the reading under the direction of a librarian. In one school having 392 books there was a circulation of 966 when the books were administered as classroom collections; the first year these books were administered by a librarian the circulation increased to 11,416. Similar increases have been evident in other schools when libraries have been opened. In addition to their work with the pupils, the librarians aid the teachers in securing supplementary material, organize picture collections, and arrange visual exhibits.

Each class in school is scheduled for at least one period a week in the library; the periods vary in length from twenty minutes in the primary grades to forty-five minutes in the departmental classes. X groups in which the reading ability is a year or more above the standard for their grade, may spend more than one reading period a week in the library. The first graders, full of eagerness to learn to read, spend their period in looking at picture books of the very best type. The librarian helps individual children find the books they wish and discourages haphazard turning of pages; she teaches them correct habits of handling books, tells them stories, reads poems, and stimulates a growing desire for the stories which promise so much. In a surprisingly short time the little folks recognize familiar rhymes and words in the picture books. By the end of the semester they are reading independently a few of the simple stories.

In the second and third grades the librarian carries on the same types of work, watching carefully that correct habits of reading are being formed, directing and helping individuals as needs are evident. In these grades recreational reading is encouraged through a plan of awarding a reading certificate for the successful completion of five or more books from the approved list for the grade. Seals are affixed to the certificates for reading done in succeeding semesters. The children report on the books to their class teacher, who has a question and answer manual which enables her to check the reading without spending too much time upon it. It is not unusual for pupils in these grades to report on thirty books in a semester, for it is a matter of pride to read not only the five books required for a certificate, but many more.

In the fourth, fifth, and sixth grades a greater diversity of reading interests is evident. The librarian keeps an individual record card of each child's reading; when a pupil completes a book, he reports to the librarian, and she makes the record on the card. From these records she can tell the trend of the child's reading interest and the degree of his ability; this enables her to give intelligent guidance. She also notes whether he has a public library card; if not, he is encouraged to make application. Pupils in these grades are given a few lessons toward the beginning of the semester in the use of library tools; there is a simple explanation of classification to give them an understanding of the arrangement of books, and some instruction on the use of the catalog, picture files, encyclopedias, and reference books. In the main, however, this instruction is individualized and given as the need arises, so the library period is devoted to undirected reading.

In addition to the scheduled class periods for pupils in all grades, there are free circulation periods before and after each session. The large number who leave the playground to seek enjoyment in recreational reading is adequate proof of the popularity of the library. At these periods the librarian is assisted by members of the Library Club, a voluntary organization of upper grade pupils. The members help in checking, arrange special reference tables, post brief résumés of books they have read, and do all they can to further the interests of the library. At their regular club meetings they have discussions, give book reports, and prepare programs for such occasions as Good Book Week Assembly or Reading Certificate Day.

Information, enjoyment, and inspiration are to be found in the books collected to form the library, the storehouse of the best in literature. In the atmosphere of these books, character traits are being formed and lasting ideals are being established. Inasmuch as it is the elementary segment of the public schools which reaches the majority of the American people, it is important that habits of using a library for information and pleasure be inculcated in children of grade-school age. The elementary school library, in charge of a trained librarian, can be a potent factor in our educational system, and can make a notable contribution in attaining the goals of modern education.

A CLUB PROGRAM FOR THE ELEMENTARY SCHOOL

R. W. SNYDER

Fruitvale School, Oakland, California

EXTRACURRICULUM ACTIVITIES have gradually been incorporated into the elementary school program. Since no special time allotment has been given for these activities they must be conducted either before school, after school, or during the free period of the teacher in charge of them. The disadvantage of the before school or after school program is that many pupils who work are barred from the activities. When a teacher plans activities during school time, the pupils are taken from classes and their class work suffers in consequence.

In Fruitvale School the activities period has been organized as a separate period in the daily program. This plan of organization overcomes the disadvantages mentioned above. Every pupil has an opportunity to participate in the entire program and the regular class work is not interrupted.

At the beginning of last semester this special period for school activities was organized from 10.15 to 10.50 A. M. Each teacher named the activities she wished to sponsor, giving a description of the nature of the same. Assemblies were held where the new activities were presented to the pupils. Further discussion of them was held in the major rooms. Pupils then enrolled in the clubs in which they were most interested, interest being the determining factor of the enrolment except in clubs where certain talent was necessary to take a successful part in the club program. For example—Glee Club, Orchestra. Certain clubs were very popular. In cases of over-enrolment pupils in the upper grades were given first choice. Changes from one club to another were permitted during the first five weeks of the term. After this period, transfers were made only on the recommendation of teachers concerned and the principal.

We feel that we are educationally justified in the inclusion of club work within the school program. The very type of such a program permits the pupil in the elementary school a wide range of choice in activities he may engage in. A type of training is offered here which he usually is not able to get in classroom work.

The response to the program has been wholehearted both on the part of the teachers and the pupils. We believe the following types of training result from this program:

1. Social, civic training in the club organization.
2. Establishment of a new relationship between teacher and pupil. The formal class atmosphere is lacking.
3. Opportunity is provided for the pupils to explore a field in which they have a special interest.
4. Arouses an interest which may carry over into leisure time.
5. Ethical character training by participation in club life.
6. Improvement of school spirit as a result of such pupil participation in the life of the school.

A description of some of these clubs will give a more definite idea of the manner in which we seek these objectives.

The Big F Society—This society is made up of the girls and boys of this school who have won their school letters. The letters are rewards for having won city championships or play days.

The girls and boys meet separately, though they are governed by the same constitution and laws. It is the duty of every member to abide by the constitution and live up to the "law of five." (a) Honesty; (b) Fair play; (c) Courtesy; (d) Kindness; (e) Helpfulness.

The "Block F" is the passport to each meeting.

The societies meet once a week and are presided over by student officers who are elected by the societies and hold office for one semester.

It is the aim of this society to promote athletics in the school and in every way possible help the school maintain a high standard of citizenship.

The boys have taken over the care of the playfield and play equipment as their special task. The girls have voted to care for the conduct in assembly by means of an honor system and to take charge of the lunchrooms on rainy days.

Both societies are working on a plan for caring for the basements.

This is truly a live organization of about fifty or fifty-five members. The members enjoy it and have accomplished many of the tasks they have set for themselves. This society was organized last year.

Model Aeroplane Club—Meets Monday and Tuesday, 10.25 to 10.50. Club has 34 boys Monday and 32 Tuesday.

Are working on long distance type of plane. Making a study of the Dihedral angle, the angle of incidence, stagger, elevators, plumb line, streets, etc.

Most boys are now building the body, with a few beginning the main wing next week. Planes will have a main wing and a tail wing, and are to be speed planes for long distance only.

Willing Hands—Girls will make garments for small children, either for their own sisters, brothers, or for some organization.

Library Club—Organized as a club, having president, secretary and treasurer. How to care for books. Good books to read. Checking books in and out. Looking up references for students or teachers. Mending books. Mounting pictures. Keeping library neat and attractive.

Art Appreciation—Group to study twenty-five pictures of famous artists—as to life and stories of each picture.

Junior Safety Council—Made up of two representatives, a boy and a girl, from each class in the seventh and eighth grades. Their duties consist of directing traffic in rooms and halls when classes are passing, seeing that good order is maintained, trying to insure safety on the school grounds and in general keeping up the morale of the school. This council is affiliated with the Junior Safety Council of the Oakland Public Schools.

Outlook Club—To investigate avenues of work open to boys and girls. It will entail some research work along vocational lines.

World News—Collection of material from magazines and newspapers. Discussion of interesting events of the week.

News—Members learn how to write the news story, the sport story, the editorial, and perhaps the feature story. They write and publish the Fruitvale News.

First Aid—This class is formed in response to a request from Scout leaders. Boys and girls who pass the test will be able to pass scout merit tests. Those holding merit badges in first aid may qualify for Red Cross certificates.

Dramatic Club—Study dramatic reading for poise, enunciation, and overcoming self consciousness. Preparation of holiday programs, celebrating birthdays of noted persons. Putting on little plays in room and assembly.

The following is the club program:

Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
Farrell	Dramatics	Dramatics	Magazine		Assembly
Garrison ...	Library	Library	Library		all
Lamoureux..	World News	World News	Graph Club		grades
Kener	Story Hour	The Outlook	Girl Scouts		
Dimon	Newspaper	Newspaper			
Ward	Girls' Glee	Boys' Glee	Safety Council	Honor Society	
Darrow	Wild Flower	First Aid	Audubon		
Fiese	Art Appreciation	Art Appreciation	Poster		
Kirkpatrick..	School Beautiful	Big F Girls	Big F Boys		
Fowler	Cost. Appreciation	Fam. Women	Willing Hands		
Neher	Aeroplane	Aeroplane	Radio		
Lada				Orchestra	
Snyder	Boy Scouts				

Referees meet Monday 3.10.

The degree of success which has been obtained in the activity program in Fruitvale has been made possible only through the splendid cooperation and interest of the boys and girls.

PLAN FOR CHARACTER TRAINING, FEATURING THE SELF-CONTROL DIPLOMA

ALBERT LOEWINTHAN

Principal, Yorkville Junior High School, Public School No. 30, Manhattan, New York

THE AIM OF EDUCATION in Public School No. 30 is the development of character, since character is the foundation of true living. School must be life. Examinations are incidents in school life rather than aims or ends of school life.

Character training goes on throughout the school at all times: (a) incidentally; (b) by precept of faculty and pupil leaders; (c) by example of faculty and pupil leaders.

The chief executive of the school must help to create a school spirit, must supervise closely enough so that pupils should feel responsible to a higher authority than the teacher, must commend good work and condemn poor work, must stress effort more than achievement.

The results of the character training at Public School No. 30 are seen in the general courtesy of the children, in the attitude of the children towards public property, towards their elders, towards one another in school, and towards their obligations in their everyday lives.

The definite objectives towards which we work are:

1. To make the ideals of the school functioning ideals
2. To have each class strive to win a Self-control Diploma
3. To develop responsibility, initiative, leadership

The School Ideals are:

Effort	Perseverance
Cleanliness	Service
Courtesy	Self-control

Effort—

Children are urged to do their best at all times.

Cleanliness—

Children are urged to keep themselves "Spic and Span." They must keep their classrooms, school building and neighborhood clean.

Courtesy—

Children are taught to be mindful of the ordinary amenities required in social intercourse, such as: Please; Thank you; Yes, Miss . . . ; No, sir; rising when addressed; etc.

Perseverance—

The school motto is "Perseverance Wins."

Service—

Children are made to feel proud of being able to serve others by helping at home and in school.

Opportunities for services are created and multiplied.

There are school officers, class officers, club officers, monitorial forces (yard, street, stairway, main exit, secret service, safety, hall, etc.), traffic, squad, guidance council for disciplinary matters, help classes for restorative work, sight conservation guides, color guard, safety court, visualization squad, mimeographing squad, "Minute Men" speakers, school paper, orchestra, glee club, bank officials, athletic teams, repair squad, etc.

All organizations foster self-direction under faculty guidance.

Opportunities for service are open only to those children who maintain satisfactory standards in effort and conduct.

Self-control—

Teachers aim to see that destructive tendencies are gradually changed to constructive ones. "Doing the right thing when you feel like doing the wrong thing" is made to justify itself.

How These School Ideals are Made to Function—

1. They are presented to the entire school by the principal at yard gatherings and open air assemblies.
2. They are presented to incoming classes by the principal at the group assemblies.
3. They are made the center of assembly programs by assembly leaders, being brought to the pupils in recitations, speeches, discussion of problems, socialized presentations, dramatizations, etc.
4. They are kept alive in the classroom by the teacher through charts posted in each room.
5. They are kept alive through the school paper and constantly referred to by teachers and supervisors.
6. They are made topics in oral and written English.
7. They are kept alive by the office through notices to teachers and pupils.
8. They are made a part of the functioning aspect of the child's everyday life, by being brought to bear in the solution of conduct situations.

The School Ideals are the guiding stars in character training at Public School No. 30. Inspirational references to school ideals are unending. The dominant tone of such reference should make for aspiration.

Commendation is the vitalizing force which aims to make school ideas become school ideals.

Disciplinary measures are constructive rather than punitive.

The Self-control Diploma—The Self-control Diploma is considered the highest award of the school. It is awarded to a class and not to an individual.

The School Ideals affect the individual in his everyday conduct.

Striving for the Self-control Diploma brings into action the community or class sanction. It represents the collective will acting upon the individual in his growth towards self-control.

The following statement describing the "Self-control Diploma Plan" appeared in the Educational Information Service, Vol. V, No. V, January, 1928, a monthly digest of current literature on education, health and character, published by the National Child Welfare Association, 70 Fifth Avenue, New York City:

The Self-control Diploma is presented as the highest honorary award of the school, to those classes which by evident industrious self-direction for a continuous length of time, win the approval of teachers and student-leaders. Self-direction of the group is guided by the school ideals, is stimulated by merited commendation, and tends to crystallize public opinion which reacts constructively upon individual wrongdoers.

Procedure—There are three clearly defined periods in the process of working for a Self-control Diploma: (a) The period of preparation; (b) the period of probation; (c) the period of possession.

The period of preparation—The period of preparation starts at the very beginning of the new term, when the official teacher sets the ball a-rolling. The teacher is the source of inspiration. If the class teacher is desirous of having the class win the Self-control Diploma, a good basis toward success is instituted.

By talking matters over with the pupils in the light of what the Self-control Diploma (S. C. D.) is, what it means, how it marks a class as distinguished, the teacher stimulates the desire to attain the highest honorary award of the school. Freedom of discussion, freedom of expression, the socialized recitation, the teacher's enthusiastic interest (not scolding or nagging), make for enhanced desire and lead to right responses. The Self-control Diploma is made a constant topic of discussion throughout the Period of Preparation. The teacher emphasizes the fact that Self-control means "doing the right thing when you feel like doing the wrong thing." Discussion centers around the happenings of the day. Problems focused upon are exhibitions of right conduct or lapses from correct conduct responses. Judgments are formulated in the light of the school ideals and better conduct is the result.

All the teachers of the School are members of the Self-control Diploma (S. C. D.) committee.

If any teacher meets a class that is not supervised by a member of the faculty and finds the class, under the guidance of its own officers, quiet, orderly, busy (Q. O. B.), she writes a commendation either on the black board or in the class book. The pupils are very proud of these commendations and aim to win as many as possible.

If the class has shown a marked degree of self-control in the yard, in the halls, on the stairs, if the boys have been gentlemanly in the street, if children have been consistently punctual, if they have been quiet, orderly, busy

(Q. O. B.), while unsupervised and if the official teacher grants permission, the pupils petition the principal for a Self-control Diploma.

Every pupil of the class signs the petition which is virtually a pledge to be quiet, orderly, busy, and courteous at all times.

The petition cannot be presented to the principal before the end of the fifth week of the term nor after the thirteenth week.

The next step is to obtain the signed approval of all the teachers to whom the class reports for work. If one teacher refuses to give his approval, the application is not permitted to go through.

The required signatures obtained, the class president submits the application to the principal.

The period of probation—The principal accepts the application and sends it to the secretary of the Self-control Diploma committee, one of the faculty.

The secretary, upon the receipt of the application for a Self-control Diploma, does three things: (1) She sends the application to the faculty member who is section head of the group of rooms to which the applicant belongs. Every group of rooms has a section head. (2) At the same time she sends a card stamped S. C. D. to the applicant. The card is placed on the outside of the door of the official room of the applicant so that all who pass may observe that the class claims the right to be considered a self-control class. (3) The secretary posts the name of the applicant on the teachers' bulletin board. If any teacher knows a reason why the class should not receive the diploma it is his duty to report such reason to the respective section head.

At the end of the second week of probation the section head calls a meeting of the teachers in the group and those who are opposed to granting an S. C. D., and reports any negative criticisms. These adverse reports are either sustained or rejected by the group. If three teachers protest the awarding of the S. C. D., the application is automatically rejected.

Should the application be favorably considered by the teachers, it is marked "Approved" by the section head and returned to the secretary. The secretary now consults the faculty advisors of the monitorial forces of the school who in turn consult the head monitors of the yard, stairs, and street forces. Then the secretary makes a full report to the principal who may reject the application or award the diploma.

The period of possession—The diploma is usually awarded at some general assembly and with considerable ceremony. The principal addresses the class briefly while it stands at attention. He congratulates the teacher and she receives the diploma. At the same time, the class president is congratulated and receives a neat card bearing the figure of a bugler. This card replaces the one presented when the application was made. From the door the bugler proclaims the glad news to all who pass.

The Self-control Diploma is the official property of the class as long as the class lives up to the standards set for such award. A class that proves unworthy is temporarily deprived of its S. C. D.

The diploma is neatly framed, and serves as an inspirational decoration for the class. At the end of the term it becomes the property of the class teacher.

Self-control Diploma survey—Within the past five years a number of committees of members of the faculty of the school were assigned the task of surveying the effect of the Self-control Diploma upon the school. During the course of such surveys faculty meetings were held, open forums were conducted, assemblies of pupils were called, all for the sake of getting first-hand and unrestricted reactions as to the effect of the Self-control Diploma upon the school.

The report below submitted by a committee of the faculty is offered as the crystallized opinion of all the forces called into action during the surveys.

REPORT ON THE SELF-CONTROL DIPLOMA

Submitted by a Committee of Teachers, June, 1926

"Self-control" is the watchword of Public School No. 30. Of all our school ideals, the ideal of Self-control is the highest. It is the greatest *moral* factor in the school. It is not only a most efficacious aid in discipline—there is no disciplinary problem in Public School No. 30—but it is also the means of forming right habits of conduct and of thinking. Visitors to Public School No. 30 are always very much impressed by the gentlemanliness of the boys, by the cleanliness of the building, by the air of quiet and industry at the same time.

The average child, especially the older boy, rather likes the inference that he draws from the fact that you appeal to his sense of honor, his better judgment, his more mature understanding, and his influence on others of the class.

The disciplinary problem is minimized, or rather almost entirely done away with because

1. Basis of everything in Public School No. 30 is *Self-control*.
2. Pupils are all striving toward one goal—the attainment of the S. C. D.
3. Pupils take pride in having their class among the best.
4. Pupils are striving for commendations—each commendation means a step nearer to the goal.
5. Boys realize each one's behavior reflects on the class as a whole: (a) The would-be delinquent one tries to mend his ways—he wants to be on an equal footing with the others—he does not want to be ostracized—he does not want to be the one who prevents the class from winning the S. C. D.

(1) It is surprising how many boys have been changed from the tendency of being bad to the thought of improving themselves because of the ideal set before them.

6. Boys, bearing the S. C. D. in mind, are well behaved in the yard, on the stairs, in the halls.

7. Dismissals are more quiet. No necessity for teacher supervision.

8. There is better team work—a feeling of working together for the common good.

9. Some of the burden of discipline is shouldered by the S. C. boys. They have no patience with the delinquent one. They talk matters over with him, if necessary they ostracize him and hold court to deliver judgment. (This applies to all classes including adjustment classes and ungraded.)

It has certainly helped greatly in character building.

1. Public School No. 30 turns out for the most part self-controlled gentlemanly boys.

2. A disposition toward right modes of action is ingrained. (a) Miraculous change in the disorderly average boy.

3. Pupils set own high standards.
4. The individual pupil realizes his responsibility to the group. (a) Makes for better citizenship; (b) makes for community spirit; (c) makes for class spirit; (d) makes for school spirit.
5. The pupils know that self-control means doing the right thing when they feel like doing the wrong.
6. Boys can be trusted to carry on when left unsupervised. (a) *Q. O. B.* is the motto when a class is unsupervised—not only *quiet* and orderly but *busy*.
 - (1) Pupils continue with work as if the teacher were present.
7. Pupils become self-reliant.
8. Pupils develop a deeper sense of honor.
9. A deeper pride and interest in everything pertaining to the school are engendered.
10. It appeals to the very best in each boy. (a) The very worst responds to the S. C. appeal.
11. Boys respect the faith and trust placed in them by their teacher. (a) Remarkable behavior and industry when unsupervised.
12. Self-control becomes a habit which takes root and helps form future character.

PLAN FOR CHARACTER TRAINING TO DEVELOP RESPONSIBILITY, INITIATIVE, AND LEADERSHIP

It is axiomatic that we learn to do by doing.

In order to develop responsibility, initiative, and leadership in children, the school provides and creates a large number of opportunities by virtue of which pupils may assume responsibility, show initiative and act out their leadership.

In order to educate pupils for better leadership the school organizes those who react upon the opportunities provided into various groups known as subdivisions of the Governmental Agents.

*Opportunities for developing responsibility, initiative, and leadership—*Under the caption "Service" on page 683, a list of some of the organizations of the school is given which present to the students possibilities for reaction and opportunities for assuming responsibility. These organizations are self-directive under faculty guidance. At their meetings children express their own opinions, think for themselves, render their own judgments, stand on their own feet. It is thus that the pupils shoulder responsibilities, learn to know what duty is, carry "Messages to Garcia," and develop a greater desire for leadership.

*Education for better leadership—*Student leaders help to make public opinion. Trained student leaders exert a powerful influence for good in the school. Not only does the school provide opportunities which give pupils a chance to show their qualities as leaders but it also makes pupils conscious of those opportunities. Then, too, the school trains pupils for better leadership by organizing the Governmental Agents of the school into leadership training groups.

*Governmental Agents—meaning of the term—*The term "Governmental Agents" is used to include every pupil who does any kind of service anywhere in the school. It may be that he is the Keeper of the Chalk, the

Caretaker of the Gold Fish, the Cleaner of the Board Rubbers, a Messenger for a Teacher's Lunch, Monitor of the Rolling Doors, Attendance Sheet Carrier, Class Officer, Club Officer, Safety Court Judge, and so on through the entire list of offices until one reaches the President of the GENERAL ORGANIZATION of the school. Any pupil that does any kind of service in class, or out of class, is a member of the body politic of the school known as the Governmental Agents of the school.

These Governmental Agents are divided into Divisions A, B, C, D, E, F, G, and H.

The large body known as Governmental Agents inclusive of all types of service, meet twice a term—The meeting is presided over by the president of the General Organization of the school and is supervised and directed by the principal of the school.

To this meeting which is properly and extensively advertised, each member of the Governmental Agents Group may invite a friend so that at one of the meetings we find as many as six hundred pupils of the school. The program consists of singing of inspirational songs, addresses by outstanding student leaders, open discussion from the floor on the topic of the day, and closing remarks by the faculty director.

Some of the topics taken up are: (a) What constitutes good leadership? (b) How can we cooperate with the street cleaning department? (c) How can we help those pupils who make mistakes in and out of school?

Division A of the Governmental Agents—Division A of the Governmental Agents is known as the executive council of the General Organization, consisting of the president, vicepresident and secretary of the school, elected by the student body and representatives elected by the grades.

The president of the General Organization presides; one of the members of the faculty is the executive guide.

The group meets twice a month and takes up matters of student interest.

Some of the topics discussed are: (a) Baseball suits for the baseball team; (b) the establishment of a Junior Arista; (c) the establishment of student-conducted help classes.

Division B of the Governmental Agents—Division B of the Governmental Agents consists of the president and vicepresident of all classes and of all clubs of the school, together with the Commander-in-Chief of Monitors, the Judge of the Safety Court, the Editor of the School Paper, and the Captain of the Color Guard.

The presiding officer is the president of the General Organization. The faculty director is the principal of the school.

Meetings are held at least twice a term.

Some of the topics taken up are: (a) What makes a good president? (b) What are his duties? (c) His privileges? (d) What are the duties of a vicepresident? (e) What are some of the responsibilities that come with leadership?

Division C of the Governmental Agents—Division C of the Governmental Agents consists of all class and club secretaries and the secretaries of all grade councils of the school.

It is presided over by the secretary of the General Organization and is guided by one of the members of the faculty of the school.

There are at least two meetings held each term.

Some of the questions that have been discussed are: (a) What are the duties of a secretary? (b) What are the qualifications of a good secretary? (c) How can a good secretary be a fine leader?

Division D of the Governmental Agents—Division D of the Governmental Agents consists of all school monitors, yard monitors, office monitors, stair monitors, sanitary squad, street force, safety force, traffic squad.

Meetings are presided over by the Commander-in-Chief of the school and are held in two sections. The first and third week of every month there are meetings of the captains of all the forces. The second and fourth weeks of each month there are meetings of all the members of all the forces.

The problems taken up consist of those that arise in the course of discharge of duties: (a) What makes a good monitor? (b) Should we judge a monitor by the number of boys he reports? (c) What is the responsibility of the monitor?

The outstanding report at the monitors' meeting is the report submitted by the Commander-in-Chief stressing high points and weaknesses noted by him during the past week.

At the meeting of the captains reports are submitted by the various captains. Advice is sought and is given. The captains now and then become a disciplinary court and try persistent offenders.

The entire monitorial forces are supervised by two of the members of the faculty.

Division E of the Governmental Agents—Division E of the Governmental Agents consists of the treasurers of the classes, the bank officials of each class, and the health commissioners.

This meeting is presided over by the vicepresident of the General Organization, is directed by a member of the faculty and holds at least two meetings a term.

The problems are those particular ones that have to do with the duties of their officials: (a) What makes a good bank official? (b) What are the qualifications of a bank official? (c) Why have a health commissioner of a class?

Division F of the Governmental Agents—Division F of the Governmental Agents consists of all class athletic representatives, representatives of all school teams, and the captains of such teams together with pupils officiating as umpires at games.

The presiding officer is appointed by the faculty director of athletics who himself is the executive in charge of this group.

This group meets at least twice a term. Problems discussed are: (a) The problem of sportmanship; (b) the problem of playing hard but playing fair.

Division G of the Governmental Agents—Division G of the Governmental Agents consists of the "Minute Men," those who are chosen to broadcast messages orally at stated occasions. The poster makers of the school and the printing squad also act as publicity agents and are members of Division G. They elect their own presiding officer and are supervised by one of the heads of departments of the school. They meet on call.

Division H of the Governmental Agents—Division H of the Governmental Agents consists of the grade council group made up of the members of each year group, thus: the 7th year grade council, the 8th year grade council, etc.

The presiding officials are the members elected by the grade group to the executive council of the General Organization. The faculty director is the leader of the assembly of that group. The group meets at least twice a term and discusses such problems as: (a) How can the group make the school a better school?

General items of importance—Attendance at all the Divisional Meetings is checked up by the secretary of the Division.

All these divisions of the Governmental Agents of the school allow open discussion, freedom of expression and exchange of opinion.

At the close of each meeting the members of the group must feel that they are carrying a message to the school as a result of the meeting.

A MOVEMENT TO VITALIZE COMMENCEMENTS

JOY ELMER MORGAN

Editor of The Journal of the National Education Association, Washington, D. C.

COULD we give but one gift to every youth it would be the torch of inspiration—the ambition to *dream* and to *do* and to *be* according to his talents. This is the gift eternal. The worth of a school and the strength of a teacher are measured more by the passing on of this torch than by mastery of the petty accuracies and technics. Inspiration is the soul of great teaching. Real teachers are always alert to discover and quicken the interests of the child. The commencement season affords an unusual opportunity to bring inspiration to a point of high effectiveness. By careful planning it can have for the graduate and for the community the inspiring force of a great revival. To make commencements even more significant than they are a movement is under way to give sustained study to problems connected with their vitalization.

First, let us build into our commencement scheme a sequence of central truths so that as the youth passes up the educational ladder from elementary to junior high to senior high to college and to professional school, his ideals will be enriched according to the best experience of the entire profession.

Second, let us weave into the commencements of vocational and professional schools a fuller appreciation of the part which the various occupations

play in our common life and of the obligation that workers in them have to improve their service to society. Every special service exists not for the specialist but for the common good of all. Let our commencements emphasize the obligation of teachers to address themselves to developing better schools, doctors to better public health, lawyers to wiser laws and court procedures, ministers to a more realistic church, engineers to a fuller conquest of nature, architects to finer homes—each workman making his service as nearly perfect as possible.

Third, let us emphasize each year one of the cardinal objectives of education and life. This need not mean neglect of the other objectives, but merely larger emphasis on the one chosen for each year as Benjamin Franklin sought to reach higher perfection in his virtues by selecting one for special emphasis each week. For 1928 and 1929 commencements, let us emphasize sound health; 1930, worthy home membership; 1931, mastery of the tools, technics, and spirit of learning; 1932, faithful citizenship; 1933, vocational effectiveness; 1934, wise use of leisure; 1935, ethical character.

As a means of realizing this program the following suggestions may prove helpful:

1. Let all teachers join in an effort to magnify the commencement season and to make it the means of vitalizing the work of the graduating class throughout the year preceding.

2. Let every graduate work on some project which shows the application of intelligence to an immediate problem within his experience. The 4-H clubs of the Department of Agriculture with their enrolment of more than half a million boys and girls are one of the greatest educational achievements in the history of America. Our education would be immeasurably advanced if every child who finishes the elementary school could have the experience that such clubs give.

3. Start every child on the way to an appreciation of our American democracy and life as it is revealed in the biographies of men like Washington, Franklin, Lincoln, and Edison.

4. Lead each child to begin working out a simple philosophy of life based largely on observations which he can be led to make for himself. He will thus grow naturally from the mere good manners of childhood to the wisdom of later years. The handbooks of boy and girl scouts give admirably worked out plans for unifying the child's conception of life and developing standards of conduct which the child can apply.

5. Let the ideal of education as a lifelong enterprise be consistently emphasized. Everett Dean Martin's *The Meaning of a Liberal Education* suggests the goal that should be interpreted to all young people.

6. Let each class develop a pledge which its members will voluntarily take. This may be adapted to meet local needs from such pledges as the Athenian Oath. In the form used it should represent the choice of the class or of a special committee appointed for the purpose.

7. The emphasis on health as the special theme of the 1928 and 1929 commencements should (a) lead each graduate to adopt a high standard of fitness for himself and to understand how to maintain that standard in terms of personal habits and medical and dental care; (b) include a special study by each graduating class of the time lost in its own school as a result of ill health, the findings to be presented as a part of a commencement program; (c) include special study of the lives of such great torchbearers for health as Pasteur, Walter Reed, and William Osler; (d) include awards of school letters to graduates who have maintained high standards of health and school cooperation; (e) include special consideration by classes in professional colleges of education, medicine, law, and engineering of the part each profession can take in the improvement of public health.

8. If an address by an outside speaker is a part of the commencement activities, acquaint him with your plans to make the commencement more vital, and ask his cooperation in your effort to make points of contact between commencement and the life of each pupil and the homes and enterprises of the community.

9. The practise of using books as commencement gifts is widespread. Encourage this practise and cooperate with parents to find for each graduate the books that will mean most in his growth. Librarians will be glad to help by furnishing lists and displaying special collections of books suitable for commencement gifts.

10. That the effort may be coordinated in each school system let a committee of teachers and principals be appointed to work out suggestions and plans for all schools in the city or county.

If we really believe that the destiny of the race is in education let us interpret that belief to children and parents and citizens in terms so concrete and convincing as to be inescapable. For such an interpretation, the revival of interest and spirit that goes with the commencement season is a fertile soil. Shall we not cultivate it more intensively?

AFTER ALL, are our greatest problems those involving methods of teaching and learning, and supervising classroom procedures, or are they those of teaching honesty, truthfulness, self-control, responsibility, right thinking? These last affect the souls of our boys and girls, the life of our nation. The parents of our pupils must come to realize that while excellence in academic work is greatly to be sought, the chief field for training must lie in building up the moral character, in creating a love for work, a willingness to overcome obstacles, an acceptance of responsibilities, and a feeling of consideration for others.—HARRIET A. JUDD in *Ohio Principals Bulletin*.

COMMITTEE ON INTERNATIONAL RELATIONS

M. E. PETERSON

Chairman, Principal, Twentieth Street School, Los Angeles, California

THIS IS a new committee, created in response to a general demand growing out of the Seattle convention of 1927. The members of this committee are also members of the larger Committee of the National Education Association.

Those engaged in education are prone to look upon the titles, "International Relations," "International Friendship," "World Friendship," "International Goodwill," as conveying the notion of peace, the abolition of war, the outlawry of war, enforced arbitration. In the minds of the members of the Department of Elementary School Principals it is no doubt true that this represents a majority conception. To the Committee the outlawry of war is one of the great ultimate objectives, but for immediate attention there are many other phases of international polity which need consideration. We must not overlook the fact that we are dealing with a world which exists now rather than with a world which might exist a thousand years hence. To put it in other words, we must deal with actualities and not with theories.

We need to know the racial heritages of the world.

We need to know racial ideals. To do this we must understand the psychology of each nationality as a thing apart.

We need to know more of the economics of each nation. This has had almost no attention in public education in the United States.

We need to know more about governmental policies and diplomatic ideals. For example, the United States and Great Britain each has a policy known as "dollar diplomacy"—a policy which has been seriously challenged by many of the best thinkers.

We need to foster the spirit of Internationalism in order to overcome the jealousy and belligerency created by an overdevelopment of the spirit of Nationalism.

We need to develop tolerance toward those who think differently than we, who live differently than we, who worship differently than we. All these things confront those who study the problem of international relations.

Your Committee has merely scratched the surface.

Subsequent to the appointment of the Committee, the three members, William F. Russell of Columbia, Helen B. Shove of Minneapolis, and myself, were all fortunate enough to go to Toronto, Canada, to the meeting of the World Federation of Education Associations. We were able there to make important world contacts. We felt that expressions of ideals from the various nations of the earth might clarify in our minds the magnitude of our task. Therefore we have initiated correspondence embracing the whole civilized world. Promises of contributions from the following distinguished people scattered throughout the world were obtained:

A. O. Thomas, Augusta, Maine.

T. Y. Wang, Muckden, Manchuria, China.

Dennis Jannossy, Hungarian Ministry of Education, Budapest.

E. J. Sainsbury, Thames Ditton, Surrey, England.

Moises Saenz, Secretaria Educacion, Mexico City, Mexico.

S. Tsuchida, Imperial University, Tokio, Japan.

S. N. Chaturvida, Daraganj Allahabad, India.

M. Sawayanagi, Japanese House of Peers, Tokio, Japan. (It is with deep sorrow that we have since learned of the untimely death of this man.)

P. W. Kuo, President, Southeastern University, Shanghai, China.

We assume that these promises were given in good faith and that the contributions will be received in due time. Some of them are already in hand. It is our expectation to publish our report embracing these contributions from time to time in the quarterly bulletins of our Department. Secretary of State Kellogg says "the most effective method of insuring world peace is an aroused public conscience against the utter horror and frightfulness of war." Anti-war propaganda should be continuous, tireless, insidious, relentless.

We who were at Toronto were struck with the number of obstacles which stand in the way of world understanding. Among them are these:

1. Lack of a common language.
2. Unwillingness of Christians to think in any other than Christian ways.
3. Intolerance.
4. Racial self-satisfaction.
5. Antipathy to general racial amalgamation.
6. The teaching and fostering of Nationalism instead of Internationalism.
7. Non-participation by commercial interests.

It is the hope of the Committee that teachers everywhere will take a live interest in educational matters outside the confines of their own states.

It is time the educators of the world presented a united front in solving these most important problems. The world is growing very small we are all close neighbors—infinitely closer neighbors than we were twenty years ago. If we are to obey the mandate of the Great Teacher "to love our neighbors as ourselves," we must include as our neighbors the entire population of the earth.

The Committee respectfully makes the following recommendations:

1. That the Department of Elementary School Principals of the National Education Association amend its bylaws to provide for a Committee on International Relations.
2. That our Department sponsor the creation of a Department of Peace in the Federal Government with a Secretary in the President's Cabinet.
3. That our Department use its influence in cooperation with the National Education Association and all other Departments thereof to promote in the larger universities the study of International Relations and Diplomacy through courses offered by such institutions.
4. That an International Federation of Cosmopolitan Clubs and World Friendship Clubs be encouraged. (An effort along this line is being made in California.)

PROGRAMS OF PRINCIPALS' CLUBS

THE OHIO Elementary Principals have issued two very creditable Bulletins this year, in December and April. The material contributed was plainly practical and resulted largely through fine organization work throughout the state.

President for 1928—M. E. Williams
Secretary—F. H. Duffy

PRINCIPALS and Supervisors Association booklet of the year's activities of Dayton, Ohio, is most attractive and interesting. It indicates an alert club membership and most enthusiastic, efficient club officers.

Their program included these problems for study or discussion this year:

- I. Educational affiliations of the members
- II. Distribution of time of elementary principals
- III. What is the most scientific basis upon which to classify students?
- IV. The health program in the high schools
- V. Pupil failures—The cause—A suggested remedy
- VI. The relation between the principal and the supervisor of special subjects
- VII. The principal as a supervisor of classroom instruction
- VIII. The principal as an administrator

They are conducting two surveys—

- I. Language Errors
- II. Fundamentals of Arithmetic

Minnie M. Munday, principal of Ruskin School, is President. Edith Petit, principal of Boys' Prevocational, is the Secretary.

THE DEPARTMENT of Elementary School Principals of the Michigan Education Association recently published its first yearbook, *Studies in the Elementary School Principalship* under the guidance of Mrs. Jessie M. Fink, principal of Buchanan School, Grand Rapids, Michigan, a former president of the Department of Elementary School Principals. Its table of contents indicates an organization of material and a wideness of interests that will make the yearbook of vital interest to many outside of Michigan.

SECTION I—THE PRINCIPAL

- A. Possibilities and Potentialities in Measuring the Work of a Principal—S. A. Courts, University of Michigan, Ann Arbor

SECTION II—ADMINISTRATION

- A. The Organization of the School for Work—Amelia D. Young, Principal, Keating School, Detroit
- B. An Experiment in Grouping—Jean Lannin, Principal, Sampson School, Detroit
- C. The Principalship an Administrative Problem—Paul C. Stetson, Superintendent, Dayton, Ohio
- D. The Small Elementary School Needs a Clerk—Ada A. Fuller, Principal, Madison School, Grand Rapids

SECTION III—SUPERVISION

- A. General Supervisory Plan at the Sibley School—Jessie H. Stevenson, Principal, Sibley School, Grand Rapids
- B. The Principal and the Professional Growth of His Staff—E. H. Drake, Superintendent, Kalamazoo
- C. The Principal and the Nature Study Program—Mae B. Carroll, Principal, Guyton School, Detroit
- D. The Elementary School Principal as a Builder of Teaching Morals—George C. Kyte, University of Michigan, Ann Arbor
- E. The Principal and the Teacher—Grace Carley, Battle Creek

SECTION IV—COMMUNITY LEADERSHIP

- A. The Principal and the Special Activities of the School—Mrs. Jessie Albert, Principal, Froebel School, Muskegon
- B. Making Citizens—Margaret Strahan, Principal, Lexington School, Grand Rapids
- C. The Principal as a Community Leader—Charles L. Spain, Deputy Superintendent, Detroit

SECTION V—MISCELLANEOUS

- A. The Academic Value of Physical Training—Wilber P. Bowen, Michigan State Normal College, Ypsilanti
- B. What is Duty?—Robert E. Lee
- C. The Principal and the New Education Bill—Charl O. Williams, Field Secretary, Legislative Division, National Education Association
- D. Constitution and Bylaws
- E. Bibliography
- F. M. E. A. Department of Elementary School Principals, 1927 Membership

STATEMENT ABOUT PROFESSIONAL ETHICS

F. J. KELLY

Dean of Administration, University of Minnesota, Minneapolis, Minnesota

IN PRACTICALLY all human relations, conduct is determined essentially by our emotional attitude, rather than by our intellectual judgment. Wherever, therefore, we seek to secure conduct not backed up by zealous emotional approval, we have found it necessary in most all relationships to inflict penalties. That is to say, we establish a certain conduct as right and then we insist that others must follow under pain of penalty.

In codes of professional ethics we undertake to introduce the opposite procedure. The welfare of the profession requires that each of us shall follow certain lines of conduct, even though we may personally not profit by such conduct. We do not, however, hold out any penalty for violation. Professional ethics, therefore, are on a higher level than other controlling codes.

In order that a code of professional ethics may be really effective, the members of the profession must first of all have an emotional loyalty for the profession. They must not only recognize intellectually its significance, but must have a warm sense of the necessity for its up-building. To bring about this warmth, members of the profession should associate together often and come to feel the personal friendships on the basis of which the emotional care for the profession's status can be built.

MINUTES OF THE EXECUTIVE COMMITTEE AT BOSTON

HELEN B. SHOVE

Secretary, Principal, Longfellow School, Minneapolis, Minnesota

THE EXECUTIVE COMMITTEE met in the headquarters room of the Department of Elementary School Principals (Hotel Statler) on Wednesday, February 29, at 9 A. M., with the following present:

A. S. Gist, *President*; E. Ruth Pyrtle; M. E. Peterson; H. G. Masters; W. T. Longshore; Herbert C. Hansen; Helen B. Shove, *Secretary*.

1. The minutes of the Seattle meeting were read as published in the October BULLETIN. Mr. Hansen moved the adoption of the minutes as corrected. Seconded by Mr. Longshore. Unanimously carried, as printed in the BULLETIN with the following correction:

List of officers:

President—Arthur S. Gist
First Vicepresident—E. Ruth Pyrtle
Second Vicepresident—Warren A. Roe
Third Vicepresident—Herbert C. Hansen
Fourth Vicepresident—H. G. Masters
Fifth Vicepresident—Martha M. Wilson
Secretary—Helen B. Shove

2. The question of a membership campaign was discussed. A motion was made by Mr. Masters, seconded by both Mr. Longshore and Miss Pyrtle, and unanimously carried, that: The President work out a plan for Membership with the Executive Secretary of the National Education Association and report at the Minneapolis meeting.

3. The motion was made by Mr. Hansen that the President appoint a committee to report at Minneapolis, a program of research service to be offered by the Department of Elementary School Principals. Seconded by Miss Pyrtle and unanimously carried.

4. A discussion of the type of Yearbook to be issued after 1929 was participated in by all present. The motion offered by Mr. Hansen, seconded by Miss Pyrtle and unanimously carried expressed the opinion of the group, to wit: The committee believes in the type of Yearbook which treats of a variety of subjects, but gradually approaching the type in which the major portion may be given to the consideration of one subject or problem of a research nature.

5. Both M. E. Peterson and Mr. Hansen moved that the recommendation of the Executive Committee in Dallas, 1927, regarding the editorship of the 1929 Yearbook be adopted. Seconded by Mr. Masters and unanimously carried. A. S. Gist will edit the 1929 Yearbook.

6. It was suggested that the editorship of the 1930 Yearbook be an item of business at the Minneapolis meeting in July, 1928.

7. Mr. Hansen moved: That a committee of which the chairman be a member be appointed by the chair to confer with the Association of Super-

visors and Directors of Education on the problem of clarification of function of these two groups. Seconded by Mr. Longshore. Carried.

8. The question of salacious literature was discussed. The motion was made by Miss Pyrtle, that the Department of Elementary School Principals finance a report to be made by the Research Division of the National Education Association to an extent not exceeding \$500, of the existing laws regarding salacious literature. Seconded by Mr. Masters. Unanimously carried.

9. The suggestion was made that the chairman appoint members to confer with other groups on Vitalized Commencements.

10. It was moved by E. Ruth Pyrtle, seconded by Mr. Peterson, unanimously carried, that the Executive Committee extend an appreciation to the Boston and Massachusetts Principals' Clubs for the splendid hospitality met at all times.

Meeting adjourned at 12.30 P. M.

MINNEAPOLIS AWAITS YOU!

THE MINNEAPOLIS PRINCIPALS FORUM is looking forward to the visit of the national department next summer. We hope we have succeeded in making arrangements that will make your stay pleasant. We have secured the Rose Room at the Leamington Hotel for the headquarters of the national department during the convention. The Blue Room, directly across the hall from these headquarters, will be our breakfast room for the delightful meetings which have characterized the last few sessions of our department.

Our auditorium, where general sessions will be held and where the representative assembly will meet, is but two blocks from the Leamington. In fact, the Leamington will be handy to all meeting places and to the elementary school exhibit.

On Tuesday, July 3, the principals' annual dinner will take place at the Lafayette Club on Lake Minnetonka. This lovely spot is about twenty miles from our city.

The Minneapolis principals will arrange for the transportation of all those attending the dinner. For this reason, we hope to have—in fact, must have—reservations made as early as possible. Write to the local chairman for reservations. The price of the dinner is \$2.75 per plate.

The occasion will be, we hope, a red letter one. A charming setting, fine friends and, no doubt, a good program planned by the national committee—these and an excellent dinner. What more can we ask?—Zada A. White, local chairman and president, Principals Forum, Lake Harriet School, Minneapolis, Minnesota.

PROGRAM OF MINNEAPOLIS MEETING

President, ARTHUR S. GIST, Principal, Burbank and Whittier Schools, Oakland, California.

First Vicepresident, E. RUTH PYRTLE, Principal, Bancroft School, Lincoln, Nebraska.

Second Vicepresident, WARREN A. ROE, Principal, Belmont Avenue School, Newark, New Jersey.

Secretary, HELEN B. SHOVE, Principal, Longfellow School, Minneapolis, Minnesota.

First Session, Monday, July 2, 2:00 P. M.

RELIGIOUS EDUCATION AND CHARACTER TRAINING

THE PROBLEM OF RELIGIOUS EDUCATION

W. O. Thompson, President Emeritus, Ohio State University, Columbus, Ohio

CHARACTER TRAINING IN THE HOME

Mrs. Hazel C. Daniels, Editor-in-Chief, *Parent-Teacher Broadcaster*, Minneapolis, Minnesota

CHARACTER TRAINING WITH THE PRESCHOOL CHILD

May Hill, Principal, Kindergarten-Primary Training School, Cleveland, Ohio

A PROGRAM FOR THE DESIRABLE USE OF LEISURE TIME AS A CARDINAL OBJECTIVE OF THE PUBLIC ELEMENTARY SCHOOLS

John J. Loftus, Principal, Public School No. 80, Brooklyn, New York, and President-elect of New York Principals' Association

Second Session, Tuesday, July 3, 2:00 P. M.

CHARACTER TRAINING

CHARACTER TRAITS AS A BASIS FOR GOOD SCHOLARSHIP

Mrs. Agness M. Boysen, Principal, Lyndale School, Minneapolis, Minnesota

CHARACTER TRAINING THROUGH STUDENT ORGANIZATIONS

Cassie F. Roys, Principal, Walnut Hill School, Omaha, Nebraska

CHARACTER TRAINING BY MEANS OF PATRIOTIC PAGEANTS

L. Daisy Hammond, Principal, Patterson and Clark Schools, Dayton, Ohio

TRAINING IN THE DEVELOPMENT OF DEFINITE CHARACTER TRAITS

Roy E. Warren, Principal, Whittier School, Berkeley, California

Breakfast sessions will be held each morning as usual.

The annual dinner of the Department will be held at the Lafayette Country Club, Tuesday, July 3, at 5:30 o'clock. Transportation to the club will be provided by Twin City Principals, leaving hotels at 5:00 o'clock. It is very necessary that tickets be bought before Tuesday that all may be accommodated.

UNIVERSITY OF MINNESOTA OFFERS SPECIAL N. E. A. FEATURES IN ITS SUMMER SESSION

IN ANTICIPATION of the opportunity to serve the many educators who will visit Minneapolis for the National Education Association Convention the University of Minnesota has made special provision both by augmenting its faculty, and by offering a number of extra and interesting courses in the program of the College of Education and also adding post-convention features. School principals will find much of interest, and not a little of the unusual, in these offerings.

Among the courses offered, principals will note with interest those dealing with such administrative topics as Curriculum making, Supervision (both theory and practise), Guidance, Extracurriculum Activities, Secondary School Administration, Administration of School Systems (for actual or potential superintendents), School Finance, Seminars in Administration, the High School, and Supervision. In the field of Educational Psychology are a long list of courses, from the elementary to the advanced and systematic, including such topics as Vocational Psychology, Ontogenetic Psychology, Psychology of Personality, Psychology of Adolescence, Mental Testing, Diagnosis, Statistical Methods, Child Guidance (behavior), studies of Gifted Children and of Mental Deficiency, and allied matters.

One of the most notable offerings is an opportunity to study the Winnetka plan of school organization, both as to its theory and to its practise. Superintendent Carleton Washburne will give courses and lectures on the principles and problems involved, thus affording a first-hand contact with the author of the plan. In addition a Demonstration School, actually carrying out the plan, will be conducted by a corps of teachers from the Winnetka schools. The work of the visiting teacher will be presented in a course and a seminar, under the auspices of the National Committee on Visiting Teachers.

These curriculum offerings will be in the hands of the complete staff of the College of Education supplemented by a number of invited instructors, among whom are Dr. Guy Montrose Whipple (National Society for the Study of Education), Dr. David Spence Hill (University of Alabama), Professor Kathryn McHale (Goucher College), Professor J. M. Hughes (Northwestern University), Superintendent Carleton Washburne (Winnetka, Illinois), Mrs. Mildred Hughes, Miss Hazel Hartwell, and Miss Lila Graham of the Winnetka public schools, Professor Dora Smith (Lincoln School, Columbia University), Miss Mae Bryne, and Miss Prudence Cutright, of the Minneapolis public schools.

At the request of the Association of Elementary School Principals a post-convention Institute on Administration of School Libraries will be conducted under the direction of Frank K. Walter, University Librarian, from July 9 to 21. This will consist of papers, lectures, and discussions on such major topics as The Formation of Reading Habits and Their Significance in Elementary School Work, The Relation of the Library Through These Habits to Other Parts of the Elementary School Curriculum, The Correlation of the Elementary School Library with the Work of the Higher School Grades, and The Administration of and Selection of Books for Elementary School Libraries. A feature of the Institute will be the large part given to school principals and teachers who will state their problems and discuss them from the standpoint of the actual need. These discussions will be supplemented by the lectures by librarians, school officials, and others interested and experienced in school library administration.

Among those expected to lead these discussions, in addition to University staff members, are Dean W. F. Russell, Teachers College, Columbia University; J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa; Carleton Washburne, Superintendent of Schools, Winnetka, Illinois; Lucile M. Fargo, School Library Specialist, American Library Association; Professor John B. MacHarg, Lawrence College, Specialist in Visual Aids to Instruction; Mary A. Tawney, Chief, School Department, Minneapolis Public Library; Clara F. Baldwin, Director, and Harriet A. Wood, Assistant Director, Department of Libraries, Minnesota State Department of Education.

The Institute is open to all interested in the development of good reading habits. Three quarter credits will be granted by the College of Education of the University of Minnesota to those having the necessary educational qualifications who attend the sessions, do the assigned reading supplementing the lectures and discussions, prepare a satisfactory paper on an assigned topic, and pass such examination as may be required.

Plans are now being made for an Institute on the Professional Problems of Teachers and Teacher Organizations, details and program of which will be ready for announcement at the time of the N. E. A. Convention. An Institute on Higher Education is also to be conducted, from July 9 to 21. This will follow the plan of the institute of 1927, dealing with the administrative problems of college and university, and of interest to administrative officers of such institutions.

The regular recreational program which has been a feature of Minnesota Summer School life for a number of years will be an important part of the entire summer period, which is now a complete summer quarter, of two terms. The first term begins on June 15 and closes July 28; the second begins on July 28 and closes September 1.

DELEGATE ASSEMBLY AT MINNEAPOLIS

THE MINNEAPOLIS MEETING of the Delegate Assembly will be one of the very important meetings in the life of the National Education Association. Amendments to the Bylaws will be submitted by P. P. Claxton as chairman of the Committee on Appointment of Delegates and Kindred Questions.

There are a few points of very vital interest to every member of the National Education Association. These have been discussed by most local organizations throughout the nation, and should have the thoughtful attention of every member as well as delegate.

Referring to Article II—Section 10, the number of delegates to the assembly.

1. No definite number of delegates to be fixed, certainly not 500 as suggested.
2. Each National Education Association member to have one vote in selecting delegates from state, called unit membership. This plan would reduce the number of delegates.
3. Number of delegates apportioned to state according to membership in National Education Association.

4. Selection or election of delegates to be through the local affiliated group; or in the way that each state determines.

Referring to Article III—Section 4, duties of Board of Directors enlarged and defined—This is well in some respects, but let us remember that the executive power of any organization must be vested in a comparatively small group, of broad experience and with the interest of the whole at heart.

Referring to Article VI—Section 12—This is the meeting of delegates on first day of Convention, and their business. Only delegates may vote at the group or state meeting. Needs to be more definite in statement that interpretation may be clear.

Referring to Article IX—What shall constitute a quorum of Board of Directors of the Delegate assembly?

Expenses for Director was not taken up finally, but informal opinion expressed that it would be wise for National Education Association to pay expenses of State Director. Delegate expenses—opinion expressed that it was best that local organization pay the greater portion of those.

State Director to be elected as state sees fit.

EDITORIAL

FOR YEARS we have had all-city orchestras, all-county ones and even all-state ones, but now we have a NATIONAL High School Orchestra which has for three years shown what heights can be reached by our high school players. J. E. Maddy of Ann Arbor, Michigan, has been the conductor and chief worker in this great project. In this, he has been ably helped by T. P. Giddings. Such a demand has been thus created through the school systems of this country for able directors of school orchestras and teachers of the orchestral instruments, that a National High School Orchestra Camp is to be started this summer with Messrs. Giddings and Maddy in charge. Three hundred players are to have an eight weeks' intensive training with the hope of many choosing public school music as their vocation.

The camp is a non-profit corporation. The cost is \$300 for eight weeks. Teachers of world renown will conduct all classes. A well-rounded camp life is arranged and this will be a great incentive to all musically talented school pupils who will thus work for scholarships and will give prospective music supervisors, symphony players, and conductors a good start.

The camp is at Interlochen, Michigan, 300 acres of ground, plenty of cottages with electric lights, running water, shower baths, etc., proper chaperonage, a daily program that will meet health requirements as well as musical work, weekly concerts in their own bowl which seats many thousands. \$10,000 worth of music has been donated, \$10,000 worth of band instruments will be loaned.

Worthy pupils will be sent by means of concert receipts, clubs, etc.

It is the greatest opportunity our young musicians have ever had.

SEVENTH YEARBOOK

THE SEVENTH YEARBOOK on the Elementary School Principalship is so full of valuable help that a bare statement of the Table of Contents will suffice to indicate its value to every principal.

Preface.

Summary and Recommendations.

CHAPTER

- I. Introduction.
- II. The Development of the Elementary School Principalship.
- III. Certain Facts Concerning Supervising Principals.
- IV. The Functions and Duties of the Elementary School Principal According to Research Studies.
- V. Distribution of the Principal's Time.
- VI. Functions of Elementary School Principals as Set Forth in State Laws and Rules of State Boards of Education.
- VII. The Duties of Elementary School Principals According to the Rules of Ninety-Five Cities.
- VIII. The Principal and the Superintendent.
- IX. The Principal and the Supervisor.
- X. The Principal and the Community.
- XI. Assistants of the Supervising Principal.
- XII. The Elementary School Principal's Office.
- XIII. The Teaching Principal of Elementary Schools.
- XIV. An Investigation of Successful Elementary School Principals.
- XV. Case Studies of Outstanding Principals.
- XVI. Feature Work of Successful School Principals.
- XVII. The Improvement of Principals in Service.
- XVIII. The Organizations of Elementary School Principals.
- XIX. Local Standards in the Selection of Elementary School Principals.
- XX. State Certification of Elementary School Principals.
- XXI. The Availability of Professional Courses.
- XXII. Professional Training Programs.
- XXIII. The Content of Professional Courses.
- XXIV. The Economic Position of the Elementary School Principal.
- XXV. Studies on the Principalship.

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Names and Addresses of the Membership.

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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 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 Eighth Yearbook, to be issued in April, 1929.

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.

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