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BULLETIN

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The President's Message—Pinkston.....	3
The Opportunity of the Principal—Boynton.....	4
The Principal in Supervision—Wolfe.....	6
Making Teaching More Effectual—Irwin.....	12
Analyzing the Teaching Process—Marvin.....	15
Character Training Through Student Organizations—Roys....	20
A Program for the Desirable Use of Leisure—Loftus.....	25
Character Traits as a Basis for Good Scholarship—Boysen....	30
Character Training by Means of Patriotic Pageants— Hammond	38
Character Training in the Preschool Child—Foster.....	41
A Plan for the Supervision of One Subject—Rogers.....	47
Vitalized Commencements—Jones.....	49
American Education Week.....	50
Report of the Minneapolis Convention—Pinkston.....	51
Report of the Enrolment Committee—Rogers.....	55
Report of the Committee on Resolutions—Hansen.....	56
Proposed Changes in the Constitution and Bylaws.....	57
Report of the Executive Committee.....	58
Report of the Treasurer.....	60
Notes and Announcements.....	61

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THE PRESIDENT'S MESSAGE

EVA G. PINKSTON
Dallas, Texas

IT HAS been said that the principal is the most important executive officer of any school system for he is the one who not only stands on the firing-line but also directs the work in the field. The statement has also been made that the elementary principals of any school system are the *nerve centers*. With such responsibilities the position of the elementary principalship has developed into a highly professionalized and diversified position.

The Department of Elementary School Principals of the National Education Association has been able through its bulletins, yearbooks, and meetings to help materially in the elevation of the principalship, because of the stimulating of professional growth and good fellowship among school people, of providing ample opportunity of discussion and experimentation in educational fields, of multiplying the opportunities for service to the profession and of welding all principals into a selfrespecting trained group.

This year it is the aim of the Department to continue the admirable work which has been started and to try to bring to every principal in the United States the realization of the im-



MISS EVA G. PINKSTON
President of the Department

portance of being identified with it. Mr. Herman Ritow of Illinois, who is the National Chairman of the Enrolment Committee, has a most worthwhile program planned. Besides the excellent bulletins which will be edited in October, January, and July by Mr. Herbert C. Hansen, Secretary, there will also be the 1929 yearbook, with Arthur S. Gist, Editor, which will contain the "Activities of Principals." These compilations can be in the hands of every principal if he will enrol as a member of the department.

The program of the Cleveland meeting will be based on "How the Elementary Principal Can Better Serve Our Public Schools." This subject will be discussed by eminent educators from both the theoretical and practical standpoints.

Suggestions which will further the work of our department as to programs, speakers, topics, committee work, research work, and the like will be greatly appreciated.

THE OPPORTUNITY OF THE PRINCIPAL

FRANK D. BOYNTON

President, Department of Superintendence

WITH pleasure I respond to your invitation of September fifth to send a word of greeting to the members of the Department of Elementary School Principals. What an opportunity opens up before the elementary school principals and teachers of a great city, of the country! "The progress of the race is upon the marching feet of healthy, instructed children." Does



FRANK D. BOYNTON

President, Department of Superintendence

any other group of workers face such opportunity, such responsibility!

The leadership of the nation is in your hands and in the hands of elementary principals elsewhere. Your teachers will look to you for the assistance that they need. Your attitude, your loyalty, your industry, your honesty of aim, your cooperation with those who depend upon your cooperation will in turn be reflected in your teachers and through them in the pupils whom they instruct and ultimately in the life of the city. The elementary school principal is one of the most important officers in a school system, and the importance of his office is coming more and more to be realized. Under the immediate guidance of the elementary school principals of the nation are 23,000,000 children this fall. What potentialities

these figures represent! In the selection of elementary school principals it would be difficult to set standards too high.

The function of education in a democracy is to "secure the blessings of liberty to ourselves and to our posterity" and "to promote the general welfare." Upon the equality of the individual to "life, liberty, and the pursuit of happiness," this government was founded. This conception of the

rights of the individual to equality of opportunity, not the same opportunity, is unique and fundamental to our whole scheme. It is the very definite business of the American school system to inculcate these fundamental principles.

At the birth of the nation the Fathers made clear their belief that in education rested the security for popular selfgovernment; that it was of "primary importance" that "institutions for the general diffusion of knowledge" should be supported for the reason that "in proportion as the structure of government gives force to public opinion it is essential that public opinion be enlightened."¹

No other nation has ever cherished so unwavering a faith in education as have we Americans. No other nation has ever shown itself so willing to pour its money and its energy into all sorts of educational experiments. We believe profoundly that the strength of the nation is measured not by armies and navies and fortifications, but by schools—schools for all the children of all the people, adapted not to one type of mentality but various enough to meet the needs of all without detriment to any, yet constituting a single system, open to all worthy aspirants from bottom to top giving each an opportunity to prove by actual trial whether he is able to do the work of the next step ahead.

Admitting that there is room for improvement in our educational system as in other callings and inviting our critics to assist in bringing about these improvements, yet, to its credit we have practically eliminated illiteracy, materially raised the general level of intelligence, supervised the health and safety of children to their great good, absorbed the flood of immigrants which inundated this country and kept it American, and through vocational education materially increased the wealth of the nation by increasing the earning power of educated over uneducated men. So marked has been this service that one great American has said: "If we should suppress our educational system for a single generation the equipment would decay, the most of our people would die of starvation, and intellectually and spiritually we would slip back four thousand years of human progress." What a testimonial to an institution! But an institution is simply what those who serve make it. In Prussia there are about 9 boys and girls in its secondary schools out of each one hundred of secondary school age; in England, about 14; according to advanced figures from the United States Bureau of Education, America has about ninety-one. What a tribute to the principle of equality of opportunity; and to the elementary school principals and teachers whose work has been so thoroughly done, whose inspiration has been such as to encourage 4,250,000 to enter upon secondary education this fall.

I congratulate you upon your opportunity for service; and I am convinced by my knowledge of the past that you will prove worthy of the great responsibility and trust which the nation turns over to you.

¹ The quotations in this paragraph are taken from Washington's Farewell Address.

THE PRINCIPAL IN SUPERVISION

STANLEY H. WOLFE

Principal, Wilson Avenue School, Newark, New Jersey

I CAN think of no better introductory sentence to this paper than the statement made by Bode in *Modern Educational Theories*. He defines democracy as a "social organization that aims to promote cooperation among its members and with other groups on the basis of mutual recognition of interests." A careful analysis of this statement leads us to believe, quite reasonably, that it may be accepted as the commandments of supervision. "Mutual recognition of interests" points out that democracy means a progressive humanization; so likewise does supervision. If the argument holds true that democracy is never a finished thing, it is just as pertinent to supervision and there is just as much necessity for a mutual recognition of interests in one as in the other.

Despite all the emphasis that has been placed upon the principal and his job, it is exceedingly hard to define the position except by comparison. The wide range of duties prescribed by and prescribed for the principal of a modern plant is apt to stagger those who are unfamiliar or nonconversant with the situation. Just as society is in a constant state of change, a never ending fusion of all its elements, carrying along with an irresistible momentum its institutions as well as its people; just so does the conception of the principal and his job change, too, as part of this general movement.

Cubberly, in his work entitled, *The Principal and His School*, says in Chapter II, "The relationship (of the principal to his superintendent) is analogous in the business world to that of the manager of a town branch of a public utility to the general superintendent of the business; to that of the manager of a single department to the general manager of a department store; to that of the superintendent of a division of a railroad to the president of the company; or that of a colonel of a regiment to the commanding general of an army. In each case the manager, or superintendent, or president, or general is responsible directly to the directors of the business or to the public authorities in charge for the larger outlines of policy and for the general success of the undertaking, while the subordinate in charge of a branch, or a division, or a regiment, or a school is responsible only indirectly to the highest authorities, but is immediately responsible to the officer above him for the success of the division or unit entrusted to him for management or control."

Supervision (instructional) may be defined as the "direction, inspection, diagnosis and improvement of teaching, and the leadership of teachers in service in their individual professional growth and, as a group, toward unity and harmony in work and spirit." While this definition of supervision is fairly inclusive it fails to bring into consideration a vital element, namely, attitudes.

There is in the field of teaching a vast body of specialized knowledge and skills, and it is the purpose of supervision to not only recognize and evalu-

ate these, but to so conduct and arrange the teaching processes that they will actually become a part of it. This last statement becomes impossible of attainment unless there be recognition of sets of ideas, emotions, and attitudes not only on part of the teacher but on part of the pupil as well.

As inferred previously, the conception of the principal and his job has changed with our social conception. There was a time when the principalship meant a fairly comfortable job, with just about a living wage. The work was not so arduous but that most of it could be directed from a swivel chair and it was not an unusual thing for the principal to acquire considerable *avoids*, especially where the tenure ranged over a period of years. In those days opinion, and opinion only, ruled. If the principal held an opinion concerning technic (even though it were acquired not by actual contact with teaching conditions, but indirectly) then perforce that opinion prevailed because it was the principal's. However, time which waiteth for no man, has wrought many changes. Today the principal occupies a most strategic position in the school system. He is not exclusively an administrator but he is a supervisor as well. His duties are multitudinous and he has the training and equipment to discharge them successfully. No longer are matters of technic decided on a basis of opinion only. These opinions are substantiated by facts.

The growth of sympathy toward supervision originated from two sources. The first was the everchanging personnel in the teaching profession and the second the lack of professional training of those who entered teaching. Teaching as a profession (considered from the viewpoint of its personnel) is different from law, medicine, ministry, or engineering. People entering any one of the four professions enumerated do so with life expectancy, yet how rare it is to hear of any group of people consecrating a life of service to teaching. It is true that many many people have devoted their lives to teaching but usually we find the statement has been made in retrospect rather than in prospect.

Again, if an adequate supply of teachers could be sufficiently educated and thoroughly trained professionally before entering the profession, there then would be little need for spending so much time and energy on supervision. It is having the lack of this training that has made imperative the necessity of supervision.

Supervision is essentially a cooperative enterprise. It is an enterprise which demands that those who give, take also. There must be unification, organization, and coordination of the efforts of all involved. It presupposes leadership of the kind that says work with me and come with me, not work for me and follow me. It is cooperative also because its influences vitally affect the very backbone of a democratic organization. If, as Justice Cooley says, democracy is a social ideal, then it is possible only on the basis of cooperation. Cooperation not essentially for the purpose of training leaders who in themselves possess all the necessary attributes and characteristics of successful leadership, of the type of Roosevelt, but cooperation which recog-

nizes some trait of worthwhile leadership in many individuals and welds them into a harmonious group for common good.

This again sets forth the theory that both the supervisor and the supervised must think in common terms and similar language with mutual understanding of problems in order that there may be mutual exchange of ideas.

The purpose of supervision should be essentially constructive. Before constructive criticism can be intelligently administered it is wise to have in mind all the facts in a situation. After these facts are marshaled in proper sequence the purpose becomes largely diagnostic. Exact information is necessary just as it is in the case of a physician studying the symptoms of a disease. After the facts, then the diagnosis and finally the application of specified remedies. Such is the purpose of supervision.

Any supervisory program must recognize immediately that in general and specific there are three types of problems to be considered. First, there is the problem of the child; secondly, that of the teacher; and finally, the problem of the supervisor which must include a recognition of the other two problems.

Probably more teachers and supervisors err in respect to the child's problem than in any other phase of supervision. To begin with we have the child, physiologically and psychologically, as well as emotionally, different from an adult. He is placed in an environment artificial to his usual one and he is immediately confronted with a logical array of facts and material entirely foreign to his experiences. Let us consider for a moment. A course of study is prescribed as a necessity. It is made out by a group of adults, interpreted by an entirely different set of adults and taught by a third group, and in most cases there is absolutely no connection between the groups. The one fetish of courses of study has been in logic. Fortunately we are, as Bode points out, realizing that the ends of the social group are being much better served by a psychological arrangement of curricula than they are by a logical one. Again, the child's whole conception of the educative process must be interpreted in terms of his experiences, and this interpretation should be made through the media of purposeful activity. The problem that both teacher and supervisor must realize is that there must be a common meeting ground for the interpretation of these experiences. Otherwise both instruction and supervision fail to function. The teacher must be most skillful in presenting and interpreting these experiences and the supervisor's duty is to see, by reason of his larger vision, that not only the immediate problem is presented most economically but to envision the correlation of this particular problem with the more general ones.

To illustrate the supervisor's problem more concretely the following may be set forth. All learning is founded on association processes either free or controled. A certain teacher may present a particular problem aiding and abetting certain controled associations and do the job well. Another teacher presents the same subject to a group of children just as effectively but using a different set of controled associations. Should the two classes, or parts of

them, be placed in charge of a third teacher who calls into play only the controlled associations established by the first teacher, she is apt to work an injustice not only to the children, but also to the teacher of the second group. This then becomes a worthy problem for the supervisor. It is his function to make an harmonious adjustment of these apparently conflicting elements to the best interest of the organization.

The building principal should be the chief supervisory officer. Ideally, the situation should so exist, but unfortunately in actual practice there are many variations. In most large systems there are regular grade supervisors, special subject supervisors, and even assistant superintendents who supervise. The function of these supervisors should be to supplement the work of the principal in his building and in no way to assume precedence over it. Should there at any time arise a conflict over the policy to be pursued, it seems simple justice to allow the policy of the building principal to take precedence until an appeal can be made to higher authority. This is desirable from the standpoint of supervisory efficiency.

Again, there is no supervisor as capable of judging as well as the principal the special intimate needs of his clientele, the effects of environment, the social conditions, and the attitude of the community in general. All of those are vital factors in supervision.

In order that the principal might be accorded his place in the sun as chief supervisory officer of his building, it is imperative that he be well equipped. He must know facts when he sees them, and also how to apply them. He must also be an expert in diagnosing educational ills. It is important that he know who the authorities are on the subjects that he supervises and he must be cognizant of the ever increasing wealth of material pertaining to his work. A wise supervisor is one who not only knows the educational values as described by others, but who is also a contributor to educational literature. To know facts is not enough; there must be also the ability to evaluate teaching in scientific terms from which guess work has been eliminated. Criticising and planning are a necessary part of his equipment. Criticism based on facts and planning which correlates not only immediate criticism but that given previously, planning that includes not only criticism to one teacher but to many.

One of the fundamental essentials of supervision is to encourage and stimulate professional growth. Truly, the modern principal must be a man of parts. The art of evaluating a teacher's work to the exact point where she feels the need of additional professional equipment and at the same time feels neither humiliated, ancient, nor hurt is one of no mean order. Education is one of the most interesting and rapidly advancing of sciences. Literature, data, information, psychology, mental attitudes, researches of all kinds, make it imperative that a principal be familiar with the changes, and that he make his teachers want to be cognizant of them. A sure sign of the progressiveness as well, possibly, of the aggressiveness of a principal is the number of his teachers taking advanced work. One of the most sig-

nificant acts of boards of education has been to allow a sabbatical year with salary compensation for study and improvement.

The vision necessary to encompass the above limited requirements filters through only in cases where there has been adequate professional preparation. Supervision is many sided, nor is it a simple thing. The supervisor must have recognized the unique opportunities offered. He must be so trained that he has become a master of such tried and tested experience as is available. He should be so trained that he recognizes there is a wide difference between administration and supervision, and he must also be trained to guard against administrative encroachments on supervisory time.

He should be trained to recognize sound educational method and good school practice and to make intelligent use of modern educational, experimental, and statistical material. Courses of study must mean to him more than mere topical outlines and he must recognize through his training that the only way to know is to observe, and that it is his job to observe "good and plenty."

Probably one of the most important functions, if not the most important, of the supervisor, is to develop on the part of teacher as well as pupils, the correct attitudes.

The significance of the above statement can be realized when it is supplemented by the following one. "The annual cost of taking care of people in public and private institutions of this country, who are suffering from various mental disorders and maladjustments exceeds the amount of money expended on higher education!"

Society has been moving forward, changing and progressing at such a terrific pace, that the costs of society burdens have become appalling. We have reached the point where we are to demand returns not only on that which we have hitherto considered fit, but we are now obliged to anticipate the conditions which will cause unfitness and remedy them. This is an economic necessity. It is just as much a part of the supervisor's program to do his part in this work as it is to evaluate instruction.

M. Campbell in *Mechanism of Human Behavior* says, "As time goes on we become more familiar with another type of individual. This individual* is an adult in physical and intellectual development, but an adolescent in emotional development." Much of his emotional retardation has been caused by his attitude towards himself and others. The greatest aim of his education is the development of healthful attitudes and the integration of character. This is unquestionably one of the big phases of the principal's job. Mental life is made up of a variety of attitudes and these attitudes are not merely a means but an end. Attitudes are not passive as ideas may be but are always active and determine selective attention. When the supervisor recognizes as an essential part of his training that attitudes are developed by doing, that instinctive attitudes are likely to be modified by school, and that attitudes are modified by home, playground, school, and social contacts, he will be a most valuable asset to his community.

A principal who desires to be considered the chief supervisory officer of his building must recognize that the values of life are placed on the ideal

and emotional side. He must sense that the teaching in his building is designed to accentuate the knowledge side of life and to call forth organized ideas, but takes no account of the subjective side harboring feelings and emotions. The opportunity of the principal lies in the fact that he has such an intimate knowledge of his pupils and such a wonderful opportunity to observe as often as he pleases how much and how little attention is paid to the subjective side of the development of his pupils. This opportunity is denied the transient supervisor. If it be true that four fifths of the personality of the individual is submerged and we really see so little of his subjective side, is it not entirely reasonable to assume that the principal as chief supervisory officer of his building is not only a more equitable judge of social development in his school, but also in a better position to enhance the desired development than is someone not so thoroughly familiar with his clientele?

Again, the school must typify the life of the ideal community and it is the principal's job to set the stage for this growth. This is real justification for supervision by the principal. This is why the principal must be intimately acquainted with the work, ideals, and attitudes of his teachers in order that social progress of the right sort be made and the community better served.

In conclusion, it seems that in the entire educational system we have evolved, that the principal, as Dr. Winship says, "occupies the keystone of the arch." This position he occupies by virtue of a sort of dual personality—principal and supervisor. His training should be adequate and his preparation practically unlimited. The field of public service offers no greater opportunity for devotion and beneficial results. There is no other supervisor in the system who can even approximate his opportunities for good. His influence both as principal and supervisor can scarcely be exaggerated. It is reflected upon his school, his pupils, his teachers, and his colleagues.

"As the teacher is, so is the school," might be supplemented by adding, "and the principal makes the teacher." The principal becomes the most important mediary for better vision, greater enthusiasm, and a more lucid understanding of all types of problems involved. His is the opportunity for guidance of teachers to higher levels of achievement, and of pupils to greater possibilities of attainment. Through scientific supervision of his own building the efficient, well trained, ambitious principal is able to put into reality a program long advanced theoretically, namely, differentiated courses of study for differentiated types of ability. There is no greater opportunity anywhere, it seems to me, for the principal as a supervisor to serve society more completely and more to advantage than is offered through this differentiated program.

The opportunities are unlimited and the objectives worth while. If training be adequate, preparation thorough enough, and ambition great enough, the principal-supervisor has a distinct mission and a unique place in the educational system. More power to him and like Ben Adhem—"may his tribe increase."

MAKING TEACHING MORE EFFECTUAL

CLARENCE IRWIN
Stanford University

IT IS a pity what a tremendous amount of good teaching goes to waste because of absence of "rapport" between teacher and class.

"Rapport"—isn't that a term borrowed from hypnotism? Is some one about to advocate that the teacher should grow those long, smoothed-back, black locks and develop that compelling eye which marks the hypnotist? No such eccentricity is proposed; and yet, perhaps some degree of enchantment—at least to the extent connoted by our use of "rapport"—would not be amiss.

For by "rapport" in this situation we mean a teacher prestige and a teacher-class relationship which will evoke obedience, respect, admiration, and gratitude, and will evoke these affective attitudes to such a degree that the class is sensitive and receptive to the teacher's stimuli. The absence of such attitudes may account for much of the day dreaming in class, may account for well-prepared lesson plans being carefully executed yet achieving discouraging results, may account for a lucid explanation being followed by addle-headed questions, and may furnish a clue as to why many a seemingly well conceived lesson fails to "get over."

The supervisor encounters such conditions daily. And among them he finds teachers apparently welltrained, qualified in many respects, trying—yet failing. Moreover, he finds such conditions one of the most vicious sources of discouragement to the teacher. As a result, the supervisor should find one of his most engaging problems in helping the teacher establish an adequate "rapport" with her class.

There are a number of bases on which to build this desirable relationship, and there are a number of foundations already laid. It is not imperative to introduce a set of radically different methods of teaching. All that is really essential is to go further—to grow—in the methods we have. Progress is more closely allied to growth than to change.

Besides have we not noted that this "rapport" is absent at times even where plans are theoretically well-conceived? Then would it not be more rational to examine the methods themselves for deficiencies than at once to superimpose new plans upon them?

Believing it is wiser to build on the tangible bases at hand than to pursue some elusive new scheme, we are going to risk being trite. We are going to suggest that the supervisor scrutinize command of subjectmatter, teacher personality, and lesson plans to discover whether certain types of growth in these factors of the teaching process may not make for a class more sensitive and receptive to the teacher's stimuli.

Keeping the adequate "rapport" concept in mind, the supervisor will seek possibilities for growth of just what nature?

First, let us consider the teacher's command of subjectmatter. This is a phase about which pages are being written today. But most of these pages are concerned with keeping up with latest developments in one's field and with knowing subjectmatter sufficiently well to present it in its most favorable lights and most interesting fashions. However, if "rapport" is to be obtained, that is not enough. Here the teacher must bring herself sharply to account. Why is she employed? To teach history, English, or mathematics? Certainly, no! She is employed to teach classes. It is with the classes, not with the subjectmatter, that "rapport" is to be established. And to achieve this command of subjectmatter must be such that in her presentations the teacher can give time and attention to personal relations.

Second, let us consider the teacher's personality. And let us be thankful that today we are decomposing such troublesome, qualitative concepts as personality into workable units. For after all what is personality but the integration of impulses, instincts, tendencies, and experiences? And in the case of teachers, whose hereditary equipment we may assume to be normal, what is the prime mover in the integration? Is it not the experiences—the social contacts made?

Moreover, in our present concern it is doubly imperative that the teacher have an adequate social life. In the first place, such a social life is the prime mover in achieving a harmonious integration—that is, a good personality. In the second place, the very nature of this "rapport" we seek to produce is that of a successful social relationship.

But too often teachers have neglected this phase of living. Indeed the term "phase" is so important, we had better say "have neglected living"! Yet this ascetic tendency should not be condemned too hastily. For there is real temptation to adopt the insidious habit of seeking compensatory satisfactions among the pupils to atone for deficiencies in social contacts. The adult's selfassertion and impulses to dominate are far more easily established among children than among his peers. And since these tendencies are very innate, the acceptance of the easiest way to their satisfaction is not to be wondered at.

However, such a relationship is inadequate. And it is not merely inadequate. It is abnormal. It leads to an abnormal integration. Certainly, then, it would not be amiss for the supervisor to have a sympathetic knowledge of the teacher's provisions for social contacts, for hobbies, and for recreations. Such knowledge supplemented by a little supervision might quite conceivably evolve a happier person and a better teacher.

Finally, let us consider the lesson plan. Today we are turning out better lesson plans by giving attention to motivation, the assignment, and the like, but we must go further. We must give even more attention to the elemental nature of the pupils we seek to teach. For instance, we must take account of the normal desire for notice and distinction. Some youngsters would rather suffer the school's most dire penalties than merely sit by overlooked. Indeed, this is so fundamental a desire as to force its own outlet in mis-

behavior or an egotistic character if no other ways are open to it. On the other hand, it is one of the great natural drives which help humans to smash barriers to their progress. And the lesson plan which makes provision for notice and distinction furthers sublimation of this drive along lines conducive to a harmonious social adjustment and harnesses a natural spring of energy to a task for which it was intended.

Then too, although it is good practice to teach in large units, it is not advisable to carry this procedure too exclusively down through the actual work. It is the function of large units to permit broad comprehension, to make evident inter-relations, to make work purposive, and to give an absorbing aim. It is more of tactical than technical value. In the technical problem, in the actual lesson for a given class meeting, it is advisable to arrange for small units which will afford many opportunities for a feeling of accomplishment. For there is a natural relaxation after the completion of a task which in a way "recharges" one for the next unit. Provision should certainly be made in the lesson plan to utilize the impetus obtainable from this natural source.

In view of what is actually known about this natural "relaxation after completion," it would not be surprising for an investigation to reveal that it is easier to hold attention in an arithmetic or mathematics class with successive encountering, conquering, and disposal of problems than in some other classes—history or English for instance—where, often, by tradition the lesson goes on—and on—and on. But is such a tradition either necessary or desirable?

It should be more interesting than difficult or burdensome for the supervisor to watch whether the teacher is providing for desire of notice and for restful breaks in the work. And by aiding the teacher to plan to utilize these natural sources of energy the supervisor could make a distinct contribution.

Obviously it is the purpose of this limited paper to suggest to supervisors and teachers the nature of a growth in what are assumed common factors in the teaching process which would make teaching more effective. For we believe that in order for her teaching to be most effective, the teacher must make definite preparation to assure a sensitive and receptive class. We believe that such preparation may be begun wisely by giving attention to what we have mentioned as elemental to the nature of the pupils and as elemental to the teacher's own nature. And we feel that in making an analysis of a teacher's work, the supervisor should look past the more mechanical and material phases in teaching to the quality of the teacher-class stimulus stream and the location of obstructions along it.

In conclusion, the development of an adequate "rapport" is a task which will tax the abilities of both supervisor and teacher. But it is a problem in the solution of which both can contribute. Hence it affords much in the way of a common ground. This quality makes it a good vehicle with which to demonstrate the potential helpfulness and truly cooperative nature of supervision. And it bids fair to become an extremely usable vehicle largely because of its own desirable qualities and, even more, because of its contribution toward making any given bit of teaching more effective.

ANALYZING THE TEACHING PROCESS

A. J. MARVIN

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DURING the last few years the theory of supervision has been undergoing some very vital changes as to functions, objectives, and procedure. From the old type of "snoopervision" there has gradually developed scientific supervision. Brim summarizes the early type as follows:¹

"The dominant early conception of the function of the supervisor was that of inspection and police. The inspector was to see that children were advancing at the proper rate through the work of the year, that each grade was staying within its extremely determined limits, that the teacher was keeping proper records, maintaining effective discipline, observing suitable standards of housekeeping, protecting school property, observing economical routine, employing improved methods, that the teacher was not shirking his responsibility by meeting her class unprepared or to determine whether the teacher should be rehired or fired. From this point of view, the principal or supervisor's first responsibility was to protect the community against inefficient teaching."

The modern conception of the supervisor's work is to improve the teaching process in the school rather than to keep poor teachers out. One of the most effective means of assisting the teacher is classroom visitation. The supervisor analyzes the teaching procedure, evaluates the methods used, diagnoses the entire situation and offers constructive criticism in a conference later on. The keynote, then, to successful supervision is the proper analysis of the teaching process in the classroom. The relationship that should exist between supervisor and teacher and the significance of the visitation method may be seen more clearly by the following analogy. If one thinks of the supervisor as a football coach, the teacher as the player, he can make this comparison:

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| 1. College or normal school—learning fundamentals of teaching process, unfit dropped from class. | 1. Training season—learning fundamentals of football, unfit dropped from squad. |
| 2. Practice teaching—practical experience for teaching in classroom. | 2. Practice games—practical experience for game. |
| 3. Lesson plan—method of attacking problem. | 3. Pre-game directions—instruction on attack and defense to be used. |
| 4. Classroom recitation—shows technic of teacher "under fire." | 4. Game—shows how football technic has been mastered. |
| 5. Supervision by visitation—analyzing strength and weakness of teaching process. | 5. The coach on sidelines—analyzing strength and weakness of players. |
| 6. Post conference—supervisor with teacher, encouragement and constructive criticism offered. | 6. Post-game conference—coach with players, encouragement and constructive criticism offered. |

¹O. G. Brim, "The Supervising Principal as Trouble Fixer," in *Educational Administration and Supervision*, vol. XII, 1926, p. 413.

The above analogy demonstrates the extreme importance of a thorough analysis of the teaching process in supervision. A coach who could not analyze the strength and weakness of his players in a game could hardly expect them to improve in the succeeding games. In like manner, the supervisor must fail without a careful study of the classroom situation.

Too many supervisors observe the teaching process superficially and offer advice abundantly. To glance into a classroom for a few minutes and then to arrive at certain general conclusions regarding the failure or success of the teaching process is unscientific and valueless. Before a supervisor can offer constructive advice to a teacher, he must have more than a general impression. First, exact data must be secured by observation and then a specific remedy applied.

TECHNIC OF VISITATION

In order for the supervisor to analyze properly the classroom situation he must see it under fair conditions. A blustering entrance with a noisy greeting to the teacher is unprofessional and disturbs the work of the teacher and pupil. Both because selfconsciousness and the resulting tension will put the teaching process in an unfavorable light. Certain general principles of visiting technic can be laid down as follows:

1. The supervisor should enter the room quietly and create as little disturbance as possible.
2. A nodded greeting to the teacher is all that is necessary.
3. He should not take a seat in front of room for that will attract the attention of the pupils to him rather than to the teacher, but should take a seat in the back of the room preferably.
4. He should appear to be simply an interested observer rather than a disapproving witness.
5. He should never break into a recitation with a question without first obtaining the teacher's permission.
6. He should let the pupils think he has full confidence in the teacher.
7. If a teaching demonstration is absolutely necessary the supervisor should leave the room immediately after so as not to cause the teacher embarrassment in resuming charge of the class.
8. He should see recitations from beginning to end so as to get a prospective view of the whole teaching process.

ANALYZING THE TEACHING PROCESS

"The usual approach to an analysis and an evaluation of a lesson in practice consists in determining first of all, its major strength and its chief weakness. But, back of the points to be considered there must be a very fundamental analysis, first, of the pupils with whom the teacher must work; second, of the teacher who guides the process; third, of the teaching which weaves together the many elements of the recitation."¹

¹ C. J. Anderson, A. S. Barr, M. G. Bush, *Visiting the Teacher at Work*, p. 6. Appleton and Company, 1925.

The teacher—It will help in the analysis of the teacher to know some of the factors causing her failure in teaching. Those most commonly mentioned are: (1) Poor discipline; (2) weak personality; (3) lack of teaching skill; (4) lack of interest in teaching; (5) laziness; (6) failure to co-operate; (7) poor health.

The supervisor should note any striking personal peculiarities of the teacher pertaining to appearance, health, voice, and manner. Very often some oddity of appearance or manner in the teacher has a direct effect upon the teaching process all unknown to the teacher. As many concrete evidences as possible should be accumulated under the following points:¹ (1) Mastery of the principles of method; (2) intelligence in selecting and adapting devices; (3) skill in lesson planning and in following the plan; (4) ability to secure desired results—can be determined by standardized tests; (5) ability to manage class.

The supervisor may find it advantageous to use some rating card such as Elliot or Boyce have worked out to measure teaching efficiency.

The pupil—The second method of evaluating the teaching process in the classroom is to study the pupils. There are several factors that the supervisor should note carefully. The grade should be taken into consideration in checking the method of attack used by the teacher, for the problem of teaching children changes as they advance in school. For example, lengthy concentration on a problem dealing in the abstract is obviously out of place in the primary grades. Method, then, must be adapted to the grade and age of the pupils. The number in the class should also be observed as it has a direct bearing on the effectiveness of teaching. Topical work is often used in a class too large for such a method of recitation when it will enable only a small fraction of the class to participate in the discussion. A check on the number taking part in the lesson and the type of response made to the stimuli of the teacher will give the observer valuable information for analyzing the teaching situation. The supervisor should obtain a general impression of the appearance and attitude of the pupils as an index to the social problem of the class.

THE TEACHING ACT

As the supervisor studies the recitation, it is usually best to single out certain of its major aspects for consideration. "Lessons should be analyzed first, as to purpose; second, as to the type made use of to gain control of this particular subjectmatter; and third, as to the elements that we should find in a properly presented lesson of the given type, the particular points of excellence, the place wherein it was inadequate and the means that could have been employed to make it more effective."² Lesson types are of four

¹ H. H. Nutt, *Supervision of Instruction*, pp. 219-222. Houghton Mifflin Company, Boston, 1920.

² C. R. Maxwell, *The Observation of Teaching*, p. 52. Houghton Mifflin Company, Boston, 1917.

varieties; the development—inductive and deductive, drill, appreciation, and review. Some writers have other classifications such as recitation and study lesson types; but these seem to be included in the above types. The observer should focus his attention on observable evidence. Many supervisors take mental note of the situation in general terms such as interest, enthusiasm, organization, tact, and the like, but these are too subjective for a scientific analysis. The teacher resents criticism based upon such hit and miss judgment. The best method is to have a list of points written out to be checked as the lesson is conducted.

The development lesson—"If the subjectmatter is entirely unknown to the pupils and there is a difficult process to be mastered, or new facts to be comprehended, the teacher should determine her plans accordingly and the procedure will be a development lesson."¹

There are two types of development lesson, the deductive and inductive. It is the duty of the supervisor to see if the teacher uses the most effective type in dealing with the particular problem before the class, whether sufficient data is given to the class to reach a conclusion, whether that conclusion is thoroughly tested and how the problem is motivated. The proper use of the inductive method of teaching is essential because the pupil has need of that type of reasoning in so many of life's problems. It is important to distinguish between routine textbook teaching and the type that stirs original, vigorous thinking.

The drill lesson—The drill period should be devoted to emphasizing those facts or habits which experience has proved to be a necessity in the child's life.

This is one of the most difficult teaching exercises and requires a teacher who is enthusiastic and resourceful. The supervisor should observe: how the lesson is motivated for, without the proper setting, a drill is dull and lifeless; what devices are used to gain and maintain the attention of the pupils; the emphasis given to special difficulties and correction of errors; the suitability of the material used; and the provision for future application.

The review lesson—Many teachers confuse the drill and review lesson because they fail to analyze the two processes. Drill is given for the purpose of making automatic certain elements of knowledge, the fact rather than the process being the important element. "Review is for the purpose of getting a new viewpoint, seeing the valleys through which we have passed from a higher elevation than we have previously attained. It means reorganization on a larger scope than our first endeavor; it means grouping subsidiary points about a central one that comprises all the relations which could not be seen until the subjectmatter has been considered in its entirety."² Since knowledge is only of use to the student when it is organized, the review fails if it does not clarify, amplify, and reconstruct the old organization.

¹ Ruby Minor, *Principles of Teaching Practically Applied*, p. 16. Houghton Mifflin Company, Boston, 1917.

² C. R. Maxwell, *op. cit.*, p. 78.

With this fundamental objective of the review in mind the supervisor should analyze the following elements in the recitation: first, the purpose—is it realized?; second, the method of treatment—is the topical recitation or the question and answer method used?; and third, are there indications of amplification of text through supplementary material?

The appreciation lesson—The writers on this subject mention three aspects: intellectual, social, and æsthetic. The intellectual type, that is, the pursuit of knowledge for its own sake, is not common today, but there are a few to whom the intellectual makes a strong appeal. The second phase, the social, makes conscious the ideals, the aspirations, and the desires of the individual in his relation to the social group of which he is a part. The third phase, the æsthetic, is to arouse the emotions in the presence of the beautiful in art, music, or literature.¹

Minor says,² "The general purpose of any appreciation is to enable the child to enjoy the contributions which are the social heritage of our present age." This type of lesson will be a failure if the teacher herself is not keyed up emotionally to her subject for one cannot teach another to enjoy that which she herself does not fully appreciate. The supervisor there should check the attitude, preparation made for the lesson, the presentation and the emotional response of the pupils.

The question—In each of the lesson types that have just been analyzed, the question arises, is the most common type of stimuli used in focusing the attention of the class to the material presented? "When the questions in any recitation fail to arouse or hold the attention of a class the recitation fails of its purpose."³ If the purpose is to drill, a fact question should be asked which calls for exact knowledge. If an analysis of a problem is desired, a thought question related to the experience of a pupil should be asked. In the review lesson, the teacher may use the topical question to advantage in finding the pupil's capacity to reorganize material. In the appreciation lesson, a question calling for an emotional response takes precedence of the fact and topical types.

Some of the specific characteristics of a good question may be listed as follows:⁴ (1) It arouses interest by indicating a fresh point of view or a new element in the situation; (2) it relates this unfamiliar element to familiar experiences; that is, calls up associated facts; (3) it is brief and definite so that only one meaning is possible; (4) it is asked in a leisurely but businesslike manner, the rate in each case depending upon the amount of thinking which the question requires; (5) it is framed so as best to accomplish the purpose intended, whether this be to emphasize a point, test

¹ C. R. Maxwell, *op. cit.*, pp. 34-85.

² Ruby Minor, *op. cit.*, p. 213.

³ C. R. Maxwell, *op. cit.*, p. 92.

⁴ Douglas Waples, *Procedures in High School Teaching*, p. 108. Macmillan Company, New York, 1924.

the pupils in information, or to stimulate the pupil's thinking; (6) it is asked in proper sequence to carry the thought forward, so that the series of questions brings out the unity of the idea developed.

The lesson assignment—In general there are three types of assignment, the textbook, topic, and cooperative assignments. The supervisor should see if the teacher chooses the type which the class, schedule, and course demand. Some of the points to be considered in judging an assignment are: (1) Are the teacher's directions clear, whether oral or written? (2) does the assignment teach the class how to use materials efficiently? (3) do the teacher's directions emphasize particular parts of the assignment? (4) does the assignment provide for marked differences in ability and interest? (5) is the work expected of the pupil important enough to justify the time and effort spent?

Motivation—One of the greatest problems facing the school today is that of making the work significant to the child. Since the capacity of the child for learning is directly proportionate to his interest in the subject, it is the all-important duty of the teacher to properly motivate the work. Some of the types of motivation that a teacher may use effectively are: (1) Earning money and acquiring property; (2) competing for honors or reward; (3) playing games; (4) making things; (5) entertaining; (6) sharing in some common undertaking; (7) advancement in the estimation of others; (8) promoting selfdevelopment; (9) preserving products or collections; (10) mastering and conquering; (11) fitting for a life career.¹ Motivation of subjectmatter vitalizes the entire teaching process and the supervisor must be quick to note all devices used by teachers to interest the class.

The work of educating and training future citizens is too intricate and vital a phase of government to be allowed to proceed without highly trained, expert leadership. The best way to obtain this type of leadership is by scientific supervision and supervision is only scientific when based on a thorough analysis of the teaching process.

CHARACTER TRAINING THROUGH STUDENT ORGANIZATIONS

CASSIE F. ROYS

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BEFORE we enter into the discussion of the real significance and value of character training in our elementary schools by means of student organizations, let us in our imagination, take a glimpse of a school in which there is one.

As we draw near one of these schools, our attention is attracted to a boy officer directing traffic on a busy crossing. On the curb nearby, other boys

¹ H. B. Wilson, and G. M. Wilson, *Motivation of School Work*, pp. 47-53. Houghton, Mifflin Company, Boston, 1916.

are stationed to assist the children, especially the smaller ones, as they start to cross the street. The sound of merry voices of children playing at their games greets us and, as we study the various groups on the playground, we notice that each group has its own captain. Every one is playing under the direction of these boy and girl captains. Here and there, on the school grounds, we are greeted by boy officers, who help to keep the smaller ones off the lawn, away from the shrubbery, and out of the street.

We enter the building. The door is opened by a door captain. If it happens to be inclement weather, the little ones are assisted with their wraps and rubbers by the members of the service committee. When the bell rings, we notice various pupils stationed on the stairs, in the halls, and in the toilets. Outside, before the tardy bell rings, some older and larger boys are there to assist the stragglers, for you all know that stragglers make tardies.

But why all this? Why are these boys and girls carrying on the work of directing and controlling their own school activities, when only a few years ago teachers assumed all such responsibility? There is an old axiom which says, "We learn to do by doing." Modern educators advocate that "children learn best by doing."

The economic and social world about us have made such rapid material advancement that we, as educators, are very apt to accept these changes without thinking of their effect on society. We must study these conditions that confront us and see what changes are necessary in our schools to meet these conditions.

What is education? Dr. Dewey says, "Education is the process of socialization, in which individuals have to learn to work together, to share in each other's purposes and problems, to be leaders at times, and at other times, to subordinate themselves, one to the other, in the pursuit of a common purpose." John Ruskin says, "Real education means teaching children to be clean, active, honest, and useful." "The sole aim of education is to make better citizens; to form correct habits that will function in the child's civilization." I like to think of education as "guided growth, not only the mastery of habits and skills, but the building of helpful attitudes." How best then can we teach these young people, who are so full of possibilities, so that they will form correct habits and build helpful attitudes?

For years there has been much discussion concerning the best way in which to develop the character of our boys and girls in the elementary schools. Some criticism has been voiced against the formal lessons. At the present time there seems to be a more urgent need than ever for character training, no doubt, because so much of this training is being neglected in the modern home. And, if the home does not, or cannot, assume the responsibility for character development, then the school must. The true test of any educational institution is whether or not it fits the need of the child. As I have said before, "children learn best by doing."

The elementary school of today must provide a program to meet this new demand, that pupils may participate in those activities which will provide

for the very fullest development of every individual into the best possible example of his own type. Every elementary school must provide the very best environment for those children who are entrusted to its care. This environment must, in itself, insure the conservation and further growth of the fine possibilities of every child. Modern educational philosophy has taught us that we must respect the personality of each and every child. Hence, this school program must be one that will give some practice of that respect.

There are certain elements of the pupil selfgovernment idea which are applicable in the elementary school program. Each year something can be done so that parents, teachers, and pupils will become accustomed to the idea of individual selfcontrol; and, also, to the idea that many responsibilities in the school and community can be assumed by the pupils.

The elementary school principal must build up a spirit for this sort of an organization in her own community. The modern school of today must provide a large number of opportunities and activities in which pupils may assume responsibility, show initiative, and act as leaders. These are the only avenues through which responsibility, initiative, and leadership can be developed. It is the obligation of the school to give useful education through doing, to create standards and habits, to awaken the spirit of fair play, good sportsmanship and high ideals in social and civic life. In this way, we are creating the desire for active citizenship. Just now, I am reminded of an inscription on our new Capitol building at Lincoln: "The salvation of the state is the watchfulness of the citizen."

In my own school, there is a student organization which has been organized about three years. This organization consists of the sixth, seventh, and eighth grades in the three upper rooms. It is a school activity, in which the pupils are given an opportunity, not only to develop leadership, but also to learn to be good followers.

The pupils themselves have prepared a very simple constitution and bylaws; simple, because, as Dr. McMurry says, "There are few circumstances in life that can be properly treated by rule of thumb. Good judgment is called for at every turn." They state as their object the growth and improvement of their school and the development of citizenship among the pupils. There are the usual number of officers who are elected for a term of one year at the February meeting. These officers perform the usual duties of any organization, and with a representative, chosen from each class, together with the chairmen of the various committees, form what is known as the student council.

This council meets on alternate Thursdays to carry on the routine of the organization, to make suggestions for the improvement of the school, and to reprimand or help those pupils who have not yet imbibed the school spirit for good, active citizenship. These meetings are usually most interesting and I have made some wonderful discoveries concerning the personalities and abilities of many of our pupils.

There are several committees, whose duties are to assume the responsibility for the care of school property and the behavior of the pupils in the halls and the toilets, and on the playground and the street. Each committee is headed by a chairman who appoints his officers every two weeks. Each officer must be ok'd by every one of his teachers before he can take up his particular duty. A good officer must learn to control himself in his own classes before he can take up any larger duties. The service committee is a special one, whose members assist the teachers in various ways according to the needs of the school.

The one of which I am especially proud is the library committee. They have done a remarkable piece of work and have made a wonderful contribution to the school. This committee, with the help of the eighth grade, have catalogued and indexed all the books in the library, have handled all the routine of checking the books in and out, and have supervised many of the younger pupils during library hours. The chairman of this committee is the librarian of the school, as we have no teacher who acts in that capacity. However, the eighth grade teacher acts as library sponsor.

Another splendid opportunity which is offered the members of this organization is the chance to work for their school letter or monogram, "W-H." In order to earn this letter, pupils must obtain twelve hundred points or more. These are based on health, scholarship, citizenship and service, school activities, and athletics. In this way some are enabled to earn their letters by excelling in scholarship, others in school activities, and still others in athletics. It is an incentive to these pupils to develop their own powers. But whatever they may be, efficiency is the goal. As Dr. McMurry says, "Efficiency on the part of the pupils is the goal, and facts are selected with the object of making pupils energetic and highminded, judicious, forceful, and selfreliant."

At the regular monthly meeting, certain routine of the school is discussed and many helpful suggestions are given for the improvement of the school. Here pupils have an opportunity to get some training in parliamentary practice and to stand on their feet and express their own opinions. The program committee usually provides a short but interesting program for each meeting.

To me, as principal of an elementary school, the value of our student organization cannot be overestimated. Here is an activity in our school curriculum which gives our boys and girls a real opportunity for character training. Education in its fullest sense goes on just as actively and as increasingly when a child enters into all of these activities, as when he studies from books.

Teachers have always worked for character growth, when time permitted, after they had emphasized the academic subjects. But education for life consists in more than the mastery of the academic subjects. One of the criticisms on the public schools which comes from the business world is that "the school man is apt to rate his students on mental alertness, whereas, the business man is apt to rate his employees upon their ability to see things through, regardless of obstacles." Both qualities are absolutely essential to success.

This organization gives pupils a chance to see things through. It gives them an opportunity to assume responsibility, and to develop initiative. At every turn they are forced to think things through for themselves, to weigh their conclusions, and to form good judgments. They are forming correct habits of living with their fellow-beings. What better situation in school can be found, wherein a boy or girl can learn to feel that group consciousness, which is so necessary to the successful man or woman, either in the business or social world? It helps to build up a school spirit by making each child feel a keener interest in the activities of the school and in the care of school property.

It makes use of the surplus energy of many pupils, especially the older boys and girls. These older children enjoy their power, but, of course, many at this point need careful guidance. These are impressionable years and most boys and girls respect the faith and trust placed in them.

It emphasizes and develops certain personal virtues, as, obedience, punctuality, courtesy, reliability, honesty, respect for others, and selfcontrol.

Of course teachers must study the individual pupils to find the best leaders. Good student leaders are an important factor in any school. They help to make public opinion. They can exert a powerful influence for good, not only in the school, but also in the community. This is not asking too much of any teacher, because the successful teacher should be as able to make a keen analysis of the characteristics of his or her pupils, as to present subject-matter in a clear and comprehensive manner.

I asked some upper grade pupils to give some of the benefits which they, as pupils, had realized from the student organization. I will give you a few:

1. It teaches us to help one another in our games and our work.
2. It helps us to realize the value of our school and the help we receive from it.
3. It helps us to stand on our feet and express our own thoughts more clearly.
4. It teaches us selfcontrol.
5. It helps us when we go out in the world and belong to other organizations.
6. It teaches us how to do things by ourselves, without someone over us all the time.
7. It teaches us how to conduct a meeting.
8. It teaches us to care for public property.
9. It teaches us to be on time, for a good officer must be on time.
10. It teaches us to cooperate with teachers and principal.
11. It teaches us to be on and to put on programs.
12. It teaches us to respect officers and to obey our superiors.
13. It makes us better students.
14. It makes us feel more independent and useful.
15. It gives the teachers more time to sit at their desks and do their work, and to help us with our lessons.

Here is a letter which one of our pupils, who left for high school in June, wrote concerning this organization.

Since I have attended Walnut Hill School, I have been greatly interested in the way the school is run. The minute I stepped inside the door, I knew there was something different from the last school I had attended. Everything is run by the

children, which I think is a good idea. It teaches them to be able to manage themselves and other people also. It teaches them to run a business meeting and helps to create a bigger and better interest in the school. It has also been the means by which we have gained trees and shrubs for our school. I compliment you and the school on having such an organization.

The teachers are all heartily in favor of this kind of an organization, because, they, too, feel that children in such an organization will be fair and honest. They will learn the beauty of service; they will be more loyal to the school, and more obedient to authority. Teachers believe, too, that it helps to build up a finer community spirit.

One mother, an active parent-teacher association worker, commended our boys for the courteous manner in which they helped the little ones with their wraps and overshoes. She remarked, that, in her opinion, this was one of the finest things that the children of Walnut Hill were learning—the beauty and the joy of service.

In closing may I quote from a leading business man of America?

In a well-rounded educational program, the purpose is the implanting of proper ideals within the consciousness of each student. Educational institutions are workshops where character is built, where proper conceptions of life are inculcated, where boys and girls are fashioned into worthwhile instruments of service. Any educational program that fails to encourage initiative, that fails to teach selfreliance, that overlooks the establishing in the hearts of boys and girls, the conception that life is a splendid opportunity, is a failure. Education is not the pouring into the minds of the student body a mass of information, primarily, but, rather, the stimulating of the thinking upon the part of the student body, and the drawing out from them the results of their thinking in concrete expressions of their opinions and conclusions.

Any information acquired by a student body that will enable it to mature a balanced viewpoint of life and its opportunities, that will give it a sane and practical viewpoint of business citizenship, that will shape its life and practice into stones fit for the builders' use in building the structure of successful living must necessarily be worthwhile.

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

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A DISCUSSION of what the public schools can do and should do in training the children of America for the best use of their leisure is very timely. Today working hours are shorter; leisure hours are longer; spending money is more abundant; opportunities for uplifting or debasing use of time more numerous; home ties less binding; companionships more varied; life more complicated; the influences of the street, the newspaper, the theater, the advertiser, the fashions and follies of the day more subtle and potent than ever before.

On our leisure occupations depend to a large measure individual and public health, whether we shall choose ideals and practices that make for vigor, manliness, recreation, and relaxation from the nerve strain of modern life, or companionships and vile practices that undermine and disintegrate.

On our leisure interests depend in large measure the integrity and happiness of the home—whether we shall use the fruits of our toils to strengthen and enrich the family associations or whether home shall be merely a place in which to eat, and sleep, and quarrel. On our leisure practices depends often our value as desirable citizens in our community, whether our pleasures and attitudes shall be such as make for cooperation, fellowship, and goodwill, or those that defy tradition, authority, law, and the rights of others. On our leisure interests depend to a large degree our character and our reputation. On our leisure avocations and hobbies often depend our vocational aptitudes and efficiency.

So much of our life and character is affected and determined by what we do in our spare time that it should not be left to chance. The training for leisure activities should not be in the hands of casual agencies, but it should be inspired and to some extent controlled by the influence of the greatest educative agency in America, the public schools which daily touch the lives of millions of children.

Ten years ago the Commission on the Reorganization of Secondary Education of the National Education Association promulgated a new definition and a new philosophy of education for democracy which aimed to reconcile the needs of the individual with those of society. The new program represented a fundamental revision of traditional school procedure. It implied an organization of the curriculum, not on the traditional vertical alignment of subjectmatter but on the horizontal basis of typical and essential activities and experiences of the kind in which every normal individual is expected to engage throughout the greater part of his life. In the past 90 percent of the time and energy of teaching and learning went into the job of mastering subjectmatter. This effort could not be justified either in terms of success in examinations or in terms of usability in the world. On the other hand when children are trained and disposed to do competently the things they must do any way, mere subjectmatter and skills in tool subjects are subordinated to a place commensurate with their usefulness in the world, and pupil participation in worthwhile activities takes the place of dull indoctrination in adult wisdom. The new conception takes cognizance of both the sociological and the psychological implications of individual differences in children. All men are created equal, but it is what they are equal to that concerns the modern educator.

In order to carry out their recommendations the Commission set up seven major goals—seven cardinal objectives—habitual health, worthy home membership, vocational insight and guidance, efficient citizenship, ethical character, command of the fundamental tools of knowledge and social intercommunication, and training in the desirable use of leisure time. These

goals are both immediate and ultimate. They apply to every school child now. They apply to every adult. They are not confined to pupils of the secondary schools. They are not mythical goals in a far distant future. They are not isolated and independent, but overlapping and interdependent, and must be discussed with reference to each other.

Ten years have passed since the report of the commission. Readjustment has been slow. Of the 500 or more curriculum revisions during that period few have really departed from traditional practise, but the idea of education for democracy has moved forward. Today we are participating in a gigantic educational convention whose keynote is teaching citizenship in the schools. Today the Department of Elementary School Principals is convened to work out the essential problems of character training. Today you are assembled in this hall to consider a program of training for the desirable use of leisure time as one of the objectives coordinate with health and citizenship and character.

If we consider the recent wave of crime and juvenile delinquency that has swept over the country, we are brought face to face with a grave phase of the leisure problem. What brings so many mere boys into our courts and prisons? What makes our young men prefer the street corner, the gang, the racetrack, the poolroom, the night club?

You may blame it on bad environment, on the breakdown of the family, on the lack of religious training, on the maladjustment of the Americanized adolescent children of the un-Americanized immigrant parent, but you cannot ignore the absence of any organized program of training for leisure time anywhere in our elementary schools. If our young people have chosen badly, perhaps they know no other way to amuse themselves. If we tell them to keep away from the moving pictures, what substitutes do we provide or recommend? We have left the solution of this problem to the churches, to the Boy Scouts, to boys' clubs and recreation centers, and not assumed any responsibility ourselves. We have been satisfied with casual results where organized and permanent controls might have been established. Search the recent literature of the boy problem and the girl problem, analyze the recent courses of study and syllabuses, and see how many possibilities there are, but how little has been attempted.

If we consider for a few moments the industrial leisure revolution of today, we face another serious aspect of the problem. Modern machinery has become so efficient that it is gradually eliminating manpower. Industrial plants which ten years ago employed 4000 hands now turn out a larger and better product with less than 2000 employees. We picture the steel mills as swarming with toiling grimy slaves of Vulcan, "smoke and steel and the hearts of men," but modern machinery has changed all this. Numbers have been greatly reduced and work is automatic. I heard Professor Johnson, head of the Department of Research of the United States Steel Corporation, say recently that there is now no job which he himself could not perform dressed in an ordinary business suit. This is the situation throughout the

industrial world. More and more the worker tends to become a brainless soulless part of the machine, the job of creative workmanship gone from his life and a dull spiritless, monotonous routine in its place. What is happening to the worker who is no longer needed on his job? What happens to the worker who is retained? He is well paid, has short hours, and more time, and more facilities for leisure occupation. What has he been trained to do with his leisure? Has modern American industry been building a monster Frankenstein that will one day destroy our whole social structure?

Industry has made wonderful strides in production. It has much to do for the worker. Vocational education has found a place in the schools today. It must stress this leisure phase of the industrial problem in its curricula.

If again we consider the spirit of the age, the mania for speed, the craving for sensation, the subtle influence of modern journalism and modern advertising, the revel of the night club, the daring of the modern stage, the thrill of the movie, the era of jazz, of flaming youth and roaring forty, we as educators need to put our wits together to set up wholesome attitudes and counteracting influences and deal constructively with the many perplexing problems involved.

If, on the positive side, we think of the wealth of opportunities for culture and recreation and enjoyment in modern life, the park, the theater, the radio, the athletic field, the opera, the club, the phonograph, the camera, the auto, the library, the evening school, the church; if we consider all the social agencies willing to cooperate in the promotion of desirable leisure activities for modern youth, shall we not survey these and organize them into a program whose controls are within the schools? How many thousand of boys and girls never use the resources available to them in their communities! How many teachers have never given a passing thought to what might be done outside of school for the young people in their care. How many principals lack the vision to extend their influence beyond their buildings and their books.

If again we have in mind the wonderful contemporary contributions to science, invention, and modern comfort and convenience that owe their origin to the hobbies and useful avocations of American students and workers, we see a field of educational possibilities rich in promise for the welfare of our country and mankind.

In justifying the right of training for leisure to be a cardinal objective of education we are forced to take into account the growing conception of education which regards the public school not as an isolated institution, but as the social center of the community in which it is situated; which believes that the work and the conscious influences of a school must not be confined to the school day and the school premises, but must take the responsibility for directing and influencing as far as possible the attitudes, tastes, appreciations, and activities of public school children throughout their waking hours. There are principals who can never rise to this conception of a school, whose educational horizon is bounded by classrooms and blackboards

and wardrobes; but to the principal who is an educational engineer, the problems of training for the desirable use of leisure time is indeed one of the cardinal objectives.

Up to this point I have spoken in general terms. I want now to say a few practical words on the program of training for the desirable use of leisure time carried on for some six years in Public School 80, Coney Island. This is a typical American public school—a typical melting pot in a crowded polyglot tenement district at the very gateway of America. It has had probably the worst problems of overcrowding known in the public schools of this country and has many special community problems that militate strongly against the wholesome influence of the school.

A little over six years ago, under the splendid guidance of Dr. Payne and other professors of the School of Education of New York University, I undertook to revise the curriculum of Public School 80 on the basis of activities, experiences, and projects rather than on subjectmatter and I grouped them around the seven cardinal objectives. As far as I can learn, Public School 80 is the only public school which is organized in this way and which has a conscious, concrete, continuous policy and program of the kind.

The procedure was practically as follows:

1. We made an intensive study of the definition and the implications of the seven major objectives.
2. We made a comprehensive survey of the home conditions, interests, and activities of the children, and the resources and handicaps of the community under each of the seven objectives.
3. The teachers adopted a group of specific practical objectives under each of the seven major objectives which we undertook to realize as rapidly and thoroughly as possible.
4. We made a careful survey of all the classroom activities that had been used and others that were being planned under each of these specific objectives.
5. We made a similar survey of all the actual and possible out-of-class activities that were available under each of the objectives.
6. We made a survey and evaluation of the various methods and devices used by different teachers to accomplish our objectives.

The plan was comprehensive, but comparatively simple, progressive over several years, flexible, never fixed or arbitrary, but always open to modifications and growth. The resulting curriculum may be said to have emerged from local needs.

The following are the specific objectives which we adopted and which we can attain in the training for desirable use of leisure time:

OBJECTIVES IN USE OF LEISURE TIME

1. To set up the ideal of using leisure time to advantage and avoiding idleness and undesirable companions and occupations.
2. To give children desirable interests and hobbies to fill up most of their free time.
3. To acquaint children with interesting places to go to and worthwhile things to do.
4. To set up within the school clubs and other activities in which children will be intensely and profitably interested.

5. To discover to children some of their special abilities and talents.
6. To set up in school desirable permanent companionships by permitting children of similar aptitudes to work together on projects that bring them together outside of school hours.
7. To induce the community to set up social and recreational activities which will absorb the interests of the community and counteract the attraction of bad companionships and undesirable amusements.
8. To familiarize children through the study of biographies of famous men and women with their tastes and hobbies.
9. To familiarize children with best materials in books and special magazines along the lines of their interests.
10. To induce all upper grade pupils to join the school library and the public library.

CHARACTER TRAITS AS A BASIS FOR GOOD SCHOLARSHIP

AGNESS BOYSEN*

Principal, Lyndale School, Minneapolis, Minnesota

THE TENDENCY throughout modern education today is a growing desire to introduce character education into our school. Educators are not satisfied with the work of many of our graduates. Some of these boys and girls go out into the world and do not succeed; in fact, some are absolute failures.

The time has come, when we must ask ourselves this question: What are the necessary qualities one must possess to establish a well-ordered, successful life? What must be taught our boys and girls to make them unselfish sons and daughters, considerate husbands and wives, intelligent fathers and mothers, and desirable neighbors and citizens?

Each day presents countless opportunities to establish correct thinking and not one of these opportunities must ever be neglected. Principals and teachers must be left free and unhindered that they may have time to discuss and work out these problems whenever they arise. Standards must be so clearly outlined that children will respond to tests in character as quickly and with as clear an understanding as tests in the fundamentals.

This no doubt brings to mind the problem of obtaining teachers who are capable of instilling such ideals. Only an honest teacher can teach honesty, only the teacher who has poise can teach selfcontrol, only the teacher with wisdom can teach good judgment. Shall not our future teachers be chosen with other qualifications in addition to the university degree; at least until the universities are ready to promote and graduate on character growth.

The schools of the future will need men and women of the highest type of character. With this in view may we not begin now to request that applicants be examined and appointed according to these requirements as well as the other necessary qualifications?

You and I have met together here today to discuss the biggest problem that has yet confronted educators, the problem of developing character in

our boys and girls. Yet you will agree with me that it is the most vital one that we have ever attempted to solve.

Without always realizing it during your life as a principal, character training has been the chief function.

How many hours have you spent at your desk sometimes when the winter twilight was descending, patiently teaching that troublesome boy or girl the art of correct living and lovingly insisting that he must do right? And many men and women today are leading normal useful lives because of those very interviews.

How many of such after school conferences have you held with teachers insisting on the principles of courtesy, kindness, and unflinching honesty. And those teachers have gone forth from your presence resolved to abandon old beliefs and prejudices and start anew; and the next morning, the little children felt this unusual happiness in that classroom and a new tone of love in the teacher's voice and they went home rejoicing and taking with them joy in their hearts.

Still these things did not seem much to you. They were in the course of the day's work, and you have expressed good, and talked ideals as naturally as you breathed; but those were the great points in your career, far greater than all the achievement tests you have ever given, for you touched character, and when you touch character you are building for eternity.

However, you have not been altogether satisfied with the amount of time available for such conferences and you have often regretted the fact that you could not give that particular boy more time. Many times as you have seen him leaving you at graduation, you have had misgivings, and often a whispered prayer has been upon your lips for the welfare of his future. Our graduates have gone out into the world and have not always been a benefit to mankind, in fact many have been a detriment.

Educators with a vision have throughout all time desired to teach more character training but how has it been possible to give to it its rightful place when academic subjectmatter has been poured in, filling every available minute of the day.

Tradition has taught us that the business of the schools is to teach reading, writing, and arithmetic. But have these fundamentals in themselves ever produced a really great man or woman? Unfortunately we find in our penitentiaries many expert mathematicians, proving that something more was needed in the mastery of this subject than mere accuracy and speed. A man may be a great student of history but if he does not try to emulate in his own life the lives of those great historical characters, if he does not see that through his own efforts, past mistakes in government need not be repeated, his knowledge of history will be of little value to the world. A man may be an earnest student of civics but if he has not yet learned to be considerate of his neighbor's rights, if he does not see a necessity of upholding and conforming to law whether or not he agrees with it; in short if he is not a law abiding citizen at all times, his knowledge of civics will not

especially benefit mankind. Information in itself has never made a great man or woman.

I am reminded at this point of a story told me recently by a doctor of theology. He said that he had received a letter from a Princeton student, an old friend of his whom I believe he had known in Sunday school. In this letter in which the lad was discussing numerous points in philosophy he made this statement. "I learned to know perfectly the lives of Jacob, Moses, and David but I have never known how to use them."

We are heartsick in reading of the crimes of the youth today to find that many are not only high-school graduates but have been faithful Sunday school workers as well.

Often the first question that arises is, "But what of the home, is this not the primal duty of the home?" Most assuredly it is and we do not wish to deprive the home of one responsibility.

There are three reasons that I should like to have you consider which condition the influence of the home.

The first is the utter inadequacy of many parents in child training. They are sincere and honest but they do not know how. Many of them acknowledge it freely and are desirous of gaining intelligent help along this line. They are as much at loss in this phase of work as you or I could be if asked to adjust the mechanism of some strange delicate machine of which we had not the slightest knowledge. No doubt with our clumsy fingers we might break or mar some part of that intricate workmanship. So with the child; many clumsy remarks and methods of handling have broken and marred a budding life which might have had the most exquisite flowering. The greatest work in the world, that of motherhood and fatherhood, requires no preparation. Then the other group of parents are those possessing no character themselves. The only ideals that ever reach the lives of such children are those implanted during their hours in the school room.

The second reason for not leaving the character training entirely to the home is the fact that education goes on unceasingly whether we realize it or not.

We cannot say that character development ceases when the child bids his mother goodbye. The first boy friend he meets begins to pour into his ear statements which are making impressions either for good or bad and some influence will replace some other one during the entire day. He may remember to tell his mother about these impressions on the return home but it is very doubtful if he will. He needs a steady, governing influence going on unceasingly to strengthen the good impressions and forcefully dispel the wrong. The very most intelligent parents are always the most appreciative of this work and maintain that the moral strength of the child seems to be increased twofold by this constant pouring in of the need of correct thinking.

John found a pocket-book this morning. Billy tells him to keep it. John knows from his home training that this is not right. He takes the pocket-

book to his teacher. Some other child tells her that Billy advised John to keep it. The teacher lays aside the reading period or any other period to discuss this world old truth. The children are deeply interested, John feels happier and more strengthened in his decision. Billy becomes convinced that right acting requires the return of the pocket-book. Not one of these opportunities must ever be neglected because of the stress of some need in academic subjectmatter.

The third reason is one that parents many times give themselves. They say that their child is governed more by group consciousness than by individuals and that the truths learned in school seem to sink more deeply than the same truths learned at home. Public opinion is indeed a wonderful teacher. It often succeeds when individual persuasion fails.

In trying to place responsibility outside of the school there are many who turn to the church and Sunday schools. We all know the struggles of these faithful workers and the vast amount of good they are constantly doing, but what percentage of our children today attend Sunday school? And what percentage of teachers are trained workers? Here again in most cases their standard for promotion in Sunday school is acquiring information rather than character development. Some day the Sunday schools will require that only those capable of teaching shall teach and that these instructors shall receive proper remuneration for this most worthwhile work.

So I think you will agree with me that there is one institution only where all children regardless of color, race, or creed may receive correct standards for daily life and that is the public school. Attendance there is compulsory. Only instructors may be acquired capable of transmitting right ideals.

In an experiment of the type which we worked out at the Lyndale school every teacher in the building must be in complete sympathy with the project before it should be attempted.

For two years at the Lyndale in our weekly conferences we discussed the main functions of education before we took any definite action.

We considered first the business world. We consulted successful business men asking why boys and girls were not making good. We received practically the same replies in every interview. These were among them—"They lack responsibility—They are not dependable—When they finish one job, they expect someone to give them another rather than finding it themselves—They do not cooperate—They cannot take criticism—They are not punctual—They object to taking orders and argue with the people who give them—They waste time." There were many more. We did not neglect to ask if any were unsuccessful because of a lack in the ability to spell or the inability to add correctly. They all smiled at this and gave somewhat the same answers—"You give us a boy or girl on the job, willing to work, honest, pleasant, alert, and courteous, and we'll risk the spelling and arithmetic."

After discussing these interviews in our meetings we decided that something more was needed in business than the mere acquisition of subject-matter.

We then discussed the home situation. Unfortunately in our district there are many broken up homes, as there are in most districts today. We selected traits of character that tend to make a harmonious, well ordered home. These were among them: The ability to organize and systematize; a love of the beautiful, the ability to work harmoniously with others at all times and under all circumstances; a knowledge of thrift and ways of expressing it; the ability to reconcile differences; poise; a sense of humor; an understanding of one's duties and responsibilities and a constant desire to fulfill these efficiently. In fact we discovered that a home may be very happy and useful even though its workers do not know the capitals of the states of the union. On the other hand we decided that a home had little chance of succeeding if within its borders were not expressed most of the selected character traits.

At this time, the teachers had become pretty well dissatisfied with present requirements. They could discern without difficulty that education was not preparing for life. They asked if some of these desirable qualities might not be listed on the report cards. I had seen this tried out in former schools without success. Still I was glad to have them experiment. Some teachers added reliability, others, courtesy, or service, or leadership. The parents were mildly interested; they thought it a pleasant little device. The children enjoyed it, but there were no positive results. The teachers were dissatisfied. It is quite impossible to get satisfactory results in combining the academic subject marks and the marks in character traits. Parents, teachers, and children will continue, under such a plan, to place the importance on the academic subjects. Something drastic at this period is needed to place character traits first and subjectmatter second. This can never be done so long as academic subjects are listed for grading. I then opened the question of a report card with no academic marks. The teachers with one accord asked that it be tried at once. This was in the spring of 1925. And I agreed that if they were as enthusiastic in the fall I would consult our superintendent. When school opened in September the first request was for the new report cards. Knowing how thoroughly our superintendent is in sympathy with character training, I did not hesitate to lay our project before him. I received his immediate encouragement and support. Since then we have had many visitors from different parts of the United States, and one and all congratulate me on having been able to proceed under such a progressive régime. Without the entire freedom which we were permitted to enjoy our experiment would have proved a failure.

After receiving permission to go ahead we began to outline plans. At a building conference we listed every known desirable character trait and finally grouped them under ten headings: Reliability, obedience, industry, selfcontrol, social attitudes, judgment, punctuality, initiative, personal habits, thrift.

We then formed committees to define these character traits in terms that the children would understand. These requirements were taken off

with the mimeograph and each child as far down as the second grade made a booklet for himself. Each page listed some of the ways in which these character traits may be expressed. The page on reliability begins—"I must learn to think honestly." There are eleven other ways listed in which boys and girls may express reliability. The page on judgment contains these sentences—"I must exercise careful judgment in crossing the streets, I must wear the proper wraps without being told." There are fifteen other requirements for expressing good judgment. There is no character trait that has brought greater results than judgment. Dr. Frank McMurry says, in *How to Study and Teaching How to Study*—"There are few circumstances in life that can be properly treated by rule of thumb. Good judgment is called for at every turn."

The first sentence under industry is—"I must begin work promptly upon arriving at school"—and the first sentence under thrift is—"I must not waste time." It was suggested that the children add from time to time other desirable requirements and make a notation in their books. At the end of the year the books were collected. The following year, after the suggestions had been added, one of our junior highs kindly offered to print these books. This last year we have had them printed by a local printing office.

The next step in our project was to call the parents together and lay our plans before them. The Lyndale parents are a most desirable group with which to work. They own their modest homes and care for them. They are exceedingly interested in their children. I explained to them what we planned to do. There were about three hundred fifty parents present. Most of them were very enthusiastic, a few were dubious and one or two openly antagonistic. I then asked for their cooperation for one semester. I stated that at the end of that time we would send out a questionnaire asking for opinions and would abide by the decision of the majority.

I gave them as many details as possible and outlined situations which might puzzle them. One thing I emphasized was that they must not expect too much of the children. After I had named the character traits I inquired if they would receive an "A" in all of them. They of course smiled and shook their heads. I then asked if they could receive "B." I received the same response. Then I concluded that it was unfair to expect more of children than we were able to give ourselves. Children are in the school of life and nothing could be more unwise than to upbraid a child for not doing something in which he may never have had proper instruction. I suggested that they go over the little booklets carefully with the children helping them to find ways in which to express these qualities and when a child came home with a low mark to see what the difficulty was, and suggest ways of overcoming it rather than blaming or scolding him.

The children had been hearing much about the character traits so the plan for marking was not new to them. As soon as the teachers began to study these traits, it was only natural that they should begin to discuss them with the children.

The day came when we gave out our first report cards. Previously the teachers had stated that it would be impossible to mark these cards at home. They said it would be necessary to confer with each child. This seemed a decided step in advance. The teachers took at least two half days in conferences with individual children. The information gained at this time was most enlightening. One teacher who was reluctant to break her program, stated that in all her years of teaching experiences, nothing had been so worth while. She had found that her boys and girls had many difficulties to overcome of which she had not the slightest knowledge.

For two weeks after we issued the report cards we did practically nothing but interview parents. Some parents agree to this method enthusiastically because they are thinking that it will effect only their neighbor's child. When a boy receives an "F" in arithmetic his father regrets it, but when he receives an "F" in reliability, it is quite another matter. We had the pleasure of meeting many parents that we had never seen before. While the struggles were sometimes long the outcomes were generally very satisfactory. And we always parted thoroughly persuaded that we were working for the same results.

As the report cards continued to be issued reports of quite another type began to pour in. I regret to say that I shall be able to give only a few of these this afternoon because of the lack of time. The reports came from not only the parents but the corner stores, the policeman, and the people in the neighborhood. Children were more reliable, more considerate, more thoughtful. Parents stated that boys and girls were asking for chores to do around the house in order to express industry. They were playing with brothers and sisters and neighbors harmoniously in order to show desirable social attitudes. They refused to spend money for candy and gum and movies, as heretofore, because they wanted to bank it, to show thrift. Those who had refused to eat the proper food were asking for vegetables because it expressed good judgment. They insisted on going to bed at eight o'clock for the same reason. These are not a few detached cases; it became quite general throughout the entire building.

Some fathers asked for extra booklets to take on the road with them, saying that they were quite as good for business as they were for school, which was the exact comment we were delighted to have, for we are preparing boys and girls for the business world.

While the teachers and myself had expected growth in scholarship, we had never anticipated a change as remarkable as that which occurred.

Boys and girls whom we had decided were mentally retarded gradually made gains, which put them in a good average group in their room.

Pupils who had been receiving marks around 75 suddenly rose to a place among the highest in the class. Industry was responsible in both cases. The elimination of laziness does wonders.

Boys and girls who had always possessed an inferiority complex began to realize that the standards required were possible of attainment, in fact many

of them already possessed these qualities and for that reason were chosen leaders. That instilled a new sense of selfconfidence and many of the teachers commented on even the changed expressions on the faces of these children.

We started out to prove that growth in character would produce growth in scholarship and we proved it. The first year we used this method the Lyndale rose in scholarship far beyond anything it had done in past years. However we are running at the present time as a good average; sometimes above the average. We started out to prove character training would promote scholarship but today we are only aware of one thing and that is that it teaches boys and girls standards of right living at all times. The children do keep graphs in subjectmatter because of transfers to other buildings. They are always delighted to notice how consistently does their growth in scholarship progress with growth in character traits.

The character traits never leave us. They are embodied in every assignment and every lesson.

Standards must be so clearly outlined in this work that children will respond to tests in character as readily and with as clear an understanding as tests in the fundamentals. These character tests of course are live situations arising in the course of every day.

No doubt the question comes to your mind of obtaining teachers who are capable of instilling such ideals. Only an honest teacher can teach honesty, only a teacher with poise can teach selfcontrol, only a teacher with wisdom can teach judgment. Sometimes the greatest good that comes out of character training work is the good that it does for teacher and principal. One or two teachers in the Lyndale have told me that they have changed completely since teaching the character training and it is obvious that they have. It is impossible to check children all day in selfcontrol and continue to lose one's temper.

It is impossible to arrive a few minutes tardy when teaching punctuality. It is not consistent to be abrupt and unpleasant to your neighbor when instilling the ideals of good social attitudes.

Our big work of the future, yours and mine, is to see that the schools are furnished with men and women of the highest type of character. Teachers' colleges, if you please, will find it necessary to discourage students continuing in the profession whose integrity or morals are questioned.

You and I can request that applicants be examined and appointed according to these requirements as well as the other qualifications which are being stressed today. Character education will be successful in proportion to the earnestness and absolute conviction of those who are teaching it. Arithmetic and spelling may be put across with a certain amount of mediocrity in the instruction, but not so with character training. The heart and soul of the teacher must be in full accord, as must also her own principles in order to raise her pupils to the high standards which they must attain.

CHARACTER TRAINING BY MEANS OF PATRIOTIC PAGEANTS

L. DAISY HAMMOND

Principal, John H. Patterson and Leota E. Clark Schools, Dayton, Ohio

FOR WHAT is a man profited if he shall gain the whole world and lose his own soul?" Of what real advantage to a boy or girl will an education be that has anything for its aim except character? Our co-worker, Miss McSkimmon, says: "Character is what you take to Heaven with you." I think this is a true as well as a beautiful statement, for I firmly believe that the one thing, more than anything else, on which we are going to be judged on that final day, will be our character. No wonder we are more interested in this subject than ever before in the history of education.

Although my paper will cover much ground, I can do but little more than set forth the merits and advantages of the training afforded by the instructive and inspiring presentation of patriotic pageants. To us they are a means to an end—developing the characters of children. It is the framework on which our school builds its program of character education. From the original, brief, weekly service, held in the corridor of our old building, many, many years ago, to the nationally known patriotic pageant of today is a long story, but one in which I think you might be interested.

Just a word about the nature of these pageants. Our first service consisted of a processional, the pledge to our flag, the singing of a few hymns and patriotic songs and a recessional. From this simple, brief service of long ago has grown the pageant of today. Numerous changes are always made from year to year as history is in the making, but our principal aims have always remained the same. For instance, during the war, when nationalism was being intensified throughout the world, the martial spirit was very predominant in the service. Since then, internationalism is being emphasized, making our nation friendly to all nations. We feel it is our duty and task to create in the hearts of our children a new era of friendliness and goodwill and to help them realize that "Peace hath her victories no less renowned than war."

We have always had faith in the character building value of patriotic pageants because patriotism creates an atmosphere conducive to the appreciation of American ideals. Children are imitative and enthusiastic and participation kindles their enthusiasm to emulate those masterful personalities and ideals that are so splendidly embodied in our great historical characters. "Idealism is caught not taught," says a great writer.

We aim to impress upon our children that patriotism means more than following the drum; it means loyalty, not only to flag and country, but to home, school, and community; to serve humanity, to desire to do his best, not only for self but to help his fellowmen.

We have established the custom of having our service of forty-five minutes every two weeks on Thursday morning at eight thirty. Every pupil

in grades six, seven, and eight participates. All the children in the lower grades, including kindergarten, witness the exercises, thus training them to become polite, courteous listeners.

The pageant of today begins with the bugle call played by two trumpeters. The curtains open and one sees Father Time on a pedestal, with History standing by his side, holding the hour glass. His words will give you the theme of the service:

"Let Old Time and the children bring back to you,
The scenes of the Past—the setting is new,
But we'll live the scenes of Yesterday
By turning the pages of History.
We'll work together—and together will play,
Scenes of America of Yesterday and Today."

Time turns the pages of History and Yesterday appears and says:

"Out of the dimness of the Past, I come,
Ye know me well for I am Yesterday.
Look back with me across the years,
And watch the days go by."

This is followed by a brief Indian Episode; and then a band of forty little Pilgrims dramatize the part they played in making history. We then have the impressive Processional, in which four hundred children, carrying flags march through the aisles and down the corridors and on to the stage, forming one large group, singing "The Battle Hymn of the Republic." From this point on, through dramatizations of song and story, we depict the historical episodes of our country to the present day, emphasizing and idealizing the lives and deeds of the great builders of our nation, placing the stress on the constructive values in their efforts and picturing United States as holding a place of honor among nations. What better opportunity could principals have to teach citizenship than when we help our pupils to admire what is right and to will to emulate the example set? It has been said that "In their own actions in the school of today the history of the future is written."

The real value of these patriotic pageants to our school and to our community cannot be measured, for the results carry over into nearly all the activities of the school. The task taxes our energies, for a project of this kind creates plenty of opportunities for hard work. One must have a very effective organization, for arrangements must be made for every minute detail. Every teacher must be in hearty cooperation and sympathy with the work—always ready and always willing to give generously of their time and energy. Through the skill and devotion of our teachers we have overcome almost insurmountable difficulties, and I'm sure they would agree with me in saying that the experience they acquired in helping to build a program of this type has been far-reaching in the development of an efficient staff.

"Acts make habits—habits make character." The school is preeminent among educational forces in building the characters of our boys and girls

upon a foundation of good habits, due to the routine, continued regularly throughout the year. Thorndike tells us that "In training character the formation of useful habits is exceedingly important." Believing this to be true, it is imperative that we instill in the minds of the children the spirit of obedience. Through our repeated performances they are helped to acquire this trait with the habits of punctuality and regularity—doing a certain thing, at a certain time, in a certain place. They must think clearly and quickly, without confusion while on their feet and do their part forcefully—acquiring attitudes and skills worthwhile.

Our pageants, learned and practiced with incessant care, abound in splendid opportunities for training in cooperation, that much needed and essential element in shaping human affairs. Our children, through experience, know all too well that individual effort is not enough, for every presentation calls for teamwork of teachers and pupils, and one person could mar the service.

The children, through participation, receive a definite training in responsibility. As members of the group they are energetic and determined in working out their part of the pageant. They are encouraged to take the initiative and frequently we are amazed and gratified at the display of originality. The opportunity to experience the results of their suggestions is always of great value to the child.

Our frequent presentations give us many chances to recognize and encourage leadership and selfreliance by inspiring confidence through praise of honest efforts. We all know how tactfully these seeds must be sown, yet we feel that the child should be given every opportunity to develop and use every talent God has given him, so that some day he may be able to make his contribution to the world.

Those of us who were fortunate in having the opportunity of hearing Cameron Beck of New York speak at our banquet in Boston last February, will recall the plea he made for us to give the children a "training in social intelligence"—meaning that combination of those attributes of personality, dress, mannerisms, tone of voice, association with others, and the like. Since hearing him I have often thought Mr. Beck would be encouraged if he knew how we emphasize those very traits in every performance and aim to carry them over into other activities.

In the preparation of this paper, our president, Mr. Gist, suggested that I write to parents and to business men and women, who were former graduates of Patterson School, and get their reactions to the value of the service. This I did, and I feel as though I am under a lasting debt of gratitude to him for the suggestion, for the letters I have received, expressing the judgments of qualified experts, have inspired us beyond words and have strengthened our faith in the value of a service of this type. You cannot imagine how it thrilled us to hear these folks say that their appreciation of much that is good was traced to the source of its cultivation—the patriotic pageants. Finding the letters from the adults so interesting and inspiring,

I decided to carry Mr. Gist's suggestion further and get reactions from our classes of eighth grade pupils. After reading their comments, we were convinced that we were making some progress in developing the characters of our boys and girls.

I have been asked many times for an outline of our pageants. This is impossible for two reasons: first, like the legends of old, the words have never been printed and have come down through the years by word of mouth; secondly, the services are not static, but dynamic, meeting the needs of changing conditions. Someone has said that "Nothing is permanent but change." Perhaps this may be one of the reasons our pageants have lived and become an institution in our school. Nothing is truer than to say that the pageants of today are not yesterday's, tomorrow's will not be the same as today's.

In the hands of our pupils today rests the future hope of the nation. These children will, all too soon, be face to face with questions of great importance and we, who have the responsibility of leadership in the public schools of America, must train these youth to meet and solve the problems of their age. Therefore, let us have faith in our institutions and determine to press forward with a definite and forward looking attitude to this work of building characters, with greater enthusiasm and with more bravery than ever before. The process will take time and courage, but we must do it earnestly and sincerely.

The whole field lies open before us ripe for the harvest and our opportunity to be makers of men and women is the greatest opportunity that can come to any principal in an elementary school. I am an optimist and I believe that every one of us here this afternoon will return to our fields of labor with a lighter heart and a clearer vision of duty.

CHARACTER TRAINING IN THE PRESCHOOL CHILD

JOSEPHINE C. FOSTER

Institute of Child Welfare, University of Minnesota, Minneapolis, Minnesota

WHETHER it is intentional or not, the young child before he enters school has received training which is so fundamental that it may exert an enormous influence on all his later life. At first thought it may seem that some neglected children are receiving no training at all. This is the point of view of the old lady who congratulated her friend on having a "son with no habits." As a matter of fact, the child who is neglected by his parents is receiving very definite training from the rest of his environment. Through first hand experience, he is learning how to dominate his playmates, how to escape punishment, and so on.

The training of practically all children of preschool age is in the hands of the parents with some incidental help or hindrance from the playmates in the neighborhood. Recently, however, a number of nursery schools have

sprung up in which a large share of the training of the child is taken over by teachers. In a number of ways it is much easier for the teacher than for the mother to direct a child in the acquisition of good habits. For one thing, the teacher has the child only six or seven hours a day. A mother who has been up most of the night with one sick child is in no physical or mental state to steer another child through the difficulties of the following day. The second thing which makes the task an easier one for the teacher is that, although she may be very fond of each child, she does not take each little slip in behavior emotionally, as a "disgrace to the family" or a "reflection on her own handling of the child." She takes the child less personally.

This afternoon I am going to confine myself to a discussion of character training in the nursery school and shall tell you simply what we try to do in the way of character training in the nursery school of the Institute of Child Welfare at the University of Minnesota. In this school we have 36 boys and girls from all classes of society. The oldest four or five children will be entering kindergarten this fall, the youngest is barely two years old.

Starting with the notion that it is much easier to be good if you are well than if you are sick, we try first of all to keep the children in the best possible physical condition. This means that before the child comes to school at all, we ask the parents to have him vaccinated against smallpox, and given the diphtheria anti-toxin. It means several complete physical examinations during the year. It means a daily inspection of throat and chest by the nurse and the sending home of any child who gives any indication that morning of a cold or of a contagious disease. This is done partly for the sake of the individual child who would not be happy in an environment planned for well children, but it is done primarily in the hope of preventing the spread of any infection among the other children. When we have, then, an apparently healthy group in the school for the day, we try to give them a proper amount of exercise, of rest, and of well-selected and well-cooked food.

With the ideal of a perfect physique as a basis, we go on to help the child to acquire desirable habits, to lose any undesirable habits he may have already acquired, and to develop fundamentally sound attitudes toward himself, toward his playmates, and toward his environment in general. Character is a psychic attitude, it is the quality and nature of an individual's approach to the environment in which he moves. How, then, shall we treat the child in order to give him a desirable attitude toward his environment?

We cannot react satisfactorily toward our environment unless we have a sane attitude toward ourselves. One of the most important things for the nursery school teacher to do is to teach the child his position in the group. This does not mean that we teach the child to become introspective or that we want him to keep constantly thinking of himself. On the contrary, we do sometimes have to work definitely toward counteracting the home atmosphere where the entire household, the entire world of the child, seems to revolve about him as a center. Out of our 36 children, about one third

are either only children or have no sibling within five years of their age. The children in this group, therefore, have received the entire attention of the adults of the family for the greater part of each day. When such a child comes to us, we have to teach him that in school he is not "lord of all he surveys" but only one of a group. He has to learn that each member of the group has the same privileges that he has himself, no more, no less. The over-aggressive child has to learn to restrain himself, to refrain from grabbing toys from younger and smaller children, and so on. Some other children, on the other hand, are encouraged to become more aggressive. I recall in particular a shy, rather timid boy, the youngest in a large and rather boisterous family. When Peter first came to us, he spent hours at a time just standing around watching other children. He mumbled replies to questions in an almost inaudible voice and showed little interest in anything. For a long time the teachers spent much effort on Peter. They endeavored to give him a chance to participate in every possible type of activity in the hope of arousing an interest in something. He complied readily enough and for a few minutes would listlessly occupy himself with the material suggested but soon he would move more and more slowly, and finally drop back into a state of doing nothing. The other children soon discovered that Peter was the kind of child who would stand abuse without remonstrance and one girl who was more or less of a bully persisted in pulling Peter's hair whenever occasion offered. This situation kept up for about two months and then the worm turned. Alice pulled Peter's hair once too often and he whirled upon her, knocked her down, and began to pummel her with vigorous blows. The other children gazed at Peter with whole-hearted admiration and for a time the teachers stood by without interfering. Alice was receiving only her due, and Peter for the first time was glorying in the ability to protect himself and in the respect of his playmates. From this incident on, Peter was a changed child. For a week or so he showed some tendency to overdo his selfassertion and to tease the other children as they had teased him, but with a little wise guidance he settled down into a still quiet but selfrespecting boy. His facial expression, his posture, his gait were all altered. More than this, he now began to make friends with other children. Indeed after his conquest of the school bully he was a hero whose companionship was sought, and he made particular friends with two of the other boys. These boys are such great pals that every morning they wait for each other at the playground gate, play together almost constantly, and on one occasion, at least, one talked about the other in his sleep. This type of extremely introverted child is not so common as the over-dominating, over-selfconfident child who has to be held back in his place rather than pushed forward into it.

Not only do we try to teach each child to take his own place in the group, but we try to teach him to help himself, to rely on himself. With this end in view the children are encouraged to care for themselves as much as possible. To be sure, an adult can wash a three year old child's hands much more quickly and much cleaner than the child can himself. To be sure, the

child is apt to become so thrilled in playing with the water and the soap that he forgets everything else. To be sure, he will probably spill the water a little on the floor or on his suit, but, after all, what of it? He is learning that the habit of clean hands is not all drudgery. He is learning the qualities of water and of soap. He will also learn a little later that damp cuffs are uncomfortable and that he should have been a little less splashy. Just because we adults think handwashing is an uninteresting duty to be gone through for the sake of a desirable result is no reason why we should take the joys connecting with handwashing away from the child. The child is not particularly interested in the resulting clean hands. It is only through years of experiencing clean hands that we come to prefer them to dirty hands. So why take away the joy of the process before the satisfaction in the result is achieved?

In a similar way, the teacher can put on the child's outside wraps in half the time the child takes and from the point of view of the adult, time spent in putting on leggings and sweaters is time lost. But from the point of view of the child, time spent in putting on these clothes is time spent in learning to do things which "big boys" do, time spent in reaching that grown-up condition which is the ideal of the child. Any child will enjoy helping himself if he is encouraged and if he is given time enough. Just as easily will a child get into the habit of having to have everything done for him. Not long ago one of our three year old nursery school children spent several weeks at home on account of illness. At the close of the first day of school after his return, Henry brought his coat to the teacher and said, "Put my coat on." The teacher suggested in her pleasantest tone, "Suppose you try to do it yourself, Henry, and if you get stuck, then I will help you." Henry looked back with utter contempt and said, "When I tell my mother to put on my coat she puts it on and she puts it on quick." "But," answered the teacher, "I am not your mother and I am here to help you, not to do things for you." And so we go on, not being disturbed when the child takes twenty or thirty minutes to do some little thing which we could do in a moment, not being irritated when, for example, he buttons and unbuttons the same button sixteen times in succession, for we are sure that such activities are just as much a part of that child's development as are the more evidently attractive occupations in which he will be engaged when the coat is finally fastened.

Next after the acquiring of a healthy body and a sound attitude toward himself and his duties and abilities, comes the importance of learning a wholesome respect for the rights of others. The children learn quickly that the play materials at the nursery school are the property of the school and not of any individual child. In contrast to these are the playthings which a child may happen to bring with him from home. A vast distinction is drawn between the two. If a child brings a toy to school some day, he is at liberty to use that toy as he wishes. He may put it away in his locker to be produced only at the conversation hour. He may play with it alone by him-

self or he may allow a few chosen friends to play with it for a time limit which he sets himself. The other children soon learn that the only way they can get a chance to play with Mary's doll which she brought from home is by being very polite to Mary and asking very nicely to be allowed to hold the doll, and by being very careful of the doll when it is lent. When Mary wants the doll back, then without question it is hers. Very different is the attitude toward school property. This last year we acquired a quite lovely new doll. The doll was laid on the doll-bed before the children arrived at school. Two or three little girls came in from the playground, spied the doll, stood around her in an admiring ring, handled her very carefully and examined her costume. Then they laid her down again almost reverently and turned to the nearest teacher to ask, "Whom does the doll belong to?" When they were told that the doll belonged to the school, there was a whoop of joy and the children raced back to the corner in their anxiety to be the first one to play with the doll. In order to emphasize this question of ownership, the school provides of some types of equipment less than enough to go around. Thus there are only a few swings, only one slide, only eight kiddie-kars, and so on. The children are thereby forced to take turns, and taking turns is, it seems to me, one of the simplest and most fundamental points in learning a respect for the rights of others. It is an attitude which the children readily adopt. After a week or so in school the little new children stand in line waiting their turn for a slide or a drink at the fountain as readily as do the other children. And if one child persistently refuses to give up a swing or a kiddie-kar, it is not unusual to see a group of children come up and insist that his turn is now over and that the toy now belongs to the other child who has been waiting many long minutes. The idea of taking turns is occasionally overdone as in the case of one of our little girls one wintry Saturday morning at home. This Janet repeatedly ran out doors without closing the door behind her. The mother called her in and said, "Janet, you must shut the door because if it is open, it makes the room too cold for the baby." Janet replied, "You see, Mother, it is this way. It is my turn to go out, and your turn to shut the door."

Not only must the child learn proper attitudes toward his playmates but he must also learn correct attitudes toward the adults with whom he comes in contact. We try to bring out in the child a true courtesy. A visitor commented one day, "I have never seen grown-ups so polite to children." The children are not required to fulfill the formalities of "please" and "thank you" accompanying each request. Too often have we heard children say "You're got to give it to me, because I said 'please.'" But the teachers are very careful themselves to approach a child politely when a request is made and to show appreciation when the child does what he is asked or does some task particularly well. We stress a pleasant voice and an agreeable expression more than the parrot-like repetition of phrases.

Children who are surrounded with courtesy will absorb some of that atmosphere and then give it out again. It may not work the first time, but it will after repeated efforts.

Another rule which governs the teacher's conduct is to make as few demands as possible and to stick to those few. This concept the children learn sometimes after many trials. They learn the vital fact that some things have to be done whether the individual wants to or not. They learn that when something has to be done, the teacher is deaf to refusals, she is deaf to teasing, she is ready to answer questions but she cannot be detoured from her purpose, she is above all deaf to such social devices as temper-tantrums. This sounds pretty harsh, perhaps, but remember that the teacher makes perfectly clear to the child what has to be done and what may be done if the child likes. Remember also that the request is made so pleasantly that most of the children are only too glad to do as the teacher asks. And remember that the child is let alone for long intervals and that requests are infrequent.

Still another teacher's rule is that of making suggestions positive and not negative. We have no desire to have a nursery school child think his name is "Don't." We try to keep the children busy at worthwhile occupations. We try to substitute a desirable occupation for an undesirable one. A child who is found trying to make the mud turtle stand on his head is taught a more reasonable treatment for turtles. Thus the child learns good habits and attitudes through the frequent repetition of the desirable act. Through emphasis on the right his attention becomes fixed on the right and in time he forgets to think of the wrong because his habits are set in the other direction. His experience has provided him with so many delightful occupations with pleasant outcomes that it is not worthwhile to try some uncertain piece of naughtiness with the chance of that greatest of punishments, disapproval and perhaps criticism by his elders and worse yet his comrades.

There is still another fundamental attitude which we try to instill in the preschool child. We try to give him a feeling of responsibility for his toys and other play equipment. In the first place we try to give him a broader sympathy and understanding by having a few animals at the school. All winter we have a canary and a bowl of goldfish. In the summer we have rabbits. The children are much interested in watching the animals and in their feeding and cleaning. They are learning some natural history and they are learning something more important, a kindly attitude toward animals.

We believe also that the child should respect his toys. For that reason our equipment is not the flimsy tinny type that even a careful adult cannot keep whole outside of cotton-wool. Our equipment is the most durable we can find, but even so we expect the children to treat it with respect. They learn, for example, that toys must be brought in at night. They learn that each toy has a place where it belongs when not in use. They learn that if they spill sand on the floor they are expected to sweep it up. They learn that if milk is spilled at the table it must be wiped up. They learn to keep the toys in reasonable order. They learn that broken things cannot be immediately replaced. If a doll's head is broken, the accident is not at once rewarded by a new doll. No, indeed. The old doll is carefully mended and remains as a reminder of their carelessness, or, if too badly broken, the

doll is put away and there is for a considerable time no substitute in the "vacant chair."

I have said nothing about something which some of you probably think of as the chief point in character training and that is the elimination of bad habits. I have omitted this consideration deliberately because I want to give you the spirit of the school and the spirit in which I think all young children should be treated. Let us emphasize the good. Let us make the good, the interesting, the fascinating thing to do. Let us form good habits in the child before the poorer habits have a chance to take root. And when, and if, bad habits crop up let us keep them from becoming firmly established by the immediate and persistent substitution of desirable habits.

A PLAN FOR SUPERVISION OF ONE SUBJECT¹

DON C. ROGERS
Chicago, Illinois

MEASUREMENT is the means of eliminating guesswork from supervision. During the past semester the seventh and eighth grade pupils of Smyth school in Chicago were measured for their music achievement from four "approaches."

1. *Teacher's estimate*—Knowledge of musical symbols—The upper grades of Smyth school are departmentalized. The head assistant teaches music to all the pupils of grades seven and eight. Covering a period of about a month (November 1928) she estimated the music achievement of 125 pupils, basing her estimates on their apparent knowledge of musical symbols being taught in the course of study. The principal transmuted these numerical scores into equivalent percentile ranks, so that they might be combined properly with other scores to be secured.²

2. *Supervisor's marks*—Pupil's oral performance—The music supervisor over a district containing 40,000 public school pupils, gave a five-point oral performance test in music to these same 125 pupils. She had previously tested over 700 eighth grade pupils on the same test, hence she was especially well qualified for this testing job. She gave the tests in December 1927, recording the scores in terms of a numerical value. The principal transmuted the supervisor's marks into equivalent percentile ranks.

3. *Seashore Tests*—Sense of musical differences—In December 1927, the principal gave three of the Seashore tests to the same 125 pupils—consonance, tonal memory, and rhythm—by use of a phonograph, the Seashore

¹ Excerpts from a speech before the Department of Elementary School Principals, given February 29, 1928, at Boston.

² See Arthur Otis, *Statistical Method in Educational Measurement*, p. 24. World Book Company.

records, and some special charts.¹ The scores of each test were changed to terms of equivalence with the scores of the other tests in the series on the basis of their variability, weighting the scores by a factor obtained from equalizing the standard deviations.² The three items in the Seashore tests were then combined into a composite score for each pupil.

The principal then transmuted these composite scores into percentile ranks.

4. *Semester final examinations*—"To cap the climax," two semester examinations were given in January 1928 to these pupils. An essay examination—that is, one in which the pupils write a paragraph in answering each question; this requires judgment on the part of the teacher who scores the papers as to what value will be given each answer—of eight questions was devised by the head assistant and the special teacher of fifth and sixth grade music. The pupils' papers were scored independently by two other music teachers.

An objective examination (multiple choice type consisting of four answers to each question; pupil underlined the right response) of 48 questions was compiled by the principal, following the technic of Kwalwasser, Ruch, Hutchinson, Beach, and others. This test was given the pupils and their papers were scored with a key.³ The essay test scores and the objective test scores were combined into a single score for each pupil after they had been changed to terms of statistical equivalence.

The principal then transmuted these semester examination scores into percentile ranks.

Note that for each pupil there were now four carefully worked out numerical scores—(1) teacher's estimate of knowledge of musical symbols, (2) supervisor's mark on a five-point pupil performance test, (3) Seashore test record based upon three testings of the pupil's sense of musical differences, and finally (4) the pupil's written responses to two final semester examinations. These four scores of each pupil, having been changed to percentile ranks, were comparable, and they were finally combined into one numerical value which represented the pupil's achievement mark in music.

All the pupils were ranked as to relative attainment, and the musical strengths and weaknesses of each were now established.

At the conclusion of the measurement program, the principal had some rather exceptional data bearing on the situation. Besides having the intelligence quotients of the pupils, a more or less endowed quality, the principal now had a musical achievement record of the children.

¹ See Carl E. Seashore, "Measures of Musical Talent." Columbia Phonograph Co.

² See Henry E. Garrett, "Statistics in Psychology and Education." Longmans, pp. 279.

³ Mimeographed copies of these two tests were distributed to the audience.

While measurement is only one feature of supervision, it is an important one, and cannot be neglected. Measurement should be as objective as possible. The plan reported here for one subject shows how measurement may be conducted in a public elementary school.

VITALIZED COMMENCEMENTS

MELISSA A. JONES
Atlantic City, New Jersey

I AM VERY enthusiastic about the project, Vitalized Commencements. Here are four such projects that proved very worthwhile.

1. *Civic problems*—Procedure: First, the children sent letters to the executive officers and other prominent people of the city, asking them to list three or four of the most urgent needs for civic improvement. Next, they made copies of the most frequently mentioned civic needs found on the returned lists and sent a copy to each of the heads of the various city departments and to the Superintendent of Schools stating that the list was the result of their investigation.

Now the pupils were ready to choose topics from the list for written and oral composition. After a large number of oral and written speeches were prepared the next problem was how to get the subject before the voting public.

Our principal arranged for one group of children to appear before a local Study Center another before the Parent-Teachers' Association. One very effective and appealing plea was titled, "The Importance of a Beautiful Approach to Our City." It called attention to the rubbish, crude signs and other nondesirable scenes that met the eye of the tourist on entering the city. Since then, the approaches have been greatly improved and we like to think that the children's project, "Civic Problems," was an incentive to that civic improvement. The last use made of the compiled topics was to arrange speeches for a commencement program.

2. *Men and women worthwhile in our city's history*—The above school activity was brought before the parents and public at commencement by relating the life-history and emphasizing the civic contribution of a few outstanding pioneer settlers. A number of short speeches described the experiences of some of the children's visits to offices and homes of people who played an important part in building the city.

This commencement feature was pronounced by many the most interesting elementary school closing that they had ever witnessed. The project is fully described in the October number of the *English Journal*, 1922.

3. *The Enchanted Book* was the title given to a reading project which emphasized the joy of reading.

The children compiled individual booklets describing their favorite characters in literature with illustrations and quotations. There was great com-

petition and a variety of illustrative material. From these literary booklets we developed a dramatization of commencement.

A huge book was made of upson board and placed in the center of the stage. Its covers were decorated attractively and appropriately. Pupils impersonating literary characters emerged from its covers with messages from Bookland of joy and beauty for their parents and friends. The characters impersonated were Poe, the (bird) Raven, Mr. Pickwick, Sam Weller, Moses at the Fair, the Highland lass in "The Solitary Reaper," the month of June (a girl pupil laden with roses quoted from the Vision of Sir Launfal, "What is so rare as a day in June?" etc.) the Bluebird, Helen Keller as a little girl, and Evangeline. The characters that gave the audience the biggest thrill were Mr. Pickwick and the birds (Raven and Bluebird).

4. *A Study of Schools* took the form of a dramatization given at the closing of school.

AMERICAN EDUCATION WEEK

NOVEMBER 5-11, 1928

SUGGESTIONS FOR MAKING A PROGRAM—The following suggestions are offered by the American Legion, the National Education Association and other organizations to aid in the preparation of programs for American Education Week. The purpose of this week is to acquaint the public with the work of the school with their ideals, their achievements, and their needs. Let the aim be to have every parent visit his child's school at least once during the week. Evening sessions may be substituted for afternoon sessions on certain days. For some time prior to Education Week, articles on the schools should appear in local newspapers. Note that this program emphasizes each of the cardinal objectives of education: Health; worthy home membership; mastery of the tools, technics, and spirit of learning; faithful citizenship; vocational and economic effectiveness; wise use of leisure; and ethical character.

Health day, Monday, November 5—Health is the foundation of individual happiness and community wellbeing. Health day programs can show the public what the schools do to promote health through recreation, nutrition, ventilation, and training in good habits. An adequate school plant—sanitary, spacious, cheerful—helps to improve individual and community life and to insure a better race.

Home and school day, Tuesday, November 6—Home is the most fundamental institution among civilized peoples. Its cooperation with the school is a necessity. American Education Week is a good time for parents to visit the school and for teachers to plan visits to the homes of their pupils. Let the pupils know what each of them can do to help make better homes.

Know your school day, Wednesday, November 7—Schools are the first and biggest enterprise in locality, state or nation. A little invested in educa-

tion saves much expended on poverty, disease, and crime. The school teaches children how to learn, to think, to develop vision, to judge, to do, and gives them an appreciation of the spirit of learning.

School opportunity day, Thursday, November 8—To help every child find his field of service and to prepare him for it is a primary responsibility of the school. On this day show the opportunities offered children in your community—how vocational efficiency is promoted through courses in agriculture, trades, and industries, commerce, and home economics; how advantages are afforded by special classes and evening schools.

Citizenship day, Friday, November 9—The success of a democratic government depends upon the faithful performance by each citizen of his public duty. By living as citizens of the schools, children learn to be citizens of the larger society. Schools eliminate factional and national hatreds and develop that mutual sympathy, respect, and understanding essential to loyal citizenship.

Community day, Saturday, November 10—Education is a lifelong enterprise. The program for this day will emphasize the value of schools in the advancement of community life. Progressive communities provide for wholesome leisure activities—libraries, parks, playfields, auditoriums—and make the schoolhouse a community center.

Armistice day, Sunday, November 11—Ten years ago today the thought of the world changed from war duties to the peaceful pursuits of life. On this day let the ministers of all denominations tell what teachers and the schools are doing to build citizenship and character. Call attention to the fact that Education Week is now observed in other countries as suggested by the World Federation of Education Associations. Note that the formal observance of Armistice Day under the auspices of the American Legion will be on Monday, November 12.

Additional material will appear in the *October Journal* of the National Education Association and in the *Research Bulletin* of the Association.

REPORT OF THE MINNEAPOLIS CONVENTION

EVA G. PINKSTON

Principal, Sam Houston School, Dallas, Texas

BECAUSE of the unique situation of the beautiful city of Minneapolis in the land of ten thousand lakes, and because of the wonderful hospitality of the people of that charming city, the Sixty-Sixth Annual Convention of the National Education Association was a huge success.

When large conventions or assemblies are entertained as beautifully as the twelve thousand visitors were at Minneapolis it demonstrates cooperation and teamwork from the city as a whole. Every one was made to feel at home—the city was his—the accommodations were such that there were no milling crowds, but room to move and enjoy everyone.

Each morning (Monday, Tuesday, and Thursday) lovely breakfasts were served to the members of the Department of Elementary School Principals at the Leamington Hotel, at 7:30, with fifty-five, seventy, and eighty present. These goodly numbers were much larger than they had been in any other convention city. The Chairman of the arrangements was much surprised to see such an active department. It was at these gatherings that reports were read and resolutions presented.

The department had two full programs on the subject of Character Training. The first of these took place Monday afternoon in the east end of the main auditorium which was partitioned off by a huge silence curtain. The music rendered by the Jordan Junior High School Boys' Glee Club gave to the program a fitting beginning for it was a group of youths. The four boys who gave the extra numbers were particularly fine. The audience showed their real appreciation by giving them a prolonged applause.

The first speaker, Dr. W. O. Thompson, President Emeritus, Ohio State University, spoke on the subject of Character Training from the religious point of view. He made several pertinent statements of problems pertaining to religious education. Some were as follows:

All religion is educational and all education carries with it religion.

To separate religion and education is impossible for both are necessary to life.

The dogmatic method is no good in any subject, especially the Bible.

Youth of today has a great field in which he is able to adjust himself with God—this involves his relationship with and to others.

Mrs. Hazel C. Daniels, Editor-in-Chief of the official organ of the Parent-Teacher Associations of Minneapolis, *The Broadcaster*, was the next speaker on the program. Mrs. Daniels is a real mother, a thoughtful woman. She sees the problems of parenthood in a broad way and therefore understands the child problems of character training. She feels that the home and school should grow nearer as the years proceed. She thinks that "in some instances the children speak so loud that the parents can't hear; that since the eighteenth century was man's, the nineteenth, woman's, the twentieth must belong to the children." It was indeed a pleasure to hear a mother so plain-spoken about the responsibility of parenthood as to the problem of character education. Mrs. Daniels believes that the school should not be the place for character building but should supplement the home. She also feels that children do not get so much knowledge from parents but from parents' life attitudes. She said, "Little children are merely reflectors of parents—embarrassing at times, to be sure." She thinks that the best teaching is to let the child learn for himself, but he should be directed and the parents should be friends with him.

Miss Josephine C. Foster, University of Minnesota, discussed the subject of Character Training from the point of view of the preschool child. She believes that the child should learn wholesome respect for rights of others and one way to teach this is not to have enough equipment in the school room so that all will have to take turns.

Another able speaker on Monday's program was Dr. John J. Loftus, President-Elect of the New York City Principals' Association, who comes from the city of Coney Island, and who believes that "all men are created equal, but what they are equal to is what counts."

On Tuesday afternoon, July 3, the main business meeting was held. A change or two in the constitution was ratified and there was an election of officers. Mr. Herbert C. Hansen, as Chairman of Resolutions Committee, presented the resolutions, all of which appear elsewhere in this bulletin.

Following the business meeting the second lovely program was given. Mrs. Agness M. Boysen, Principal of Lyndale School, Minneapolis, gave an interesting talk with many beautiful allusions to life, every sentence teaming with sensible thoughts. In her school she has changed the report card of the child from the traditional type so that the ten points in character training may be included. One of her chief concerns is seeing that the parent does not fuss about reports but discusses the card with the child.

Miss Cassie Roys, Principal Walnut Hill School, Omaha, Nebraska, presented an outline of activities which she had found to be successful in her school for character training through student organizations.

Miss L. Daisy Hammond, Dayton, Ohio, told how character training could be easily taught by means of patriotic pageants.

The loveliest affair of the whole week was the Elementary Principals' Banquet. "Courtesy Cars" of the Minneapolis Principals called at the Leamington Hotel at 5:30 Tuesday afternoon, July 3, to take all visiting folk for a beautiful drive, escorted by motorcycle policemen, to the Lafayette Country Club, which was twenty miles out, on the shores of Lake Minnetonka. Soon after arriving, dinner was served, during which the "Rusty Hinge Quartette" composed of four of Minneapolis' eminent men principals gave several numbers. The kazoo band, called by the Minneapolis Principals "Simp-Phoney Orchestra," was led by Miss Lillian Gasperson with Miss Ella Probst at the piano. Their triumphal march from the back of the banquet hall to the stage caused the guests to laugh with glee. This type of fun made many realize that Minneapolis principals could not only work together but they could play together—something that few groups can do. The speaker of the evening, Superintendent Thomas Cole of Seattle, made a brief but vigorous talk in which he said, "It is my opinion that the elementary school principals have made the greatest progress during the last ten years, professionally, of any group of educators in the public school work."

But there was one special "best" treat—Mr. Thurlow Lieurance, the composer of "By the Waters of Minnetonka," gave the rendition of that beautiful and well known Indian classic. This was sung by his wife with flute accompaniment. Mr. Lieurance prepared a setting for the song by asking the guests to let their minds think back two hundred years and to realize that the "purple" pines of those woods were again growing at the water's edge. Just at this particular moment Nature in all her glory was doing her best to give the correct and beautiful setting for the scene, be-

cause a most gorgeous sunset filled the sky with wonderful colors, and these were mirrored in the waters of that placid lake. He suggested that we think of tom-toms, the hooting of the owls, the Indian's camp fire as well as his canoes. He told the legend of the song—namely, that an Indian Princess of the Moon tribe of Sioux fell in love with a brave of the Sun tribe, but according to tribal laws a Moon could only marry into the Eagle tribe. The lovers eloped to the banks of Lake Minnetonka. Across the lake was the fierce tribe of Chippewas, deadly enemies of the Sioux, while behind them searchers were closing in. The two lovers waded—singing—out into Lake Minnetonka and disappeared. The music was weird and wonderful. As the song was finished, man unconsciously finished the picture, for a light appeared upon the opposite shore, a canoe was slowly paddled across the lake, and a man and a maiden at the water's edge were silhouetted against the evening sky.

The drive back to the city along the shores of the lake was just as beautiful, for the full moon rose in all its splendor with a bank of clouds around it and a strip of orange to the side.

Friday morning Dr. Winship with other notables was standing in the lobby of one of the hotels discussing the convention and summing up the week's round of pleasure. It was voted by the group that the Sixty-Sixth Annual Meeting of the National Education Association at Minneapolis had been the best, because of the uniqueness of the entertainments, the carefulness with which the local chairman had worked out the details, and the hospitality of the people of that beautiful city.

JUST as we go to press word is received that Mr. Don C. Rogers has resigned as National Chairman of the Enrolment Committee of the Department of Elementary School Principals on account of a recent promotion which he has received. He is now Director of the Building Survey of the city of Chicago. Mr. Herman Ritow, Fort Sheridan, Illinois, has been appointed by the President, Miss Eva G. Pinkston, to succeed Mr. Rogers as National Chairman of the Enrolment Committee.

REPORT OF THE ENROLMENT COMMITTEE

DON C. ROGERS
Chicago, Illinois, Chairman

AS DIRECTED at the Boston meeting, President Gist has undertaken to have a report presented this week, outlining plans for a membership campaign in the Department of Elementary School Principals, and he assigned the job to me. When Mr. Charles Potter, chairman of the Enrolment Committee, died, we suffered a severe loss. Credit for the best parts of the report I am making herewith is due jointly to Mr. Potter and to the officers of our Department and of the National Education Association. Since my time is very limited, I shall attempt to outline only the high points.

Before doing this, let me point out the present membership status. Last year the Department of Elementary School Principals had 3,967 paid-up members. This year the Department has 4,132 paid-up members. This is a gain of 165 in spite of the fact that the dues were \$2, and this year they are \$3.

Next year the membership campaign should be conducted by an Enrolment Committee consisting of a national chairman and forty-eight state chairmen—one for each state. The activities of the committee should further be supplemented by the services of local chairmen in all cities of 10,000 or more population. Much of the work, including the printing and mailing of circulars and letters should be done through the headquarters at Washington, and the Enrolment Committee would do well to accept the counsel and guidance of the headquarters officials who are seasoned and experienced in this type of work.

Following are suggestions which the committee may care to consider:

(1) The Chairman of the Enrolment Committee should prepare four different letters of appeal, to be printed and sent out from headquarters to

- (a) 48 state chairmen,
- (b) 700 local chairmen,
- (c) 700 city superintendents, and
- (d) to 30,000 individual principals

Attempt should be made to put personality into these letters which go to all principals, so that their readers will be tempted to reach for a check book instead of laying them aside.

Each member of the Chicago Principals' Club pays \$40 a year dues because he feels that he himself gets something back in dividends. If the principals of the country can be shown fairly concrete returns for their \$3, no doubt they will join their national group in larger numbers. For this reason, it seems to me, that the general letter of appeal which goes to 30,000 persons should enumerate the benefits of collective strength. It is impossible more than to hint at a few of the benefits here, for example:

- (a) A yearbook of from 350 to 500 pages which, in university and in public school circles, is becoming "the Bible of the principalship profession."

- (b) Three 64 page issues of the Bulletin—a professional journal in which anyone may be proud to publish an article.
- (c) Two professional programs put on each year at the National Education Association meetings, after combing the country for outstanding talent.
- (d) A constant drive of the elected officers toward the objectives of increased prestige for the elementary school principalship, an increased share in administration, an enlarged responsibility in supervision, and a much more adequate remuneration.

These four letters should be prepared and ready to be mailed out on September 1.

(2) Attempt should be made to coordinate the efforts of the national chairman, the department officers, and the headquarters officers. State and local chairmen should be furnished "ammunition" from time to time, like a sales organization periodically sends out "pep talks" to its sales force. Perhaps short and snappy paragraphs can be printed in the news letters and bulletins of local organizations.

(3) It seems desirable to attempt to secure a page in the National Education Association *Journal* for the Department of Elementary School Principals. The activities of our organization should command the national attention which the *Journal* could give them.

This membership campaign is certainly one of the most important business propositions of our organization. The suggestions advanced this morning are not the mere opinion of one individual, but they represent the collective beliefs of many experienced campaigners and stalwarts in organization work.

REPORT OF THE COMMITTEE ON RESOLUTIONS

HERBERT C. HANSEN

Talcott School, Chicago, Chairman

1. **Secretary of Education**—*Be it Resolved*, That we pledge our aggressive support to the new education bill which provides for the establishment of a Department of Education under the leadership of a secretary in the President's Cabinet.

2. **Single Salary Schedule**—*Be it Resolved*, That the Department of Elementary School Principals endorses the principle of a single salary schedule for all principals, elementary, junior high, and senior high, based upon training, experience, and merit.

3. **To the Family of Mr. Charles Potter**—*Be it Resolved*, That we extend our sympathy and condolences to the family of Mr. Charles Potter, Principal of the Rainier School, Seattle, with our profound regret for his untimely death; and that we express our appreciation for his services to this department as chairman of the enrolment committee, and as chairman of the entertainment committee at the Seattle meeting in 1927.

4. **Committee on Standards**—*Be it Resolved*, That we express our thanks and appreciation to the chairman, Mr. Longshore, to the members

of the committee, and to all who helped to prepare the Seventh Yearbook of our Department; and be it further

Resolved, That we are indebted to the Committee on Standards and Training for a report of high type, characterized by the thoroughness of its investigations, the clearness of its statements, and the soundness of its conclusions.

5. Expression of Appreciation—Officers—*Be it Resolved*, That we express our thanks and appreciation to our President for his services to our Department; and be it further

Resolved, That we also extend our thanks to our Secretary for her able and efficient service; and to the other officers and chairmen of committees who have so faithfully and splendidly performed their duties; and to all who have contributed to the welfare of the Department.

6. Appreciation, Hospitality—*Be it Resolved*, That we extend our cordial thanks to the city of Minneapolis, to the schools, their officers, their teachers, and their pupils, to the Principals' Club of Minneapolis, and to all organizations and individuals that have given of their best efforts in our behalf, for the delightful hospitality and the efficient management that have made this meeting of the Department of Elementary School Principals a notable success.

7. Child Labor—*Be it Resolved*, That we reiterate our approval of all just and effective legislation to prevent the exploitation of children for commercial profit, and to make possible their full participation in all opportunities offered for their education.

8. Tenure, Pensions—*Be it Resolved*, That after a probationary period during which they demonstrate their acceptability for the service, teachers and principals should enjoy tenure during continued efficiency, and that pension for retirement allowances based upon sound actuarial evidence and involving contributions by teachers as well as by the public, be established on a state wide basis.

9. Health and Character Education—*Be it Resolved*, That we recommend that an adequate health program be extended to include the entire country; that character training as a fundamental objective in all parts of the school program be emphasized; be it further

Resolved, That every effort be made to develop in all pupils a respect for law and order and a sense of personal civic responsibility.

PROPOSED CHANGES IN CONSTITUTION AND BYLAWS

(1) *Article 2, Section 2*—to read as follows: "State, county or supervisory principals and viceprincipals of elementary schools who are members of the National Education Association may become active members by paying the annual dues." The only change is the inclusion of viceprincipals.

(2) *Article 3, Section 2*—to read as follows: "No elective officer except the secretary may hold the same office for more than one term until the lapse of a period of one year or more." This change makes it possible for our department to continue in office a competent secretary who to some extent is the business manager and professional director of the department.

(3) *Omit Section 3 of Article 3.* In our present constitution Section 3 reads as follows: "The retiring president shall become automatically the first vicepresident." In most organizations it is customary for the retiring president to become automatically the first vicepresident. Some members feel that this is a very satisfactory procedure but it should not be mandatory.

(4) *Article 5, Section 2*—shall read as follows: "In the absence of the president of the department the vicepresidents in order shall perform all duties of that office."

(5) *By-Laws, Article 3, Section 1*—to read as follows: "Committee on International Relations. This committee on international relations shall consist of three or more persons appointed by the president. This committee shall bring before the department all matters pertaining to international understanding, friendship and world peace and shall cause the same to be widely disseminated." This change omits the Committee on Educational Progress. It has been thought best to eliminate this committee as this work is now more efficiently handled by some of our new projects with the Research Division.

(6) *Article 4, Section 3*—to read as follows: "Every officer, member, committee, department, section or division of the Department having funds, papers, books, records or property of any description belonging to the department shall give up the same on demand to his or their successor in office, or to the person authorized by the Department or its Executive Committee to receive the same. All such material and property is to be delivered in good condition." The only change in this section is the addition of the last sentence. This has been made necessary because of our experience in not always receiving such records in such condition that the newly elected officers were able to profit by the experience of the out-going officials.

REPORT OF EXECUTIVE COMMITTEE

HELEN B. SHOVE

Longfellow School, Minneapolis

THE Executive Committee meeting was held at the Leamington Hotel, Tuesday morning, July 3. Those present were: President A. S. Gist, Elizabeth McCormick, Herbert C. Hansen, W. T. Longshore, Helen B. Shove, Secretary.

The question of the type of yearbook to be issued, and value of, and participation in, of research work by the Department was discussed at some

length. Assistance from the National Education Association in retaining a research man, who can also do some field work to check up returns is greatly appreciated.

The following motions were unanimously carried:

The motion was made by Miss McCormick, seconded by Mr. Hansen, that it be the policy of the executive committee to continue the variety topic yearbook, with a research yearbook on a single topic every few years, perhaps the fifth year; with research bulletins prepared frequently in conjunction with the Research Division of the National Education Association.

The suggestion was made by Mr. Hansen and approved by Mr. Longshore that the Editor of the 1930 yearbook be carefully considered and appointed at the Cleveland meeting.

The motion was made by Miss McCormick, seconded by Mr. Hansen, that \$1000 be appropriated for treasury of the Department to continue and further research studies.

The question of salacious literature was discussed. It was considered most expedient to defer action temporarily upon that subject. The motion was made by Mr. Hansen, seconded by Mr. Longshore, that the appropriation of \$500 made the Executive Committee in Boston, for the investigation of salacious literature be temporarily postponed.

Life membership in the Department was discussed. The motion was made by Mr. Longshore and seconded by Miss McCormick that a committee with H. C. Hansen, chairman, confer with Secretary Crabtree of the National Education Association, regarding life membership in the Department, and to report at the Cleveland meeting. The idea of the conference being to accept Secretary Crabtree's suggestion regarding life membership in the National Education Association held by principals apply to the Department of Elementary Principals, provided an appropriation of \$2 pro rata be returned to the Department.

Referring to the plan for conference with Mr. Hosic of the Association of Supervisors and Directors of Research, on the problem of classification of functions of the two organizations, the motion was made by Mr. Hansen, seconded by Miss McCormick, that the committee be continued with A. S. Gist as chairman, to report at Cleveland.

The motion was made by Mr. Longshore, seconded by Miss McCormick, that the Department of Elementary Principals be represented on the National Committee for the Study of Education by the following: Mrs. Jessie Fink, Grand Rapids, Michigan, 1 year; Arthur S. Gist, San Francisco, California, 2 years.

The motion was made by Mr. Hansen, seconded by Miss McCormick, that the new officers confer with Mr. Adams, of the National Education Association staff, about increased publicity of activities of The Elementary Principals.

REPORT OF TREASURER

RECEIPTS AND EXPENDITURES

FOR THE YEAR ENDED MAY 31, 1928

Balance as at May 31, 1927..... \$1,063.86

Receipts:

Membership Dues:

Current Year:

3,812 Members at \$3.00 each..... \$11,436.00

33 Members at \$2.00 each..... 66.00

Arrears:

106 Members at \$3.00 each..... 318.00

5 Members at \$2.00 each..... 10.00

1928-1929—269 Members at \$3.00 each..... 807.00

Appropriation from N. E. A..... 2,000.00

Yearbook sold 1,786.64

16,423.64

\$17,487.50

Disbursements:

Printing—October Bulletin \$494.65

Printing—January Bulletin 444.10

Printing—Seventh Yearbook 5,814.91

Printing—Tickets, Membership Applications, Leaflets, Cards,

Etc. 1,056.28

Postage, Stationery, and Office Expense..... 2,501.54

Stenographic and Clerical Service..... 2,938.02

Convention Expense:

Boston \$69.10

Seattle 97.03

166.13

Committee on Standards 86.05

Committee on Enrolment..... 122.10

Balance Paid Arthur S. Gist for editing 1926-1927 Yearbook 500.00

Miscellaneous Expense 10.00

Traveling Expenses:

Arthur S. Gist..... \$390.63

James F. Hosic..... 31.83

Frank W. Hubbard..... 188.86

W. T. Longshore..... 584.51

J. Cayce Morrison..... 44.10

E. Ruth Pyrtle..... 252.33

Warren A. Roe..... 344.01

Helen B. Shove..... 221.64

2,057.91

16,191.69

Balance as at May 31, 1928..... \$1,295.81

CERTIFICATE OF AUDITORS

We have audited the accounts of the Department of Elementary School Principals, recorded in the books of the National Education Association of the United States, for the year ended May 31, 1928, and certify that the foregoing statement of Receipts and Disbursements is correct and in accordance with the books of the Association.

PEAT, MARWICK, MITCHELL & CO.

WASHINGTON, D. C.,
June 22, 1928.

NOTES AND ANNOUNCEMENTS

THE CLEVELAND MEETING

The Department of Superintendence of the National Education Association meets in Cleveland, Ohio, February 24 to March 1, 1929. Miss Eva G. Pinkston, president of the Department of Elementary School Principals, has completed arrangements to have meetings on the afternoons of Monday and Wednesday. The general theme of the convention will be "How can the Public Schools Better Serve Democracy?"

Program details and general announcements will appear in the January issue of the Bulletin.

Hotel reservations should be made at once. The headquarters of the Department of Elementary School Principals will be at the Statler Hotel.

LOCAL PRINCIPALS' ORGANIZATIONS

Presidents of local principals' organizations are requested to send to Mr. Herbert C. Hansen, Secretary, 315 Plymouth Court, Chicago, the name of their organization, the names of the officers, copies of programs, reports, yearbooks, and news items of general interest.

The Secretary would like to keep the membership of the department informed with reference to the activities of the various local organizations.

Data relative to new salary schedules and the general improvement of the professional and economic status of the principal are especially requested.

PUBLIC SCHOOL BROADCASTS

RADIO IN THE CHICAGO SCHOOLS

Station WMAQ, Chicago, has inaugurated a series of daily school broadcasts on various subjects in the curriculum of the Chicago Public Schools. These broadcasts are prepared with careful consideration of the requirements of the curriculum, so as to make them a vital and integral part of the regular school work.

RADIO IN THE PITTSBURGH SCHOOLS

Superintendent W. M. Davidson of Pittsburgh has announced that the pupils of the public schools of Pittsburgh will receive regular lessons by radio. The lessons will be broadcast by station KDKA.

THE SEVENTH YEARBOOK

The report of the Committee on Standards and Training for the Elementary School Principalship was published in April 1928, as the Seventh Yearbook of the Department of Elementary School Principals.

The report is based upon investigations conducted under the direction of the committee and assembles material bearing upon the standards and training for the position of elementary school principal.

"The committee issues the report as a contribution to elementary education and to the program of professional improvement and advancement for the elementary school principal."

Mr. W.T. Longshore, Principal of the Greenwood School, Kansas City, Missouri, was the chairman of the committee.

RESEARCH BULLETINS OF THE NATIONAL EDUCATION ASSOCIATION

Very helpful and of great value are all the research bulletins of the National Education Association. Of particular interest and value to the principal is *The Principal Studies His Job*, Bulletin 2, Vol. VI, March, 1928, 64 pp., price per copy 25c.

"The basic assumption of this bulletin is that professional skill and knowledge are essential for a high type of service. This Research Bulletin contains practical suggestions for the principal who would make a careful analysis of his job. Practical procedures have been described to assist in the solution of everyday problems. The many citations to professional articles indicate almost limitless opportunities for further study."

THE EIGHTH YEARBOOK

It is with great pleasure that we announce that Arthur S. Gist, the editor of the Third, Fourth, Fifth, and Sixth Yearbooks of the Department of Elementary School Principals, has accepted the responsibility for editing the Eighth Yearbook.

The Yearbooks of the department are among the outstanding educational publications of the year. The Eighth Yearbook will be issued in April, 1929. The Editor of the Yearbook writes that he is glad to have members communicate with him regarding material or studies. Address communications to him at the San Francisco State Teachers College, San Francisco.

A NEW SERIES OF YEARBOOKS

The National Conference on Educational Method has brought out its first yearbook under the title "Educational Supervision." This yearbook is a report compiled by a committee of the Conference under the leadership of Professor L. J. Brueckner, University of Minnesota. The Yearbook is published by the Bureau of Publications, Teachers College, New York City.

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.

Bibliography.

Appendix.

Local Principals' Organizations.

State Elementary School Principal's Associations.

Names and Addresses of the Membership.

Index of Persons.

Index of Cities.

Index.

512 pages. Price, \$2.

DEVELOPMENT OF THE PRINCIPALSHIP

"Originally, the elementary school principalship combined the responsibilities of the classroom teacher with a few clerical duties. During the years the position has developed important supervisory and administrative functions with a corresponding reduction of the teaching duties. One step in this evolution has been the teaching principalship. Another step has been the principalship giving full attention to routine administration and with few or no teaching responsibilities. Both of these types exist today.

"In many communities the teaching and the routine administrative principalship have proved inadequate to meet the needs of a dynamic society. The discovery of new teaching technics, the developments in elementary school organization, the improved preparation of classroom teachers and the greater demands upon the public school call for the highest type of leadership in the principalship.

"Many principals have responded to this summons to a higher level of service. Professional study both in and out of school time is coming to be an accepted part of every principal's program. Summer school, extension, correspondence, and regular classes are in general demand. Schools today require a leadership not based upon authority but vitalized by professional study and research." J. W. Crabtree, Secretary.—Foreword to "Research Bulletin," Vol. VI, No. 2.

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.