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HERBERT C. HANSEN, EDITOR, 315 Plymouth Court, Chicago

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TEACHING AS A FINE ART—THE PRINCIPAL'S CONTRIBUTION

CHARLES L. SPAIN

Deputy Superintendent, Detroit, Michigan

WE CANNOT get an adequate picture of the elementary principal's job without taking a look backward toward its origin. The elementary principalship was not always as inconspicuous as it has been during the last two decades. When the old New England Grammar School admitted the primary school to its first floor thus making the modern elementary school, the principal of the grammar school became a person of considerable importance. Many elementary principals in the middle west as well as in New England were men of independence of thought and qualities of leadership, men who were respected for their scholarship and disciplinary powers and left a lasting impress upon their communities. Dr. John D. Philbrick, Principal of the Quincy Grammar School in Boston, the first graded school in the United States, was a man of this type and a real educational leader.

As time went on and the scattered elementary school districts in any community were merged into one unit making a city school system, the need for concentrated educational effort brought forth a new figure in education, the superintendent of schools.

With the coming of the superintendent of schools the principal's influence and power began to wane. Formerly the principal made his own curriculum, and supervised his own instruction but now these functions began to slip away. The superintendent at first tried to assume the supervisory duties himself. The superintendent of schools of St. Louis, Missouri, in 1858 reported with pride that he had visited 1400 class rooms during the year. The superintendent of schools of Cleveland stated in his report that he had examined 3000 pupils during the year just passed. Ultimately, however, the job of supervision became too strenuous for the superintendent to perform along with his other duties. For relief he did not turn to the elementary principal but to a new type of educator, a supervisor of instruction, who became the personal representative of the superintendent in the class rooms.

The real relationship between elementary principals and supervisors was not in the beginning clearly defined nor is it at the present day in many school systems. As a result we have had much clashing of opinion and of authority between principals and supervisors. In time the function of supervision to a large extent passed from the principal to the supervisor and the principal thereby lost considerable prestige.

As school systems became larger and principals became more absorbed in administration there was a distinct decline in the prominence and influence of the elementary principalship. In many places, especially in large cities, principals were chosen whose claims for preferment were based not on

professional training but rather upon long service as teachers of the disciplinary or military type. They were persons capable of maintaining order, of handling routine matters, but were in no sense able to exercise educational leadership and usually were not expected to do so.

With the growth of modern educational ideals and the feeling that this should be an age of expression rather than of repression, a new type of principal seems to be needed. So today we have a new vision. There is what might be called a renaissance of the elementary school principalship and there is every indication that the office is to be restored to its former place of power and influence.

It is clearly evident, especially in large cities, that centralized control of the supervision of instruction is too remote, too haphazard, too ineffective to produce the results for which we have a right to hope. If the control of supervision is to be decentralized the elementary principal is the one person who is in a strategic position to assume the responsibility. Some such solution is in the offing.

It is significant that the Elementary Principals group of the National Education Association has been able to enlist in its cause some of the most prominent leaders in education because they are beginning to realize that the hope of better instruction awaits a new alignment of the work of supervisor and principal. This does not mean that the importance of the supervisor will be minimized. On the contrary in this new adjustment both supervisors and principals will exercise larger powers and be more effective.

Detroit for the past seven years has been trying to realize this relationship in practice. In the plan used these principles are involved:

First, the supervisor is primarily an expert. He is the best informed person in the system in his field. He is a constructive thinker ready to contribute the results of his thinking and effort for the benefit of the entire system. He is responsible for the maintenance of present levels of instruction and for the raising of these levels to a higher standard. One of his functions is to note exceptional advances in instruction made by individual teachers or principals, to make it possible for them to receive recognition, and to make the results of the creative work of individual teachers or principals available to the entire system.

The functions of the supervisor are:

- (1) Research—the development of new methods through experiment.
- (2) Training—training of teachers and principals.
- (3) Field Work—visiting schools largely on request.

Research is a formidable word but it merely means that the supervisor is to experiment and to do constructive thinking. He is to cooperate with groups of teachers or individuals in setting up experiments, in testing and appraising the results of new methods, and in setting up objectives and standards for their use. He is to present new methods to principals for criticism and approval before their introduction into the class room.

When a new method with its technic has been accepted by principals the second function of a supervisor—training—begins.

TRAINING

Training of teachers and principals involves:

- (1) Conferences.
- (2) Demonstration lessons usually given by teachers trained in the subject and followed by discussions led by the supervisor.
- (3) Visits to schools on request, for the purpose of diagnosis and aid in solving individual problems.
- (4) Distribution of bulletins, mimeographed material, type lessons and references.
- (5) Organization of extension classes for teachers and principals.

There is a striking difference between the policy here outlined and that commonly followed. After principals accept a program of instruction as outlined by the supervisor the responsibility for the development of this program then rests upon the principal, not upon the supervisor. The initiative then lies with the principal. If he needs help the supervisor is ready to give it when requested. This changes the situation materially from that which ordinarily exists. Differences between principal and supervisor cannot easily arise. The supervisor now comes not as one having authority to criticize but as one bringing aid. When a teacher and supervisor approach a problem on a cooperative basis there is little opportunity for controversy. Together they analyze the situation and agree on remedial measures. The supervisor comes not to tell the teacher what to do but rather to assist the teacher to discover what it is necessary for her to do.

FIELD WORK

Visiting classes for inspection, which ordinarily is the supervisor's principal job, now becomes a minor function. He may visit classes on his own initiative to make himself familiar with existing conditions and he may at such times comment on the teacher's work. In making such comment, however, the supervisor must always keep in mind the fact that the responsibility for the quality of instruction of individual teachers does not belong to him but to the principal. His comments, therefore, should be made to the principal or at least with the principal's knowledge.

TEACHER DIRECTION AND TEACHER TRAINING

In the proposed alignment of the duties and responsibilities of principal and supervisor there is a clear distinction between teacher direction, which is the function of the principal, and teacher training, which is the function of the supervisor. Supervisors aid principals in setting up individual and general standards for their aid in judging class room work. Principals are not expected to have the expert knowledge of content and method which supervisors must have. Principals should have, however, a general knowledge of the principles involved and of the methods to be followed to enable them to judge and direct the work of teachers. Principals must also be able to direct teachers to class rooms where good teaching is to be found.

The plan here outlined has been in operation in Detroit for some years. The principles involved have been accepted and approved by the majority of principals and supervisors but the relationships which these principles imply as yet have not been realized to the extent of 100 percent, because the plan makes necessary:

- (1) A new point of view and attitude on the part of supervisors.
- (2) A new attitude and better training on the part of principals.

In this discussion we have been thinking of Teaching as a Fine Art. There can be no art without idealism and no principal without a philosophy of education to determine his ideals can be an artist.

In a study reported in the Fifth Year Book published by the Elementary Principals group of the National Education Association the figures indicate that seventy-five percent of the elementary principals in the north central section of the country had studied no philosophy of education before they became principals and that only ten percent of them have thought it necessary to study this subject since. No one can do an artistic piece of work without an historical background for his guidance. The same study shows that sixty-five percent of the elementary principals in this area had not studied the history of education before becoming principals and only eleven percent have studied it since. Further, fifty-five percent of the elementary principals had had no educational psychology before they were appointed to their present positions and only twenty-two percent have studied it since they have become principals. This group of principals are faced with the alternative of bringing their training up to date or of having their administrative and supervisory ability challenged by a large group of scientifically trained young teachers who are now leaving our higher training schools.

This same report shows that the median age of principals in the larger cities of the north central area is 49.9 years and that the upper one-fourth of the group have a median age of 55.7 years. It is evident that the elementary principalship has been reserved as a reward for long service as elementary teachers. Many of the persons indicated did not become principals until after they had reached the age of forty.

All of the figures in this report tend to show that the group of elementary principals employed in large cities in this part of the country is likely to offer serious resistance to radical changes in view point and is likely to respond slowly to ideals greatly at variance with those which they have long held.

There is at present a tendency to multiply administrative machinery and reports in elementary schools. This may offer an obstacle to more attention to the supervision of instruction on the part of principals. Only twenty-one percent of principals in large cities in this part of the country have clerks. However, if the other seventy-nine percent did have them we have no guarantee that they would give the time saved to supervision. In Detroit where full time clerks are supplied in schools having 800 pupils or more it was found that often the time saved was not used for supervision of instruction but for more administration. It was also found that neither the

size of the school, the nationality of the children, or the absence of clerical help are determining factors in the distribution of the principal's time. The chief influence seems to be the attitude of the principal himself. If he has the will to supervise he seems to be able to do so. Some principals of larger schools in the most difficult foreign districts, with limited clerical help have devoted more time to supervision than other principals in smaller schools, in English-speaking districts, with ample clerical assistance.

Unless signs fail the elementary principalship is on its way to better things. A change is coming through evolution rather than through more drastic means. We can all help evolution along. If those who have vision will keep up a campaign of education we can look forward to a time when not only a new generation of principals but many of those long in service may attain a training and an attitude of mind that will make them truly artists in their work.

EVALUATING SUPERVISION

SUPERVISION is simply putting into practice the principles of teaching, knowing when a teacher sees or doesn't see them, and giving constructive criticism, which is so essential to the better methods of instruction. It should be the duty of the principal to organize the school so that each child gets as much as he is capable of getting because the duty of democracy is for each member of society to give as much as he can to the group.

The nature and scope of the supervisory process must be taken into consideration to evaluate supervision. The teacher is the unit of instructional process. She makes the single adjustment that is required between herself and the child. The conscious needs to be obtained are set forth in the course of study. The unconscious needs are those evaluations, ideals, and expectations held by society relative to character, conduct, and morals. It is the business of the principal, who is the real supervisor, to evaluate the conditions and to secure the cooperative supervision which is so necessary for advancement, the aim being to administer education so that the school shall bring about the bettering of society.—Eva G. Pinkston, President, Department of Elementary School Principals.

TENDENCIES IN SUPERVISION

J. R. MCGAUGHY

Teachers College, Columbia University, New York City

SOMETIME ago, I returned from a professional trip of nearly twelve thousand miles. On this trip I visited the elementary schools of many of our large cities, spending from one to three days in each city. The main objective of my trip was a study of the professional job which we call supervision, both as to its organization and as to its method of functioning. On my return I was asked to present to this group some of my conclusions concerning present tendencies in elementary school supervision in our American cities.

1. The first tendency which I wish to report to you is in the field of school organization. There is a good deal of idle talk concerning "conflicts" between building principals and elementary supervisors. In a public school system with a sound organization such a "conflict" is impossible and unthinkable. In the administrative sense the principal is always right. I mean by this that in a sound organization the elementary supervisor is a staff officer attached to the office of the superintendent of schools or to that of the assistant superintendent in charge of elementary schools. The supervisor is therefore a person without authority in a well-organized system. He is an expert helper and adviser, a sympathetic professional leader of principals and classroom teachers.

The principal, on the other hand, *must* be a person of authority. This authority is delegated to him by the superintendent of schools. To have a complete understanding of the administrative necessity of this arrangement it may be profitable to trace the line of authority from its origin to its end. It is important to note that at each step this line of authority is a single line. No school officer or agency should ever be held directly responsible to two different superior authorities.

Under the "elastic" clause of the Federal Constitution the state, or commonwealth, is given complete authority with respect to public education. The people of the state make their will effective through a representative state board of education. The members of this board are chosen directly by the people or by the governor of the state who is an elected representative of all the people. The state board functions administratively through a state superintendent of public instruction whom this board should choose. It is a most unsound procedure and is greatly to be regretted that many state superintendents are elected directly by the people. The state superintendent with his staff makes up the state department of education. It is from this department and the state board of education whose policies it executes that the single line of authority leads down to each local unit of school administration, whether it be a tiny district, a village, a county, or a city. Those duties and powers which the state does not reserve unto itself are delegated straight down this line to the people of each local unit.

The people of the local unit make their will effective by delegating this authority to a local board of education. Its members should be elected at large by popular vote on a non-partisan ballot. This local board then chooses its executive officer, the local superintendent of schools. He should be its *sole* executive officer and all agencies of local school administration should report to the board of education through him. Some boards of education have two or three or four executive officers of coordinate authority. In some cities there is an executive committee—a board of superintendents—with a superintendent of schools acting as chairman of this board. Any one of these other organizations facilitates delay in reaching important decisions and leads to confusion and a lack of coordination in school administration. There is a strong tendency toward making the superintendent of schools the sole executive of the local board of education.

Of course the superintendent of schools finds it necessary to delegate to others many of the administrative duties and powers which are vested in him by the board of education. In the case of each school building this line of authority runs directly and in a single line to the principal of that building. To him must be delegated full responsibility and authority with respect to the functioning of the educational program offered in his building and with respect to the administration of his building and grounds. Just as the local board of education and the superintendent of schools must function in conformity with the minimum standards laid down by the state, so must the building principal be guided and ruled by the general policies of the board of education and by the administrative orders of the superintendent of schools. The principal in turn delegates to each classroom teacher a certain amount of authority with respect to instruction and discipline in his own classroom.

We have now followed the straight, single line of authority from its origin, the people of the state, down to its terminus, the pupil in the classroom. In no case has it been possible for a pupil or teacher or other school official to choose any one of two or three lines up which he may go to a superior authority.

The whole point of this rather lengthy discussion of the line of authority in school organization is to make it clear that there is no possible position in the line at which we may place the elementary supervisor. If we place him in the line between the principal and the classroom teacher and give him authority over the teacher, we no longer have the right to hold the principal responsible for the success of the educational program offered in his school. We also place the teacher in the embarrassing and confusing position of having two superior officers—a choice of two lines of authority up which he may go to a superior. On the other hand, if we place the supervisor in the line between the principal and the superintendent of schools or the assistant superintendent in charge of elementary schools and give the supervisor authority over the principal with respect to matters of instruction, we again have overlapping of authority and uncertainty and confusion in general.

From such a process of elimination we must conclude that it is not sound administration to place the supervisor at any point in the line of authority.

Entirely apart from the necessities of sound organization it is highly desirable that the supervisor shall not have authority over the teachers whom he supervises. The successful supervisor must be accepted as a friendly and sympathetic helper, a wise, well-trained, professional adviser. His relationship with the teacher is therefore a most delicate and subtle one; seemingly trifling matters will make or break his effectiveness. If the teacher recognizes in him a person of authority with power to coerce him and enforce his recommendations, the effectiveness of the supervisor has been put under a serious, almost insurmountable handicap.

I am pleased to report that the tendency to organize the supervisory function with the supervisors on the staff of the superintendent of schools or, in larger cities, on the staff of the assistant superintendent in charge of elementary schools, now prevails widely in American cities.

Another important tendency in the administrative organization of supervision is worthy of honorable mention. It is that of making the special subject supervisors an integral part of one supervisory staff instead of having two separate groups—or even the half dozen separate organizations of some cities. This is making possible the more rapid and effective adoption of a modern philosophy of education in such fields as music, drawing and industrial arts. At the same time it serves the important function of bringing about a more perfect correlation and integration of the whole subjectmatter of the elementary school curriculum.

Up to this point we have spent a good deal of time in discussing tendencies in school *organization*. During the remainder of our discussion we shall be directly concerned with the *functioning* of supervision in our city school systems. In this connection we will mention two or three pronounced tendencies. One is that of the use of standard tests and objective measures to determine the needs of teachers and pupils and thus to provide a basis for improving instruction. Another is that of delegating to the building principal more and more responsibility for the individual supervision of classroom teachers. A third tendency is that of requiring a great deal of research and experimentation on the part of supervisors, particularly in the field of the curriculum.

Much has been said of the use of tests and measurements as a basis for determining a point of departure in supervision. I need not take much time for further discussion now. The most important function of supervision is the improvement of instruction in the classroom. Instruction can be improved effectively only if we have scientific knowledge of the strengths and weaknesses of individual teachers and pupils. Such scientific knowledge can come only through diagnosis—sympathetic, detailed, scientific diagnosis. I shall not waste your time to say over again the obvious and important things which all of us must recognize as to the important contribution to supervision made by the measurement movement. No one is more heartily in sympathy with its scientific adaptation to the problems of supervision

than am I, but in our enthusiasm for things new and scientific in education there is a growing tendency to become lax and unscientific in our use of these instruments and in our interpretation of their results.

One of these dangers is found in what I sometimes call the "I. Q. fallacy." We should not forget that the I. Q. is an average—that a pupil's performances in several separate stunts are averaged together and a single score is given him. Neither should we forget that the intelligence tests we are using undoubtedly are lopsided—that they test particularly, and almost exclusively, an abstract intelligence which is able to react to spoken and written words. The I. Q. measure may therefore be entirely valid to predict a pupil's success on the "book-larnin'" side of education but it is most unscientific to suppose that it yields a complete and scientific diagnosis of the whole of a pupil's mental capacity and ability.

Another procedure which I believe to be unscientific is that of rating a teacher or judging his success on the basis of the test scores of his pupils. Too small a part of the total educational product is now subject to scientific measurement—too many variables are working with the teacher's influence to add to or subtract from his effectiveness—to justify us in rating teachers on such evidence at this stage of our advancement in the science of education.

2. The second tendency observed in the functioning of supervision in the elementary schools of American cities is that of delegating more and more responsibility to the building principal. In general there are two methods of working to improve instruction: First, with individual teachers in their classrooms, and second, with groups of teachers or principals. There is a growing tendency for supervision of the individual type to be done almost entirely by the principal. This is especially true in the larger cities. It is safe to predict that the work of the general supervisor serving as a staff officer of the superintendent of schools will for some time be confined largely to training principals and teachers in groups. Much of this training will be done through discussion of demonstration lessons taught by regular teachers and through group study of professional problems under the leadership of the supervisor.

The principal reason for this development seems to be an economic one. The typical large city has a staff of elementary supervisors which is not more than twenty or thirty percent as large as it would have to be if it were to do adequate classroom supervision with individual teachers. Another way of expressing this fact is to say that it would probably require an added expenditure of two dollars per year per elementary pupil in average daily attendance to make it possible for a board of education to provide anything approaching adequate supervision of each classroom teacher by a specially trained elementary supervisor. In a city of two hundred fifty thousand this would mean an increase of about fifty thousand dollars per year in present budgets. In a city of one hundred thousand or fifty thousand, the necessary increases would be proportionately smaller.

A trip such as mine leaves no shadow of a doubt that supervision is here to stay, or that it is becoming increasingly important. It is no longer con-

sidered fair or economical to leave even the best of good teachers without professional advice and counsel concerning the problems he faces in his separate classroom. Since the supervisory staff is too small to do the job adequately, the full burden of this individual supervision is falling upon the building principal. This fact has most important implications for the future.

In the first place, principals must learn how to supervise their teachers effectively. New principals will be chosen on the basis of their ability to do so. Principals already in service must be trained for this function. Many supervisors are now devoting the major portion of their time and energy to this work of training principals. Another implication for the principal is that he must learn to systematize his office routine and to delegate to others those administrative details which do not absolutely demand his personal attention.

The scientific study of the administration of elementary schools is one of the most important and challenging needs in the field of elementary education at the present time. Until this problem is solved many elementary principals will honestly believe that it is necessary for them to sit in their swivel chairs from eighty to one hundred percent of each school day and that they have little or no time for classroom supervision. It is just possible that if principals would set about proving that they can use their time to the best advantage when they are not sitting in their offices they would have little trouble in prying adequate clerical assistance out of hard-headed boards of education.

3. The third very definite tendency in American cities is that of assigning to supervisors increasing responsibility in the preparing and validation of curriculum materials. In a few cities this function of supervision is considered more important than any other. This requirement makes it essential that the staff supervisor be trained professionally so that he is able to conduct and direct curriculum research and experimentation. Just as heavier responsibility for classroom supervision is requiring of principals more professional training and study, so are these newer duties of the supervisor making the same sort of demand on him. Perhaps the most important implications of these facts are for training institutions such as our own. Courses must be reorganized so that they will be truly professional. It is not enough that we hand out to principals and supervisors who come to our institutions some cut and dried theories with respect to supervision and research and experimentation. We must equip them in such a way that they can go back to their positions and solve these newer professional problems which they must face.

In conclusion, then, we would repeat that there seem to be two distinct tendencies in the organization of city school systems to provide for elementary school supervision. One is the perfectly sound one of organizing as a staff function with head of the staff reporting directly to the superintendent of schools or to the assistant superintendent in charge of elementary schools. In his relationship the supervisor is not placed in the line of author-

ity at all. His function is a strictly professional one. He is an adviser and leader; he cannot be a driver or enforcement officer.

The second tendency in school organization is likewise a most healthful one. It is that of making the special subject supervisors a part of the supervisory staff of the superintendent of schools under the leadership of a general supervisor. This facilitates a desirable correlation of all of the activities of the educational program. At the same time it insures the operation of a modern philosophy of education in the special subject fields.

Three general tendencies have been noted with respect to the functioning of supervisory service in city school systems. One is a very pronounced tendency to base definite proposals for the improvement of instruction on the results of standard tests and other objective measures. This tendency is to be commended highly as it does away with much guesswork and the waste from misdirected energy. At the same time there is genuine danger in this movement. There is a growing tendency for us to become lax and unscientific in our use of these measuring instruments and in the interpretation of the facts which they reveal.

A second tendency in supervision is that of placing upon the building principal the major responsibility for the improvement of the instruction of the individual teacher in his classroom. This results in an increasing demand that the principal learn how to systematize his office routine and delegate to others many of the minor administrative details. At the same time it obligates him to learn how to supervise classroom work effectively. The third tendency noted is that of holding the general supervisor responsible for an increasing amount of reasearch and experimentation particularly in the field of the elementary school curriculum.

It is our sincere belief that each of the tendencies reported to you today is leading very directly and definitely toward desirable progress and improvement in elementary education. I am more than ever convinced that supervision is not an evil made necessary by the fact that many teachers and some principals are not adequately trained. As these defects are remedied there will be an increasing need for more of supervision of the highest type.

CORRECTION

We apologize for the error that appeared in the October bulletin of the Department of Elementary School Principals when the name of Stanley H. Rolfe, author of the article entitled "The Principal in Supervision," was spelled Stanley H. Wolfe instead of Stanley H. Rolfe.

THE MASTERY UNIT PLAN OF INDIVIDUAL INSTRUCTION

JAMES E. MCDADE

Assistant Superintendent of Schools, Chicago

IT IS the purpose of this paper to outline the plan of managing individual instruction which was developed by the writer when principal of the Wentworth School, a large Chicago elementary school. For the past ten years the faculty of this school have been devising material for individual instruction, and working out a practicable plan of administration adapted to large classes. The final plan has been operating successfully for over two years, is being used widely in Chicago and elsewhere, and has now attained a definiteness of technic that makes it available for general use.¹

The units of work are embodied in separate pieces of material. This is an important feature which has not heretofore been made use of in conducting individual work. The advantages are numerous, the greatest, perhaps, being economy. It is not necessary to have as many copies of any given unit as there are pupils in the class, because at any moment only a very small number will ever be working on precisely that unit. By serving the units of material to the pupils from a room file, not only may the number of copies of each unit be reduced to the minimum, but the number of available kinds may be enormously increased.

The pieces of material which constitute the teaching units are never mere reading assignments, but are in all cases formulated as work to be done, or as specific skills to be mastered. They are made to be selfadministering, and are called "mastery units," as the completion of each involves the attainment of a definite mastery of some element of the subject studied. No credits are given except for errorless completion, so there is ordinarily no need for tests to cover the field in which the pupil has been working. Every "mastery unit" is carefully devised to be at the same time a practice unit, and convenient means of demonstrating mastery.

The units of material are preferably of uniform size for convenience in filing, and each is designated by a number. Each pupil has in his possession a work record card on which are listed the numbers of the units which constitute his program of work. This is a growing list, to which may be added at any time the remedial or supplementary units which from time to time are found to be necessary. After each unit number on the work record card is a blank space, in which credit is entered when the pupil has completed the unit. The teacher's control is exercised through inspection of the work record cards. The status of each pupil's work is evident at a glance. The teacher is relieved of all the duties of routine management, and is free to supervise and to answer the requests of pupils for assistance when they meet special difficulties.

¹ James E. McDade, *Manual of Individual Technic*, The Plymouth Press, Chicago, 1927.

It is quite evident that if so great a variety of work were to be made available to children on the booklet or textbook plan of individual instruction, the volume of material would be far beyond the capacity of any child's desk, and the expense would be prohibitive. The plan here described involves what may be called a library of work material of very wide extent, any part of which can be made use of by any pupil at a moment's notice. The operation involves five different processes, all of which need to be carried simultaneously. It is desirable that these processes should be conducted by the class organization without taking the teacher's time, and without confusion or moving about on the part of the children. These processes are the following:

(1) Supplying the units to the pupils as needed. This is simply a problem of enabling the pupil at his seat to secure from the central file at any moment any particular unit which his work demands.

(2) Testing the pupil's mastery of a unit after he has done the work. Since this is to be done by pupils, special arrangements must be made so that either the marker comes to the pupil's desk to make the test, or the finished work is taken to the marker to be checked.

(3) Recording the credit. The pupil having completed a piece of work satisfactorily, the record is entered on his work record.

(4) Returning units to the file. When a pupil has finished with a piece of work, and has demonstrated his mastery of it, the unit of material is released, and is then returned to the central file.

(5) Assistance by the teacher. The pupil may meet with difficulty in some part of his work, and provision is to be made for his securing assistance without interrupting the work of other pupils.

It has been found entirely practicable to have all but the last named of these operations carried on by pupil officers assigned for the purpose. It was one of our early difficulties that children had to be out of their seats to go to the file to get new units and to return units on which work had been completed. A very effective solution was found in the plan of assigning a special pupil, called a collector, to pass about the room from time to time and collect all units ready to be returned to the file.

The file clerk is assigned to the care of the central file. This officer returns each unit to its numerical place immediately on its return, so that it is at the call of other pupils if they need it. The collector brings to the file clerk the requests of the various pupils for the units they are in need of, and on the next trip delivers these units to the desks of the pupils. This sounds like a rather difficult and complicated process, but in practice it works very smoothly and without the least confusion.

For convenience in delivering materials to the pupils, the desks are numbered. Those in the first row are 11, 12, 13, etc.; those in the second row, 21, 22, 23, etc.; and so on across the room. Desk No. 42 means fourth row, second desk; desk No. 58 means fifth row, eighth seat. For all purposes of interchange of materials these numbers are used instead of the children's names. Each pupil has at his desk a supply of little cardboard tickets called transit cards, each calling for one kind of service to be rendered, and each bearing the pupil's desk number.

When the pupil has occasion to send material to the file, he simply clips a "Return-to-file" card to it, and lays it out for the collector to pick up as he makes his rounds. Material to be delivered to any pupil has clipped to it a little card bearing the pupil's desk number. At the same time he clips a "New-unit-wanted" card to his request for the units he desires. The passing collector picks these up, and a few moments later the returned unit is back in the file, and the pupil's order has been filled by the delivery to him of the material which he ordered.

The pupils who act as officers, it has been found, need spend only a small part of their time on these duties. The rest of their time is spent on their own work. The pupil remains undisturbed at his seat and, without leaving his desk, finds it possible to return material, to secure new material, to have his work checked, to be given formal credit, or to secure the assistance of the teacher. When help is wanted, a pupil simply lays out for the passing collector a "Teacher's help" card. The collector hands this to the teacher, who knows by the desk number upon the card who is asking for help. The whole process is quiet, orderly, and efficient.

The marking or checking of the work is a function which has ordinarily been reserved for the teacher. If we can relieve her of this tremendous burden, we have gone a long way toward releasing her energies for more useful functions. By carefully designing the units of work it has been found quite practicable to have the marking done by pupils without sacrificing accuracy, and without unduly burdening the pupil officers.

The keys used for the objective marking of standardized tests are an illustration of one type of device which can be employed. With a little ingenuity a great variety of materials can be made available. It is not necessary that the pupil who is doing the marking should have mastered the subjectmatter, but only that he should be trained to accurate checking of work by the key. Marking is done by a considerable number of different pupils, each of whom has in his possession for the time being the keys necessary for the marking of certain assigned groups of units.

Very often it happens that the work which we wish the pupil to do in any subject is not contained in the regular course for that grade, but belongs rather to an earlier grade. If a sixth grade teacher has in her room file the units of work necessary for her grade, and also a limited representation of the work of earlier grades, she is in a position at any moment to assign remedial or preparatory units to a pupil who needs special treatment. Thus the plan makes it easy to assign to pupils individual programs of work adapted precisely to their needs.

In practice it has been found that children working under this plan develop a closeness of application utterly beyond what is usual in school work. The air of quiet industry has to be seen to be appreciated. The removal of the pressure of teacher control and the outlet afforded for pupil initiative produces a wholesome atmosphere of responsibility and efficiency.

THE FUTURE OF PIANO CLASS INSTRUCTION IN THE SCHOOLS

JOSEPH E. MADDY

Chairman, Committee on Piano Class Instruction, Music Supervisors National Conference and Head of the Public School Music Department, University School of Music, Ann Arbor, Michigan

CLASS instruction in piano is not a fad or an experiment. It has come to stay because it is pedagogically sound and economical. More children become interested in learning to play the piano when they can learn in classes, for the old private lesson scheme was lonesome and devoid of interest to all except the most talented children and the "plodders" who substituted persistence for talent. Group psychology or "gang spirit" is capitalized in the piano class and competition is one of the primary incentives to rapid progress.

Modern piano class methods are built upon approved pedagogical principles designed to maintain the interest of the pupils and to inspire them through beautiful music. Exercises and drill are used only as a means to an end rather than as an end in themselves, as is usually the case with private teachers. Sight-reading, transposition, and ensemble playing are integral parts of the piano class lesson while these are woefully neglected phases of private instruction.

Many school systems now employ regular piano class teachers who go from school to school and teach as many as 300 pupils per week, in classes of twelve to fifteen each. A good teacher can double the number in a class if two pianos are available. When organized on this basis piano instruction is as economical as any other type of instruction offered in the schools.

Instruction in music is as valuable to the musical child as any other subject he is permitted to study at school. And tests have proved that ninety-five percent of all children are musical. This accounts for the musical wave which has swept the nation in the past few years, resulting in symphony orchestras, concert bands, and fine choirs in thousands of schools.

Returns from a questionnaire sent out recently by the Committee on Piano Class Instruction of the Music Supervisors National Conference showed over 500 cities as having piano classes in the schools and as many more that were seriously considering adding them this year. This committee has made a study of piano class instruction and the results of this study are available in the form of a booklet entitled, "Guide for Conducting Piano Classes in the Schools," which may be had (free) by writing Mr. C. M. Tremaine, Director, National Bureau for the Advancement of Music, 45 West 45th Street, New York City.

The success of piano classes depends about ninety-five percent on the teacher and the remaining five percent on the school principal. The mere fact that a teacher has been successful with private pupils is no indication that she will be successful with a class. No teacher should ever be placed in charge of a piano class unless she is trained specifically for that type of

work. There are a number of training schools offering summer courses at which piano teachers may become proficient in the class method of teaching. Any teacher who wants a position as instructor of piano classes should be willing to spend a summer in preparation for the work. A list of training schools offering such courses may be had from the above address.

A well trained teacher who has the interests of the children at heart may fail utterly without the cooperation of the building principal. The principal should supervise the work closely until well established and see that the pupils are in their places promptly, that the classroom (usually the kindergarten room) is properly equipped and available at the time appointed for the piano class. The principal should also assist in organizing the class by sending out notices to parents announcing the classes and arranging for the collection of fees by the semester in advance, if the classes are conducted on the fee basis.

Piano classes should begin in the fourth grade, the class meeting once or twice a week, preferably during school hours. The piano class may take the place of the regular music lesson once a week if desired, though the piano class period should be forty minutes in length. The class should be limited to fifteen pupils if only one piano is available and double this number if two pianos are available in the classroom. All children should be exposed to instrumental music instruction of some type at some time during their school lives. The fourth grade is the logical place to expose them for they should have learned to read music vocally by that time and their progress in instrumental music should be very rapid with this foundation.

The child's experience in instrumental music should grow out of a previous experience in vocal music. The music material should be of similar type at first, preferably songs the children have sung. The familiar song is the best vehicle for introducing instrumental music, the song teaching the playing of the instrument if properly guided by an understanding teacher.

Technic should not be mentioned until the child has learned to "pick out" numerous familiar tunes in correct rhythm at the piano. When he can do this his ambition is fired, and carefully planned doses of technic may be administered in increasing quantities as the need for them becomes evident to the pupil. The technical dose should never be so large as to dampen the interest of the student. Here is where the private teacher fails in ninety-four cases out of every 100, as shown by statistics.

The successful conduct of piano classes requires the most expert teaching, for the teacher must be able to hold the interest and keep the entire class purposefully occupied at "dummy" keyboards while only one pupil at a time can be at the piano. For this reason it is far better to not begin piano class instruction at all than to risk failure at the hands of an inexperienced or untrained teacher. A six or eight weeks' intensive summer course will enable an otherwise successful piano teacher to master the principles of class instruction, but even then the teacher should be closely supervised for several months by the building principal to prevent "back-sliding" into private lesson tactics, which translated mean following the

line of least resistance. The private teacher is so accustomed to giving individual instruction that she is very apt to split the class lesson into numerous short private lessons, while the unoccupied members of the class cavort around the room and building at large.

With a competent teacher the students in a piano class will progress more rapidly than with private lessons. They will become better musicians by means of ensemble work, sight reading and the necessity for keeping strict rhythm. They will work industriously in preparation for the competition which is a part of every class lesson, and their interest will increase as the class advances and the music becomes more interesting. The cost of class lessons is so much less that many more children will begin the study of piano than otherwise. Children who forge ahead should be placed in a more advanced class or sent to a private teacher, while those who fall behind should be dropped or placed in a beginners' class.

All arguments are in favor of the class lesson, providing well trained teachers are available, and the spread of piano class instruction in the schools of America will continue its proportion as efficient teachers become available.

MUSIC

SERVANT and master am I: servant of those dead, and master of those living. Through me spirits immortal speak the message that makes the world weep, and laugh, and wonder, and worship.

I tell the story of Love, the story of Hate, the story that saves, and the story that damns. I am the incense upon which prayers float to Heaven. I am the smoke which palls over the field of battle where men lie dying with me on their lips.

I am close to the marriage altar, and when the graves open I stand near by. I call the wanderer home, I rescue the soul from the depths, I open the lips of lovers, and through me the dead whisper to the living.

One I serve as I serve all; and the king I make my slave as easily as I subject his slave. I speak through the birds of the air, the insects of the field, the crash of waters on rock-ribbed shores, the sighing of the wind in the trees, and I am even heard by the soul that knows me in the clatter of wheels on city streets.

I know no brother, yet all men are my brothers; I am father of the best that is in them, and they are fathers of the best that is in me; I am of them, and they are of me. For I am the instrument of God.

I AM MUSIC.

THE TEACHING OF THRIFT

LULU M. MOORE

Principal, Lincoln School, Toledo, Ohio

THE TEACHING of thrift as a part of the regular school curriculum has a distinct educational value. It prepares the children for the handling and budgeting of funds and also shows them the desirability of providing themselves with a reserve against a sudden or future need. Besides the idea of conservation carries over into other things than simply saving money.

Until an actual and definite good could be seen and felt in the teaching of thrift the instructors accepted the addition to their weekly routine in an apathetic manner. They followed the easy principle of permitting the children who wished to put their pennies in the bank to do so and to those who deposited their money in the candy store no appeal was made. The matter of conserving and preserving anything took care of itself in the same indifferent way. It was not long, however, until the teachers themselves began to see that the habit of thrift had a more farreaching effect than just to cause them additional weekly responsibilities or to supply the banks with an increased number of depositors.

For the progressive teacher to become convinced that a thing has value is to touch the flame to the dry tinder. She burns with the desire to put across her convictions and to make them function normally.

Lincoln School, Toledo, Ohio, was among the first to recognize that the thrift habit was one of the greatest needs of its children. Ways and means were devised so as to inculcate the principles of conservation in the least painful manner. The teachers were allowed the widest latitude in the matter of methods they wished to employ to awaken and stimulate wholesome interest in the children.

In a first grade an ingenious teacher built a bank out of paper and placed the structure on the sand table. By the side of the table, in a box, lay a number of paper dolls. Each little first grader who deposited money in the bank was allowed to select the paper doll that appealed to his or her fancy. The name of the youthful banker was inscribed on the doll and the little paper image was set on the sand table in the path leading to the door of the bank. At first, fifty percent of the paper dolls marched to the bank; but very shortly after the establishment of the unique attraction all the little paper boys and girls were kept busy on each bank day. Before many weeks had passed the dolls were quite worn out from their weekly trips to the bank. Just as soon as the small folks had become accustomed to the idea of putting their pennies in the bank each week the teacher no longer needed the incentive to induce the children to conserve. Indeed, no! The teacher soon found herself a banker each day of the week. Pennies were brought to her to save for the owner until the regular banking day. Parents who found their offsprings shunning the indigestible candies and obnoxious chewing gum became much more liberal and generous. They dug down into their pockets and increased the children's weekly allowance.

In addition to the saving of spending money many lessons in preserving shoes, clothes, and like articles, were taught. Johnny could easily understand that if he did not scrape his shoes or tear his clothes mother would have the money it took to replace these things. Both mother and Johnny would reap the benefit of his careful preservation.

In Lincoln Junior High there are over 500 pupils in eleven classrooms—six seventh grades and five eighth. Four of the latter are located in a wing of the building. The methods herein mentioned were originated by the teachers of these rooms who believe firmly in the worthwhileness of thrift and who expended much time and thought on how to get their ideas across to the pupils in the most effective manner so that the saving habit would sprout and bear fruit.

The first reaction of these upper grade pupils toward the School Savings Bank idea was probably the usual one—they seemed to view banking as a privilege to be enjoyed only by their smaller brothers and sisters in the lower grades. They had more money than the latter, but spent it with profligacy for gum, candy, toy balloons, marbles, any old thing—so long as it was not useful. This certainly reflected anything but the true conditions in their homes—homes in which many of the parents were actually slaving to keep these young spendthrifts in necessities.

In one of the eighth grades the teacher adopted what is possibly a new variation of the "team" idea. The entire class was divided into teams. Each team took as a symbol something that was built for speed, a racing automobile, an airplane, a speed boat, a locomotive, and the like. For every deposit made by a member of the team the speed machine advanced a mile. To the teams that made the greatest advances each bank day an American flag was awarded. Banking became, over night, a pleasure and not a hardship. Everybody banked—every week. The habit took root. The waste of money stopped. At the end of the year all the pupils had saved enough to buy themselves something useful and desirable. The teacher had stressed a worthwhile saving objection to each pupil. They spent some of their savings for trips to Boy Scout and Girl Scout camps, graduating clothes, books to enter high school. In spite of what they spent, the children still had comfortable balances remaining in their bank accounts.

The following year, another eighth grade teacher, in charge of a nearby home room, evolved an idea even more ingenious than the one related. Her pupils, whose record had been deplorable, observed the "speed contest" in the first eighth grade room with disdain. They would not bank and the teacher was in despair. Then she made the discovery that her pupils were wildly enthusiastic about a radio. Questions elicited the information that the other eighth grades were equally enthusiastic on this subject. And so each of the rooms became a broadcasting station with its slogan W S G (We Save Gum); W S F F (We Save for the Future); L L B (Lincoln Loyal Bankers); and others similarly. In each room the children were divided into groups with a cashier for each group. Each cashier sees that every member of his team faithfully brings his passbook and deposits, bal-

ances, computes his team's participation percentage, and then turns in money and balance sheet to the teacher—a splendid arithmetic project, by the way. This week's percentage is, of course, always compared to the last week's to show a gain or loss.

The cashiers hand their deposits and figures to the Announcer who computes the total bank deposits and percentage for the whole room. At the close of the Bank Class the Announcers from all the rooms meet in the corridor at the head of the central stairway, thus enabling all grades to hear the announcements, and with a megaphone announce the "grand finale" results which are at once set up on a big poster in the hall.

The amounts saved do not affect these computations; but the children are urged to save one-half of all spending money. At first, each team that saved 100 percent was given a red star. Three consecutive red stars earned the team a small gold star, and when three gold stars had been won, a large gold star was awarded. These were easily obtained from any stationery store at small cost. The big poster in the hall recorded, similarly with stars, the progress and standing of the rooms or stations. This matter of awarding stars is now done away with as the habit of thrift is sinking deeper into their consciousness and is functioning normally.

While the telling of this has taken some time the entire actual performance of banking and announcing lasted from 15 to 20 minutes each Banking Day. The scheme worked like the proverbial magic charm. Station W O C announced five percent one week and eighty-four percent the next. Station W T O B reported thirty-three percent one week, the next week sixty-three percent and then 100 percent; Station C F L B had fourteen percent one week and sixty percent the next; Station W I N reported eighty-five percent one week and ninety-seven percent the next. The interest grew and kept growing. All these rooms are now reporting 100 percent participation. The seventh grades have come in as stations and the entire school has seized upon the idea with avid enthusiasm.

Is it all worth while? Why not? What is worth doing is, of course, worth doing well, but more important, as has been said, this teaching of thrift in the handling of money leads inevitably to the thrift lesson in other things. The older children readily grasp the thrift lesson reaction in the care of clothing, shoes, household goods, school books, the school building itself. If they are careful of the things they already have, these things will repay their care by lasting a long time. Then the money that would otherwise be spent to replace wornout garments and shoes may go to provide something that might otherwise be unavailable. That's logic, is it not?

The far reaching effect of this teaching of thrift is quite remarkable. The reaction on the parents is something to contemplate with surprise and pleasure. Children of preschool age, fathers, and mothers have accounts in the School Savings Bank. In one room alone, five outsiders send in their weekly sums to be deposited on Bank Day. And finally, every Bank Day, Lincoln School absorbs another lesson, a lesson in loyalty to team, room, and building, stimulating that wonderful ideal "one for all and all for one."

THE PARENT-TEACHER ASSOCIATION

FORREST A. IRWIN

Principal, Nishuane School, Montclair, New Jersey

THE underlying theory of the parent-teacher association must find its basis in a sound philosophy of education. But the meaning of education is ever being refined and extended. One function of education is to adjust the individual to the ever changing social order of which he is becoming increasingly a part. It is inevitable, therefore, that the parent-teacher association should be an evolving, changing, more purposeful organization.

It is generally understood today that all the education of the individual does not take place within the school. The assertion is repeatedly made that the experiences of the child before he is five years of age significantly condition all his future learning. Even after he enters the public school much the larger part of his day is spent without the school. There are those who seriously question that the school is the major factor in the total education of the child. Be this as it may, the fact remains that the home, the church, the public play grounds, the motion picture—in brief, the community—exert their powerful influence for good or ill. Modern education is concerned with the maximum utilization of the community's resources for the enrichment and ennobling of child life.

The parent-teacher association is potentially one of the effective instruments in this process. The purpose of this article is to suggest one way in which this organization may be made to function smoothly and somewhat adequately in a school community.

It is an accepted principle of school administration that the principal of the school is its responsible head. Rightly conceived his position is one of leadership and influence. It is assumed that he has developed a working philosophy of education that clearly defines the aims of the school. Moreover, he must possess some technical knowledge of how these aims are to be realized. No principal who is professionally trained can ignore the potential benefits of the active, sympathetic support of the parenthood of his community. In a very unique sense is it true that the principal does not live by his own ideas and ideals alone, but by virtue of all that issue forth from the creative urge and desired progress of his local community. The principal may argue that the creative urge and desire for progress do not exist among the flock that he is called to shepherd, but his reasoning is not convincing. His community may fail to respond with alacrity to his enlightened overtures, but this does not nullify the desire of the typical parent to seek for his children better opportunities than he himself enjoyed. Fortunate is the educational leader in any locality who can sense his people's noblest aspirations for their children and make these aspirations in some measure realities. This, in fact, is the essence of statesmanship and the very stuff of which progress is made.

We have suggested thus far: (1) That the program of education of any school must include the sympathetic and loyal cooperation of the parenthood of the community with the administration of and instruction in the school. So many of the factors that condition learning and determine behavior are outside the four walls of the school. Much of the total education of the child takes place in situations over which teachers have no control. The purpose of the parent-teacher association is to create a vehicle by and through which the cooperative relationships of the school and home may find effective expression. (2) The principal is the responsible leader of the school. If desirable cooperative relationships exist between the school and the home they must come through his initiative, his program, and his efforts.

The successful principal must have a comprehensive educational program for his school. This program will comprehend the nature and scope of activities of the parent-teacher association. The community has a right to expect the educational leadership to be within, and not without, the school. While the principal should not be an officer of the parent-teacher association, he should in large measure determine, or at least voice, its policies. If he is a wise and tactful person he can get his policies accepted without arbitrary measures. The typical community in these days comes to the school for expert advice regarding many aspects of child life and training. It will probably continue to come unless in asking bread it receives a stone.

There are principals who have had unfavorable experiences with parent-teacher associations. Sometimes they inherit associations that have gotten beyond the control of the school, organizations which misconceive their function and misuse their energies. It is in no sense the business of an association to concern itself with technical problems of the classification of pupils, the employment of teachers, the making of curriculums, methods of instruction, policies of administration, and the like. What are the legitimate activities of an association?

In the first place, vision is as indispensable to a parent-teacher association as to any other type of organization. The average layman (the typical parent) is interested in the major trends in education. He wants to know toward what definite goals we are headed. He knows that significant changes have come in education in the last two decades, but he probably does not know why they have come, or their wider implications, or what they mean for the future. He knows that both the subject materials and the methods of teaching them are different from those of his own school days, but he does not appreciate the points of superiority in the classrooms in which his children belong. Bits of evidence have repeatedly come to his attention that his children are happy in their school life. They seem to possess an enthusiasm which contrasts strangely with his own boyhood experience. The fact of his children's happiness and enthusiasm is gratifying enough, but he sometimes wonders about their source. In his less credulous moods he questions whether son and daughter spell, write, or even add as well as did their father and mother at their age. The home report cards have on them marks in qualities of good citizenship. He hears the children discussing their

assembly programs and their club activities, but his business has never permitted him to attend even one of these programs. These and many other things suggest to the modern parent that education is more complex than it used to be, that it is apparently more interesting, and certainly it is more objective and scientific.

The opportunity of the school principal under these conditions is obvious. He can so direct or advise the program committee of his association that they will welcome the discussion of these and related matters, by persons competent to discuss them. Suppose, for example, that he visualizes the work of the association over a period of five or six years, and that this work is to be related definitely to the educational program of his school. What are the subjects that the people of his community will probably wish to hear discussed, and about which they would like to ask questions and become somewhat more familiar?

The following list of subjects is offered as typical of those that associations have found helpful and interesting:

Modern trends in education; the elementary school curriculum; the educational program of the junior high school for early adolescents; the contribution of educational measurements to the instruction in the schools; vocational guidance; child accounting in a modern school system; some causes of maladjustment in the typical child; the expansion in educational service of a good school system.

All the above listed subjects are general in nature and designed to give increased insight into and appreciation of some of the characteristic features of a modern city school system. They are designed to create a background for a more intelligent view by the average citizen.

But in time these very general subjects should be followed by some more specific discussion of problems closely related to the local school. They should be concerned with the progress of John and Mary now. The general view should help the busy parent to appreciate and support the work of the local board in making their schools constantly better. The application of those more recent instruments of education in the local school should help to explain to fathers and mothers why their children are or are not making satisfactory progress in their school life. The facilities of the school and the resources of the home will often find the solution of a difficult problem which neither the school nor the home alone could solve adequately.

In this part of the program, or this stage of development, specific phases of the more general subjects could be profitably discussed. The principal, general supervisors, heads of departments (in case of the junior or senior high schools), and classroom teachers might well be selected to appear on the programs. But it is also highly desirable that from time to time well informed, understanding, and sympathetic parents address the meetings. The cooperative approach to education means that certain responsibilities will still rest with the home. And with these responsibilities must go reasonable prerogatives also.

From what has already been said it is not to be inferred, however, that a parent-teacher association should be a "listening" organization. They

should be very active indeed. There is much work for the association to do, for there always exists the possibility of supplementing in some way the equipment or advantages which the board of education can reasonably be expected to furnish. In one community it may be the extension of play ground facilities; in another, beautifying the building with good pictures or statuary; and again, purchasing a radio to make the Damrosch concerts available for the children. In some rural communities both labor and money are donated to make an athletic field possible. Some communities may have a sufficient interest in dramatics to supplement the stage equipment, or supply it entirely. In other instances the stimulation of scholarship may be their particular pride.

The point may well be emphasized that the parent-teacher association, like any other organization or individual, has an increased appreciation of and interest in that in which it invests time, energy, or money. Any progressive community, large or small, rich or poor, may have relatively better educational advantages for its children by the type of cooperative effort here suggested. Moreover, the people of such a school community may have a perfectly splendid time doing these things. The people of a given locality become a community largely by virtue of the things they have in common. What better opportunity exists for a commonality of interests than the public school—the one institution that affects the lives of practically all the children of all the people?

There is one thing more that should be understood. Every local parent-teacher association should adjust its program to its own particular needs. Every community is in a sense unique. It has its own problems, its own resources, its own interests. Stimulating educational leadership will direct the total community resources toward the constant remaking of an even better community.

INFLUENCE OF THE TEACHER

WHEN WE speak of the inspiration of the schools we think at once of the teacher whose personality inspires respect and confidence, provokes effort, makes indolence and indifference seem unworthy, arouses ambition, and whose knowledge and wisdom are a constant lure to effort on the part of the students. The teacher is the inspiration of every school . . . and rarely does a teacher fail! The men and women in America today know this; they who bear the responsibilities of the families, the communities, and the nation, do not forget to attribute their ability to carry on to the inspirational influence of teachers. Great teachers are found at some time in every school; when they linger long enough and when there are enough of them, the community becomes great—there is no resisting their inspirational power.—Mrs. Susan M. Dorsey, Superintendent, Los Angeles.

A HEALTH CLUB EXPERIMENT

C. E. MARSTON

Garfield School, Kansas City, Missouri

WHILE the acquisition of desirable health habits is a major objective of education, it cannot be said that their practice is a natural tendency of childhood. On the contrary, the child is apt to select indigestible food; keep late hours; and disregard the time-honored maxim that "Cleanliness is next to Godliness." It is idle to preach length of days, freedom from pain and disease, or the need of a strong body for comfort and social service as motives for observance of health rules. The child's appetite is strong and his life experiences limited, so to achieve results in health education incentives must be tangible, desirable, and immediate.

It was with some such philosophy of child life that the writer, a principal of an elementary school of 900 pupils, set about the organization of a health club. From the beginning it was recognized that certain basic principles must be followed. The plan must call for active participation of all: pupils, parents, teachers, school nurse and the principal. It must be of interest to all concerned and cover all grades. It must be possible to check the practice of health habits and thus see that the child honestly earns his membership. The rewards must appeal to elementary pupils.

The Garfield Health Club now in operation its fifth year imposes the following duties:

1. The classroom teacher teaches hygiene daily and inspects pupils for cleanliness, posture, and other health habits. She sees that each pupil desiring membership knows the health pledge which is:

I cannot be happy or helpful to others without health. I will therefore learn and practice the rules of healthful living.

I will keep my mind and body clean.

I will work or play out of doors at least two hours each day.

I will sleep eight or ten hours each night with windows open.

I will brush my teeth; clean my hands, face and finger nails, and comb my hair regularly.

I will not use tobacco in any form.

I will not drink coffee, tea or other drink that would injure my mind or body.

I will eat fruit and vegetables and drink milk to build up a strong body.

I will do this for the honor of Garfield School and that I may enjoy life and better serve my community.

2. Then the pupil is sent on to the nurse, who inspects for defects of the eye, teeth, throat, and ears that can be easily remedied. She withholds approval of the candidate till such correction is made. Through home calls, she checks to see if the pupil lives up to his health pledge. If the applicant passes these tests, he goes to the physical education teacher.

3. The gymnasium teacher requires suitable feats of strength, skill and endurance. If the child meets these, he is recommended for membership and the principal forthwith places him on the roll and presents him a mem-

bership button. This emblem is made in the school colors and bears the inscription "Garfield Health Club."

To see that each child remains physically fit, his membership is for only one year. Even so, some have been dropped from membership when certain undesirable habits developed, as biting finger nails. In such cases the teacher takes the initiative. About fifty percent of the school are able to boast of membership at the close of each school year. The room having the most members holds a school banner till surpassed by a competing room.

Finally, what are the attractions of the Health Club to pupils? Members hold monthly meetings in the auditorium where health plays are presented or enjoy games in the gymnasium. They help edit the *Health Club Booster* and receive copies. When the weather is favorable, room members occasionally go on hikes or have a picnic. Participation in the work of the Club, e. g., office holding; dramatizing; preparing a program for the P. T. A.; making posters; arranging an exhibit for a teachers association and similar projects are enjoyed by the members.

The test of any school enterprise is whether it works. The writer has had the satisfaction of seeing the Health Club idea grow in spirit and accomplishment. Through it the health work of the school has been unified. Cooperation of pupils, parents and teachers has been easily secured. The plan is simple and democratic. It calls forth the energy and vision of the teacher and purposeful activity of the pupil. It makes use of some knowledge of hygiene, but in accordance with the demands of modern pedagogy emphasizes healthful living. As long as health is a vital aim of education; as long as pupil activity is a desirable way of learning; so long will a health club be an important factor in the life of an elementary school.

THE PRINCIPAL'S OPPORTUNITY IN TEACHERS' RETIREMENT ALLOWANCES

HOW efficiently the teachers of a school are studying and solving their problems generally depends on the type of leadership of the principal.

One of the outstanding problems in Education today is the one of Teachers' Retirement Allowances. When teachers are well informed of the best principles of sound retirement and the best practices, they are usually actively interested.

Active interest on the part of all the teachers soon brings the needed legislation for a given city or state. No greater service to education can be given by a principal than to stimulate the active interest of every teacher in Teachers' Retirement.—E. Ruth Pyrtle, Chairman National Education Association Committee on Teachers' Retirement Allowances, Lincoln, Nebraska.

CITIZENSHIP TRAINING IN ELEMENTARY SCHOOLS

ELLIE MARCUS MARX

Principal, Henry Clay and James Barron Hope Schools, Norfolk, Virginia

RARELY do we hear an educator make an address to a professional group or see a copy of any professional magazine without such topics as Junior Citizenship Training and Conservation of Supervising Principal's Time for real constructive work frequently mentioned. From the popularity of the themes, they seem to be problems demanding to be solved.

As the result of a happy experience lasting over a period of six years, I have found that the success of one, achieved through actual student participation in extra curriculum activities and school government has brought about the other. The experiment has passed the theoretical period and is now the routine of school work. Since the practicability as well as the feasibility of such a plan has been proved, it may interest others to know of our limited student government, civic clubs, and free periods in an elementary school made up of kindergarten and six grades.

The first and most important step in adopting such a program is for the principal to have his teachers with him, for without their active cooperation the experiment is doomed for failure—with their assistance, as has been true at the Henry Clay and Hope Schools, much can be accomplished in developing such character traits as to help the child to a higher plane of living and through this the principal is given greater opportunity to observe the work and to lead teachers to further accomplishments.

In order to reach the individual child, to develop the best that is in him, a Free Choice Period, devoted to individual effort, has been placed on all daily programs. During this individualistic period the child has the thrill of finding expression in the task he sets himself to do. The great effort of creating is to be released on this proud task. He wants to do it. He sees the completed object, which has stirred his energies and is making the procedure one of joy, with all the ecstasy of play. It is the one dominant, all but irresistible wish of human beings to create. From the time of making mud pies and wooden pistols to the Panama Canal, the passion is the same; but so often society thwarts this desire in man, and he becomes quite a different person than he would have been had he had the opportunity to follow his own instinct.

Beginning with the kindergarten and extending through the entire elementary school the pupil has the right at this special period to pursue his own activity along the line of his desire, as long as it does not interfere with the rights and privileges of the other children, and as long as he is engaging in a worthwhile activity. The teacher sees that neither time nor materials are wasted. In each school room it is the aim of every teacher to let every boy and girl be free to make the things he wants, when he wants, in the way he wants, and as far as possible without interference from the teacher. There is, therefore, a need of intelligent instruction and direction; a con-

versation with the teacher to give him only the cooperation he needs. There is the greater need that the child should be left to make himself a producer, and then he will have the joy that cannot be hushed when he makes the thing he wants. Here we have taken the energy of desire and turned it into production. Not only is there developed the special gift of the child, but he begins to learn the first lesson of good citizenship in a democracy.

In carrying on this work the child has the expert supervision of the teacher, who has surrounded him with natural suggestion for further work from a most generous equipment of this phase of education. The child has the right to follow these ideas or any of his own; but he must do nothing to hurt himself or to interfere with the rights and privileges of others. During this free choice period the pupil has the use of the library, the art, and manual training departments. This work can be seen to correlate with the entire course of study, but particularly with the social studies and English. The one so often gives the idea; investigation follows, and he uses the result for a weekly report of the lanes explored and results achieved during this period of selfinitiated activity. It is the aim to unfold before the child the best sources of inspiration and training of his every capacity for productive effort, so that there will be no time left for the destructive influence of those greatest foes to human happiness—idleness, indecision, and unrest. At this time the child not only is able to develop his special gift, but begins to climb the ladder of junior good citizenship.

In the Free Choice Period the clumsy child finds joy and reclaimed self-respect in planning and accomplishing big, spectacular, heroic things; while the child with the delicate, sure touch and the appreciation for sensitive, fragile things is more than compensated by the joy of creating. More gratifying than either of these alone is the fact that they have learned that neither group of pupils is complete without the other. Children learn early and without jealousy their dependence upon the abilities of each other.

We are finding that education, to be most effective, must satisfy the needs of mind and body. It must prepare the child to cope with his own environment by creating a school environment which shall offer experiences approximating real life as nearly as possible. Our aim is to encourage the child to originate and to make judgments, by giving him every opportunity to work as an independent individual in a group of interdependent pupils. In a Free Choice Period the child has an opportunity to express himself, he has the thrill of finding expression in the task he sets himself to do.

Each room has its own civic club which meets on Friday afternoon and the first Friday in each month these separate units have a joint meeting to discuss the problems that affect the school as a whole. Through these clubs an environment is created in the school room which offers as nearly as possible the same situations and experiences which must be faced in real life. At these meetings, which are conducted as formally as it is possible, the child learns how to preside over public meetings, to analyze situations, to pass judgment, to express his views, to see that justice and fairness is granted to all. The result of this work has been most gratifying. These meetings

develop patriotism and loyalty to the school, to the home, to the community. In learning the first lessons of good citizenship in a democracy he gains a constructive knowledge of governing himself and others, he finds the joy of serving, and at the same time develops his own initiative and individuality. These clubs were organized to create a spirit of citizenship and responsibility in the child at an early age, so that he may ultimately learn through constant practice that he must regulate his own actions so that they will not interfere with the rights and privileges of others. The qualifications and characteristics acquired by his enthusiastic adherence to the laws of his club create a spirit of cooperation and true fellowship which are so essential to the development of the boy of today who becomes the citizen of tomorrow. In acquiring the true meaning of citizenship through their own active participation, the boys and girls of the Henry Clay and James Barron Hope Schools give the teacher more time to teach and the principal more time for constructive leadership in the school—rarely does a case of discipline come to the principal's office. More often a committee of pupils ask for an interview to suggest ways and means which they think will make us happier with our work.

Student participation in school government had its basis in freer class room discipline. The freer life in the school caused two general rules to grow in the mind of each child: I must consider the rights of others and I must be profitably employed. Since these boys and girls must learn not only to govern themselves but to place limitations upon the acts of others when they become older, there is no better time in which to learn the art of living in a democracy than in the early years at school. Unlimited student selfgovernment for elementary schools is foredoomed to failure as the pupils are too immature to exercise complete control over their own activities, but socially conscious selfgoverning citizens can be developed only through some degree of exercise in actual selfgovernment to form these habits so as to become a living part of the child. A limited participation in school affairs will go far to form a true concept of good citizenship.

Our Student Council is made up of two representatives from each room. These are elected by the pupils from a list of A pupils in scholarship and citizenship. They function as Congress making laws, with the approval of the principal, for the good of the school. It is an honor to be elected a member of the assembly and there can be no greater disgrace than to be dropped from it which is the automatic procedure should any member break a rule made by the body. From the Student Council nine judges are elected from pupils in the fifth and sixth grades to form a Supreme Court. They hear all new cases and keep a written account of all the laws they make. Three teachers are appointed by the principal to act as advisers to the Court and the Council, but when they find it impossible to reach a unanimous decision, the case is then appealed. This does not often happen. It is by these means that the schools are governed. From the first boys and girls were enthusiastic about their own government for play grounds, corridors, basement, but as usual there were those who feared and rather loved the rod and thought

to step roughshod over the elected representatives of this august assembly. Soon, however, the minority learned to recognize the supremacy and justice of this body. All pupils respect and fear the decisions of the Court and there are rare occasions when a case has to be appealed to the principal. That this work is a success at Henry Clay and James Barron Hope Schools is no doubt largely due to the interested teachers, who help the pupils to feel and to appreciate the privilege granted and to the hearty cooperation of the home and school affiliation.

As we view our work we see a happy, well organized school, where the pupils learn to live the lives of worthy junior citizens and its chief byproduct is that the principal is freed of minor disciplinary matters. Time only will prove that the habits formed at this early age in elementary schools will make of our boys and girls worthy American citizens.

AMERICA FIRST

NOT MERELY in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.

Not in splendid isolation, but in courageous cooperation.

Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love, and understanding.

Not in treading again the old bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which please God other nations will follow, into the new Jerusalem where wars shall be no more.

Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all my heart and soul, "America First."—Bishop G. Ashton Oldham.

ALLEN SCHOOL CAMPUS CLUB

JANE CARADINE

Principal, Charlotte M. Allen School, Houston, Texas

THE CAMPUS club of Allen School was first organized as the answer to an appeal from the principal for a general straightening up of the down-at-the-heel appearance of a once beautiful school building and grounds. The old building, vine covered and rich in a heritage of long and honorable prestige, sits well back in a large city block. Rich shrubbery is set informally and very old oaks, elms, and maples grow like guards on the parking all around the building. The lawn had once been carefully tended, but somehow the lovely old place had a dejected appearance. The children seemed to have caught the spirit of untidiness, for they were cutting corners, wearing deep paths across the lawns, tramping with little concern on the edges of flower beds, scattering papers, seemingly utterly indifferent to the unkempt appearance of their campus. The principal had but lately come to assume control of Allen School, and wanted above all else to make friends early with the children. To begin at once with sudden changes, or to find fault with the existing order, could not be the best way to make friends. Here was a real situation and it was eagerly seized upon.

The call was made to the High Fifth, which was the highest grade in the school. The principal went to the children with a direct appeal, suggesting that they form a plan of some kind which would accomplish the things she wanted done. The children suggested the club, its name, its statement of purpose. They named the working committees and their duties. They elected their officers and immediately assumed control of the school grounds and basements.

When the question of gaining the cooperation of other children came up for discussion, it was decided to frame a pledge, printed on a card for the club to sign first and then to be offered to all of the other children to sign. The children planned the pledge card which reads as follows:

I promise to try my very best to pick up after myself in the basement, in the cafeteria, and on the campus, and as a token of my promise I accept this button from the **CAMPUS CLUB OF ALLEN SCHOOL**.

Badges for the active members and buttons for the associate members, the associate members being all of the children outside the high fifth grade who signed the pledge card. On the button was printed the club motto, "Courtesy and Order." The Parent-Teacher Association bought the buttons and badges. Committees were appointed to go into the other classrooms and invite the children to cooperate. The pledge cards were distributed and the children told they were to gain their parent's consent to signing of the pledges. Then the signed card was exchanged for the button.

Anyone who has worked with such activities knows about the enthusiasm which is displayed in such a movement among the children. At first the high fifth grade abandoned all play in their eagerness to carry out their

plans. They met problems, chiefly in the nature of children who rebelled at being reminded to pick up after themselves, when the wary eye of some club member saw children forgetting as children will. These were reported to the Chief Director who politely explained that he would handle the matter the first time and the second time; but the third time, the officer making the charge should accompany the offender to the principal's office. The members themselves were not always polite; sometimes they took privileges they would not allow in others. These children were raked over the coals at the club meetings, and went through the humiliating experience of feeling the condemnation of the group of their peers. Sober discussions of the best way to bring recalcitrant ones to see the light brought out lessons in consideration for others who might not hold like views. Children who were brought to the principal were reasoned with kindly, and were never made to feel that the principal believed they had wilfully sinned against popular opinion. They seemed to appreciate the consideration given them, for one of the most troublesome children went out of the office to his home and reported the incident, saying, "Dad, I tell you she treats us kids like real people." In discussing what to do with one very naughty child, one of the club members said, "Just take him in to Miss ———; she will make him see the light and will treat him square about it."

When the enthusiasm died down, the campus saw less stir and less of admonition from child to child; but also, it saw less of untidiness about; it saw the trend of little feet turn away from the flower beds back to the wide walk; it saw grass which was set out to fill old pathways growing fast. There came days when the campus would be cluttered up with paper, but a call to the campus club brought instant response with only a day or two away from sports.

This is now the third year. The new Campus Club to serve the school for the 1928-29 terms is well organized and working. The committees have gone into the rooms reminding children of their responsibility. This year it was decided that only those who held high scores in attitude were eligible for office. This has made a profound impression on the children. But it is right that only children who themselves are happy and good natured toward their fellows should be placed in control of others. They have controlled their own affairs and are better able to control others.

The success of the present activity is entirely due to the wise and capable leadership of the high fifth grade teacher, and the friendly help of other teachers throughout the school. When the first appeal went out three years ago, the teacher threw herself into the activity and led without making her presence the dominant force. And the organization this third year is in equally capable hands. The teacher's work in such activity either makes it a success or failure. That the Campus Club of Allen School is a permanent and valuable aid in the management of that phase of the school is entirely due to the wise guidance of sympathetic teachers.

INTERESTING NON-ENGLISH SPEAKING PARENTS IN THE WORK OF THE SCHOOL

JOHN S. HERRON

Principal, Lafayette Street School, Newark, New Jersey

A SCHOOL is as good as the service it renders. In the last analysis, this service will determine the hold which the school exercises on its immediate community. "It pays to advertise" is a truism recognized by all; yet with equal certitude it may be asserted that no inferior commodity can sustain itself for long in the competitive market, solely through the medium of publicity propaganda. As with business, so with the school: a reputation that is worth while must be built on service, and service alone. The best judges of a teacher, or a school, are the pupils, and through the pupils the school neighborhood comes finally to a fairly accurate evaluation of the worth of the school as a community institution. In reply to the question, "How may non-English speaking parents be made interested in the work of the school?" there is but one answer. The answer that will apply to any type or group of parents, whether native or foreign born, is "Render the service."

Parents, like pupils, are the same the country over. Each father or mother, with rare exceptions, is intensely interested in the welfare of his or her children. Whether the school be in a residential suburb or in the congested part of a large city, the school will appeal to the parent only to the extent that it serves the wellbeing of its precious pupil body. In dealing with parents who do not speak English, the problem is naturally more complicated, but the underlying principle involved is the same.

The writer is principal of a city school of the all-year platoon type which, together with its annex, has an enrolment of approximately 2100 pupils. The distribution of the languages spoken at home is as follows: Italian, sixty percent; Spanish and Portuguese, ten percent; Slavish, six percent; English, twenty-four percent. The neighborhood is in the industrial zone, although not far removed from the business center of the city. The following is an account of some of the policies and features employed by the school in its attempts to bring about a live, sustained interest on the part of the parents in its work.

1. *Policy of courtesy*—It is a cardinal principle of the school that courtesy shall predominate in all dealings with parents and visitors, as well as with pupils. The humblest father or mother coming to the school is made to feel that he is welcome. A pleasant smile and a show of friendliness cost nothing but they bring large returns. The school must purposely sell the idea that it is as vitally interested in the welfare of the pupils as are the parents; that the school is acting in place of the parents and is the big helping agency of the family; that the school is real, sympathetic, and human. There is no better way of putting this message across than by directly taking fathers and mothers into the common partnership. Dealing for the most

part with parents who, at best, speak English brokenly and working regularly through pupil interpreters, the school is apt to be misunderstood and misjudged; hence, it is all the more urgent that principal and teachers exercise the utmost kindness and patience in contacts with parents.

2. *Making "satisfied customers"*—A second method by which the school endeavors to win the support of parents is through the application of the principle of making "satisfied customers" of all parents who come to school with complaints. In this respect, a progressive school must follow the practice of successful business concerns. Parents come with grievances, both real and imagined. When a principal or teacher is faced with such a situation, he should say to himself: "Here is a problem I must solve. If this parent goes away disgruntled, he will voice his feelings to perhaps a dozen other families. The distorted story may reach scores of homes and the reputation and influence of the school may be impaired. I must clear up the situation now." In such a case, the thoughtful principal will invite the parent into his office, seat the latter comfortably, force a smile or a laugh into the situation, create a friendly atmosphere, and then ask the parent to tell his story. Courteous and sympathetic attention on the part of the school authority is understood. In nine cases out of ten, the principal, if he is tactful and sympathetic, will have little difficulty in convincing the parent that the school is right and all is well. The incident has taken some of the principal's time but it is time well spent, for now the neighborhood will hear praise of the school instead of criticism.

If the parent's complaint is a justifiable one, the facts must be faced. If the school has been at fault, the fault must be acknowledged and a remedy provided. Candor and frankness in such a situation will create in the mind of the parent a confidence in the school which will reflect a better understanding all around.

3. *Inviting parents to school*—Parents should be made to feel welcome at any time but special invitations may profitably be sent to small groups of mothers to visit the school during the time school is in session. Girls of the domestic science and sewing classes occasionally invite their mothers to visit their classes when they give cooking demonstrations or show their completed garments. Classes which have prepared special auditorium programs invite their parents to see the performances. Individual parents, from time to time, are invited by the teachers to visit the classes of their children.

In all Newark schools where nutrition classes are in operation parents visit the school once a week to meet with the teacher and the members of the class, to note the progress made according to the individual weight charts, and to receive instruction on safeguarding their children's health.

This school fosters the plan of having large groups of parents visit the school on special occasions such as graduation. Being an all year school, graduation is held four times a year. Most of these exercises are held in the evening so that parents and friends of the graduates can attend. The school has a glee club, a harmonica club, an orchestra of twenty pieces and a bugle, fife and drum corps of thirty-five boys. During the year, these organizations perform in the auditorium from time to time in the evening, so that

parents may enjoy the endeavors of the school in a musical way. Once or twice during the year, school entertainments and motion picture shows are given in the evening as school benefits, the parents paying a small admission fee. During the recent celebration of Education Week, Wednesday afternoon was set aside as visitation day for parents, each pupil personally carrying an invitation home.

4. *Home visitations*—A most effective method of securing the cooperation of parents is through the visit of the teachers to the homes. This is a practice followed by many of the teachers which is appreciated by the parents. The school, however, is served more regularly and consistently, in this respect, by three agencies which carry on a splendid work of mercy and helpfulness; these agencies are the visiting teacher, the school nurse and the attendance officer. Perplexing "problem" cases of the school are handled by the visiting teacher who goes to the home, gains the confidence and support of the parents, studies the entire life of the pupil problem, enlightens both teacher and parent on the cause of the trouble and usually spreads happiness in all quarters. (Visiting teachers in Newark work under the direction of the Department of Child Guidance through the principal.) The school nurse and the attendance officer, who go to the home in the spirit of sympathy and helpfulness, and not as minions of the law, assist the school to a degree little realized by one not cognizant of their work.

5. *School lunch room*—For nearly ten years luncheons have been served in the school during the noon hour for the children of parents who are compelled to work. Each day from 100 to 150 boys and girls are supplied with hot luncheons at cost. A regular work of this nature, year in and year out, is bound to make friends for the school. (This service was originally carried on by the school itself but for some years past has been conducted by the High School Alumnae Association of Newark.)

6. *Pupils' booklets and folders*—All parents are pleased with evidences of the progress their children make. A plan in operation in the grammar classes of this school for the past two years has been to have each pupil keep a folder in which are filed his written papers, maps, and drawings. Each month these folders are taken home so that parents may inspect them and then brought back to class to be kept until the end of the term. In all grades, special emphasis is placed upon the making of booklets which correlate the work in the various subjects. These project booklets and the folders are concrete evidences which father and mother love to see of the progress of their children.

7. *Safety patrol*—Like all other Newark schools, this one also has its safety patrol consisting of twenty boys who work under the direction of the two police officers assigned near the school for traffic duty. The streets adjoining the school are particularly dangerous because of the heavy traffic. Parents, as they pass near the school, cannot help but be impressed by the fact that the school is stretching its hand beyond the building in the interest of their children. Because of this service, parents do feel their children are safe from injury during school hours and, in return, cannot help but feel indebted to the school.

8. *Publicity*—A school owes it to itself and to the system of which it is a part to give publicity to legitimate and outstanding features of its work. Pupils like to read accounts of their school in the papers or see pictures of some of their school activities. Through the interest of the pupils, the parents also become interested and the school is the beneficiary. Last winter the school orchestra broadcast a half hour program one evening over a local radio station and plans are under way to repeat the same this year.

9. *Cooperation with the community*—The school, to function properly, must be part and parcel of the neighborhood; it cannot be dissociated from the latter. The interests of the neighborhood should, in every legitimate sense, become the interests of the school. This school cooperates wherever, and whenever, it can in matters affecting the welfare of the immediate community. It has worked hand in hand with the local churches and in return has been helped by them. On the occasion last year of the dedication of the Christopher Columbus statue, a gift of the Italian people of Newark, the school, headed by its bugle, fife and drum corps, paraded in the municipal demonstration. For the teachers involved, this meant giving up a holiday, but they did so readily because they recognized their duty to have the school actively participating in an event which meant so much to the people of the neighborhood.

This school does not have a parent-teacher association. Although the value of such an organization is today a mooted question among school people, the reason one has not been started in the school has been due to the inability of the great body of parents to speak and understand English. If at any time it appears that a parent-teacher association will properly function within the school, one will be organized.

10. *The principal as adviser and confidant*—As the influence of a school grows, the principal will come to be looked up to by the people of the neighborhood as one to whom they may go for trusted advice and assistance. This is an enviable rôle and one which should be appreciated. The principal should be ever ready to lend a helping hand, to advise sympathetically and to soothe, as far as he can, the heartaches of his troubled clients. A little note with his name signed to it may land a job for a worthy one in need of employment; a visit to the judge may throw much needed light on the good qualities of a lad who has started wrong and "got caught"; a phone call to the Social Service Bureau may hasten relief to a family in dire need; a letter to the Director of Public Welfare may be the means of securing a prolonged vacation at the shore for the orphaned Patsy and Tony. Innumerable are the opportunities of the principal for leading his school in the service of the community and of bringing back to the school a "full measure of devotion," rising from the grateful appreciation of the father and mother for the service the school has given.

Angelo Patri, in his classic, "*A Schoolmaster of the Great City*," says: "Unless a school enters deeply into the lives of the people, that school will not enter deeply into the lives of the children or into the lives of the teachers. Unless the school is the great democratic socializing agency, it is nothing at all."

RADIO AN INNOVATION IN THE SCHOOL ROOM

ALICE KEITH

Director of Division of Education for the Radio Corporation of America

RADIO is at last making a place for itself in the field of education. The thousands of letters received weekly by Walter Damrosch, Director of the RCA Educational Hour, which is broadcast nationally each Friday morning at 11 A. M. (Eastern time) indicate that "young people" from seven to seventy are enjoying his children's concerts.

All of the students in certain grades in Chicago have written letters of appreciation; a girl from the Missouri state school for the blind wrote in Braille, "You don't know what happiness you have brought us"; a young piano student from Georgia said he expected to learn to play the "Sax" sometime, as a result of the inspiration received; a Pennsylvania high school girl wanted to purchase records of numbers played in order to extend her knowledge of music; a lady from Colorado requested that her favorite, "Ride of the Valkyres," be played during the season; a teacher of a school for "problem" boys in Michigan wrote that her charges remained "quiet and happy" during the entire radio concert; and an old lady expressed the hope that she might meet Mr. Damrosch and his orchestra some time beyond the "pearly gates."

Such are a few of the enthusiastic comments sent to the conductor of the first series of radio concerts ever broadcast nationally to the schools of the America.

Although the unprecedented success of these concerts is manifest in letters received, these letters express the thoughts of only a small portion of the actual radio audience. Hundreds of thousands of children listen in each Friday morning and large numbers of adults are reached in their homes.

It would be difficult to estimate the far reaching influence of these radio concerts broadcast to schools distantly removed from cities where sympho-



MR. DAMROSCH TEACHES HIS THREE YEAR OLD GRANDCHILD SOMETHING ABOUT THE CHILDREN'S CONCERTS HE IS BROADCASTING EACH FRIDAY TO THE CHILDREN OF THE UNITED STATES.

nies may be heard in music halls. Within a few years the children of the entire country will be receiving the cultural benefits formerly enjoyed only by city dwellers. Space and time will no longer serve as obstacles and the rural child, without giving up any of the superior advantages to be found in country life, can have the arts brought to his very door.

In practically every city in the United States within the radius of the network of stations broadcasting the Damrosch concerts, schools are fast becoming equipped with receiving sets.

Radios are sometimes loaned by dealers; sometimes they are purchased by music clubs and parent teacher associations and often they are bought by boards of education.

Many county superintendents are encouraging their rural schools to receive the Damrosch symphony concerts. In fact, one county in Texas already has every school equipped with receiving sets.

In order that programs might be prepared in the best manner possible, Dr. Damrosch has called to his assistance the advice of a council and a committee of some of the country's leading administrators and musical educators. Such well known names as Will Earhart, John A. H. Keith, R. G. Jones, P. W. Dykema, Mabelle Glenn, Russell V. Morgan, David E. Weglein, Willis A. Sutton, J. W. Studebaker, W. F. Webster, Paul C. Stetson, Florence Hale, Paul Weaver, Edith Keller, Lenore Coffin, Edwin N. C. Barnes, Alice Rogers, Frances Kessler, Louis Mohler, Grace P. Woodman, Helen Roberts, John A. O'Shea, Sudie Williams, Inez Field Damon, Frances Dickey Newenham, Sara Conlon, Max Krone, George Oscar Bowen, Helen McBride, Margaret Lowry, Glenn Woods, Joseph Maddy, and John Beattie may be found on the list of sponsors.

But regardless of the care exercised in planning programs, and selecting artists, educational broadcasting will succeed only when school authorities recognize the necessity of developing a technic in group reception.

Classroom conditions should be maintained whenever possible. It has been found that when large groups of children of differing ages are crowded



ADVISORY COUNCIL OF THE RCA EDUCATIONAL HOUR WHICH MET WITH
WALTER DAMROSCH.

together for a long period of time, no benefit whatsoever is derived from the listening period. Only students of college age are able to concentrate in large groups.

A teacher should be in charge of each listening class, giving necessary information before the period commences and leading a brief discussion at the close. Visual aids should be used freely. In musical concerts, pictures of instruments, composers, and artists should be shown; in lectures, pictures pertaining to matters under discussion.

Program notes and recorded music should be used in previous preparation for concerts whenever this is possible. Only children of the age specified on the schedule of concerts should listen in. There is as much difference in the musical taste of a third grade child and a junior high school student as there is in their literary taste.

It will be an interesting thing ten years from now to look back upon our "early" enthusiasm for radio in education. Undoubtedly, at that time all schools will be equipped with speakers in each room and students will be able not only to hear but to see events transpiring in all parts of the world.

MY ENGLISH CREED

I BELIEVE that my mother tongue is worthy my admiration, respect and love.

I believe it is possible for me to speak my native language correctly, fluently and elegantly.

I believe that this takes time, patience and care.

I believe that slang is language in the making and that until it is made, it is not proper for children to use.

I believe that the use of slang kills one's power to speak fluently.

I believe the proper accompaniment to pure, clearly-enunciated language is a musical voice.

I believe this voice can be cultivated for it is every one's right by inheritance.

I believe it is possible to live up to this creed.

I believe it is worth while.

I believe I'll try it.—Harriette Taylor Treadwell, Principal, Scanlan School, Chicago.

ELEMENTARY PRINCIPALS—SALARIES IN THE PROPOSED PITTSBURGH SCHEDULE

CHARLES REITELL

Research Director, Citizens' Committee on Teachers' Salaries in Pittsburgh

A NEW salary schedule for the Pittsburgh schools is recommended to the Board of Public Education by a Citizen's Committee. This Committee which has been working for a year on the problem of school salaries is made up of forty leading business and professional men. A research staff was organized which made a nation-wide study of the problem. Particular attention is given to the salaries of principals and this phase of the Committee's recommendations should be of great interest to our readers.

In the construction of the proposed schedules, the Committee laid down four fundamental principles which it followed. It should be noted that one of these principles deals with superior personnel in principalships.

Before analyzing in detail the elementary principals' schedule, it might be well to give the four principles that guided the Committee's action. They are as follows:

Principle one—rewards for superior service

The Committee is of the unanimous opinion that such salary schedules as are proposed should lay the basis for giving definite rewards to those teachers who are rendering superior service in the schools of our city. The Committee is not unmindful of the difficulties that are in store when attempts are made to reward teachers on such a principle of salary payment. But it is also fully aware that even though occasional injustices may occur in the administration of a plan for rewarding superior teachers, they are of minor significance when contrasted with those very grave injustices that exist in the present schedules, whereby glaring overpayments are made to inferior and mediocre teachers at the expense of teachers who are rendering conspicuously able and high grade service throughout the school system.

Principle two—salaries should meet living costs

Salary adjustments should be made so that as far as possible every teacher in the school system will receive a salary sufficient to afford a standard of living in keeping with the needs and the demands of the teaching profession. In the light of this principle, flat increases, totaling approximately a quarter of a million dollars additional per year, are recommended for the teachers on the elementary schedule. It is they who are the lowest paid teachers in the system. Their fiscal status presents the most unfavorable condition considered in terms of living costs, and their present salary schedule is the farthest out of line when compared with elementary teachers' salaries in other leading cities.

Principle three—superior personnel in principalships

The Committee is of the firm and deep conviction that in the proper operation of salary schedules lies the possibility of obtaining better and superior teaching in the public schools. To gain this high objective however, the schools must have forceful and intelligent leadership. In short, superior teaching is predicated upon superior leadership. The Committee, therefore, places great stress upon having strong outstanding principals. Thus, it recommends such salary changes for principals as will attract and hold the highest type of persons, with outstanding educational and teaching leadership.

Principle four—taxation

This principle deals with the problem of taxation. The foregoing policies which the Committee feels are both sound and desirable have but one limitation; namely, the amount of additional tax burden than can be reasonably carried for the establishment of the foregoing principles. The Committee appreciates the need for higher salaries for our teachers, but it also recognizes its definite responsibility to the taxpayers. These two issues were constantly before the Committee in its work. It realizes that the finest contribution that could be made to the citizens of Pittsburgh would be to provide an efficient teaching corps for the public schools. The dominant thought in its proceedings has been the hope that it might be possible to construct such salary schedules as would bring into our school system the best teaching ability obtainable.

On the other hand, the Committee realizes that the taxpayers must pay the bill for salary increases. In attempting to be fair both to the teachers and to the taxpayers alike, the Committee believes that in the light of all the facts that salary increases reaching approximately nine per cent annually in six years, and the necessary additional taxation that such increases would entail, (three-quarters of a million dollars, or three-fourths of a mill increase in taxes at present assessed valuation) constitute an equitable adjustment of the problem.

When specific consideration is given to that portion of the schedule which covers elementary principals, three distinct factors are given great weight.

First, the quality of service is recognized in the schedule by having superior service rewards which go beyond the automatic maximum.

Second, the training necessary for elementary principals to qualify in the salary levels for superior service has been greatly increased. Outside of the principalships for small schools (less than ten rooms) no principal can hope to gain the salary rewards above the automatic maximum who has not had at least four years of post high school preparation.

For principalships of schools having more than fifteen rooms the necessary training for reaching superior service levels calls for a baccalaureate degree plus one year of graduate work of a professional nature.

The Committee further recommends that a possible maximum salary of six thousand dollars shall be available for a limited number of elementary school principalships whose professional qualifications are of an exceptionally high order and who have demonstrated themselves to have such exceptional qualities of leadership and preparation as to justify such action on the part of the Board of Public Education.

The whole Pittsburgh schedule, including that portion covering elementary principals' salaries stands in bold contrast to the typical salary schedules which make for standardization of income, regardless of the specific worth of the individual teacher or principal. In short, merit pervades the schedule from start to finish.

The following table gives a synopsis of the recommended schedule for elementary principals. The term "teaching units" as distinguishing the different groups of principals, may be interpreted by the reader as "rooms."

ELEMENTARY PRINCIPALS' SCHEDULE

Group	Present schedule	Modified schedule	
		Minimum and automatic maximum	Minimum and maximum for superior service
Group A 6-9 Teaching-units	\$2100 to \$2500 Increment \$237.50	\$2350 to \$2750 Increments 2 at \$200	\$2750 to \$3200 Increments 1 at \$200 1 at \$250
Group B 10-15 Teaching-units	\$2400 to \$3000 Increment \$237.50	\$2650 to \$3250 increments 3 at \$200	\$3250 to \$3600 Increments 1 at \$150 1 at \$200
Group C 16-19 Teaching-units	\$2900 to \$3600 Increment \$237.50	\$3150 to \$3850 Increments 1 at \$200 2 at \$250	\$3850 to \$4250 Increments 2 at \$200
Group D 20 Teaching-units and over	\$3600 to \$4000 Increment \$237.50	\$3850 to \$4250 Increments 2 at \$200	\$4250 to \$4750 Increments 2 at \$250 Note: By Special Action of the Board to \$6000

The Committee in recommending merit in its schedule was not unmindful of the difficulties of administration that are involved. To meet this hazard another innovation is found in the Pittsburgh schedule.

There is established a distinct and separate department of personnel with an associate superintendent in charge whose sole function is to deal with the problem of administering personnel, particularly that phase of personnel that deals with determining superior service and in directing the training of teachers and principals.

Some of the more important duties to be assigned to the Personnel Department will be:

(1) To develop an organization and the necessary technic for the purpose of determining where and by whom superior service is being rendered, so that the provisions for rewarding conspicuously high grade service as provided for in the various schedules can become operative.

(2) To use his organization in cooperation with other administrative departments and with supervisors and principals, for the early development of superior teaching during the automatic increment years of the teacher's experience.

(3) To make specific recommendations for the advancement of such personnel who are rendering superior service and who have met the necessary requirements, to the salary levels provided in the schedules.

(4) To give direction to the training of teachers and principals in service who aspire to qualify for the superior service salary levels. Such direction necessarily must include both the nature of the training pursued, and the amount of such

training as a teacher may be permitted to carry at any one time. This provision will properly tend to protect the health of the teacher and to prevent a lowering of the quality of class room instruction.

(5) To develop a program for the selection of new teachers brought into the school system. The personnel department should stimulate the enlistment of the finest of recruits to the teaching service.

(6) To recommend to the Superintendent of Schools the transfer, demotion, or dismissal of personnel whose services are manifestly unsatisfactory.

(7) To develop under the direction of the Superintendent of Schools a program in connection with the Frick Training School for the proper selection of high school graduates for elementary teaching and to assume jointly with the Frick Training School and the Department of Curriculum Study the improvement of the curriculum of that institution. The Committee further recommends that as soon as practicable the Frick Training course be extended to four years.

(8) To act as a clearing house for adjusting personnel complaints arising from the teaching and administrative forces.

(9) To develop and operate a system of personnel records for the entire school system which will be cumulative and comprehensive.

(10) To cooperate with the fiscal officers of the school system in order to make such adjustments in the organization of personnel as are necessary to meet budget—requirements.

Although the plan brings into the school system another difficult problem of administration, it also lays the basis for a fairer treatment of the successful teacher than he has obtained heretofore. The Committee thus feels that its plan is fundamentally sound.

AN APPEAL TO MEMBERS

YOU, who are enjoying all the benefits of participation in the activities and fruits of the Department of Elementary School Principals, can easily double our enrolment and therefore our usefulness by telling your fellow-principals all about our good works—our semi-annual conventions and programs, the monthly journal, the quarterly bulletin, the yearbook, and the broadening of educational vision.

Urge your friends to join!—Herman Ritow, National Enrolment Chairman, Department of Elementary School Principals.

AN EXPERIMENT IN GROUP TEACHING

B. H. SIEHL

Formerly Principal, Hartwell School, Cincinnati, Ohio

THE HARTWELL SCHOOL in which this experiment in "Group Work" was carried on is situated in one of the suburbs of Cincinnati. It comprises the kindergarten, primary, intermediate and high school departments. It is the only public school in Cincinnati in which a pupil can receive his entire education from the kindergarten through the senior high school. The building is new: the school, as equipped at present, was organized in the fall of 1925. At that time moveable furniture was installed, and that fact made group teaching feasible. For some time an activities program had been carried on in the primary department of many Cincinnati schools. Hartwell was one of these.

During the early part of the fall of 1925 the principal of the Hartwell School suggested that group teaching might be done in grades, four, five, six, seven and eight. There was no compulsion in the matter; each teacher was left to experiment as she wished. No organized effort at direction was undertaken, as it seemed wise to let the teachers work out the problem for themselves. By spring such definite progress had been made that the teachers generally felt that "grouping" was desirable. They believed that better work was being done although less ground had been covered. During the year 1926-27 group teaching was again carried on, but again the teachers were left to themselves, receiving little guidance.

After two years of such experimentation, the principal felt that the job should now be tackled in some orderly, carefully thought out way. With that thought in mind he held a conference with each teacher on the subject, and decided that together they would develop a procedure or technic for group work. In accordance with this decision, the teachers met each week to discuss the problems developed in that time. The school secretary was present at each meeting to take down the discussion verbatim. During these periods many questions were brought up for consideration including the following:

I. Desk arrangement and grouping

- A. Whenever possible, proper precaution should be taken to secure proper lighting.
- B. Pupils in each class should be organized in groups varying in number from five to seven members.
- C. There should be not more than five groups per room.
- D. Each group should be placed in charge of a chairman, usually appointed by the teacher.
- E. Each group should be provided with a book rack made by the Industrial Arts Department. Here are placed all books for the use of each group.

II. Grouping

- A. Shall groups contain pupils of approximately equal ability? In mixed groups the brightest child would do most of the work. On the other hand, if the group were homogeneous, a good leader might not be

developed. After much discussion it was suggested that each teacher experiment with her class to discover which grouping gave best results.

III. *Work of each group*

A. After the groups had been organized, several methods of procedure presented themselves:

1. Shall each group work on the same topic, letting each member contribute his portion, and finally, let the chairman organize and present the material for the entire group?
2. Shall each group work on a different topic, each member again contributing his portion, the whole to be worked over, and presented by the chairman to the entire class?
3. Shall each group be given a different topic, and each member of the group contribute a portion and have the chairman compile the whole?

It was decided that it was impossible to use any one method exclusively; all methods should be used at the discretion of the teacher. At the conclusion of the lesson, it was agreed, the teachers gather together and point out the salient facts to clinch the subjectmatter. The entire class is held responsible. A test each week serves as a check upon the thoroughness of the work. Each week a banner marked "Honor group" was presented to the most deserving section. This reward was greatly coveted. The sensible teacher will, of course, see that, occasionally, each group has the banner. Even a dull group can do a job well.

IMPRESSIONS

This is a brief account of one of the lessons which I happened to see in American History—grade seven. The class was studying the Jacksonian Period. The commonly accepted method of considering this period is from the political side only. In this case, the teacher assigned a definite topic to each group.

- Group I —The political aspect.
- Group II —The industrial phase.
- Group III—The literature of the time.
- Group IV—The religious life.

At the end of a specified period the chairman of each group presented a report to the class. In this way the period was covered much more thoroughly and extensively than was otherwise possible. Another interesting point in this group method was the good influence exercised on members in general. The force of public opinion in a group often compelled obstreperous pupils to work. When the group work was introduced, a former problem boy did the unheard of thing of staying in at recess to get his assignment in shape. His explanation was that he might as well do it, for the other pupils were hounding him to get it done. Again in a fourth grade in health work, pupils had clean hands and finger nails because group opinion forced them to watch these matters.

DISCIPLINE

The question of discipline was bothersome. Teachers, used to formal methods, felt that the freedom given to pupils when the group system was used, would be looked upon as poor discipline. The discussion of the subject made clear that whispering indulged in, when getting out the work, was not disorder. There is a great difference between controled and uncontroled noise. Every teacher realizes this difference. The uncontroled noise is poor discipline. Some teachers felt that to an observer it might seem that the teacher was doing no work. We finally agreed that the very best teaching was that which forced the pupil to do the work under thoughtful and well thought out guidance. Teachers felt that boys who had been difficult discipline cases under formal methods were easily controled with this newer and freer system.

After a discussion which lasted several weeks, and after ample opportunity had been given for experimentation, each teacher was asked to list all of the advantages and all of the disadvantages of group teaching. The following is the result:

- a.* Develops the child socially bringing about that feeling of giving and taking, which will be most valuable in later life.
- b.* Teaches him to organize material, weigh it, and cast aside that which is irrelevant.
- c.* Teaches him to use the library with its catalogs, and card indices, and reference books, intelligently.
- d.* Teaches him to stand before an audience and talk at some length.
- e.* Teaches him to be accurate in his statement, for he knows he may be challenged.
- f.* Teaches him to question all statements, not to accept them passively.
- g.* Encourages cooperation.
- h.* Develops leadership and initiative and makes pupils more independent of teacher.
- i.* Subject matter is covered in a more comprehensive manner.
- j.* More children can take active part in the lesson at one time, and the room is not dominated by the bright pupils.
- k.* Children are made to feel responsible for a definite piece of work.
- l.* Furnishes a fine introduction to a wider range of reading, for material outside of text books is constantly used.
- m.* Group work is the beginning of research work.

After a careful consideration of the advantages and disadvantages presented by those who have worked with the system, I think that the advantages far out-weigh the disadvantages. The one really impressive objection is the nervous strain on the teacher. This is manifest in many ways. The careful preparation which this method demands, the amount of outside material and knowledge which must be obtained to handle it satisfactorily, the noise which is not objectionable but which is wearing, the extra vigilance and alertness which are necessary; all these are nervous and physical strains. However, the teachers very generally disregarded this, and said they preferred this group system to the more formal method. The joy and satisfaction which is developed in the heart and soul of the worker by a piece of work which really achieves something, brings something more lasting than that which comes from careful selfpreservation.

THE COOPERATION OF PARENTS AND PUPILS IN SCHOOL PICNICS

CHARLES E. WITTER

Principal, Bryan Hill School, St. Louis, Missouri

THE annual school picnic is an important institution in our school. It is the largest event in the school year to most of the children and their parents. Children look forward to it during the entire year. Patrons' associations prepare for it months in advance. If the picnic is held in late May or June the patrons begin their work of preparation usually in March, securing a place and date, appointing their committees and getting everything in readiness for advertising and granting concessions. The picnic serves as the annual reunion of friends of the school and often of families. Family relations frequently return to the city from distant points to attend it. This means esprit de corps, morale, renewal of loyalty on the part of graduates and whole families. It serves to cement the ties between homes and teachers and principal.

Considerable sums are raised and spent on this annual event. They range from \$500 to \$2500 annually. The average annual sum raised for a large school may be in the neighborhood of \$1000. This sum is used to employ a band of musicians, to furnish prizes for races and games and the athletic equipment therefor; to provide abundant lemonade for all pupils and parents, to secure the services of entertainers for the day-minstrels, clowns, punch and judy shows. Often the park selected has its own forms of amusement, such as merry-go-rounds, scenic railways, and booths for contests of various sorts. But nearly always the patrons' association of the school adds to these standing advantages special features of their own to make the day an abundant success.

Funds for giving the annual picnic are raised in various ways. When the picnic is held in a private park, the usual method is to sell tickets, as is done in giving an entertainment. Usually these tickets carry with them so many coupons for amusement events and also coupons for lemonade. When picnics are held in the public city parks, the ticket method is not feasible because admission to public parks may not be charged. The patrons then resort to voluntary subscriptions and contributions by envelopes distributed to all the children. They frequently also take in considerable sums by advertisements on the printed program of the day. The latter method, however, is open to the criticism that it develops into a nuisance to the business houses and professional men of the district and is frequently eliminated for that reason. But individuals and business firms still make generous contributions of prizes for games and contests.

The raising of picnic funds often results in a substantial surplus for the school. The rules of the Board of Education require a careful accounting of all receipts and expenditures for school picnics and the placing of the surplus in the school educational fund. The Board requires that, in re-

quests for school picnics, the principal and his patrons shall state the amount of money in the school treasury and the cost of the picnic to each pupil. It is explicitly stated that the permit to hold the picnic and to charge a necessary admission fee does not give the authority to sell tickets promiscuously through the whole neighborhood. The principal and his patrons are minded that the day is primarily for the enjoyment of the children and not for the purpose of raising money. Ambitious patrons' associations have sometimes raised such large surpluses on picnic day that funds amounting to several thousands of dollars have been deposited in banks as "sinking funds" for the future. This practice has received the condemnation of the Board of Education. It leads to a confusion of motives in giving picnics.

It may readily be seen that the conduct of an annual school picnic necessitates careful organization by the principal and patrons of his school. Standing committees on time and place, finances, granting of privileges, program, care and safeguarding of children, and transportation must be appointed. Concessions are often sold for the serving of dinner and refreshments, for the selling of balloons, the taking of photographs on the grounds, the running of amusement booths, and other features. Sometimes the Mothers' Club assumes the obligation of dinner and other features, thereby realizing a larger sum through their selfdenying efforts than could accrue through the granting of concessions.

There have been difficulties in the past over the selection of proper parks in which to hold school picnics. The city itself has three beautiful public parks for such purposes—Forest Park, Carondelet Park and O'Fallon Park—and the majority of school picnics are held in these three natural surroundings. Sometimes a considerable number of patrons object to taking their children to distant parks, fearing the possibility of accident in transportation. Yet the number of accidents has been very small through a period of sixty-five years.

The rules of the Board of Education are designed to protect the children from being taken to any improper parks. To safeguard this the principal is required to make his application for the day and the place before he submits the signatures of his patrons who are willing to assist him. The first petition for picnic must be submitted over his own signature alone, making him responsible as to the character of the grove selected. Having received the necessary permission, he then submits a list of at least twenty names of patrons who obligate themselves to assist in the arrangements for the day.

When the picnic is held at a distant park the question of transportation becomes important. Formerly street cars were chartered for the day. Of late the use of busses chartered in sufficient numbers has largely superseded the riding in trolley cars. Automobiles are used in great numbers by the parents of many of the pupils.

The school picnic parade has been and is quite a feature on the day of the picnic. When the park is within marching distance the parade takes the place of cars or other vehicles. Even when the picnic is to a distant point it is customary for the patrons to arrange a parade before the busses or cars

are boarded. Patrons and business houses love to have the school parade pass their doors. They decorate for it and await the event. Children love to march with brass bands and students' drum corps playing. Rooms vie with each other in banners, in tissue paper creations, and other decorations for the day and frequently prizes are offered to those rooms that make the greatest showing. Prominent citizens often act as officials and judges in the awarding of these room prizes for the picnic parade. In isolated instances the parade has taken the form of an immense pageant, but this is not encouraged by the Board of Education.

Altogether, it may be seen that the annual picnic is the event of the year. Patrons and children may be quite willing to surrender the annual entertainment, especially when sufficient funds are in the school treasury, but woe betide the principal who undertakes to abolish the annual school picnic.

The question has often been raised whether too much energy and expense is not entailed in giving these annual events. Would it be better to revert to the simpler arrangement of taking the children out for the day with their dinner baskets as the typical Sunday School does? Would it be better for individual rooms or groups to have their picnics?

In answer to this it may be said that the children in our school want the school picnic day. For rooms to go singly or in pairs might interfere more with the school machinery and program than for the Board to grant one day for the whole school. Moreover, the school patrons prefer the picnic which includes the whole school. Apparently the sentiment for an annual school picnic has become too strong to be eradicated.

HELPFUL RULES FOR A WORKING DAY

Never show your temper.
Indulge in no sarcasms.
Permit other people to have views.
Never contradict an irritated person.
Keep unpleasant opinions to yourself.
Be considerate of the rights and feelings of others.
Always use pleasant words.
Take time to be polite.
Never order people about.
Be gracious and accommodating.
Always grant reasonable favor.
Don't try to fool your caller; he may be a smart man.
Make sure your way is best before insisting upon it.—Thomas Brady.

PROGRAM OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS AT THE CLEVELAND MEETING

EVA G. PINKSTON

*President, Department of Elementary School Principals, Sam Houston School,
Dallas, Texas*

DR. FRANK D. BOYNTON, Superintendent of Ithaca Schools, New York, and President of the Department of Superintendence of the National Education Association, has chosen for the general theme of the meeting at Cleveland: *How Can the Public Schools Better Serve Democracy?* He has asked that the Fourteen Allied Organizations build their programs around this theme.

I have chosen for the Department of Elementary Schools Principals this subject: *How Can the Elementary School Principal Better Serve Our Public School?* I believe that the principal holds the key to education and I feel that in the last few years the elementary principal has been literally born again. He is in the robust adolescent stage and needs guiding. As in any invention, there are many stages for him to pass through before he even begins to think of perfection. With these thoughts in mind I have asked for the Cleveland program outstanding speakers, who know the type of work which should be done, who know the type of work we are doing and who know the type of work we are failing to do.

The program is as follows:

PUBLIC AUDITORIUM—BALLROOM—NORTH WING

Monday Afternoon, February 25, 1929

How Can the Elementary School Principal Better Serve Our Public Schools?

- I. VOCAL ENSEMBLE.
Pupils of Cleveland Public Schools. Mr. Russell V. Morgan, Director.
- II. THE TECHNIC OF DEMOCRATIC LEADERSHIP.
Dr. James F. Hosis, Teachers College, Columbia University, New York City.
- III. THE PRINCIPAL AS A PERSON.
Miss Bessie Bacon Goodrich, Assistant Superintendent, Des Moines, Iowa.
- IV. THE FIRST PROBLEM OF THE ELEMENTARY SCHOOL PRINCIPAL.
Dr. Robert B. Binnion, Peabody College for Teachers, Nashville, Tennessee.

Wednesday Afternoon, February 27, 1929

How Can the Elementary School Principal Better Serve Our Public Schools?

- I. INSTRUMENTAL ENSEMBLE.
Pupils of Cleveland Public Schools. Mr. Russell V. Morgan, Director.
- II. THE TYPE, THE KIND, AND THE AMOUNT OF SUPERVISION WHICH ELEMENTARY PRINCIPALS SHOULD KNOW AND SHOULD BE ABLE TO GIVE.
Dr. W. H. Burton, University of Chicago, Chicago, Illinois.
- III. HOW AN EDUCATIONAL MUSEUM WILL HELP THE PRINCIPAL AND HIS SCHOOL.
Miss Amelia Meissner, Curator, Educational Museum, St. Louis, Missouri.
- IV. ADMINISTRATIVE PROBLEMS OF ELEMENTARY SCHOOL PRINCIPALS.
Miss Sarah Horton, Principal Tremont School, Cleveland, Ohio.

The banquet of the Department of Elementary School Principals will be held in the Hotel Statler Ballroom, Tuesday evening, February 26, at 6.00 P. M. P. P. Claxton, Superintendent of Schools, Tulsa, Oklahoma, will be the speaker. Miss Mary G. Ryan, 1075 East Fourteenth Street, Cleveland, Ohio, will make reservations at \$3 per plate.

There will be breakfasts Monday, Tuesday, and Wednesday mornings at the Hotel Statler at 7.30 A. M. Martha A. Stewart, 1777 Carlyon Road, East Cleveland, Ohio, will be in charge. These breakfasts furnish the opportunity for principals from all sections of the country to become acquainted. Committee chairmen will present brief reports. Every elementary school principal is invited to be present.

The headquarters of the Department of Elementary School Principals will be at the Statler Hotel.

NOTES AND ANNOUNCEMENTS

THE ATLANTA MEETING

The dates of the Atlanta Meeting of the National Education Association are June 28 to July 4, 1929. The first general session will be held on Friday evening, June 28. The meeting will close with a patriotic session on Thursday, the fourth of July.

The Representative Assembly will hold a session each morning. The afternoons will be given over to the meetings of departments. There will be a general session each evening.

No meetings of the National Education Association have been held in the South Atlantic section for many years. A fine opportunity is presented to learn at first hand the great industrial and commercial expansion of this section.

For hotel reservations, application should be made to Fred Houser, Executive Secretary, Atlanta Convention Bureau, 218 Wynne-Claughton Building, Atlanta, Georgia.

COMMITTEES OF THE DEPARTMENT

The chairmen of the several committees of the department have been active in the work of outlining plans and effectively organizing sub-committees for the study of the various problems assigned to them for investigation. Opportunity will be given the committee chairmen to present their reports at the department breakfasts on the mornings of Monday, Tuesday, and Wednesday of the convention week at Cleveland. Elementary school principals are invited to be present and take part in the discussions.

RESEARCH COMMITTEE OF THE ELEMENTARY SCHOOL PRINCIPALS

The purpose of this committee is: (1) To locate individuals and groups at work on problems of the profession; (2) to collect data from individuals and groups of principals; (3) to interest individuals and groups in research on the problems of the principal; (4) to project committees for the study of specific problems of the principal.

The committee will work in cooperation with the Research Division of the National Education Association and will in that way avoid duplication of effort as well as receive helpful assistance along other lines.

As principals we are in a position to work out original problems in the laboratory—our school—in a way which would be impossible in an unnatural and model environment. I am sure many experiments are successfully performed in this laboratory every year.

It is the hope of your committee to encourage this and disseminate it for the help and encouragement of other principals.—E. W. Cober, *Chairman*, Principal, Holmes School, Pittsburgh, Pennsylvania.

THE 1929 YEARBOOK

"Activities of the Principal" has been selected by Mr. Arthur S. Gist, the editor, as the title of the Eighth Yearbook of the Department of Elementary School Principals. The general plan will be the same as that used in the first six yearbooks, namely, to treat a variety of topics with the major emphasis upon supervisory activities. The 1929 Yearbook will treat fewer topics and these more scientifically and exhaustively than has been the case with some of the former yearbooks. The Research Division, with Frank Hubbard as Field Worker, is assisting the editor in outlining and working up scientific studies among individual principals and principals' clubs.

Mr. Gist would be glad to hear from individual principals or groups of principals regarding contemplated studies or investigations in progress.

LOCAL PRINCIPALS' ORGANIZATIONS

Presidents of local principals' organizations are requested to send to 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.

CITY AND STATE ORGANIZATIONS

BOSTON ELEMENTARY PRINCIPALS' ASSOCIATION OFFICERS, 1928-29

President, William L. Phinney, Master, Dudley School; *Vice-President*, Edward J. Muldom, Master Bigelow School; *Secretary*, Lillian M. Towne, Master, Bowdoin School; *Treasurer*, James A. Crowley, Master Shaw School. The standing committees are the program and flower committees.

Under the leadership of the principal, Rose A. Carrigan, the pupils of the Shurtleff School, South Boston, gave in November a most unusual demonstration of piano playing as taught to classes of fifty pupils in the public schools.

Anna M. Niland, of the U. S. Grant School, East Boston, and Miss Mary A. Thomas, of the Narcross School, South Boston, were pioneers in forming rest and nutrition classes, as organized by Dr. John A. Ceconi, Director of School Hygiene in the Boston public schools.

Mr. Patton is chairman of the Character Committee, and is to read at the December meeting of the Boston Elementary Principals a paper upon "Studying Individual Differences with Teachers," a cooperative project carried out by Mr. Patton in his former district, the Edward Everett.

Katherine C. McDonnell, Master, Gibson School District, is giving a course on "Progressive Education in Grammar Grades" in the Graduate School of Education, Boston College.

John C. Riley, Master of the Dearborn District, is giving at the Graduate School of Education, Boston College, a course for prospective principals upon the "Administration and Supervision of an Elementary School."

Lillian M. Towne, Master of the Bowdoin District, spoke at the 93d annual meeting of the Plymouth County Teachers Association upon "Factors in Citizenship" stressing health and linkage with the home.

Charles I. Gates, of the Edmund Tileston District, chairman of the program committee, is leading a group in the study of kindergarten problems as affecting first grades.

Salaries: An increment of \$144.00 for two years beginning September, 1928, for principals of elementary and intermediate schools on their maximum, which was thus lifted from \$4608 to \$4896.

CALIFORNIA ASSOCIATION OF ELEMENTARY PRINCIPALS

This association functions through a central body with sections following the pattern of the California Teachers' Association which had six sections. The State President is A. J. Hamilton, who is Fifth Vice-President of our National Department. The Southern Section of the California Association of Elementary Principals has the following officers: *President*, C. A. Pugsley, Principal, Longfellow School, Pasadena; *Secretary*, O. D. Enfield, Principal, Eastman Street School, Los Angeles; *Treasurer*, W. C. Conrad, Director of Library Activities, Los Angeles.

CAMDEN PRINCIPALS' ASSOCIATION

The Camden Principals' Association holds meetings on the third Thursday of the month at 2.30 P. M. The officers are: *President*, Mark G. Messinger; *Vice-President*, Elizabeth A. Mathews; *Secretary*, Victor M. Hefflefinger; *Treasurer*, D. Y. Furber.

The subjects for discussion during 1928-29 are as follows: Principals' Supervision Program, Principals' Daily Program, Minimum Requirements for Promotion, Merits and Limitations of Objective Tests, Discussion of Professional Books and Magazine Articles.

In June, 1928, a testimonial dinner was given for Lillie T. Osler. She had been connected with the Camden schools for fifty-one years. The last thirty-five years she was principal of the Fitters School.

CHICAGO PRINCIPALS' CLUB

Last summer eleven Chicago principals were appointed to important positions as assistants of the new Superintendent, William J. Bogan. The Club has a well equipped office in the City Club Building, and employs a full time Special Secretary. The budget of the Club for the year 1928-29 is \$12,000.

The Third Yearbook of the Club is a volume of 200 pages and is the work of two sub-committees of the Education Committee. The first report is that of the sub-committee on curriculum and the second that of the sub-committee on supervision.

The officers are: *President*, Herbert C. Hansen; *Vice-Presidents*, Irvin A. Wilson and Katherine S. Rueff; *Secretary*, Edna R. Meyers; *Treasurer*, Walter J. Harrower; *Special Secretary*, Enos L. Keezel.

PRINCIPALS' CLUB OF CLEVELAND

The Principals' Club of Elementary Principals of Cleveland holds meetings once a month, at which matters of business are discussed and speakers of educational note address the principals.

Lecture courses for teachers are sponsored by the club. Throughout the year there are open meetings at which principals bring before the club questions of a professional nature for discussion. Miss Albertina Kolb is the secretary of the club.

DAYTON PRINCIPALS AND SUPERVISORS ASSOCIATION

The Dayton Principals and Supervisors Association is an organization of all the administrative officers of the educational department of Dayton. Under the presidency of Minnie M. Munday, the association issued a yearbook as the result of an attempt to professionalize their principals' and supervisors' meetings.

The following topics will be discussed at the meetings this year: Mill Levy, Training Principals for Service, Problems in Articulation, Evaluating and Rating the Work of Principals and Supervisors. B. B. Thresher, Arthur S. Gist, James R. McGaughy, and Cameron Beck are on the list of speakers for the year.

The officers are: *President*, L. Daisy Hammond, Principal, Patterson School; *Vice-President*, Frank C. Stanton, Director of Industrial Arts; *Secretary*, Lou Gray, Principal, Edison School; *Treasurer*, E. G. Pumphrey, Principal, Night School; *Adviser*, Paul C. Stetson, Superintendent of Instruction.

LONG BEACH PRINCIPALS' CLUB

The officers of the club are: *President*, Douglas A. Newcomb; *Vice-Presidents*, John H. Wilson, John L. Lounsbury, and Emma F. Weeks; *Secretary*, D. O. Robinson.

Committees are at work upon the following problems: Standardizing marks in the elementary grades, financing delegates to national conventions, a code of administrative procedure, the part principals should have in the selection of teachers, the possibility of arranging "exchange" principalships between school systems.

ELEMENTARY PRINCIPALS' CLUB OF LOS ANGELES

The Elementary Principals' Club of Los Angeles, under the leadership of Nora Sterry as President, has acquired a beautiful Club House not far from the center of the city. This is an old mansion near West Lake Park, roomy enough to accommodate the various teacher organizations of the city. This club house is a realization of a dream many years old. Social and professional functions are being held there weekly. A series of card parties and afternoon teas will be maintained through the winter. It is hoped that in time the associated teacher organizations of Los Angeles may own in fee simple a fine building which will house all their activities and provide a clearing house for the interchange of professional ideas and ideals.

PITTSBURGH PRINCIPALS' CLUB

The officers are: *President*, Bertha C. McEntee, Washington School; *Vice-President*, R. C. Deevers, Allerdice School; *Secretary*, Bertha V. Law, Glenwood School; *Treasurer*, Joseph Shartung, East Street School.

The following committees will present reports at the monthly meetings throughout the year: Research and Reference Committee, Salary Committee, Civic Committee, Professional Relation Committee. Edward E. Mayer and Eva G. Pinkston are listed as speakers.

The Research and Reference Committee, H. G. Masters, Chairman, has completed a study on the "Classification and Promotion of Pupils." Another study is being carried on which deals with "The Problem of Guidance in the Elementary School." This report will be ready in April, 1929. This committee is planning its work so as to cooperate fully with the Research Committee of the Department of Elementary School Principals.

PERSONALS

Olive M. Jones, Principal, Public School No. 120, was elected president of the New York Academy of Public Education on October 25, 1928.

Arthur S. Gist, Editor of the 1929 Yearbook of the Department of Elementary School Principals, gave an address at the annual meeting of the Michigan Education Association, October 25, 1928.

Elizabeth R. McCormick, Principal, Howe School, Superior, Wisconsin, was elected a Vice-President of the National Education Association, at Minneapolis last July.

J. D. Williams, Principal, Avondale School, Birmingham, Alabama, is the National Education Association State Director for Alabama.

F. E. Howard, Principal, Public Schools, Hamakuapoko, Maui, T. H., is the National Education Association State Director for Hawaii.

Effie MacGregor, Principal, John Burroughs School, Minneapolis, is the National Education Association State Director for Minnesota.

Alexander J. Glennie, Principal, Miller Street School, Newark, is the National Education Association State Director for New Jersey.

Bertha S. Armbruster, Principal, Tilton School, Chicago, was a member of two important convention committees at the Minneapolis session of the National Education Association—the Budget Committee and the Committee on Committees.

Helen B. Shove, Principal, Longfellow School, Minneapolis, was a member of the Committee on Committees and also the Committee on Appointment of Delegates and Kindred Questions.

E. Ruth Pyrtle, Principal, Bancroft School, Lincoln, Nebraska, is the Chairman of the National Education Association Committee on Retirement Allowances.

At the meeting of the Board of Directors of the National Education Association in July, at Minneapolis, the following principals were elected to membership in the National Council of Education: Jessie M. Fink, Principal, Buchanan School, Grand Rapids, Michigan; Arthur S. Gist, Principal of Training School, San Francisco, California; E. Ruth Pyrtle, Principal, Bancroft School, Lincoln, Nebraska; Helen B. Shove, Principal, Longfellow School, Minneapolis, Minnesota.

Elementary principals were well represented on the membership lists of important committees of the National Education Association at Minneapolis. Many of the principals who attended the meetings of the Department of Elementary Principals were delegates to the Eighth Representative Assembly.

"Standards and Ideals of the National Education Association" was the subject of an address given at the National Education Association Convention in Minneapolis by Mary McSkimmon, Principal, Pierce School, Brookline, Massachusetts.

Katherine Steinmetz, Principal of the Barton School, Chicago, spoke before the Department of Visual Education, at Minneapolis, on the subject, "Visual Instruction in Teaching the Natural Sciences."

In the issue of the *Journal of Education* for October 29, 1928, E. A. Winship characterizes Ellen Samworth, Principal of the Bayard School, Wilmington, Delaware, as a master of educational statesmanship. He states that her paper on *School Gardening* which was read at the Educational Conference of Wilmington this September, was a masterful presentation of the statesmanship of education, and a brilliant description of the salesmanship of education to teachers and the community.

ARTICLES IN EDUCATIONAL JOURNALS

In the School Board Journal for August, 1928, Payne Templeton, Principal, Flathead County School, Kalispell, Montana, in his article, *The Principal Examines His Work*, cautions ambitious principals against making excessive demands upon the energy, time, ability, and strength of his teachers. He suggests a steady, solid, but slower advance.

Florence M. Miller, Principal, Whittier School, Boston, Massachusetts, in an article on *Parent-Teacher Associations* in the September issue of American Education, discusses what the parent-teacher associations should do and what they should not do.

Worth McClure, Assistant Superintendent of Schools, Seattle, Washington, in the September number of the American Educational Digest discusses the *Principal's Objectives in Supervision*. He shows that the principal who would be a leader must analyze the problems in supervision into their component parts and set up standards and procedures of his own. He was president of the Department of Elementary School Principals, 1922-23.

The chief difficulties encountered in appraising the work of teachers is discussed by Frank M. Rich, Principal, School No. 2, Paterson, New Jersey, in an article, *Rating Our Teachers*, in the Educational Review for October, 1928.

Ethel M. Johnson, Principal, Brickett School, Lynn, Massachusetts, in the October number of American Education, in an article, *Building Up a School Spirit in an Elementary School*, brings out the importance of good play organization and well organized group activities as big factors in developing a good school spirit.

Warren A. Roe, Principal, Belmont Avenue School, Newark, New Jersey, is the author of an article on *The Principal and Administrative Problems* which appeared in the October number of the American Educational Digest. He makes clear the vital part the modern principal must have in training, leading, and inspiring his teachers.

Arthur S. Gist, Editor of the Eighth Yearbook of the Department of Elementary School Principals, in the American Educational Digest, November, 1928, under the title, *Organizing the Life of the Elementary School*, outlines a plan for democratic school organization.

The Journal of the National Education Association for October, 1928, contains an article with the title, *Building Our Profession*. This is a statement prepared by a committee of principals for the Yearbook of the Dayton, Ohio, Principals' Association, and points out the value of cooperative effort and the need for professional organizations.

ENROLMENT NEWS

Don C. Rogers, former national enrolment chairman of the Department of Elementary School Principals, has been made Director of Building Survey of the Chicago Public Schools. His new responsibilities have made it necessary for him to give up enrolment work. During the peak of Mr.

Rogers' enrolment campaign, memberships were received at the rate of fifty a day. The best of luck to Mr. Rogers in his new work!

Miss Pinkston has corresponded with leading principals throughout the country. The city and state superintendents in every state in the Union have been asked to suggest names of persons for city and state chairmanships. These acceptances of appointments indicate the marvelous response to these appeals. However, some sections of the country have not shown the interest evidenced by the majority of the states. The list below gives the names and addresses of enrolment chairmen thus far appointed.

STATE AND CITY CHAIRMEN OF ENROLMENT COMMITTEES

Alabama—J. D. Williams, Avondale School, Birmingham, Alabama—*State Chairman*; Mrs. Elizabeth Flock, Pritchard School, Mobile, Alabama; James V. Pogue, Gibson School, Birmingham, Alabama.

Arkansas—J. A. Day, Peabody School, Fort Smith, Arkansas—*State Chairman*; Emma Reiman, Mitchell School, Little Rock, Arkansas.

California—A. J. Hamilton, University Elementary School, Berkeley, California—*State Chairman*; Lucy Cotrel, Le Conte School, San Francisco, California; Mrs. Verna L. Cushman Hale, San Pascual School, Los Angeles, California.

Colorado—Mrs. Mary Mendenhall Smith, Mitchell School, Denver, Colorado—*State Chairman*.

Delaware—A. M. Easterbrook, Richardson Park School, Richardson Park, Delaware.

District of Columbia—Mary Sheads, Bryan School, Washington, D. C.

Florida—Olga D. Benson, 1050 S. W. Sixth Street, Miami, Florida—*State Chairman*.

Georgia—Mrs. W. P. Davis, Grant Park School, Atlanta, Georgia.

Illinois—Cecelia Schimek, Mason School, Chicago, Illinois—*State Chairman*.

Indiana—Celia Galvin, No. 3 School, 23 N. Rural Street, Indianapolis, Indiana—*State Chairman*; Mona P. Hale, Forest Park School, Fort Wayne, Indiana; Corinne Rielag, Horace Mann School, Indianapolis, Indiana.

Iowa—Earl E. Bovee, 1620 S. Palmetto Street, Sioux City, Iowa—*State Chairman*; Frances Umpleby, Greenwood School, Des Moines, Iowa.

Kansas—Allen E. Ecord, Lafayette School, Topeka, Kansas; Bertha McKinley, Morse School, Kansas City, Kansas.

Kentucky—Roy J. Bell, F. T. Salisbury School, Louisville, Kentucky—*State Chairman*; Blanche Lindley, Roosevelt School, Louisville, Kentucky.

Louisiana—L. S. Rugg, West End Grammar School, Alexandria, Louisiana—*State Chairman*; Florence Wilson, Lafayette School, New Orleans, Louisiana.

Maine—Helen M. King, Clifford School, Portland, Maine—*State Chairman*.

Massachusetts—Julia A. Sheehan, Hunnewell School, Wellesley, Massachusetts—*State Chairman*; Blanche E. Doyle, 44 Crosman Avenue, Beach Bluff, Swampscott, Massachusetts; Joseph J. Kiley, Gage Street School, Worcester, Massachusetts; Lillian M. Towne, Bowdoin School, Boston, Massachusetts.

Michigan—Earl R. Laing, Burt School, Detroit, Michigan—*State Chairman*; Mrs. Lettie Marsh, Harrison Park School, Grand Rapids, Michigan; Alice Shattuck, Baldwin School, Pontiac, Michigan.

Minnesota—Helen J. Mather, Hiawatha School, Minneapolis, Minnesota—*State Chairman*; Elizabeth Stanley, Holland School, Minneapolis, Minnesota.

Mississippi—Bess Clements, Public Schools, Meridan, Mississippi—*State Chairman*.

Missouri—Isabel Tucker, 5122 Ridge Avenue, St. Louis, Missouri—*State Chairman*; W. T. Longshore, Greenwood School, Kansas City, Missouri.

Nebraska—Cassie F. Roys, Walnut Hill School, Omaha, Nebraska—*State and City Chairman*.

New Jersey—John A. Spargo, Ashland School, East Orange, New Jersey—*State Chairman*; Mary C. Booz, School Administration Building, Trenton, New Jersey; George I. Brinkerhoff, Webster Street School, Newark, New Jersey; Robert P. Brooks, Public School No. 8, Paterson, New Jersey; James R. Floyd, Jefferson School, Plainfield, New Jersey; Forrest A. Irwin, Nishuane School, Montclair, New Jersey; Alberta M. Johnson, Monterey Avenue School, Atlantic City, New Jersey.

New York—Jessie B. Colburn, 52 Gramercy Park North, New York, New York; Emma E. Kingsley, School No. 7, Elmira, New York; H. D. Vincent, School No. 16, Troy, New York.

North Carolina—E. T. McSwain, David Caldwell School, Greensboro, North Carolina—*State Chairman*; Annie Bostian, Henderson School, Salisbury, North Carolina.

North Dakota—Mrs. Sadie A. Walker, 730 Ninth Street, North Fargo, North Dakota—*State Chairman*.

Ohio—Belle Torrey Scott, Fulton School, Columbus, Ohio—*State Chairman*; Mary A. Haddow, Caldwell School, Youngstown, Ohio; L. Daisy Hammond, Patterson School, Dayton, Ohio; Mrs. Mae B. McLaren, Shaker Heights School, Cleveland, Ohio.

Oklahoma—B. E. Koonce, R. E. Lee School, Tulsa, Oklahoma—*State Chairman*; I. V. Jennings, Lincoln School, Oklahoma City, Oklahoma.

Oregon—Carl S. Zook, Route 2, Milwaukie, Oregon—*State Chairman*; H. E. Webb, 746 E. 10th Street, Portland, Oregon.

Pennsylvania—Morey V. Kerns, 2526 S. Cleveland Street, Philadelphia, Pennsylvania.

Rhode Island—Henry W. Robinson, 27 Clarke Street, Newport, Rhode Island—*State Chairman*.

South Carolina—George D. Grice, Julian Mitchell School, Charleston, South Carolina—*State Chairman*.

Tennessee—W. O. Hornadan, Bedar Hill School, Chattanooga, Tennessee—*State Chairman*; D. Moore Andrews, Elliott School, Nashville, Tennessee; Pearl Markey, Cumming School, Memphis, Tennessee.

Texas—James T. Whittlesey, 317 South Marsalis Avenue, Dallas, Texas—*State Chairman*; Nellie Anderson, 1212 Center Avenue, Brownwood, Texas; P. C. Cobb, Richard Lagow School, Dallas, Texas; Arvin N. Donner, Franklin School, Port Arthur, Texas; Loula Greer, Pennsylvania Avenue School, Beaumont, Texas; Mabel Grizzard, Central Ward School, Waxahachie, Texas; Roy R. Kay, 1421 Ashby Place, San Antonio, Texas; Dora B. Lantrip, Eastwood School, Houston, Texas; F. M. Mathis, Gary School, 118 S. Beverly Avenue, Tyler, Texas; Edward Munden, Sagamore Hill School, Fort Worth, Texas; W. B. Newby, Reagan School, Temple, Texas; I. N. Odom, Brook Avenue School, Waco, Texas; J. E. Park, Alamo School, Wichita Falls, Texas.

Utah—Joseph B. Driggs, Hamilton School, Salt Lake City, Utah—*State Chairman*; Florence G. Brown, 9 Farnsworth Apts., Ogden, Utah; Olive Ferris, Lafayette School, Salt Lake City, Utah.

Vermont—May I. Donnelly, Lawrence Barnes School, Burlington, Vermont—*State Chairman*.

Virginia—Forbes H. Norris, Robert E. Lee School, Richmond, Virginia—*State Chairman*; Lillian M. Johnson, Patrick Henry School, Norfolk, Virginia; Elizabeth Kizer, 226 Norfolk Avenue, Lynchburg, Virginia.

Washington—Lester L. Reeves, West Queen Anne School, Seattle, Washington—*State Chairman*.

Wisconsin—Elizabeth McCormick, Howe School, Superior, Wisconsin—*State Chairman*; A. T. Hornaday, Matt Carpenter School, Superior, Wisconsin; W. C. Koepke, Island Avenue School, Milwaukee, Wisconsin.

Applications for membership and dues may be forwarded to any member of the enrolment committee or to the Department of Elementary School Principals headquarters, 1201 Sixteenth Street Northwest, Washington, D. C.

There are still some states and large cities with no enrolment chairman. Members of the enrolment committee are urged to send to Eva G. Pinkston, Sam Houston School, Dallas, Texas, the names of principals recommended for enrolment work.

A meeting of the enrolment committee will be held at Cleveland, Ohio, February 24, 1929, at the time of the semi-annual meeting of the Department. We hope to meet every member of the committee at this meeting. The program will be informal with the object of getting acquainted and exchanging views. Let us start the year right by one hundred percent attendance of the committee at the Cleveland convention.—Herman Ritow, National Enrolment Chairman, Department of Elementary School Principals, Fort Sheridan, Illinois.

LOCAL PRINCIPALS' ORGANIZATIONS

Presidents of local principals' organizations are requested to send to 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.

EDUCATION IS THE BIG BUSINESS OF THE NATION

OFFICERED by a million teachers, the "grand army of the republic," an army of 25,000,000 children is marching against the citadels of ignorance and superstition and race hatred, upholding the traditions and defending the ideals of the republic—an army assembling from hill and dale, from city and village, from the farm, the workshop, the mine; from industry and commerce, from the homes of the rich and of the poor, with the blood of the Orient and of the Occident coursing through their veins; destined in each of the forty-eight states of this American "league of nations" to become citizens, not subjects; an army whose wellbeing places an obligation upon every American to support to the limit the stronghold of our democracy, the bulwark of our free institutions.—Frank D. Boynton, President, Department of Superintendence.

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.