

JUN 22 1929

VOL. VIII, NO. 4

JULY, 1929

BULLETIN

OF THE

Department of Elementary School Principals

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PUBLISHED QUARTERLY BY THE

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

of the National Education Association of the United States
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

Entered as secondclass matter November 20, 1922, at the postoffice at
Washington, D. C., under act of August 24, 1912. Acceptance for mailing
at special rate of postage provided for in Section 1103, Act of October 3, 1917,
authorized December 18, 1922.

BULLETIN

of the

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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Published quarterly in October, January, April, and July by the Department of Elementary School Principals of the National Education Association of the United States.

The payment of \$3 active membership dues entitles a member to attend all meetings of the Department, to hold office, and to receive the Bulletin quarterly.

Two dollars of each membership fee is for a year's subscription to the Bulletin.

Subscription to nonmembers is \$3 per year; single copies, 50 cents; Yearbook, \$2.

Members are requested to report at once any change of address, giving old as well as new address.

Entered as secondclass matter November 20, 1922, at the postoffice at Washington, D. C., under act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized December 18, 1922.

Executive and Editorial Offices, 1201 Sixteenth Street Northwest, Washington, D. C.

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THE TECHNIC OF DEMOCRATIC LEADERSHIP

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THE IDEAL of democracy in education is now widely accepted. Teachers are urged to democratize their class work. Superintendents and principals aspire to a new democratic régime. We hear much about participation in the management of the school on the part of pupils, teachers, and parents. Courses of study must be varied to fit individual differences in capacity; classes are organized for the bright, the average, and the slow; individual instruction is practised; and above all the program of activities is planned with reference to the development of initiative, selfdirection, and selfcontrol. Opportunity for each according to his need is a popular sentiment.

As usual with new movements, especially in the United States, enthusiasm runs ahead of analysis. We subscribe to the doctrine even before we inquire precisely what it is and what it implies. It appears to be generally assumed that the American social order is already democratized and that, therefore, the school has but to square itself with prevailing practise. This is far from the truth. The problem is not so simple as this. Friendliness and tolerance are, no doubt, accompaniments of democratic control, but they are not the essentials of it. Pure democracy, moreover, is a rare state and probably awaits Utopia for its exemplification.

To no one more than to the principal of a common school are the questions of what, when, and how of democratic social control pivotal. The school justifies itself to the extent that it proves a training ground for citizenship—or better, for membership in the various social groups by means of which community life goes on. To train for this it must give actual experience; the pupils must learn by doing, not merely by talking about doing. Hence the principal has a two-fold opportunity. He may exercise democratic leadership in order to build up a happy, successful school community for the sake of the present and he may at the same time contribute largely to the happiness and success of the larger community outside the school, now and hereafter.

Let us inquire how far the principal can be democratic and what his technic of democratic leadership should be.

We observe that the head of a school has a double obligation. On the one hand he represents the people—the social group that maintains the school and through its board of education and superintendent chosen by that board determines the purpose the school shall serve, compels the attendance of the children upon it, employs the teachers and other helpers, sets up rules and regulations to govern the school activities, and thus sets bounds to the freedom of action of all connected with the institution. The school does not belong to the teachers and it is not merely a voluntary association of the pupils. These facts are obvious but they have been somewhat

obscured of late by idealistic discussion, with resulting confusion of thinking and more than a little insincerity of action.

The liberty of the school is circumscribed, just as that of any other of our social institutions is and must be. Even as a nation we are learning to bend our collective will so as to harmonize our desires with those of our neighbors. In the same way the members of a school must adjust their conduct to the needs and desires of the community.

In this relation the effective principal of the school appears rather as a good salesman than as a chairman of an independent group in charge of its own affairs. Like the good teacher, he must often content himself with causing the teachers and the pupils of the school to want to do what he knows they ought to do. He may at times freely consult with them as to ways and means when the end has already been set up. Sometimes, however, even ways and means are prescribed.

Rarely may a public elementary school decide for itself when it will meet, how long it will remain in session, what kinds of books and apparatus it will use, what subjects of study shall be pursued, what attitude toward the established government it may assume, whether there shall be health examinations, whether the ages of the pupils shall be recorded, whether reports of progress shall be handed in, whether provision for safety shall be made, whether a pupil shall attend the class to which he has been assigned, whether a teacher shall assume such share of general routine duties as may be allotted to her, and so on through a long list. Getting all such duties performed willingly, cheerfully, and well is good management and reflects social power and capacity, but it is not in the strict sense of the word democratic leadership. It may and often does exhibit that fine consideration for others, that tact, sympathy, and intelligence which we like to think a conscientious man or woman in our time seeks to achieve, but it differs in certain essential respects from democracy as a form of spontaneous cooperative effort.

The blurring of this distinction has had unfortunate consequences, both in schools and elsewhere. The present tendency to lawlessness is undoubtedly due in part to a garbled notion of freedom. The privileges of liberty have been emphasized at the expense of obligations and necessary limitations. Individuals assert as their rights opportunities that are possible so long as they are not abused, but that must be curtailed whenever it appears that improper use is being made of them. Children are encouraged to believe that the school exists for them alone, and that they may enjoy its life as may seem best, without reference to any compulsion whatsoever. Teachers, too, forget that they have enlisted in a cause, that they are public servants and not masters, and hence attempt to legislate upon matters that are not primarily theirs to decide. All are free in America, *within certain limits*; it is not good leadership to pretend to ignore those limits. Indeed, such a course goes far to defeat the very purpose for which the schools are established, namely, to teach children the true meaning of liberty, freedom assured by law. The alternative to rebellion is not blind, unthinking obedi-

ence but intelligent and willing acceptance of regulations made by representatives of the public for the public good.

WHAT SHOULD A LEADER DO?

When we turn to the matter of leadership itself, we find a lack of specifications as to what a leader should do. The desirable personal qualifications have been set forth at length again and again. A leader, we are assured, should be a paragon of perfection. Well and good, though paragons are not so common as we could wish, but how proceed? That question has gone largely unanswered.

Consider what is to be accomplished: (1) A number of persons are to be welded together into a social whole—they are to think and act together; (2) certain problems are to be regarded as common problems; (3) their solution must be sought by cooperative effort; (4) decisions reached by the majority are to be cheerfully acquiesced in; (5) machinery for carrying the collective will into effect must be devised.

Ideally each member of the group contributes all he is capable of to each phase of its activity, but as far as possible the welfare of the individual must also be kept in view and not sacrificed unnecessarily to the common good. The activities of the group must not become stereotyped, but there must always be the possibility of adjustment to changing conditions without disruption or undue disturbance.

Something like this is accomplished by all successful organizers of neighborhood clubs. The better types of voluntary extraclassroom activities are launched and maintained in this way. The assembly of the school frequently affords a good example. The meetings of the principal with his corps should certainly on most occasions embody the same conception.

With such an ideal in mind we may ask again, what should the leader do?

1. *He should seek to bring about acquaintance, mutual respect, confidence, and good will.* These factors are clearly essential to success in cooperative effort. If there is to be team play, there must be team spirit. Strangers never have this. On the contrary, there is a natural or native antipathy between strangers, not always recognized as a basic cause of strife and antagonism, between the highly civilized as well as the savage. The sense of strangeness must be replaced with a sense of comradeship. There must be also the complementary feeling of trust and confidence. The comrade must have been tried out and not found wanting.

Politicians understand this principle very well. They wish to meet people and to have people meet each other. They emphasize companionship. They hold meetings, have speeches, attend dinners, knit the members of their group together, so that when the time of struggle comes, the party may endure. They are said to be organizers. By this is meant much more than that they set up machinery and get something to going. They also bring about amicable personal relations.

Now the principal who aspires to leadership of his school must not overlook these essentials. He must achieve solidarity. Two practical suggestions as to how this may be accomplished are worth mentioning. In the first place, acquaintance means far more than recognition and handshaking; it signifies meeting issues together. One does not know a person until he knows how he is likely to act in various typical situations. Presence of mind is shown in emergencies. Magnanimity appears when there is opportunity to show what attitude one will assume toward offense. The judicial temperament expresses itself in the seeking for and weighing of evidence on all sides of a live question. Imaginative sympathy comes out in the presence of a novel point of view.

One thing the leader can surely do is to so present material issues and so encourage others to present them that the persons associated with him will know each others' minds and come to prize frankness, fairness, and friendliness.

In the second place, people become acquainted in the informal contacts of purely social hours. The best principals know well the value of tea and cakes, a bit of tasteful service and the opportunity to pass the time of day. Those who do not, fall short precisely as does the church man who never reads his Bible or goes to worship. "He neglects," as our fathers used to say, "the means of grace." Eating and drinking together are very old and profoundly significant human activities, worthwhile in themselves and often doubly valuable on account of the more important activities for which they pave the way.

The principal's office is after all a social function; he must deal with people. If he aspires to be more than simply a manager, he must deal with them not alone as individuals but also as groups. He may have the most altruistic spirit in the world and the deepest respect for the sacredness of personality, and yet fail of his ends because he does not know how to promote good fellowship. Many an earnest, scholarly man or woman fails at just this point. Being a good principal means much more than conducting an efficient business office. The really successful principal is a social engineer.

2. *Make sure that the problem to be faced, the need to be realized, the purpose to be accomplished, is clearly defined.* Autocrats do not share their thoughts; they give orders. The essence of democracy, however, is *sharing*. All members *participate*—not only in doing what is to be done but in deciding what is worth doing and how best to do it. This is a very different process from that of authoritative decision and direction. A leader may have a goal in mind quite as definitely as a commander, but he reaches it by a different road. Instead of feeling that he must do all of the thinking, he determines to make conditions as favorable as possible for others to think.

To do this he must study the situation. Is a need or aim already clear to all? Is he confident that the issue that should next be met is fairly well agreed upon? If not, bearing in mind that all participants should have opportunity to contribute as much as possible to the advancement of the

general objects that have brought the group together, he will call for suggestions as to what forward step appears to be most desirable or feasible. In any case the leader will seek to have whatever issue is presented clearly defined. Half the difficulties people experience in getting on together are caused by lack of mutual understanding.

Suppose, for example, some teachers in the school express the opinion that stricter discipline of the pupils is necessary. At once the questions arise: What is discipline? What is the purpose of it? How should one judge whether discipline is good or bad? What offenses are really serious? Why? After the members of the corps have come to something like agreement on the answers to these questions, the problem of what to do about certain specific shortcomings in conduct can be faced in an unimpassioned, impersonal fashion, with assurance that all are speaking the same language and thinking of the social control of the school in the same term. To undertake to work out a policy and establish procedures before this clarification has taken place is folly. The group must decide collectively where it means to go before it attempts to decide upon how to get there.

Preparation for presiding over meetings such as is called for from this point of view is exacting. The leader must have a clean-cut grasp of the issue and be aware of different ways of defining it. He is ready, therefore, to see the matter from the different angles from which others will view it. He is prepared to restate and sharpen the alternative positions and to stimulate and guide the thinking of all until the alternatives and their larger implications are brought out. It is, of course, much easier merely to set forth your own views and assume acceptance of them. That is not, however, democratic leadership. Such a method of proceeding is likely to be expeditious in getting things done and is at times proper, especially in emergencies. What it fails to do is to capitalize the experience and intelligence of one's co-workers and to give them a proper opportunity for growth and development. The goals reached by such methods are in reality not the same as those attained by the democratic process.

3. *In order that the members of a group may act together they must think together. Democratic leadership involves the conduct of group thinking and group discussion.* Those who are interested in the problems touched upon in this paper, particularly in that of stimulation and guidance of free interchange of opinion, will find a wealth of practical suggestion in Professor Harrison Elliott's recent book, *The Process of Group Thinking*.¹ The writer characterizes much current discussion as desultory. No one, not even the chairman of the meeting, has made any special preparation; hence the talk is rambling. Certain persons monopolize the time. Relatively unimportant matters are overemphasized while important ones are entirely overlooked. Opinion is at times colored with emotion, and personal considerations crowd out impersonal ones. The results, if any, are scattering and undecisive and nothing of any consequence follows.

¹ Association Press, 347 Madison Avenue, New York City.

To avoid these dangers the leader should provide a series of questions or an outline and place copies in the hands of all present. He should see to it that the time is distributed among the items to be considered, that the less aggressive are called upon to take part, that progress is summed up from time to time, and that the conclusions reached are clearly stated.

This sounds like teaching, as indeed it is, and unless care is exercised to avoid it, the outcome will inevitably be that which the framer of the questions intended it should be. Much present-day teaching that appears to be exceedingly solicitous as to the independence of the student is in reality only a thinly disguised method of indoctrination. To avoid this the leader may well hold his questions in reserve, invite the members of the group to analyze the problem together, place on a convenient blackboard the issues raised, assist in completing the list and in ordering it, and thus keep the endeavor informal throughout.

That sort of chairmanship requires readiness and address. The chairman must be able to think on his feet. He will often be compelled to restate in clear and simple terms an idea that has been imperfectly expressed. He must be patient, tactful, and cool, no matter how much heat may be engendered by others. Above all, he must sincerely welcome contributions novel to him and keep an open mind as to the outcome, no matter what his predilections may be. His function is not to secure acquiescence in his views but to aid the group as a group to reach views of its own. As this type of teaching becomes more common, we may doubtless expect to have more leaders of conference who can use a truly democratic technic.

4. *Democratic leadership fulfills itself in bringing about appropriate action.* Leadership implies movement, going somewhere. Thinking and talking should come to fruition in doing. This should certainly amount to something other than admiration on the part of the rank and file for the leader while he carries out the policies agreed upon. The final stage of free discussion should deal with provision for action. Here another characteristic feature of the socialized group appears, namely, division of labor. Each plays his part. Certain responsibilities are assumed by this committee, others by that. Real leadership appears not in undertaking all the tasks agreed upon but in choosing those persons more capable of performing them and in giving encouragement and aid as encouragement and aid are needed.

In the course of the year there should be a part for everyone. Pupils who cannot take charge of traffic lines can carry messages. A boy who has small literary gift sometimes proves an admirable solicitor for advertisements, where such are wanted, for the school paper. Nor should the places offering large possibilities be reserved for the few. One object is to carry on school enterprise; another is to enable boys and girls to grow through the voluntary exercise of their powers. This second aim requires that opportunities shall be passed around. The natural tendency in school as elsewhere is for the rank and file to concede the conspicuous positions to the few who by reason of engaging personality, persistent ambition, sheer aggres-

siveness, general popularity, or real merit have attracted attention and gained reputation. Since the school is a place in which every child should have a chance to profit as much as he can by the experiences possible in it, the wise principal will do his best to impress upon pupils and teachers alike the danger of calling repeatedly upon the same persons for important service simply because a habit of doing so has been formed. What will gratify the group must be balanced against what is due the individual.

When it comes to action, the leader has the special duty of seeing to it that the purposes in view are not forgotten. Once a movement is well started nothing is easier than to let enthusiasm run riot. Then the goal is easily lost sight of and energy is freely expended for the pure joy of doing. The good life, however, is one controlled by worthy ends. This holds for groups, of course, as well as for individuals, but it is probably less commonly recognized in the latter case. The essence of leadership is guidance toward the goal—if it be democratic leadership, then guidance toward the outcome foreseen, chosen, and agreed upon by all. How much more worthwhile to inspire those seeking their anticipated goal than those blindly following, they know not where!

NEED TRAINING IN SERVICE

AT NO TIME has there been so great a need for training teachers in service as now. Normal schools and teacher-training institutions tend to lag behind the best current thought and practise, because of their attempt to prepare teachers for the average school. Education is moving ahead so rapidly today that even the graduates of our best teachers' colleges soon find themselves out of date unless they receive active training in service.

Today we need to train teachers to adapt their work to the wide differences that exist among individual children; to do active and worthwhile research in connection with their classroom problems; to look on the misbehaving child not as a culprit but as a patient; and to release each child's creative powers and train him in the best social use of those powers.—Carleton Washburne, Superintendent, Winnetka, Ill.

THE TYPE, THE KIND, THE AMOUNT OF SUPERVISION WHICH ELEMENTARY PRINCIPALS SHOULD KNOW AND BE ABLE TO GIVE

W. H. BURTON

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IT IS an accepted fact that principals should do supervision. This group has already gone on record to that effect. Therefore, no time will be wasted presenting arguments on this point. The remarks to follow are for those who are willing and wish to do supervision.

Before the principal can do any type of effective supervision, he must have certain understandings about supervision, and certain preliminaries must have been cleared out of the way. Some of the latter are not always under his control, but he should call attention to the need for clarification.

First, the principal must have the modern concept of supervision. This means that he must regard supervision as a complex and intricate matter going far beyond the traditional activities of classroom visitation and conference. These latter are activities of supervision, to be sure, but are far from being all of it. Supervision includes anything concerned (1) with the direct improvement of the teaching act, (2) with the general improvement of teachers while in service, (3) with curriculum reconstruction, (4) with needed, practical research, (5) with inspection, (6) with evaluating teaching, (7) with building morale, *esprit de corps*, and professional spirit.

Second, the principal must envisage supervision as a cooperative procedure in which several people participate. The point involved is that the principal does his supervision in conjunction with others.

In the third place, there must be a clearly understood organization of the system for carrying on supervision. Functions should be defined for all workers and duties allocated functionally, that is, fields of operation should be delimited and cooperation provided for. This is an urgent problem and would need an entire lecture in itself. Suffice it to say that this thing must be done by the superintendent or central administrative staff. The principal should constantly urge it and should participate in setting up the desired organization. This problem is well treated in a recent volume¹ by Dr. F. C. Ayer of the University of Texas and Professor A. S. Barr of the University of Wisconsin.

In the fourth place a general plan or program of supervision should be laid down, by the superintendent if it is a small system, by a supervisory council including the principals in a larger system. Where there is no general plan the principal should make a plan for his own building. This plan will consist of certain definite objectives which grow out of the needs

¹ Ayer, F. C., and Barr, A. S. *The Organization of Supervision*. Appleton Series in Supervision Training. D. Appleton Co. 1928. 396 p.

of the situation as they have been determined by any of several methods of analysis. There will also be a statement of the supervisory means to be used in attacking these objectives, and lastly, methods of checking progress will be enumerated.

Now we may come closer to the actual type and kind of supervision to be performed by the principal. On the basis of the foregoing we can see, first, that it will not be haphazard or random, but will be in the nature of a consistent attack on certain definitely stated objectives, either his own or those set up by the central council.

In the second place, we can make a distinction between the direct and indirect activities involved in supervision. The principal is in the strategic position. He is the leader of a small and presumably united group. Where there is the proper spirit and attitude within the building there is then the ideal situation for direct personal contacts. The principal then should do the bulk or what we call direct supervision, leaving the more indirect supervision to the supervisory officers. When the full implications of this point are clear, there will doubtless be some disagreement, but this is because the newer idea differs from the traditional concept.

The principal, then, should do most of the visiting and conferring with the teacher. He should be competent to analyze and evaluate lessons, and to give the teacher assistance in terms of general methods of teaching. He should operate on the level of general principles and general methods, which most distinctly does not mean on the level of generalities. He should be able to help the teacher select the proper method, to plan lessons, to check up on errors in the application of known general principles, to direct the teacher to good illustrations within the building, and to direct her to sources of information. When he gets beyond his depth with general method, or when strictly special method problems arise, he should call upon the specialist supervisor, which is what the latter is for.

The principal, furthermore, should be responsible for directing the study of his own teachers in terms of their own needs. He will do much informal, frequent visitation, with conferences on minor individual problems, reserving his more organized visits and conferences for followup on the objectives of the program.

The problem most important for each principal is responsibility for developing professional spirit and fine feeling among his group. To do this, he must absolutely know his material. He must be ready to take the time and the trouble to give help when it is asked, to seriously study through with teachers' problems which they raise. All of his contacts with teachers must be sympathetic and kindly, and he must deal fairly with them.

A contrast may help to make this matter clear. The supervisors other than the principal will answer the special calls noted above, will head up the course of study research which the principals will adapt, will evolve standards for evaluating materials and methods of instructions which the principals will use. The principal may even participate in the latter type

of work, but he is not primarily responsible for it. The supervisor will head up such research as is necessary for furthering the real problems of the system. The principal might, under some circumstances, have some minor research going on within the building, but he will doubtless find enough to do with his other duties.

Certain very obvious practical difficulties stand in the way of this theory of supervision by the principal. In the first place, most principals are not trained for this type of work, but this can be remedied. In the second place, this point of view is quite contrary to the traditional concept of the principalship. Very obviously a new and progressive concept of the job must be acquired. The principalship should not be a minor administrative job. A high-class clerk can take care of that. The principal is a high-class professional leader of technical workers. To really be this he must believe in modern supervision and secure the training for it. The third difficulty is time, but this can be remedied with reasonable ease, granted that the principal acquires the new concept of his position and can intelligently budget time and distribute administrative duties.

Summarizing, we should say, first, that the principal must know what modern supervision is and that it is cooperative. Second, the superintendent or central council should have an explicit policy on supervision and a plan of supervisory activities. Third, the principal shall do the bulk of the direct, personal supervision, calling on the specialist when needed, and leaving to this specialist the more remote and indirect agencies. Certain administrative difficulties in the way of this can and should be eliminated.

WASTE IN AMERICAN EDUCATION

ONE WASTE is failure to adopt the teaching of early school years to the normal activities and experiences of children at that age, due to the external imposition of the three R's; others are the uniform four abreast treatment of school subjects, instead of alternate periods of concentration and remission; the confining of teachers to single grades; the absence of a sufficient variety of teachers in early grades; the tendency to justify existing divisions of the school into separate units. The chief source of waste is failure at all stages, from the elementary school through the college, to utilize the experiences of children and youth gained out of school. Isolation of school from life is the chief cause of harmful isolations within the school.—John Dewey.

THE VILLAGE AND CONSOLIDATED PRINCIPALSHIP IN ITS RELATION TO THE COUNTY SUPERINTENDENCY

JULIAN E. BUTTERWORTH

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THE importance of leadership for rural progress—Educational development in the rural areas is influenced by many factors, such as the development of larger local districts, equitably distributed state funds, and higher standards for teachers. One of the most important factors is, in my judgment, intelligent and sympathetic yet aggressive leadership on the part of those professional officers holding positions of trust in the schools. In most states these officers are the county superintendents, or comparable officers, in charge of a large area of territory, and the principal of the particular school or school district within that territory. The principal has responsibility for meeting, as best he can with available facilities, the educational needs of his community. The county superintendent has, or should have, general responsibility for coordinating the activities of the different communities under his jurisdiction and for planning how to meet new needs that are constantly arising.

In a way this problem is the same as that which the city school organization has had to face. There the problem is, in theory at least, on the road to solution, but there are some special conditions in the rural areas that complicate the problem and call for special consideration. (1) It has happened in the rural areas all too frequently that the principal has been a better trained officer than his official superior, the county superintendent. Various circumstances have been responsible for this condition, but chief among them have been two. The county superintendent has often been elected at large so that political ideals and abilities have been emphasized, while the local principal has been chosen by a small group responsible for school development. Choice of the former officer has commonly been limited to the county, while in the case of the latter there has been freedom to seek him wherever necessary. The former has often had a definitely stated salary which soon became inadequate in the face of rising standards and rising costs, while the latter has not been so hampered. Fortunately this situation is now changing; yet about one-half of our states still select the county superintendent through popular election, while in one state where he is appointed and where a relatively high salary is paid the law specifies that he must, before appointment, have lived in the state for at least three years. (2) Only in a few states has the county been the local unit. In the city there is a single school district with the board of education responsible for all public education, so that the responsibility and authority of the city superintendent has been clear and unequivocal. Outside a very few states the county board has had limited responsibility, most authority being placed in the hands of the boards of the local village, consolidated, or township districts composing the county. Often there has been no county board of education. As a result

the legal authority of the county superintendent has been insufficient or indefinite. He has not been able, even where he had the training and ability, to effect the coordination among the local districts that modern educational needs demand.

Our developing county superintendency—While the county superintendent has not made the progress in many states that is necessary if this officer is to become a genuine educational leader, there are some states in which real development has taken place. Ohio is one of these states. I have no data sufficiently comprehensive to warrant a comparison between the county superintendent and the principal of the unexempted village in this state, but there are some facts that are indicative. Incomplete data¹ recently tabulated shows that the county superintendent of this state is receiving a median salary of \$3406; has had a median total educational experience of 24.8 years; a median tenure of 5.8 years; and a median training above high school of 5.3 years. While we all recognize that such data are indicative rather than conclusive in measuring professional ability, they are entitled to considerable weight. In order that we might see how Ohio compares with other states on these matters, I have selected nine other states in which the available evidence indicates that conditions are particularly favorable. Among the ten states, Ohio ranks second in median years of training above high school, fourth in median salary, sixth in median total experience, and eighth in median tenure.

There are many aspects of this problem, but I should like to direct your attention to that one relating to the division of responsibility between the county board and county superintendent on the one hand, and the local board and the local principal on the other hand. However, before we can discuss this intelligently, we must recognize that the division of responsibility between these two groups will depend upon the nature of the school organization.

Four types of county control—Speaking broadly there are four types of county control in the United States. (1) In three states the county is the local school district, except in the very large cities, so that the county board has practically entire responsibility for education in the county. The county superintendent is the professional head just as is the superintendent in the city. (2) In some seven or eight states and in a few counties of three or four other states, the county board has complete jurisdiction except in those districts that are exempted, usually because of size. For example, in Alabama all places of 2000 and over must be independent of the county board of education while those between 1000 and 2000 may be independent. (3) In a very few states or a few counties of certain states there are both county and local boards and the responsibility is fairly equally divided between the two. (4) In the great majority of states control is divided between the county and the constituent districts with a general tendency for the locality to have chief control. Ohio belongs in this group.

¹ From a study being made in cooperation with the United States Bureau of Education of the status of the county superintendency.

While the county superintendent is the professional head of the schools, as in the first two types of organization, the legal relationship between superintendent and principal is clear. The former is the official superior of the latter. However, our presentday ideals are leading us to see the importance of giving the principal considerable freedom. He should be allowed, subject to the general policies of the county board and the county superintendent, to direct the activities within his own school and community. This not only tends to make the principalship attractive to welltrained men and women of initiative but, by relieving the county superintendent of details, frees him for constructive activities on larger problems.

It is where the legal control is divided between the county and its constituent districts, as in Ohio, that our problem now seems to be most acute, and it is to that situation that I shall give attention.

The basic principle involved—The goal to be reached is clear: We want to place a particular duty where it may be most effectively assumed. In the long run we cannot give the county superintendent responsibility merely because he likes it nor place it upon the principal merely because the superintendent does not like it. It is efficiency in performance that we are concerned with. But to determine with mathematical exactness where this may be best secured now seems to be out of the question. However, there are certain factors that clearly affect the distribution of responsibility. In the remainder of this article the purpose will be to show in what way these factors are involved and to suggest some specific data that may be collected in connection with them.

In seeking to measure the probable effectiveness of different allocations of authority, the following now appear to be of prime importance:

1. *Does the local district have a head professional officer?*—In an eastern state having the township as the prevailing type of local unit, data recently collected show that almost two-thirds of these districts have no head professional officer. When this is the situation the county superintendent ought to have authority in those matters that are of fundamental importance, such as the nomination of teachers, suggesting modifications in the curriculum, and choosing books for the library. In these days of complex educational questions we cannot expect boards without professional leadership to make intelligent judgment. Most of us would doubtless agree that there ought to be a principal in charge of each district and that if necessary the district should be enlarged until it is possible to employ such an officer. It should be clear, however, that if there are such districts as those described the county superintendent should have large responsibilities.

2. *Does the county superintendent have superior professional training and ability?*—If he does not, then we can hardly expect him to exert effective leadership over the principal of the local district. The local principal will not usually be willing to refer questions for advice or decision to one who is his inferior professionally. When, therefore, a study of the relative status of these two officers as to training, experience, and such evidences of ability as we can secure, shows that the county superintendent is inferior

to the principal, the superintendent's functions should be largely nominal. Effort should then be made to the improvement of the status of the office.

3. *Is there need for greater specialization in an educational function than can be secured in a local district?*—The problem of attendance may be taken as an illustration. In New York state each township and village has its truant officer who is paid a nominal fee. Data¹ recently collected show that the median officer has completed only the eighth grade. Where such conditions exist we cannot expect attendance enforcement to be more than a legal matter—the use of legal threats to keep children in school. While this procedure is not to be neglected, the real problem of attendance is to discover why children are not in school and to remedy those conditions in school, in the home, or in the child himself that keep him out. To do this calls for professional ability and training of no mean sort. Obviously, the average school district cannot afford to secure the services of such a person, and probably does not have the school population to warrant the expenditure. It should be possible to collect data that will show for the state as a whole or for representative counties the extent of non-attendance, the number and the nature of the cases to be investigated, and to infer therefrom the qualifications needed in this officer and the area that he can serve effectively.

While Ohio has taken the step of having a county attendance officer, data recently collected² regarding training, experience, and salary of these officials would cause one to question whether the situation has yet been met effectively.

4. *Is there need for disinterested judgment on matters affecting several districts?*—We are becoming conscious of a problem in secondary education that has too long been neglected. In most states each community has been permitted to develop a high school as it pleased with little or no guidance so long as it offered at least the traditional subjects. But various conditions are making us realize that a real secondary school should do more than that. It should provide curriculums of various kinds to meet the needs of all social and economic groups in the community. This cannot be done where there are only a few pupils. Recently I estimated that in New York State about fifty-five percent of all high schools have an enrolment of less than 100. In contrast, only eleven percent of the high schools of New Jersey have such a small enrolment. The latter state has kept down the small high school partly through state regulation, partly through the leadership of the county superintendent, partly through liberal state aid of three-fourths of the cost of transportation. Ashbaugh's recent study³ of this

¹ Hanson, W. L. *The Costs of Compulsory Attendance Service in the State of New York*. Contributions to Education. No. 158. Teachers College, Columbia University, New York City.

² Sloan, P. W. *A Study of the Present Status of the County Attendance Officers in Ohio*. Master's Thesis, Ohio State University, 1927.

³ Ashbaugh, E. J. "High School in Every District Means too Many Small High Schools." *School Life*, Vol. 14, No. 7, 1928.

problem in Ohio, showing 73.7 percent of four-year rural high schools as having less than 100 enrolled, gives this state data needed to realize the situation. Perhaps the solution may come in part through the state, yet the county may well have an important place. Since each district, desiring, as it generally does for commercial or other purposes, to maintain something to which the name "high school" may be attached, cannot be expected to be disinterested, we must turn elsewhere. The county superintendent may and should be required to make detailed studies in his county that will show the number and location of high-school pupils and the number and location of schools that may be designated to offer secondary school facilities.

5. *Must there be cooperation of several districts to meet certain educational needs?*—As the result of educational activities in some of our larger cities in recent years, we are beginning to realize the need for a comprehensive system of vocational education on the secondary level. The rural areas have been backward in this matter. Where vocational facilities have been provided they have been confined largely to agriculture and homemaking with limited offerings in commercial subjects. But it should be evident that young people from the rural areas may wish to go into carpentry, masonry, plumbing, automobile repairing, salesmanship, stenography, printing, and the like. In some of these, as homemaking, the demands may be such as to justify a department in each high school. In agriculture, perhaps three or four departments in a county will be sufficient. In automobile repairing, perhaps one to a county may meet the need. In printing, perhaps one department may serve several counties.

The wise determination of such matters can come only after a careful study has been made of typical counties regarding the need for training of different types, the facilities required to provide the desired training, and the financial outlay involved. We are not likely to move ahead in providing training for all types unless the county, through the county superintendent, takes the initiative.

Similarly we are facing the problem of providing for the exceptional child. Almost nothing has been done in the rural areas to provide the differentiated offerings needed to give each exceptional child his opportunity. Few local rural communities can do so; there must be cooperation on a higher level.

I have here attempted to point out some of the factors that are involved in determining what the local district and the county should do in a state having both levels of control. This inevitably involves the relationship between the local principal and the county superintendent and the professional responsibilities of each. As I see it, we should make detailed studies on each of these and similar problems in order that we may know where, in a particular state, responsibility should be placed in order to insure efficient control. As such studies are made under widely varying conditions we may expect detailed principles in the establishment of relationships to emerge.

THE PRINCIPAL AND THE PROFESSIONAL GROWTH OF HIS STAFF

E. H. DRAKE

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IN FORMER years the elementary school principalship, while a position of importance, did not occupy the place it does today. Consequently, the qualifications for such position were of a simpler nature. The position called for executive ability, dominating personality, successful experience in teaching, ability to maintain order, to manage and control a school. The educational qualifications demanded were more or less ordinary and did not necessarily include professional training. Small buildings were the rule rather than the exception.

Today there is a nationwide movement for the improvement of the status of the elementary school principal. It has been one of the significant developments in education in recent years. To make the principalship what it ought to be is today one of the leading objectives in education. From the standpoint of preparation, a principal is expected to have a scholastic education with the A. B. or equivalent degree from a standard higher institution of learning, professional training adequate to the needs of the present age, and liberal, successful experience in teaching and management. The administrative duties of the principal now demand that he should be a leader in his community and the professional leader of his teachers.

In order to be the real leader of his staff and an inspiration for their professional growth, and a leader in his school community as well, he should possess many characteristics and qualifications if he is really adapted to the job. While it is not expected that he shall be expert in the various lines of knowledge, his training and experience should be broad enough that he will have an adequate knowledge of the various subjects of instruction carried on in his building, be experienced in presenting subjectmatter in the classroom, and have the professional training that will give him a grasp upon methods and child growth. He must realize that education itself is growth, and continuous in growth. He therefore must himself be growing, alive, and alert to educational situations. He must be able to see child growth in relation to purposeful activity. He should know the psychology of early and later childhood and of adolescence. He should understand the laws underlying the growth of personality, be able to assist his teachers themselves in such growth, as well as the growth of the children under their instruction. In the technical language of the hour, he should understand that the "integration of the personality" is one of the great purposes of the school, and he has a part, along with teachers, in guiding and otherwise assisting in this process. He should have a thorough knowledge of the generally recognized school objectives. He should know how to evaluate the curriculum and be able to do his part in constructing it.

Evaluation of curriculum material, reconstruction and proper grade placement of such material, and the formulation of it have constituted an important phase of the work of educators the past few years and doubtless will continue to be an important part of the work of the immediate future.

Expert leadership is essential to effective schools. Recognition of this fact on the part of the principal is important. He should have large acquaintance with school procedure in the best schools of his own and other cities. In the light of such knowledge and his professional study, to which he should devote an adequate amount of time, he will be able to keep in close touch with educational theories and procedure and be able to direct his teachers along such lines. To supplement his earlier training and home study, he will find it highly advantageous, as often as every two or three years, to spend a summer in school for the professional training of principals, and to take advantage every year of the opportunity to attend professional meetings, district, state, and national. He will thus know the newer ideals of education, be able to weigh them in the light of his knowledge and experience, to properly evaluate them for presentday use, and will know the place in education of motivation, organization, initiative, appraisals, and values in relation. He will know how to assist in acquiring knowledge and how to develop habits, skills, attitudes, ideals and appreciations—the important phases of growth.

The changing, growing, large elementary school, with its complex organization—the kind of school today that is taking the place of the smaller school of former years—will give the principal a great opportunity in the presentday field of education. It will give him opportunity to show the real significance of the statement frequently made today, "As the principal is, so is the school." His experience and professional knowledge will aid him greatly in the supervision and guidance of his teachers. Executive ability inspires confidence. He should therefore be able to demonstrate that he knows his school and knows how to administer it. He is the educator par excellence to help initiate, observe and guide experiments in the classes of his school, from which experimentation he and his teachers can derive useful information as to methods, devices, and new types of subject-matter. His leadership of teachers and his grasp on his job in other respects will enhance his leadership in the community of his school, and this community leadership is no small part of the good he can do. The presentday parent-teacher association will afford a fine field for such endeavor. *A Schoolmaster in a Great City* and kindred books will be of valuable assistance to him in such work. His leadership everywhere should be of the cooperative rather than the dominating type.

The above pictures a very responsible work and sets forth ideals. These ideals, however, are by no means unattainable, and the growing importance of the place of the principal argues that conscientious effort should be made toward their attainment.

The greater the leadership of the principal, the more he will inspire confidence on the part of his teachers. He must be able to assist them in

personal growth. He must be able to help them individually develop wholesome attitudes. One great means of inspiring growth in the members of his staff will be the proper placement of responsibility upon them individually. His chief problem here will be how to deal with the non-growing teacher. Many conscientious, faithful teachers are apt to be rather ultra-conservative. They are not adapted to change. Trained possibly in a conservative educational institution their tendency will be conservative in proportion to the conservatism of the Alma Mater; or even though the parent institution may have been a progressive one in its day, the natural tendency of such teachers will be to remain in the stage of professional growth of the time in which the training was secured. Even though this type will be a problem, nevertheless it must be considered the principal's duty to interest his teachers as far as possible in professional study and direct them in it. There are various ways in which he can do this—inspire them toward growth by the reading of professional books, the observation of expert teaching, experimentation in classroom procedure and subjectmatter, the attendance upon professional meetings, the attendance of summer schools for the advancement of teaching, leave of absence for travel and scholarships. In these and other ways the principal can interest them in the newer ideals of education and in educational technic.

By observing good teaching and knowing how to pass it on to others, by helping teachers experiment, by guiding, directing, and evaluating teacher visitation and conference, by his inspiration in their supervision and guidance, by helping them establish standards and objectives, by assisting them in working out the curriculum, by helping them in re-evaluating curriculum offerings, and by assisting them to develop an elastic technic that will enable them to adjust their work to changing conditions, the principal will stimulate growth on the part of the teachers and in the process will be creating for himself a reputation for leadership that will carry on in all spheres of his influence.

Cooperative, creative supervision and leadership will ever be his strongest ally in the administration of his various duties. In exercising this leadership with his teachers, his criticism should be of the constructive type. He should seek every opportunity to encourage them. His commendation of their good work should be given frequently. His suggestion for the improvement of their work can be such as to be most helpful. In short, constructive criticism, encouragement, commendation, and suggestion will always constitute most helpful supervision. He himself should not dominate, but lead in cooperation by discovering the superior abilities of his individual teachers and developing these superior abilities for the common good. This is the highest type of group leadership. It is creative supervision.

SALARIES, SERVICE, AND SUPERVISION

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AT ONE time "getting by" as an elementary school principal was an easy task. This is no longer the case. The elementary school has become a complex unit in our American education. Research has revealed the potent influence of the early formative years. The utilization of new knowledge in an efficient instructional program has become a major problem. Such demands call for the highest type of leadership from the modern principal.

How are competent persons to be recruited and retained in the principalship? Obviously, salary is an important factor. First-class persons will not be available in communities where salaries are low. Ability and brains cost money. Yet big business has proved that the best brains are cheapest in the long run. Can education profit by the experience of business?

Adequate compensation for principals is becoming a reality. Progressive cities are paying higher salaries and demanding better service. This plan is more effective than demanding high-grade service on the *promise* of better salaries. The following tables and discussion show several encouraging tendencies.¹

Salary distributions—Tables 1 and 2 give the 1928-29 salary distributions for teaching and supervising principals in city school systems. Supervising principals include only those who give full time to administration and supervision. Teaching principals are those with some regular teaching duties. The two tables include data on 10,301 principals from 1401 cities.

In 1927 the Research Division of the National Education Association presented salary tabulations for the school year 1926-27.² At that time 10 of the 11 supervising principals, receiving annual salaries of \$5500 or more, were in Newark. In 1928-29 the tabulations show 370 supervising principals in this upper salary range. Of this number, 330 are in New York, 24 in Newark, 5 in Hartford, 1 in Jersey City, and 10 in cities below 100,000 in population.

Salaries of teaching principals in Table 1 range from below \$1200 to approximately \$4800 per year. The top figure is \$800 higher than in 1926-27. Supervising principals' salaries in Table 2 range from below \$7000 and over. The high end of the range is more than \$1000 above the 1926-27 report.

¹ Based on "Salary Scales in City School Systems, 1928-29," *Research Bulletin*, May, 1929. A copy of this report was sent to every member of the Department of Elementary School Principals.

² See "Salaries in City School Systems, 1926-27," *Research Bulletin*, March, 1927, 64 p.

TABLE 1
SALARIES OF TEACHING ELEMENTARY SCHOOL PRINCIPALS IN 1928-29

Salaries paid	City size					Total
	Over 100,000	30,000 to 100,000	10,000 to 30,000	5000 to 10,000	2500 to 5000	
1	2	3	4	5	6	7
\$4600 to 4799.....	27	...	...	...	...	27
4400 to 4599.....	2	...	...	...	...	2
4200 to 4399.....	2	...	...	...	...	2
4000 to 4199.....	5	1	...	...	...	6
3800 to 3999.....	...	1	...	...	...	1
3600 to 3799.....	...	...	...	...	...	...
3400 to 3599.....	1	...	...	...	...	1
3200 to 3399.....	1	4	...	...	1	6
3100 to 3199.....	5	4	4	1	2	16
3000 to 3099.....	1	28	4	3	1	37
2900 to 2999.....	3	3	8	...	1	15
2800 to 2899.....	35	17	6	6	1	65
2700 to 2799.....	19	16	9	8	2	54
2600 to 2699.....	31	18	13	5	2	69
2500 to 2599.....	16	21	20	4	4	65
2400 to 2499.....	19	37	19	11	14	100
2300 to 2399.....	19	36	23	6	11	95
2200 to 2299.....	42	63	53	14	17	189
2100 to 2199.....	36	59	83	18	18	214
2000 to 2099.....	61	71	105	48	30	315
1900 to 1999.....	48	73	88	49	24	282
1800 to 1899.....	11	72	150	62	34	329
1700 to 1799.....	3	55	135	70	53	316
1600 to 1699.....	2	54	132	118	53	359
1500 to 1599.....	7	23	120	134	65	349
1400 to 1499.....	...	23	116	92	75	306
1300 to 1399.....	...	12	89	83	107	291
1200 to 1299.....	...	6	46	48	71	171
Below \$1200.....	...	47	25	65	131	268
Total	396	744	1248	845	717	3950
Median	\$2271	\$2010	\$1771	\$1600	\$1466	\$1773

Read table as follows: Out of 717 teaching elementary school principals reported for cities 2500 to 5000 in population, one receives a salary between \$3200 and \$3399. The median salary paid this group of principals is \$1466. Similarly read figures for other groups of principals.

According to Tables 1 and 2, only about 60 percent of all city elementary school principals receive a salary of \$2000 or more. Yet data presented on pages 474-80 of the *Seventh Yearbook* indicate that \$2000 should be the *minimum* annual salary paid to highly-trained professional workers in the United States.

TABLE 2

SALARIES OF SUPERVISING ELEMENTARY SCHOOL PRINCIPALS IN 1928-29

Salaries paid	City size					Total
	Over 100,000	30,000 to 100,000	10,000 to 30,000	5000 to 10,000	2500 to 5000	
1	2	3	4	5	6	7
\$7000 and over.....	13	...	...	...	...	13
6000 to 6999.....	284	...	...	...	...	284
5500 to 5999.....	63	10	...	...	...	73
5000 to 5499.....	139	9	...	1	...	149
4800 to 4999.....	172	6	...	...	1	179
4600 to 4799.....	59	10	4	...	...	73
4400 to 4599.....	121	5	1	2	...	129
4200 to 4399.....	104	8	7	...	...	119
4000 to 4199.....	228	37	8	2	1	276
3800 to 3999.....	186	28	14	4	3	235
3600 to 3799.....	314	26	11	5	2	358
3400 to 3599.....	298	47	21	4	2	372
3200 to 3399.....	342	74	33	8	2	459
3100 to 3199.....	176	44	10	6	1	237
3000 to 3099.....	272	105	16	7	9	409
2900 to 2999.....	119	59	18	4	2	202
2800 to 2899.....	187	96	24	8	5	320
2700 to 2799.....	175	87	22	11	8	303
2600 to 2699.....	198	108	37	7	3	353
2500 to 2599.....	125	129	51	9	12	326
2400 to 2499.....	89	88	41	7	12	237
2300 to 2399.....	55	79	37	14	5	190
2200 to 2299.....	46	104	41	17	7	215
2100 to 2199.....	29	72	59	21	6	187
2000 to 2099.....	22	82	63	16	12	195
1900 to 1999.....	7	75	36	11	7	136
1800 to 1899.....	7	46	47	21	7	128
1700 to 1799.....	3	19	23	4	5	54
1600 to 1699.....	1	17	30	7	3	58
1500 to 1599.....	1	4	17	10	2	34
1400 to 1499.....	...	5	5	6	3	19
1300 to 1399.....	...	...	6	2	5	13
1200 to 1299.....	...	3	...	6	4	13
Below \$1200.....	...	2	...	...	1	3
Total	3835	1484	682	220	130	6351
Median	\$3443	\$2616	\$2338	\$2235	\$2360	\$3046

Read table as follows: Out of 1484 supervising principals reported for cities 30,000 to 100,000 in population, 10 receive salaries between \$5500 and \$5999. The median salary paid this group of principals is \$2616. Similarly read figures for other groups of principals..

TABLE 3

MEDIAN SALARIES OF CITY ELEMENTARY SCHOOL PRINCIPALS IN 1926-27 AND 1928-29

City populations	Teaching principals		Supervising principals	
	1926-27	1928-29	1926-27	1928-29
1	2	3	4	5
2500 to 5000.....	1485	1466	2319	2360
5000 to 10,000.....	1517	1600	2229	2235
10,000 to 30,000.....	1722	1771	2250	2338
30,000 to 100,000.....	1977	2010	2536	2616
Over 100,000	2449	2271	3437	3443

Read table as follows: The median salary of supervising principals in 1926-27 was \$3437 in cities over 100,000 population, in 1928-29 the median for the same group is \$3443.

Median salaries—Table 3 presents comparisons between the median salaries of 1926-27 and 1928-29. Most of the 1928-29 medians are higher than two years ago. This fact is significant because the 1928-29 tabulations include cities, not reported in 1926-27, which tend to lower the present medians.¹

TABLE 4

MAXIMUM SALARIES PAID SUPERVISING PRINCIPALS IN 1928-29

Amount of maximum salary	City size					Total
	Over 100,000	30,000 to 100,000	10,000 to 30,000	5000 to 10,000	2500 to 5000	
1	2	3	4	5	6	7
\$7000 and over.....	1	...	...	...	...	1
6000 to 6999.....	...	1	...	...	...	1
5000 to 5999.....	4	3	...	...	...	7
4000 to 4999.....	17	7	7	3	1	35
3000 to 3999.....	33	35	9	13	5	95
Under \$3000	6	26	46	15	7	100
Total	61	72	62	31	13	239
Median	\$3742	\$3286	Under \$3000	\$3038	Under \$3000	\$3205

Maximum salaries—Table 4 shows the number of cities paying certain maximum salaries to supervising principals.

¹The 1928-29 tabulations included more of the larger cities than in the 1926-27 reports. However, a careful check of these additional cities shows that they tend to lower the medians for 1928-29. If the present report had been based on the same cities as in 1926-27 the medians in columns 3 and 5 of Table 3 would be slightly higher.

More than one-third of the cities over 100,000 in population offer supervising principals a maximum salary of \$4000 or more. A majority of the cities replying have maximums of \$3000 and over.

Probably many cities do not realize that the maximum salary exerts great influence in retaining outstanding workers in the service. Can any one afford to reject positions which lead ultimately to maximum salaries \$1000 or \$2000 above what the principalship offers?

Interesting developments—The Committee on Educational Progress under the late Ide G. Sargeant always reported interesting salary developments. Such items were so well received as to be worth imitating at this time.

A proposed professional salary scale in San Francisco has been recently published.¹ This schedule will apply to supervising principals in schools of 12 or more teachers. Salaries increase from \$3420 in the first year to \$4308 in the seventh year of service. Increases after three years of service are to be granted to individuals who have completed eight units in approved courses in administration and supervision. After serving three years at a maximum salary, persons of superior ability and training may be transferred to the junior high school scale where the maximum attains \$5496 per year.

The schedule proposed in Pittsburgh has been presented in detail in a previous bulletin.² The lowest minimum salaries in small schools starts at \$2350 and increases automatically to \$2750 per year. Persons giving superior service can attain a maximum of \$3200 per year. In the largest schools the maximum for superior work has been tentatively set at \$4750 per year. Ultimately this may be raised to \$6000 by special action of the Board of Education. One feature of this schedule deserving observation is the attempt to adjust the salary to the specific worth of the individual principal.

Superior, Wisconsin, has a schedule which pays elementary and junior high-school principals on the same basis. The salaries range from \$1800 for two-year normal school graduates to \$3600 for principals with the master's degree.

Hamtramck, Michigan, reports the same basic schedule for six elementary school principals and two high-school principals. The salary range is from \$2400 to \$6000 per year. At present the median salary is \$3900 among the elementary school principals.

In Tulsa, Oklahoma, elementary school principals with approved training above the master's degree may obtain \$4500 per year. An additional \$300 may be added for those with the doctor's degree.

¹ Hart, F. W., and Peterson, L. H. *Teachers' Salaries in San Francisco*. The San Francisco Teachers Consolidated Salary Study Committee, 1929, p. 106-107.

² Reitell, Charles. "Elementary Principals' Salaries in the Proposed Pittsburgh Schedule." *Bulletin*, Department of Elementary School Principals. January, 1929, p. 106-109.

Denver requires the A. B. degree of principals in schools of 21 rooms or over. Principals of these larger schools, who hold the M. A. or Ph. D. degrees, may receive salaries as high as \$3900 per annum.

Salaries, service, and supervision—Certain general aspects of the salaries of city elementary school principals are shown by the above presentation. In the main the outlook is bright. Cities with high standards for the principalship are beginning to pay adequate incomes. The maximum salaries now offered in the larger communities assure principals an attractive and comfortable future.

Yet many cities need to examine their salary schedules in terms of the standards which they demand. The recent lifting of qualifications for the elementary school principalship has been widespread. Everywhere the demand is for more supervision. But has this call for more service been met with sound and adequate salary schedules?

In most communities, the improvement of salaries partly depends upon the quality of service given by individual principals. Superintendents and school boards are perplexed by such problems as these: Have our principals visualized the opportunities of their positions? Does the principal who performs only routine tasks deserve as high a salary as the masters of supervision? Will salary increases assure our schools an improved type of service?

The doubts of high administrative officers cannot be settled by promises and arguments. Concrete evidence must be offered to prove that the new principalship is not a myth. Professional forces must be set to work to improve the administration of each school. The initiative in this selfimprovement program must be taken by the principals themselves. A fine professional attitude and skilled performance must clearly demonstrate that elementary school principalships are now held by highly competent persons.

THE TRIPLE PROBLEM

ONE of the most perplexing problems confronting the American educational system arises from the simultaneous impact upon the school for three popular demands—that pupils be accommodated in greater numbers, that training of better quality be offered, and that there be greater economy in all public expenditures.—William F. Russell.

STATUS OF THE ELEMENTARY PRINCIPAL IN NORTH CAROLINA

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IN MARCH, 1928, the North Carolina Elementary Principals Association approved certain standards for elementary school principals in the state. These standards were set up as definite goals towards which the Association might direct its future program of constructive work in the state.

Since the standards, as approved, represented the opinion of a comparatively small group of city principals, it seemed necessary, as a first step, to discover to what extent the existing status of the elementary school principal corresponded to the standards set up. Accordingly, the officers of the Association have this year completed a questionnaire study of 234 of the 700 elementary school principals listed by the state department. This article presents in brief (1) standards for the elementary school principal in North Carolina as approved by the Association, and (2) results of the questionnaire study.

PART I. STANDARDS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Principalship defined—1. An elementary school principal is an individual who is solely and directly responsible to the superintendent of schools for the organization and efficient operation of one or more elementary schools.

2. An elementary school principal should determine—under the general policies of the superintendent, and soliciting as needed the help of such special supervisors as the school system employs—the curriculum and methods of instruction to be used by the teachers under his supervision, at the same time allowing them to exercise as much initiative as does not interfere with the attainment of desired educational objectives.

Professional qualifications—1. An elementary school principal should meet the following professional qualifications:

a. He should qualify for a North Carolina State Principal's Certificate, Class A, this to include possession of the Bachelor's degree from a standard college and three years' successful teaching experience; it is further recommended that he should have had twenty-four hours' professional credit in the field of elementary education.

b. He should be actively affiliated with state and national professional organizations.

c. He should keep abreast of educational progress by continual reading and study; furthermore, he should concentrate study each year on some educational problem applicable to his school.

Personal qualifications—1. An elementary school principal should be:

- a. Of good character
- b. Approachable
- c. Openminded
- d. Educationally inspiring
- e. A good executive
- f. A just arbiter

Working conditions—1. In order that an elementary school principal may have the time to perform adequately his supervisory duties, the following scale of conditions should prevail:

- a. An elementary school of 10 or more teachers should have a fulltime principal with no teaching duties.
- b. An elementary school of 15 or more teachers should have one fulltime office assistant to the principal.
- c. An elementary school of 30 or more teachers should have one fulltime assistant principal in addition to the above.
- d. The elementary department of a joint high and elementary school should have an assistant principal with partime free from teaching duties; if 15 or more teachers teach elementary grades, the assistant principal should be entirely free from teaching duties.

PART 2. RESULTS OF SURVEY OF ELEMENTARY SCHOOL PRINCIPALS

I. SCOPE OF THE SURVEY

1. *Number of principals reporting*—

City elementary	79	
Rural elementary	21	
Total elementary		100
Joint city elementary and high....	26	
Joint rural elementary and high....	108	
Total joint elementary and high.		134
Grand total		234

It is interesting to note that over half the replies came from principals of combination schools. The extent to which North Carolina has consolidated its schools in rural sections is not sufficiently appreciated even within the state.

2. *Number of pupils involved*—

Elementary	98,957
High school	15,338
Total	114,295

Approximately 20% of all white elementary school children enroled in the state are involved.

II. TO WHOM IS THE PRINCIPAL DIRECTLY RESPONSIBLE?

The standards say he should be solely responsible to the superintendent for organization and efficient operation of his school. Note to what extent he exercises this responsibility.

1. *General responsibility—*

To superintendent solely 168 or 72%

To superintendent and others..... 40 or 17%

To board of education..... 25 or 12%

Nearly all replies showing responsibility to others than the superintendent came from principals of combined high and elementary schools.

2. *What responsibility has the principal in the assignment of teachers within his own building?*

92 or 39% claim final responsibility

116 or 50% must consult the superintendent or supervisors

22 or 9% have no responsibility at all

4 did not report

67% of the straight elementary principals must consult someone else; but 67% of the principals of combined schools have final responsibility.

Only 15 of the 234 object to a lack of authority.

3. *What responsibility has the principal for making rules to apply in his school?*

184 or 79% can make any rule not contrary to the general policy of the superintendent

44 or 19% must consult the superintendent for approval of each rule

6 did not report

20% more of the principals of combined elementary and high schools make their own building regulations than do principals of straight elementary schools.

Only 3 of the 234 object to lack of authority.

4. *What responsibility has the principal in fixing time allotments for the subjects taught?*

69 or 29% claim final responsibility

22 or 9% have no responsibility at all

86 or 37% must consult the superintendent or supervisor

55 or 24% use the straight state schedule

2 did not report

Again, 15% more of the principals of combination elementary schools have final authority than do the elementary principals.

Only 21 of the 234 object to lack of authority.

5. *What responsibility has the principal for selection of supplementary instructional material?*

70 or 30% claim final responsibility

18 or 8% have no responsibility at all

143 or 61% must consult superintendent or supervisor

3 did not report

Again, 20% more of the principals of combination schools have final responsibility than do the straight elementary.

Only 20 of the 234 object to lack of authority

6. *What responsibility has the principal in determining methods of teaching used in his schools?*

69 or 29% claim final responsibility

20 or 9% have no responsibility at all

133 or 57% must consult superintendent or supervisor

12 did not report

Apparently, principals of combination schools are dependent largely on the supervisor in this matter; straight elementary principals on the superintendent. Many more of the former have final responsibility.

Only 19 object to lack of responsibility

III. ARE ELEMENTARY SCHOOL PRINCIPALS ADEQUATELY TRAINED?

The standards set up the equivalent of a North Carolina State Principal's Certificate, Bachelor's Degree, and at least 3 years' successful teaching experience. Returns from questionnaires show as follows:

1. *Certificates held*

Principal Class A (High School or Elementary) 108

Superintendent or supervisor Class A 63

Teacher Class A (High School, Grammar Grade,

Primary) 46

All others Class B (or lower) 14

Not reporting 3

14 or 6% are certainly inadequate. Only 169 or 72% actually meet the standard specifications.

2. *Collegiate preparation*

175 or 75% hold college degrees based on four or more years' work

27 or 12% hold the master's degree

Only 54% of the straight elementary school principals meet the standard; whereas 97% of the principals of combination schools qualify.

3. *Teaching experience*

114 or 48% have had 3 or more years' actual teaching experience; this includes 64% of all the elementary school principals, but only 37% of the combination school principals; nearly all of the latter had had teaching experience only in high school.

IV. TO WHAT EXTENT ARE ELEMENTARY SCHOOL PRINCIPALS AFFILIATED WITH STATE AND NATIONAL PROFESSIONAL ORGANIZATIONS?

210 or 90% belong to North Carolina Education Association

57 or 24% belong to National Education Association

20 or 9% belong to National Education Association and also the Department of Elementary School Principals of the National Education Association

These 20 are all principals of straight elementary schools. According to the standard each elementary school principal should be "actively affiliated" with all three of the above.

V. WHAT EDUCATIONAL PROBLEMS ARE PRINCIPALS STUDYING?

177 principals or 76% report work on specific problems under general headings as follows:

General administration	51
Classification	48
General supervision	66
Subjects of study.....	43
General curriculum	9
Pupil activities	32

VI. DO PRINCIPALS HAVE ADEQUATE TIME FOR PERFORMING SUPERVISORY DUTIES?

1. *Straight elementary schools with fewer than 10 teachers.* (Standards assume principal does some teaching.)
 - 5 of the 39 do no teaching; 2 of these have clerical help
 - 34 average 18 hours' teaching per week
 - These 39 principals average 11% of their time supervising.
2. *Straight elementary schools 10 to 14 teachers.* (Standard states should have no teaching duties.)
 - 7 of the 26 have no teaching duties, or 26% up to standard
 - 19 principals average 18 hours' teaching per week, the same load carried by principals of smaller schools
 - These 26 principals average 23% of their time supervising.
3. *Straight elementary schools 15 to 29 teachers.* (Standard demands a fulltime clerk and no teaching.)
 - 22 of the 30 do not teach
 - Only 5 of these have clerks; 1 has two teaching assistants, making a total of 6 or 20% up to standard.
 - These 30 principals average 37% of their time supervising.
4. *Straight elementary schools 30 or more teachers.* (Standard demands a fulltime assistant principal in addition to requirements above.)
 - Only 1 of the 5 is up to standard with both a non-teaching assistant principal and a clerk; the other 4 have some assistance, but not enough.
 - These 5 average 57% of their time supervising.
5. *Combined elementary and high schools.* (Standards demand an assistant principal for the elementary department; a fulltime one if elementary department includes 15 or more teachers.)
 - A. Fewer than 15 elementary teachers involved
 - 23 of the 119 or 20% have a teaching assistant, but in only 14 or 12% of the cases are these assistants connected with the elementary department; 2 others have clerks.

110 or 92% teach an average of 10 hours per week.

These 119 principals average 19% of their time supervising elementary grades.

B. 15 or more elementary teachers involved

Only 1 of the 15 has a non-teaching assistant principal and that one is in high-school department; 10 have teaching-assistant principals, 5 of these being in elementary departments.

8 or 53% teach an average of 5 hours per week.

These 15 principals average 25% of their time supervising elementary grades.

VII. SALARIES

(Standards make no mention of the matter of salary)

	Elementary schools		Combined elementary and high school	
	Male	Female	Male	Female
<i>4 to 9 teacher schools</i>				
Number of cases...	14	25	5	0
High salary	\$2000	\$2600	\$2400	
Average salary	1582	1525	1950	
Low salary	827	1200	1600	
<i>10 to 14 teacher schools</i>				
Number of cases...	8	18	63	3
High salary	\$2750	\$2300	\$3000	\$2000
Average salary	2075	1672	2120	1900
Low salary	1800	1030	720	1800
<i>15 to 29 teacher schools</i>				
Number of cases...	17	13	56	3
High salary	\$4000	\$2400	\$3800	\$3000
Average salary	2566	1683	2646	2511
Low salary	1244	1305	2000	2133
<i>30 or more teacher schools</i>				
Number of cases...	5	0	4	0
High salary	\$4000		\$3600	
Average salary	3542		3100	
Low salary	2700		2800	

VIII. WHO IS TYPICAL AMONG THESE 234 PRINCIPALS?

The facts stated below, item by item, follow the central tendency of answers from questionnaires?

The typical principal of this study is a man.

He has charge of a combined elementary and high school, including grades 1 to 11.

He controls 10 elementary teachers and 340 elementary pupils; 5 high-school teachers and 110 high-school pupils.

He has no assistants.

He teaches 11 hours per week; supervises elementary grades 21% of his total school time; spends 7 hours per week in special activities, such as coaching athletics, running a supply store, parent-teacher association, library, etc.

He is responsible in general direct to the superintendent of schools.

He must consult the superintendent before assigning his teachers.

He can make any building rule not contrary to the general policy.

He must consult the superintendent as to time allotments for subjects.

He must consult the supervisor in selection of supplementary materials.

He has final responsibility in fixing methods of teaching.

He has an A. B. degree and holds a state high school principal's certificate.

He receives an annual salary of \$2200.

He has attended 4 summer schools, the last one in 1927.

He is a member of the North Carolina Education Association.

He has had 12 years' total experience in school work.

THE UNIT of American life is the family and the home. It vibrates through every hope of the future. It is the economic unit as well as the moral and spiritual unit. But it is more than this. It is the beginning of selfgovernment. It is the throne of our highest ideals. It is the source of the spiritual energy of our people. For the perfecting of this unit of national life we must bend all of our material and scientific ingenuity. For the attainment of this end we must lend every energy of government.—
Herbert Hoover.

IMPROVING THE PRINCIPAL IN SERVICE¹

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Factors contributing to the growing professionalism of the elementary school principal—1. The greatest single influence undoubtedly is that of the Department of Elementary School Principals of the National Education Association, which, during its brief seven years of existence, has become an outstanding professional organization. Its series of yearbooks reached their climax in the Seventh Yearbook, April, 1928, *The Elementary School Principalship*. This yearbook deals exhaustively with the various factors contributing to the training of the elementary school principal, summarizing the important studies in the field and listing a comprehensive bibliography.

2. Increased size of elementary schools has developed a type of principalship of greater responsibility, demanding higher professional skill. The tendency is definitely in the direction of larger elementary schools of at least one thousand pupils. For example, the city of Binghamton, New York, has recently completed a building program which provides a complete plant of elementary school buildings, each housing twelve hundred pupils.

3. Higher standards of training are therefore demanded, not only because of the greater responsibilities and technicalities of the job, but also as a part of the general movement for higher standards of training throughout the teaching profession.

4. More adequate salaries are being paid as the responsibilities and prestige of the position are becoming more widely recognized.

5. In many cities, promotion from smaller to larger schools and from lower to higher salary groups is providing a powerful incentive for professional growth.

6. Authors seem agreed that there is a pronounced tendency toward decentralization of supervision and administration by establishing the individual school as a large and self-contained unit. This does not mean less supervision, but merely that the supervisory agents are more generally located within the individual school.

7. There is unquestionably a growth in the use of the cooperative technic in administration and supervision. This democratic régime requires real professional leadership on the part of the principal and demands a highly specialized procedure.

8. Salary recognition for advanced training is having a profound effect upon the professional growth.

Some features of organization through which the superintendent encourages growth of principals—1. In any well organized school system functions are clearly defined and lines of authority definitely indicated.

¹I am indebted for much of this material to my superintendent, Mr. Herbert S. Weet, to my colleagues in the city of Rochester, and to the students in New York University School of Education in my two classes in "The Principalship of the Elementary School."

Clear understanding as to the duties of line and staff officers, respectively, prevents friction although there is always plenty of need for the most generous type of cooperation.

2. Supervision must be coordinated by the superintendent or an assistant who is definitely recognized as the administrative superior of the principal. If supervision is to be effective the entire program must be correlated, harmonized, and directed toward the major objectives of the system.

3. Supervisors must be clearly recognized as staff officers and expert advisers to both the superintendent and the principal in their specialized problems. In systems where this is working out most effectively, it is testified that there is no decrease in the demand for the service of central office supervision.

4. The organization must be set up so as to serve each principal and his school as an individual, recognizing both peculiar needs and peculiar strength. Personnel management teaches us that the job cannot be considered as separate from the individual who is filling the position; in other words, best results are obtained by treating each agent as an individual so far as possible. A principal who is himself a specialist in arithmetic is perfectly capable of supervising his arithmetic with comparatively little assistance from the central office and that largely at his request. Furthermore, the principal ought to be conscious of his professional weaknesses and be wise enough to ask for supplementary assistance. Otherwise, it becomes the duty of the superintendent to invite him to accept such needed help.

5. Principals must be constructively rated. It is evident, of course, that this matter will need careful handling, but it is undoubtedly true that the principal believes there ought to be no doubt as to his exact status and therefore recommends frankness in a friendly spirit. Principals are fully aware that they are being rated after a fashion in any case, many times without knowledge as to their rating. In the minds of the superintendent and his assistants there is very definite opinion as to the relative professional skill of each individual principal. The principal is entitled to know what this opinion is.

Technics the progressive superintendent uses to improve the principal in service—1. His democratic régime develops the principal through committee service on the problems of administration and supervision. The principal is assigned to a given committee for one of two reasons—either for the valuable contribution which he may be able to make in the particular study, or for the purpose of providing him a definite means of growth in a specific field. For example, a certain principal is prepared to make a real contribution in the solution of some administrative problem, but he has never served on a course of study committee. He should have this latter experience.

2. Early in June or in September the central office supervisory program is presented to the principals and by them to their teachers. In this way the objectives of the year's work are clearly set forth.

3. The principal plans his professional program for the year in the light of these clearly defined objectives, submits his program to the superintendent for approval, and is aided in carrying it out free from interruption.

4. Provision is made with financial recognition for sabbatical leave, attendance at extension courses and summer school, for correspondence courses, for bringing of experts as speakers and consultants, and for special services. Perhaps the only one of these items which needs comment is "correspondence course." Here is a means whereby the principal and his faculty may get expert help in their professional study even though their school be located hundreds of miles from the college. Our faculty in studying "Improvement in the Written Examination" registered for a course with Professor Ruch of the University of Iowa. The entire committee work was based on lesson assignments and reports were submitted to Professor Ruch for criticism. They were then mimeographed and the reports presented by the individual committee members to the entire faculty. This is the only instance I know of in which the correspondence course has been utilized in this way.

5. The release of the occasional principal of unusual ability for special study and research is a type of recognition which is frequently well deserved and effective. Some principals are just as capable in research as the so-called expert.

6. Definite commendation of feature work of successful principals.

7. Careful fostering of a local principals' organization for cooperative study of professional problems.

8. Prompt and considerate action on recommendations presented by his principals.

9. Liberal provision of professional books and magazines on the principal's requests.

10. Encouragement of "reading circles" organized by the principal and his faculty.

11. Encouragement, both by example and suggestion, of democratic co-operative procedures within the individual schools.

12. Definite standardization of administrative and business procedure, training of clerks, and training of the principal in the proper use of clerical help.

13. Cooperating with his principals in developing a principals' handbook.

14. Influencing the state department of education in the proper certification of elementary principals.

15. Influencing teacher-training institutions to furnish practical service to the schools.

16. Training principals to be socially minded and in the proper use of specialized agencies both within the school system and the community.

17. Encouraging principals to visit other schools and other school systems.

18. Encouraging the principals to attend educational conventions.

19. Encouraging principals to formulate and have plans of selfimprovement.

20. Encouraging principals to join civic organizations and groups.
21. Recognizing that opportunities for growth are presented in vacation work in fields other than educational.
22. Encouraging informal social affairs as a means of developing high morale, *esprit de corps*, and a friendly understanding throughout the staff.
23. Encouraging the development of special talent either in dramatics, art, or music.

This is, in my judgment, a complete picture of the ways in which the superintendent may provide inservice training for his elementary school principals. Each one of these twenty-three technics is in practise somewhere.

RELATIONSHIP OF PRINCIPAL TO PUPIL

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THE relationship of principal to pupil is naturally determined by the principal's philosophy of education. His attitude toward children reflects his conviction as to what education really is.

What it was and how much it has changed, the following lines of Oliver Wendell Holmes will suggest:

Grave is the master's look; his forehead wears
Thick rows of wrinkles, prints of worrying cares;
Uneasy lie the heads of all that rule,
His most of all whose kingdom is a school.
Supreme he sits; before the awful frown
That bends his brows the boldest eye goes down;
Not more submissive Israel heard and saw
At Sinai's foot the Giver of the Law.

When you consider the modern school, how the picture has changed! We no longer labor under the supposition that to spare the rod is to spoil the child. The principal of today, conscious of the newer philosophy, calls it "The Modern Trend," or "The Shift in Emphasis," and realizes that he must focus his major attention upon the development of personality and character. It is his job to create an atmosphere in which character building can be developed.

The new education calls for a new setting, and to this end beautiful modern school buildings are being erected which provide children with more opportunities for creative work. The curriculum is being reconstructed in terms of selfdirection, selfcontrol, selfappraisal, and cooperation. The goal has shifted from the acquisition of subjectmatter to the development of the individual and the success of the school is judged by the citizenship it produces rather than by the facts it teaches. It is this criterion then that changes the status of the principal from that of a disciplinary executive to one of a leader who sees the school as a little democracy in which pupils are responsible members, as a place where children are being assisted in living to the fullest their many life experiences.

The setup of the school is the greatest determining factor in the development of character education. It must be a democratic institution in which children are stimulated to purpose and achieve. Regular instructional training must be handled in terms of higher values, and definite character traits developed in the use of subjectmatter. Efficiency in arithmetic should be judged by the accuracy, speed, neatness, and honesty connected with solving of problems. The great objectives in social science should train children to have proper respect for law and government, to cooperate with each other, and to learn to be useful members of the social group.

All academic subjects offer possibilities for the development of selfcontrol and selfdirection as evidenced by groups of children that one may find today in school corridors or other spots about a building planning and executing group activities which will finally be submitted to teachers and fellow students for checking and appraisal. The socialized recitation is rich in its possibilities for the development of courtesy and cooperation and right attitudes of pupil toward pupil. This great problem of seeing that all subjectmatter is so handled that it will influence pupil behavior is the elementary principal's responsibility toward the child.

Extracurriculum activities are unusually rich in possibilities for development of character training. Participation in pupil organization, student clubs, school gardens, school papers, and magazines inspire pupils to creative thinking and supply motives for purposeful activities.

The child who is a member of the civics club and helps to check daily upon the care of school property is assuming a definite civic responsibility which will build in him respect for public property, and loyalty and service to his school.

Student organizations in which children discuss their own behavior problems and attempt plans for school betterment are splendid types of citizenship training. The school garden which is planted and cared for by willing helpers, offers its reward in the tender care of growing things and the appreciation of the beautiful in nature which it instills in the hearts of children. Proof of the worthwhileness of this activity is shown by the stimulation it arouses in children to persevere in their work through the summer months, compelled only by their live interest and love for the garden.

On one occasion this fall it happened that while members of the garden club were at their work transplanting from garden to the school conservatory, the secretary of the club, a sixth grade chap, whose interest in the school had developed largely through his interest in the garden, leaned over the garden gate and noticed the kindergarten children at play on the playground adjoining the garden spot.

Attracting the attention of the kindergarten teacher he volunteered "Why don't you bring them into the garden? You won't have many more chances before the frost kills the flowers." The teacher noting his interest in the situation engaged George in conversation.

"Just what is your work in the Garden Club?" she asked.

"Why," responded George, with all the pride of one who feels the satisfaction of achievement, "I'm almost president."

"But, what does that mean?"

"Well, you see," George went on, "I didn't miss one meeting of the Garden Club all summer, and I've worked so hard in the garden that I think I have a pretty good chance of being president next year."

Being "almost president" meant hopes for another year and if such hope carries with it an earnest striving toward a worthy goal, is not the garden worthwhile?

In the modern school, especially the platoon school, we are able to help many a child find himself. Special departments in the hands of specialized teachers are fertile spots for the discovery of latent talent, which when released and properly directed produce much for the good of society and the higher training of the individual.

We in Detroit are most fortunate in that some means are afforded us for caring for many of our gifted children. It is our task to find them. The Detroit Art Alliance, sponsored by the Detroit Supervisor of Art and the Detroit Art Teachers, offers at the Children's Museum Saturday morning classes for the higher training of talented pupils found in our art classes. One need only listen to the finished work of the school glee club and the Detroit elementary school band and orchestra to realize the opportunities that are opened to our young musicians.

Guiding the individual in the choice of a worthy avocation has much social significance. The wrong use of leisure time by the youth of today confronts us with a social problem which we know we are not solving by mere punishment of offenders. Some one has wisely said that "Following the path of least resistance is what has made rivers—and some people—so crooked." Schools, therefore, which realize that worthy interests created in children are more vital in education than academic results will do more than courts to control juvenile delinquency. The parent who cries out to us today to save the three R's and decries our so-called fads in education, forgets that the school of yesterday was set in a different world than the school of today and that changes in social conditions have demanded changes in education.

The pupil who has developed a worthwhile hobby in the school shop or school garden or who has learned to indulge in clean sports and believes in fair play, or the child who has learned to love good books, or to appreciate the beautiful in art and in music possesses a something which cannot be taken from him, and which will guide him through worthy use of many leisure hours.

However, providing an administrative vehicle for the operation of such a program does not make it function to the fullest. It is only when the principal knows his children and follows them up directly or indirectly through good teachers that the highest results are obtained.

In doing this, he is faced by individual problems of all kinds. Not only the specially gifted but the specially weak children call for definite atten-

tion. To avoid repeated failure and discouragement which are the results of maladjustment means the making of special programs for pupils retarded in certain subjects. Consideration for the physical welfare of children makes necessary exemptions from certain phases of the school curriculum and in many instances a shorter school day for the child.

The principal must see that children who are physically handicapped are placed in rooms where health is the major consideration, that intelligent use is made of the testing program so that the mentally retarded find their proper places, that welfare cases are given material assistance and that problem cases of all kinds are studied and necessary adjustments made. The principal who is vitally interested in children employs every scientific aid available to assist him in offering every child the educational advantages which will make for his fullest possible development.

A higher standard of instructional training for all children is encouraged when the principal assists in setting up for children definite goals and standards of achievement.

Scientific measurement has so justified itself that the live administrator employs it as a necessary means of diagnosing pupil difficulties and studying pupil growth. He encourages his teachers in the intelligent use of standard diagnostic tests and helps to interpret results, analyzing them in the light of all known underlying conditions. No one score can tell the whole story of a child's achievement in any one subject. We may know through tests that results in reading are poor, but to be scientific we must reason back to the causes before remedial measures can be applied. In a single class a bright young child and an older slow child may make the same score, but the duplicate scores present a double challenge to the teacher. A clear knowledge of the situation is necessary before a teacher can proceed efficiently.

Many principals, recognizing that variation of ability of pupils within a grade is even greater than the variation from grade to grade, are working toward complete individualization of instruction in an effort to more completely adjust subjectmatter to the level of the child and to make it more possible for pupils to progress at their own rate.

Finally, the principal must be a human soul who views in a sympathetic way the many adjustments which children of today have to make to an ever changing environment. Multiplicity of administrative duties must not deter the principal from finding some time to devote to children for friendly greetings, or words of encouragement, or recognition of worthwhile achievement. For who has not been inspired by the smiles of little children who feel that their earnest efforts have been appreciated?

The question may well be asked in closing, how far reaching and how powerful is the principal's influence over children? As far reaching as the many miles that stretch between the most timid wayfarer along the road of learning and the most ambitious of gifted children, but as powerful only as the urge, which, planted in the soul stuff of boys and girls, inspires them to greater courage in facing life's responsibilities.

CHARACTER EDUCATION THROUGH CREATIVE PUPIL EXPERIENCE

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THROUGHOUT the history of education moral character has persistently been regarded as its highest objective. In recent years the increasing complexity and rapidly changing conditions of modern social life have temporarily shifted the emphasis of education to the technic of economic and civic processes in response to the increasing pressures upon the curriculum and program of the public school. But, in keeping with its best historic traditions, public education is becoming deeply convinced that the possession of technical skills is futile or even dangerous without the supporting guarantees of sound personal character. The nationwide character education movement is objective evidence of this deepening conviction that the technics of living must not outrun moral idealism.

Nevertheless, convinced as are most educational theorists and practitioners as to the imperious necessity of moral sanctions, there is much confusion and unclearness as to the fundamental approaches to it and as to the technics by which this most difficult aspect of education may be accomplished. Character education under the complex conditions of modern life is so completely reset as to constitute a new problem which calls for new theoretical formulations and for new technics.

Moral personality the objective of character education—It is becoming increasingly clear to current educational theory that the objective of education is the development of intelligent and effective personality functioning in and through an effective and stable social organization which is at the same time undergoing continual reconstruction in the direction of the highest human values. From this point of view education is oriented to *persons as persons* who are continuously undergoing change through processes of growth.

This current trend in the manner of conceiving the objective of education is in sharp contrast with the conception of education as the transmission of an organized body of *knowledge* through instructional technics. It is also being increasingly contrasted with the conception of education as *training* through the external inculcation of adult-predetermined traits, ideals, habits, and skills. In contrast with these older conceptions, education is here conceived as the initiation of the young into a creative personal and social experience under mature guidance in the light of the best experience of the race. In this process the current experience of growing persons and the experience of the race fuse and both undergo reconstruction. So that in educating its childhood adult society is itself undergoing education.

This objective of education as the development of personality, character education shares. The specific task of character education is the development of moral and spiritual personality. This means that in addition to the qualities of intelligence, technical and social effectiveness, and æsthetic

appreciation, character education seeks to develop a type of personality that is motivated by moral and spiritual ideals and purposes, and that is in command of the technics of forming moral judgments and of the moral conduct of life. Moreover, this moral quality of personality is not something to be brought about as an isolated and specialized characteristic—something that is added after the qualities of intelligence, technical and social effectiveness, and æsthetic appreciation have been attained. It is a quality that is to be diffused through every experience and that integrates all these other qualities into a moral and spiritual outlook upon life.

Personality may be thought of as a more or less stable organization of impulses, habits, ideas, attitudes, and purposes. It is possible to have a personality that is highly intelligent, highly effective, and highly integrated without having a character that society in the light of its best experience and standards would approve as good. Character is personality criticized, evaluated, and approved or disapproved in the light of the best experience and standards of the race. It is the objective of character education to transmute effective personality into moral personality.

Character education through the experience of the learner—If the objective of character education is the development of moral personality, it is obvious that the most fruitful approach to character education is through the processes by which personality is achieved.

When personality is conceived as a more or less stable organization of impulses, habits, ideas, attitudes, and purposes, it is no longer to be thought of as a given, static thing. It is rather to be thought of as a *process*, a growth, a becoming. As a process it is constantly undergoing change. It is this fact of change that makes continuous reconstruction possible.

Now persons realize themselves through the experiences which they have. And experience is the outcome of the process by which persons adjust themselves to their material and social environment. If this process of self-realization takes place on the level of unconscious, fortuitous adjustment, personality is nothing more than an unplanned result of the factors that are operating. But if consciousness, thinking, judging, and purposing enter into the process, what would otherwise be mere change is transformed into achievement. Character in its true sense is not an accident or merely a result; it is an achievement. It is the conscious, intelligent, and purposive reconstruction of experience in the light of the highest moral and spiritual ideals and purposes.

Moreover, when experience is broken down into its constituent elements, it is seen to consist of specific and concrete responses which are made by growing persons to equally specific and concrete situations encountered in the process of normal living, in the family, at school, on the playground, in vocation, in civic relations, in recreation, and in the larger community. Some of these situations are very simple and recurrent, and are taken care of by reflex and instinct. Others are extremely complex and novel and can only be responded to adequately by analysis, by reflective thinking, by critical judgment of factors and outcomes, and by sustained effort. Many

of the factors that enter into the formation of character as moral personality are operative on the purely organic level, such as health, glandular activity, and the processes that involve the sympathetic and autonomic systems. Other factors are operative on the reflexive and instinctive levels. But the creative aspects of character formation, those that take place on the level of creative experience, take place on the level of conscious, reflective, and purposive thinking. In its highest form, character is selective behavior.

Character achieved through creative experience—It thus appears that in its highest sense, character is something that is achieved by the growing person himself through the inner control of his own experience and not merely something that is developed as the result of the manipulation of his experience by others in accordance with choices and purposes external to himself. This may be said to be the most crucial consideration in character education. It is entirely possible to develop character of a certain type in others through the authoritative imposition of the ideals and standards of others, but in that case character is something fabricated, manufactured, external. It will be effective only as long as the mechanisms of habit and authoritarian motivation are operative. But if we seek character that is intrinsically good and that is motivated from within it must be the result of the discovery by the growing person himself of the concrete and specific situations which he faces, of the issues which are involved in them, and of the moral and spiritual values that are resident in them, and of a self-chosen desire to criticize his own conduct and to become the type of person approved by his own enlightened moral judgment. But this is a creative process and it can only result from a creative experience that is under way in the person himself. In such an enriched and controlled experience change and development are transmuted into achievement.

What, then, are some of the technics for assisting children and young people to achieve moral character through a creative experience of their own?

First, by helping them to discover the situations and issues which they themselves face in the normal process of everyday living. This first step is far more difficult than might at first appear. It is not difficult to help children to discover situations through immediate and vivid interests but a little observation of human behavior convinces one that many of the most fundamental issues of living are not in the consciousness at all. Some issues are overlooked through the intense focusing of attention upon competing interests. Other issues do not get into consciousness because of the poverty and provincialism of the immediate environment. Persons are blinded to other issues through the early conditioning of experience either through closing the problem or through emotional conditioning. Other issues do not get reflected upon because solutions are already in adult society in the form of points of view, social habits, and standards which themselves are greatly in need of criticism. Perhaps the most serious issues, particularly those which involve selfinterest and status, are suppressed into the unconscious.

Second, by assisting them to understand the issues which they are facing in the light of their own past experience and of the best experience of the

race. They interpret these situations in the light of their own accumulation of knowledge, habits, attitudes, assumptions, and skills. Through this use their own past experience is tested, criticized, and reconstructed. In order to supplement their own meager experience they need to draw upon the vast stores of racial experience as that experience has been preserved in tested knowledge, æsthetic tastes, moral standards, and the technics of moral living. These become source materials for the interpretation and judging of their own present experience.

Third, by assisting them to analyze their situations for their essential factors and for their possible outcomes, and to criticize these outcomes, to evaluate them, to form judgments about them, and to make choices among them. It is in this process of critical judging and choosing that a sense of values begins to emerge in children's lives in accordance with which particular outcomes in conduct may be assessed. If, they are to have a sense of moral values of their own, this is a process which no one else can accomplish for them. Standards formed by others and "taught" them will remain external to their inmost selves. Criticism, evaluation, and choice are the prices of the capacity of the young to discover the moral meaning and values of concrete experience.

Fourth, by assisting them to transmute these emerging values that arise out of coming to grips with specific and concrete experiences into dominating and controlling life-purposes. Here lie the roots of the will to moral achievement. This is the core of character education. Without it character in the highest sense is impossible. It is in and through these values that emerge within creative experience that *the process generates its own motivation*. The central problem in the traditional technic of character education has too often been, How shall we get children to do what they know they ought to do but which they do not wish to do? From this newer approach through initiation into a creative personal and social experience the discovery of the meaning and value of personal and social experience generates the intrinsic motive both to know and to do.

Fifth, by assisting them, under mature guidance, to have actual experience in the actual conduct of the good life. Character, from this point of view, is not instruction about the good life nor training under the imposed will and judgment of others in the "virtues" of the good life, but actual guided experience in living the good life.

CHARACTER education is not merely a matter of importance, it is the outstanding end of our education. To the degree that we achieve it, we succeed; to the degree that it eludes our grasp, in that measure we fail. Once we learn how to accomplish it, our major problems are solved.—William F. Russell.

THE SELECTION OF TEXTBOOKS AND THE USE OF TEXTBOOK RATING SCALES

SAMUEL ENGLE BURR

Director of Research, Public Schools, Lynn, Massachusetts

WHEN a new textbook is to be selected, the problem is one which offers an opportunity to accomplish two distinct purposes—first, there is the obvious opportunity to select a better textbook than has been used heretofore. The second opportunity is to extend the education and experience of those people charged with selecting the new book.

Because of the many factors to be considered in selecting a textbook, and because these factors vary from subject to subject and from grade to grade and often from school to school, it is impossible to prepare a single textbook rating scale and have it used throughout the country or even throughout a single school system. It is possible, however, to prepare a suggestive rating scale or to list a few outstanding considerations and have these serve as the basis for the work of a local committee interested in its own particular problem. Here comes the opportunity for extending the education of the members of the committee.

It is of inestimable value for classroom teachers to serve in this capacity, to sit down together with a supervisory or administrative officer as an advisory member, and to carefully consider the factors to be taken into account in choosing a textbook for a given situation. The value of this procedure is also apparent after the selection has been made, for if there is criticism of the selection, those classroom teachers who have taken part in the deliberations of the committee will be ready and willing to defend their choice and the means by which the choice was made.

Defense such as this, coming from teachers themselves, is worth ever so much more, psychologically, than defense by a supervisory or by an administrative officer. As has been indicated, the supervisor or administrator who serves as an advisory member of a committee of teachers engaged in rating textbooks, has a unique opportunity to help these teachers, but he must be a master of practical psychology in order to be most effective. He must always carefully refrain from being dictatorial and from monopolizing more than his share of the time given to discussion. He can help best by raising leading questions, by offering general suggestions, and by calling attention to what authorities have found through organized research.

The first work of the committee should be to outline the general considerations which will guide in selecting the text. Then, these general considerations should be developed into a definite rating scale which is thoroughly objective and which will give comparable results when used by the various members of the committee.

My experience in the use of rating scales is that the details of them can be classified under two main headings: first, those general factors which must be considered, regardless of the subject, regardless of the grade, and regard-

less of the location of the school; and second, those specific factors which vary from subject to subject, from grade to grade, and from school to school.

The suggestive rating scale which accompanies this article indicates the kind of topics included under these two main classifications. It will be noticed that such things as the authorship, the copyright date, the mechanical features, and makeup of the book are general in their nature, and must be considered whenever any textbook is being selected. On the other hand, the selection of subjectmatter, the organization and presentation of subjectmatter, the indicated technic for teaching, and the aids to instruction, will depend upon the specific case being considered.

This suggestive rating scale has not been used in rating the textbooks for any specific situation. It has rather been used as a starting point, and committees of teachers have varied it and used it as a basis for the development of specific rating scales for the various grades and subjects in our school system.

In this basic rating scale, no definite values are given to the various subdivisions. This is something which must be worked out by the particular textbook committee.

SUGGESTIVE RATING SCALE FOR TEXTBOOKS

- I. General or constant factors..... 300
 - A. Authorship and general considerations..... 150
 1. Author's scholarship in this special subject
 2. Author's familiarity with scientific investigations
 - a. In this particular subject field
 - b. In reading (which is involved in all texts)
 - c. In word lists (which are involved in all texts)
 - d. In the technic of textbook construction
 3. Author's classroom experience
 4. Is the text in the language and style best suited for pupils who will use it?
 5. Is the copyright date a recent one?
 6. Does this text correlate positively with our general school objectives?
 - B. Mechanical features and makeup..... 150
 1. Appearance and color of binding, including cover design
 2. Durability of binding
 3. Quality, finish, and color of paper
 4. Size, clearness, and attractiveness of type
 5. Size, clearness, and attractiveness of page
 6. Attractiveness, appropriateness, and usefulness of illustrations
 7. Accuracy and usefulness of diagrams, charts, or maps
 8. Dependability and usability
 9. Freedom from errors
- II. Factors which vary with the situation..... 700
 - A. Subjectmatter and technic..... 450
 1. Selection of Subjectmatter..... 150
 - a. Scientific grading of material
 - b. Adaptability of material to class needs
 - c. Adaptability of material to community needs
 - d. Relative value of material

e. Variety of practical application to life situations	
f. Abundance and grading of material to meet individual and group abilities and needs	
g. Sufficiency of detail in presenting material	
2. Organization and presentation of subjectmatter.....	150
a. Adaptable to an activities program	
b. Psychological sequence	
c. Possibility of omissions, without destroying sequence	
d. Degree of emphasis on topics	
e. Plan for problem solution	
f. Systematic development of reasoning power	
g. Distribution, amount, and balance of drill	
h. Variety and effectiveness of diagnostic testing	
3. Technic	150
a. Attractive to teacher and pupil	
b. Recognize present day psychology	
c. Provision for meeting individual differences	
d. Natural life situations for motivation	
e. Use of games, play and projects	
B. Teaching helps and aids to instruction.....	250
1. A preface of information for the teacher	
2. Teacher's manual or guide book	
3. Adequacy of table of contents	
4. Adequacy of index	
5. Adequacy of glossary	
6. Adequacy of appendices	
7. Adequacy of illustrations and charts or maps	
8. Effectiveness and appeal of illustrations	
9. Summaries and reviews	
10. Study helps for pupils	
11. Norms for tests	
12. Norms recognize ability grouping	
13. Suitable and adequate accompanying forms	
III. Total possible valuation.....	1000

ABSTRACT REPORT OF THE RESEARCH COMMITTEE

E. W. COBER, *Chairman*

Principal, Holmes School, Pittsburgh, Pennsylvania

AT THE Minneapolis meeting a brief report was made in reference to a blank prepared by the Research Division of the N. E. A. and your chairman.

This blank was sent to superintendents of schools in cities over 30,000 in population and to presidents of elementary principals' associations. This blank asked for information relative to:

1. The committees of elementary school principals at work upon the problem of elementary education.
2. The most pressing problems of interest to elementary school principals.

As a basis for further plans the following list of questions was sent to each member of the committee:

1. Are the principals in my area in rural, city and state principal's organizations?
2. What publications are put out by these organizations?

3. What important research projects are underway among the principals of my area?
4. What problems in the principal's work need to be studied in my area?
5. Who in my area is qualified to attack the problems in No. 4?
6. Who in my area should be contributing to the national publications of our Department? Upon what topics are they qualified to write?
7. What national committees should be appointed? What local committee could cooperate with this national group?

The members of the committee represent the various sections of the country. This enables the committee to function effectively in gathering information. The members of the committee are:

Lawrence S. Chase, Glenfield School, Montclair, New Jersey
 O. D. Enfield, Eastman School, Los Angeles, California
 Lester L. Reeves, West Queen Ann School, Seattle, Washington
 John Thomas, Cliffert School, Detroit, Michigan
 C. E. Stephens, Henry Shaw School, St. Louis, Missouri
 James T. Whittlesy, R. E. Lee School, Dallas, Texas
 Eva G. Pinkston, Dallas, Texas, *ex officio*
 E. W. Cober, Holmes School, Pittsburgh, Pennsylvania, *Chairman*

The answers to the questions indicate that there are:

1. Many principals in organized groups where research is going on.
2. Many principals, especially in rural areas, are not being reached except by the national organization.
3. Many principals are interested in problems upon which they need outside help and suggestions.

It is therefore imperative that

1. Good research studies be located and put into print.
2. Our national publications meet the needs of both rural and urban principals by printing material bearing on current problems.
3. Individual principals and groups be helped through outlines, bibliographies, and the reports of our national committees.

I believe that more detailed information, based on an inquiry blank, should be made on the questions which were summarized above or on similar questions.

REPORT OF THE NATIONAL ENROLMENT COMMITTEE

HERMAN RITOW

Chairman, Fort Sheridan, Illinois

UP TO March 30, 1929, the total paid enrolment for the school year was 4453. This total represents an increase of approximately 500 over the enrolment of 1927-28. Such growth, greater than any previous year, shows that the hard work of the Enrolment Committee has not been in vain.

The table included in this report ranks the states on three points: the number of paid up members, the number of members gained since 1927-28,

and the percent of principals enroled. The facts of the table are useful for general comparative purposes only. It is obviously unfair to compare the total number of members in the states when we think of the population differences represented by Michigan and Nevada. Also, comparisons on the basis of percent of possible membership in Column 4 are subject to criticism as the potential membership in the different states is a matter of guesswork. Even the gains and losses shown in Column 3 are influenced by so many factors as to make slight changes since 1927-28 of little significance.

Recognizing the weaknesses noted above it is still very much worthwhile to point out the states where unusual activity exists. In total number of members California and Michigan are well in the lead. Closely bunched behind the two leaders, we find Ohio, New York, Massachusetts, Illinois, New Jersey, and Pennsylvania. Column 5 gives the ranks for all of the states in regard to total memberships.

In Column 3 Michigan takes overwhelming leadership with a gain of 124 members over 1927-28. Substantial gains are shown by Ohio, New York, Illinois, Georgia, Indiana, California, Texas, and Wisconsin. The ranks of all the states are given in Column 6.

In terms of percent of possible membership, the District of Columbia assumes first place. Among the states, first place is held by the state of Washington followed in order by Oregon, California, Michigan, Missouri, New Jersey, Massachusetts, and Colorado. The complete ranking on this point is given in Column 7.

The membership in the territories and island possessions is also shown in the table. Ranks have not been assigned to these areas for obvious reasons. However, Hawaii's total membership in Column 2 is larger than that found in nine of the states.

I sincerely hope that no one will take the above rankings too seriously. They are merely general indications of the activities within certain states. Probably more credit is due to some of the states that are ranked the lowest if we consider their success in terms of their opportunities.

The following cities report 100% enrolment:

Colorado Springs, Colorado
Duluth, Minnesota
Kansas City, Kansas
La Crosse, Wisconsin
Oakland, California

Pontiac, Michigan
Royal Oak, Michigan
Swampscott, Massachusetts
Toledo, Ohio
Waco, Texas

A meeting of the committee was held at the Statler Hotel, Cleveland, Ohio, February 27, 1929, during the convention week. The following were present:

Mrs. Mary Mendenhall Smith, Colorado
Miss Cecelia B. Schimek, Illinois
Miss Celia Galvin, Indiana
Mrs. Mary J. Singer, Kansas
Miss Lillian M. Towne, Massachusetts

Mr. Earl R. Laing, Michigan
Mr. W. T. Longshore, Missouri
Miss L. Daisy Hammond, Ohio
Mrs. Mae B. McLaren, Ohio
Miss Belle Torrey Scott, Ohio

MEMBERS OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS¹

States and other units	Total number of members 1928-29	Number gained or lost since 1927-28	Per cent of possible membership	Rank of figures in column 2	Rank of figures in column 3	Rank of figures in column 4
1	2	3	4	5	6	7
Alabama	42	1	4.2	29	35	37.5
Arizona	20	7	10.0	35	22	18
Arkansas	19	3	2.8	36.5	29.5	45
California	359	24	18.8	1	6.5	4
Colorado	88	10	14.6	15	18	9
Connecticut	85	7	12.1	17	22	13
Delaware	5	— 3	5.8	47.5	44.5	31
District of Columbia ..	70	— 3	66.0	20	44.5	1
Florida	62	11	7.3	22	17	24
Georgia	49	25	3.5	25	5	42.5
Idaho	19	5	8.2	36.5	26	22.5
Illinois	266	28	10.8	6	4	15
Indiana	95	24	8.2	14	6.5	22.5
Iowa	76	— 3	8.8	19	44.5	20
Kansas	77	19	10.9	18	10.5	14
Kentucky	32	0	4.7	31	40.5	36
Louisiana	30	12	3.9	32	15.5	39.5
Maine	12	2	3.5	42.5	31	42.5
Maryland	46	— 3	8.3	26.5	44.5	21
Massachusetts	267	15	15.1	5	14	8
Michigan	340	124	16.6	2	1	5
Minnesota	98	— 43	10.5	13	49	17
Mississippi	12	3	1.2	42.5	29.5	49
Missouri	195	9	16.3	9	19	6
Montana	15	1	5.6	39.5	35	32
Nebraska	63	— 6	7.1	21	47	25
Nevada	1	1	2.7	49	35	46
New Hampshire	9	— 11	5.4	46	48	33.5
New Jersey	258	1	15.9	7	35	7
New Mexico	10	5	6.3	45	26	29
New York	310	45	5.9	4	3	30
North Carolina	57	17	3.1	23	12.5	44
North Dakota	24	7	6.6	34	22	27.5
Ohio	335	71	12.9	3	2	10
Oklahoma	43	1	3.9	28	35	39.5
Oregon	86	6	20.7	16	24	3
Pennsylvania	229	5	6.6	8	26	27.5
Rhode Island	15	4	5.4	39.5	28	33.5
South Carolina	12	1	1.3	42.5	35	48
South Dakota	25	0	10.6	33	40.5	16
Tennessee	46	17	4.2	26.5	12.5	37.5
Texas	157	23	6.9	10	8	26
Utah	38	0	12.2	30	40.5	12
Vermont	5	0	3.8	47.5	40.5	41
Virginia	50	19	4.8	24	10.5	35
Washington	144	12	23.9	11	15.5	2
West Virginia	18	8	2.4	38	20	47
Wisconsin	101	22	12.3	12	9	11
Wyoming	12	1	9.6	42.5	35	19
Alaska	1	0	9.1			
Hawaii	14	— 2	9.1			
Philippine Islands ...	9	3	0.38			
Porto Rico	1	0	0.27			
Cook Islands	1					
Total number members	4453					

¹ For the year 1928-29, up to and including March 30, 1929.NOTE.—Percents in column 4 are based upon estimates published on page 306 of the December, 1928, issue of the *Journal* of the National Education Association.

The difficulties encountered by enrolment chairmen were discussed. Among other things some committee members seemed unaware that Mr. S. D. Shankland, Executive Secretary, 1201 Sixteenth Street Northwest, Washington, D. C., is always ready and willing to assist any enrolment chairman.

The following are some suggestions made by members of the committee:

1. Approach non-members by telephone, by letter, or best of all by direct contact.
2. Point out to principals that \$5 invested in the National Education Association and the Department of Elementary School Principals (\$2 for N. E. A., \$3 for Principals) brings returns out of all proportion to the financial sacrifice. A principal can no longer afford to do without the service rendered by the National Education Association.
3. Obtain your superintendent's permission to circularize fellow principals and send each one a card, asking whether the addressee is a member of the National Education Association and of the Department of Elementary School Principals, stating that you have the superintendent's approval for the membership drive.
4. Use state educational magazines to reach the rural principal.
5. Collect the dues for all the educational organizations (city, state and national) at one time, preferably at the beginning of the school year.
6. Write to the county superintendent or commissioner for a list of rural principals under his jurisdiction.
7. Those in charge of enrolment will find it convenient to have precise information about the membership year such as the following:

(a) The Bylaws of the Department of Elementary School Principals includes this statement:

The fiscal year of the Department shall coincide with that of the National Education Association, but memberships shall run from one year from date received by National Education Association Headquarters. (Article V, Section 2.)

(b) The fiscal year of the National Education Association corresponds with the school year. As a matter of actual practise, however, new members receive the publications for a full year regardless of the time when they enrol. Those who enrol in the Department of Elementary School Principals receive three bulletins and the yearbook. Those whose membership dues were received after the distribution of the current yearbook, that is after April, 1929, were credited with membership for the year 1929-30 and will receive the 1930 Yearbook. Every member of the National Education Association receives all issues of the JOURNAL of this Association for a year.

The growth in membership was accomplished in spite of a recent increase in dues. Too much praise can hardly be given to the state and local chairmen of the Committee for their persistent zeal and intelligence. They have amply justified the high opinions of their superintendents who recommended them and the confidence of Miss Pinkston who appointed them. They have earned the gratitude of the Department of Elementary School Principals. The national chairman is proud of the privilege of having worked with them.

MINUTES OF THE EXECUTIVE COMMITTEE

CLEVELAND, OHIO

Monday, February 25, 1929

THE FIRST meeting of the executive committee of the Department of Elementary School Principals was held on Monday morning, February 25, 1929. The meeting was called to order at 9 A. M. by President Eva G. Pinkston. The following members of the committee were present: Miss Pinkston, President, Miss Shove, Mr. Duffy, Mrs. Fink, Miss McCormick and the Secretary.

1. The minutes of the Minneapolis meeting were read and approved.
2. The first topic for discussion was the matter of the affiliation of the department with state and local organizations. It was moved by Mrs. Fink and seconded by Miss McCormick that no change be made in the present form of organization of the department. Carried.
3. The question of membership dues and rebates to state and local organizations was discussed. It was moved by Mr. Duffy and seconded by Miss McCormick that the present system be continued. Carried.
4. Joint programs. Upon motion of Miss McCormick, seconded by Miss Shove, the secretary was instructed to write to the various organizations which had requested a joint program at Atlanta, that the plans for the meeting would not permit such a procedure at this time. Carried.
5. Life memberships. It was moved by Mrs. Fink and seconded by Mr. Duffy, that the secretary be instructed to confer with the officers of the N. E. A. and work out a plan of life memberships for the N. E. A. and the Department of Elementary School Principals on the basis of a \$3 fee for our department. Carried.

Meeting adjourned 11 A. M.

Wednesday, February 27, 1929

The second meeting of the executive committee was called to order by President Pinkston at 9:30 A. M. on Wednesday, February 27, 1929. The following members of the committee were present: Miss Pinkston, President, Miss Shove, Mr. Spargo, Mr. Duffy, Miss Roys, Mrs. Fink, Miss McCormick and the Secretary.

1. Joint commission appropriation. It was moved by Miss McCormick, seconded by Miss Roys, and unanimously carried, that \$25 be appropriated towards the expenses of the joint commission on supervision of the Department of Supervisors and Directors of Instruction of the N. E. A. and the Department of Elementary School Principals.
2. Publications of the Department. The president outlined the past policy of the department with reference to the yearbooks and bulletins, and presented several suggestions which had been received relative to a change in policy. At the Minneapolis meeting it was recommended that the editor of the 1930 yearbook should be appointed in the spring of 1929 so as to allow ample time to make adequate plans for the yearbook.

The first topic discussed was the suggestion that the yearbook and the Bulletin should be combined with one editor for both publications.

It was moved by Mr. Spargo, seconded by Miss Shove, and carried, that the Bulletin should not be combined with the yearbook under one editor at this time.

It was moved by Miss McCormick and seconded by Mrs. Fink that the secretary should be the editor of the Bulletin. Carried.

The type of yearbook was then taken up. The great success of the Seventh Yearbook was emphasized. It was moved by Miss Shove, seconded by Mrs. Fink, and carried that the next yearbook should be prepared under the direction of a committee of elementary school principals assisted by the Research Department of the N. E. A.

It was moved by Mr. Spargo, seconded by Miss Shove, and carried, that the president be authorized to exert every effort to secure the services of Mr. Hubbard as research expert for the next yearbook.

It was moved by Mr. Duffy, seconded by Mr. Spargo, and carried, that the president be authorized to appoint an editorial committee for the next Yearbook, three members of which shall be designated as an executive committee, whose railroad expenses shall be paid to two meetings of the committee, provided their expenses are not otherwise provided for. Additional meetings to be called at the discretion of the president.

It was moved by Miss Shove and seconded by Mrs. Fink that the president work out a departmental form of organization and submit the plan to the executive committee for approval. Carried.

It was moved by Miss Shove and seconded by Mr. Spargo that we extend to the Statler Hotel our thanks and appreciation for the excellent service on all occasions and for the courtesy of providing a parlor and committee rooms for members of our department. Carried.

The president outlined the plans for the Atlanta meeting and asked the committee for suggestions.

The president expressed her appreciation of the fine work accomplished during the year by the officers, the committee chairmen, the editor of the Yearbook and the members of the research staff of the N. E. A.

The secretary spoke of the splendid cooperation of all members of the headquarters staff. He also requested the members of the committee to assist in securing articles and news items for the Bulletin. Meeting adjourned at 11.50 A. M.

HERBERT C. HANSEN,

Secretary.

EDUCATION should enlarge your horizon, enlarge your life, make you less confined to self in thoughts and feelings. It should help you to take on that highest form of courage where the thing of real importance to you is no longer your own personal life, but something larger and outside yourself, in which personal death or personal defeat appears a matter of no consequence.—
Bertrand Russel.

FINANCIAL STATEMENT

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

JUNE 1, 1928, TO FEBRUARY 15, 1929

Balance on hand, June 1, 1928.....	\$1,295.81
RECEIPTS	
From memberships	11,022.00
From sale of Yearbooks and Bulletins.....	3,675.95
From appropriation from N. E. A.....	1,500.00
	\$17,493.76
DISBURSEMENTS	
Traveling Expense	\$465.64
Printing—Bulletins	895.73
Postage—Bulletins	100.00
Miscellaneous Printing	650.44
Postage—Mailing Section	104.94
Stationery, Envelopes, and office supplies.....	1,098.57
Clerical Services	680.64
Typing Service	356.76
Addressographing	42.00
Multigraphing	78.94
Express	3.84
Telegrams	9.93
Cartons	33.60
Binding Bulletins	9.75
Auditing Accounts	25.00
Cancellation of bills.....	19.19
	4,574.97
Balance on hand February 15, 1929.....	\$12,918.79

NOTES AND ANNOUNCEMENTS

THE ATLANTA MEETING

The dates of the Atlanta meeting of the National Education Association are Friday, June 28 to Thursday, July 4, 1929. "Education for a New World" is the theme of the convention. The first general session will be held in the Atlanta Auditorium on Friday evening, June 28. The meeting will close with a patriotic session on Thursday, the Fourth of July.

The Representative Assembly will hold sessions on Monday, Tuesday, and Wednesday mornings. The afternoon of these days will be given over to the meetings of departments.

Special features of this convention are: the barbacue on Saturday afternoon, the program of Negro music on Saturday evening, the Vesper Service on Sunday afternoon, the pageant on Tuesday evening, and the great patriotic program on the Fourth of July.

Roundtrip tickets will be sold to Atlanta on the identification plan at one and one half fare. For identification certificates write to J. W. Crabtree, Secretary, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

For hotel reservations, application should be made to Fred Houser, Executive Secretary, Atlanta Convention Bureau, 218 Mortgage-Guarantee Building, Atlanta, Georgia. State clearly the type of accommodations desired and the date of your arrival.

The Department of Elementary School Principals will have two general sessions, one on Monday afternoon, July 1, and the other on Tuesday afternoon, July 2. There will be breakfasts Monday and Tuesday mornings at the Ansley Hotel at 7:30 A. M. 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 Ansley Hotel.

COMMITTEES OF THE DEPARTMENT

At the Cleveland meeting, the chairmen of the several committees of the department presented reports outlining their plans for the study of the various problems assigned to them for investigation. The reports indicated that the committees had been active and that they had been successful in the collection of material and data to aid them in their work. Complete reports of the work done by each committee will be made by the committee chairmen at Atlanta, in July, at the time of the annual business session of the department.

THE CLEVELAND MEETING

The Department of Elementary School Principals held two general sessions, one on Monday afternoon, February 25, and the other on Wednesday afternoon, February 27.

At the first session there were addresses by Professor James F. Hosis, Columbia University, New York City; Miss Bessie Goodrich, Assistant Superintendent of Schools, Des Moines, Iowa; and Professor Robert Binnion, Peabody College, Nashville, Tennessee.

On Wednesday afternoon, the speakers were Professor W. H. Burton, University of Chicago; Miss Amelia Meissner, Curator, Educational Museum, St. Louis, Mo.; and Miss Sarah M. Horton, Principal, Tremont School, Cleveland, Ohio.

Each morning at 7:30 A. M., there was a breakfast at which there were over one hundred principals present. The primary purpose of the breakfast meeting was to promote sociability and enable principals from all sections to become better acquainted. Officers and committee chairmen presented reports outlining the activities of the department.

There were over five hundred principals present at the dinner on Tuesday, February 26th. The speakers were Superintendent Jones of Cleveland, Dr. Hosc of New York City, and Superintendent Claxton of Tulsa, Oklahoma.

At the breakfasts about one half of these in attendance were elementary principals of Ohio schools. Illinois principals were second in rank, followed closely by Michigan and New York.

Other states represented were Indiana, Missouri, New Jersey, Pennsylvania, Wisconsin, Texas, Minnesota, Virginia, West Virginia, Colorado, Tennessee, Nebraska, California, Maryland, and the District of Columbia.

John A. Spargo, Chairman of the Resolutions Committee, presented the following resolution which was unanimously adopted:

We, the Department of Elementary School Principals of the N. E. A., hereby wish to extend to the pupils, teachers, and Principals of the Cleveland schools and especially to Miss Martha A. Stewart, Miss Mary Ryan, Miss Emma Brooks, and Miss Lucretia Cavanaugh our sincere thanks and appreciation for their delightful hospitality and efficient management that has made this meeting of the Department a decided success.

And be it resolved, that this resolution of hospitality be made a part of the record of the annual minutes of the Department.

SCIENTIFIC METHOD IN SUPERVISION

The National Conference of Supervisors and Directors of Instruction have issued their Second Yearbook under the title *Scientific Method in Supervision*. This yearbook, compiled by a committee of the conference, of which Professor L. J. Brueckner, University of Minnesota, is chairman, and edited by Professor James F. Hosc of Teachers College, is published by the Bureau of Publications, Teachers College, Columbia University, New York City.

Professor Brueckner in his introduction states that the main purpose of this yearbook is to make available for supervisors in a compact form descriptions of various technics that have been devised by means of which the supervisor can analyze the educational situation from various angles in a much more definite way than is possible by the use of conventional methods. The Yearbook is a study dealing with objective methods of evaluating classroom practises.

THE PRINCIPAL AND PROGRESSIVE MOVEMENTS IN EDUCATION

Among the most valuable educational publications are the Research Bulletins of the National Education Association. Just off the press is Volume VII, No. 2, a pamphlet of sixty-four pages, under date of March, 1929. This Bulletin under the title "The Principal and Progressive Movements in Education" is a practical handbook of data in regard to certain recent movements in education. Among the topics discussed are: mental hygiene, health, study classes for parents, preschool education, character developments, and individual differences.

Included in the Bulletin are summaries of recent investigations and tables of books and other sources of information. The many citations to professional articles are designed to assist the professional study of principals.

CITY AND STATE ORGANIZATIONS

CHICAGO PRINCIPALS' CLUB

More than one hundred Chicago principals attended the Cleveland Convention. The Club arranged for a special train for its members and others of the Chicago delegation.

The Fourth Yearbook of the Club will be issued early in June. The Yearbook is a cooperative enterprise of many principals under the direction of Edward E. Keener, chairman of the Education Committee. This yearbook is a study of educational measurement, and is designed as a guide to the principal in selecting and using the best available measuring devices. It will include a study of the validity and use of many standardized tests, and a presentation and discussion of "home-made" tests applicable to the Chicago course of study.

The Education Committee is carrying on studies related to the various aspects of character education, health education, and curriculum revision.

Charles S. Winslow, Principal of the Wells School, has had charge of a broadcasting program presented each Wednesday afternoon, at 4:45 P. M., beginning October 17 and ending April 24, over station YMAQ.

CLEVELAND ELEMENTARY PRINCIPALS' CLUB

The object of the Cleveland Club is to provide opportunities for the educational improvement of Cleveland teachers and thereby promote closer relations among its members. The dues are five dollars a year, and a lecture course consisting of three numbers is given for one dollar. The proceeds of the lectures enables the club to bring outstanding educators to the different groups of teachers. Lecturers have been Mrs. Meeder, Dr. Kilpatrick, Dr. Bonser, Dr. Horn and others of equal ability.

THE DAYTON PRINCIPALS' AND SUPERVISORS' ASSOCIATION

Reports of the various committees of the Club will appear in the Yearbook which will be issued near the end of the school year.

Miss Ida Rudy, Supervisor of Primary Grades, has been appointed as a member of the Educational Tour to Germany, under the leadership of Dr. Thomas Alexander. She will make a survey of the primary grades of the German elementary schools.

EL PASO PRINCIPALS' ASSOCIATION

The El Paso Principals' Association has issued its First Yearbook which is a report of the various activities of the association since its organization—1923. Catherine Gorbutt, the chairman of the Yearbook Committee, states that in 1923 the present organization was effected for professional growth and financial welfare, as well as for cooperation with other civic bodies for the betterment of city conditions.

Work that has been done since that time is assembled in the Yearbook as a record of accomplishments in the five years of the association's existence.

Committees have made reports on the following topics: The Need of Changes in the Course of Study, Teacher Rating, Report Cards, The Library as a Means to Developing Citizenship, The Problem Child.

ERIE, PENNSYLVANIA, PRINCIPALS' ASSOCIATION

Mr. Morris C. Flinn, the retiring secretary of the club, reports that the several committees of the club are actively engaged in the study of various local school problems.

ILLINOIS CONFERENCE OF ELEMENTARY PRINCIPALS

At the annual meeting of the Illinois State Teachers' Association at Springfield, the Secretary of the Department of Elementary School Principals called a conference of elementary school principals who were in attendance at the convention. A committee was appointed to consider the matter of organizing a state association of principals and to arrange for a meeting of principals at the time of the annual convention of the State Teachers' Association.

IOWA STATE ASSOCIATION

The Iowa state organization of elementary school principals is a section of the State Teachers' Association. This section was organized two years ago.

MASSACHUSETTS ELEMENTARY PRINCIPALS' ASSOCIATION

By invitation of the officers of the Massachusetts Elementary Principals' Association, the School of Education of Boston University has conducted this year a program of studies for the special service of elementary school principals. The association selected the courses in conference with the School of Education. The program extends throughout the year. The following courses are included in the cooperative program of study: The Administration of an Elementary School, Modern Educational Theories and Practises, Measurement of Intelligence, Visual Instruction in the Elementary Schools.

The personnel of the class is homogeneous, mostly elementary school principals and teachers of experience preparing for principalships. They bring to the course their everyday problems and the efforts they have made to meet them. The class becomes a forum for the discussion of these problems in the light of the latest theory and practise.

Over one hundred-fifty elementary principals are enroled in these courses. At the request of the Association, the State Department of Education held a conference for elementary principals at the State College at Amherst in March, 1929.

NEW BEDFORD PRIMARY PRINCIPALS' CLUB

The New Bedford Primary Principals' Club has thirteen members. The meetings of the Club are held regularly during the school year. There is no published yearbook, but in the fall, plans are definitely made for the year's work. This year the club is making an intensive study of basic reading systems.

ELEMENTARY PRINCIPALS' ASSOCIATION OF NEW JERSEY

At the annual meeting of the Elementary Principals' Association of New Jersey at Atlantic City, on November 12, 1928, President John A. Spargo arranged for an Open Debate, Resolved, That a pupil should not be allowed to repeat a grade's work in an elementary school. All speeches were limited to three minutes each and most of the principals present participated in the discussion.

There was a breakfast meeting for officers and members of the Executive Committee. At the business session, committee reports were presented and officers elected for 1928-29.

NEW YORK PRINCIPALS' ASSOCIATION

The New York Principals' Association is planning to issue its first year-book, which will be devoted chiefly to reports on the problems of health education. President Loftus reports that the association is in good financial standing, that the membership continues to increase, and that the morale is strong.

Mrs. Sarah S. Dennen is the new Executive Secretary of the New York Principals' Association.

The Club has the following standing committees: Cooperation with civic organizations, membership, administrative problems, educational problems, personal relations, extracurriculum activities, social fellowship, pension, child welfare, graded salary adjustment, program, salaries, press and publicity.

NORTH CAROLINA ELEMENTARY PRINCIPALS' ASSOCIATION

At the annual meeting of the association in Raleigh on March 22, the President, James M. Shields, reported on the Association's 1928-29 Survey of the Elementary Principal in North Carolina. The Secretary, A. B. Caldwell, presented a report of Findings Affecting the Consolidated School Principals. There was an interesting discussion of the recommendation of the State Department that the elementary pupils in a consolidated school be supervised by a partime assistant principal. These schools are small and many places are requiring the principal to do all the supervising. The consensus of opinion was that there should be no assistant principal entirely responsible for elementary school supervision.

OHIO DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

The Department of Elementary School Principals of the Ohio Education Association was organized four years ago. Today over three hundred and fifty principals are members of the state department and almost the same number are members of the national organization. The department has attained a position of permanence and recognition among the educational forces of the state. At departmental meetings held in connection with the Ohio Education Association programs are arranged which are devoted to the interests of elementary school principals.

The officers of the department have rendered assistance in organizing local groups of principals. The Cuyahoga County Principals' Club, recently organized, is one of the outstanding county principals' associations of the country.

The Ohio department has compiled a complete directory of all elementary school principals in Ohio, urban and rural. Two bulletins are issued each year, in December and April. The Bulletins of the Ohio Department contain much valuable material contributed largely by members of that department. Especially interesting are the outlines of the programs of several of the local organizations of elementary principals.

M. E. Williams, Principal of the Chambers School, East Cleveland, is the Editor of the Bulletin.

PHILADELPHIA PRINCIPALS' CLUB

The Principals' Club of Philadelphia, a subsidiary section of the Philadelphia Teachers' Association, was organized to protect the special interests of the group, and to further the professional and social life of its members. During the past year, the Education Committee, under the leadership of Raymond L. Chambers of the Key School, has collected certain materials dealing with the solving of problems in Arithmetic which are presented as the "First Yearbook of the Philadelphia Principals' Club." The committee has brought together a useful body of material pertaining to the psychology, scope and methods of problem solving.

This type of work is in complete harmony with the goal of the Department of Elementary School Principals which aims to raise the status of the elementary school principalship by the constructive contributions of its membership.

PITTSBURGH PRINCIPALS' CLUB

The Pittsburgh Principals' Club is making a study of Guidance in the elementary school. A committee of the club has been at work on the subject for over a year. On information based on replies to questionnaires and from other available studies and literature, the committee has prepared a report which will be issued as a bulletin by the Research Department of the Pittsburgh Schools in June.

PRINCIPALS' CLUB OF RICHMOND, VIRGINIA

The Richmond Principals' Club holds meetings on the first Wednesday night of each month from 6 to 8 P. M. The first hour is social and dinner is served. The last hour is devoted to committee reports and discussions.

Committees at work are "Technical High School," "Further Training of Elementary Pupils Deficient in Academic Work," "Principals' Salaries."

Matters discussed at meetings are "Better Correlation Between History and Geography," "Certain Phases of Courses of Study," "Better Advertising of Our System," "Securing Better Substitutes," "Single Salary Schedule," "A Plan of Group Insurance to be Financed by the Board of Education," "School Assemblies."

ADMINISTRATION CLUB OF SIOUX CITY, IOWA

The local organization of Sioux City is called the "Administration Club." This year the club is studying the progress of pupils who have had extra promotions, causes for failures, and yearly age grade reports.

On February 14, 1929, at a general meeting of all teachers and members of the supervisory staff, together with the members of the Board of Education, five members of the teaching force of Sioux City were presented with life memberships in the N. E. A.

SPRINGFIELD, ILLINOIS

The Principals' Club of Springfield was organized during the fall of 1928. Among the topics discussed at the monthly meetings are the following:

Social science—the amount of time for the subject and the emphasis to be given to the various phases of the subject; teacher rating; relation of principals to supervisors.

MICHIGAN DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

The Department of Elementary School Principals of the Michigan Education Association has issued its second yearbook under the title, "Functions of the Elementary School Principalship."

PRINCIPALS' CLUB OF MOBILE, ALABAMA

The Mobile County Elementary School Principals' Club was organized in October, 1926. At first the meetings were held once a month and combined business with pleasure. At the beginning of each meeting a social lunch was enjoyed for twenty minutes followed by business. Later the social lunch was given up, but was replaced by several social functions throughout the year.

The topics for discussion during the year were: Prevocational Schools, selfimprovement through selfrating, salary schedules, health conditions, rating and ranking of teachers.

SALT LAKE CITY PRINCIPALS' ASSOCIATION

The special research committee of the Salt Lake City Principals' Association is preparing an objective score card for supervisory visitation. Among the topics discussed at the general meetings of the Club are the following: Extracurriculum activities, the supervision of instruction, visiting the teacher at work, the platoon school.

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.

PERSONALS

John Merrill, Detroit, Michigan, member of the Executive Committee of our department, who was forced to give up his school work last fall because of serious illness, has improved in health and it now "roughing" it in the vicinity of Philadelphia and enjoying the historic scenery of that region.

In his book, *The Administration of an Elementary School*, Arthur S. Gist, the editor of the Eighth Yearbook presents many constructive and stimulating suggestions for a more efficient organization of the busy principal's time.

At the annual state conference at the Michigan State Normal College, Ypsilanti, Mr. Loftus, President of the New York City Principals' Association, addressed the principals of the elementary schools of Michigan. The topic was: "Quo Vadis?—An Evaluation of Modern Aims and Trends in Education."

The teachers of the Leggett School, Akron, Ohio, have recently presented their principal, Miss Elizabeth Camp, with a life membership in the National Education Association in appreciation of her efforts to keep the standards of the school high and the spirit fine.

Edward E. Keener, Principal, Lincoln School, Chicago, has been appointed editor of the Educational Department of Laidlaw Brothers, publishers of school textbooks. Mr. Keener is the editor of the current Yearbook of the Chicago Principals' Club.

Helen B. Shove, Principal, Longfellow School, Minneapolis, and Herbert C. Hansen, Principal, Talcott School, have been appointed by President Lamkin as members of the Committee on Appointment of Delegates and Kindred Questions.

E. Ruth Pyrtle, Principal of the Bancroft School, Lincoln, Nebraska, is a member of Nebraska Normal School Board.

Eva G. Pinkston, president of the Department of Elementary School Principals, has been appointed by President Lamkin as a member of a committee of ten to investigate the use in schools of material which is provided by outside agencies.

F. H. Duffy, Principal of the Harding School, Steubenville, Ohio, has been reelected Secretary-Treasurer of the Ohio Association of Elementary Principals.

George I. Brinkerhoff, Principal of the Webster School, Newark, New Jersey, is a joint author of Brinkerhoff and Rowe's "Safety First Stories."

Earl R. Laing, Principal of the Burt School, Detroit, Michigan, has been appointed chairman of the 1930 Yearbook Committee. Mr. Laing is president of the Department of Elementary School Principals of the Michigan Education Association.

PROGRAM FOR ATLANTA MEETING

EVA G. PINKSTON

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

EDUCATION for a New World is the theme which President Lamkin has chosen for the meeting at Atlanta, and he has asked that all allied organizations build their programs around this as a central idea. Therefore, I have selected for the Department of Elementary School Principals the following: The Opportunities of the Elementary School Principal as a Supervisor in Forwarding the Education of Today.

The ideas that the principal holds with regard to the meaning of education are invariably reflected in the school. He can make the program a keen, comprehensive analysis of educational methods and problems of the pupils; he can help the teachers to vitalize the ways in which they present the teaching program in accordance with these methods. With these thoughts in mind, I have chosen speakers who will make real contributions and who can point out for us definite methods of procedure.

MONDAY AFTERNOON, JULY 1

I. MUSIC

- | | |
|------------------------------------|------------|
| See the Conquering Hero Comes..... | Handel |
| Minuet | Mozart |
| Cavalry March | Rubinstein |
- S. M. Inman Orchestra

II. THE OPPORTUNITIES OF THE ELEMENTARY PRINCIPAL AS A SUPERVISOR IN FORWARDING EDUCATION TODAY, FROM THE SUPERINTENDENT'S POINT OF VIEW
Dr. Willis A. Sutton, Superintendent of Atlanta Schools

III. GEOGRAPHY FOR A NEW WORLD

Miss Harriett Smith, Sam Houston State Teachers College, Huntsville, Texas

IV. THE LIBRARY AS AN INTEGRAL PART OF THE ELEMENTARY SCHOOL

Miss Bess Clements, Eliza Clark School, Clarksdale, Mississippi

TUESDAY AFTERNOON, JULY 2

I. MUSIC

- | | |
|----------------------------|-------------|
| Glorious Forever | Rachmaninof |
| Medley from the South..... | Pike |
| Amaryllis | Parlow |
| Southern Memories | |
| Plantation Melodies | |

Commercial High School Girls' Glee Club,
Miss Edna L. Whitmore, Director

II. SOME MODERN TENDENCIES IN THE TEACHING OF CHARACTER EDUCATION

N. H. Price, Hemphill School, Birmingham, Alabama

III. THE ELEMENTARY SCHOOL PRINCIPAL AS A SUPERVISOR

Dr. Lois Coffey Mossman, Teachers College, Columbia University, New York City

IV. ADVENTUROUS AMERICA

L. S. Rugg, West End Grammar School, Alexandria, Louisiana

Breakfasts, Monday, July 1; Tuesday, July 2, at Hotel Ansley, 7:00 A. M.

Banquet, Tuesday, July 2, 6:30 P. M., Eastlake Country Club, Dr. John J. Tigert, speaker

ACTIVITIES OF THE PRINCIPAL

EIGHTH YEARBOOK OF THE DEPARTMENT OF ELEMENTARY SCHOOL
PRINCIPALS

400 pages

Price, \$2

The Eighth Yearbook of the Department of Elementary School Principals is unique. *Part I* consists of twenty-two chapters prepared by progressive principals, directors of research, and superintendents. *Part II* is a reprint of the First Yearbook of the Department, which met with such instant approval that the edition was sold out and even reference copies are no longer available.

The Eighth Yearbook answers questions such as these:

What are the advantages of professional study among principals?

How can principals and supervisors work together?

How can the principal establish standards in written composition?

Should the principal abolish written examinations?

How should a principal visit classes in supervising?

What can the principal do about the problem of individual differences?

This yearbook will be of value to elementary school principals, and to others interested in elementary education.

YOU CAN HELP
THE EDITORIAL COMMITTEE

AT CLEVELAND the Executive Committee appointed an Editorial Committee to prepare the 1930 and 1931 Yearbooks. Earl R. Laing, Burt School, Detroit, has been asked to serve as chairman. His co-workers are to be Isabel Tucker, Shenandoah School, Saint Louis, and Arthur S. Gist of the San Francisco State Teachers College. On May 17 and 18 the Editorial Committee met in Saint Louis to prepare plans for the 1930 Yearbook.

The Committee expects to concentrate the 1930 Yearbook upon the administrative phases of the principal's work. Members of the Department are asked to send for review all manuscripts which bear upon administrative problems. Principals attending summer schools have an opportunity to prepare articles in connection with their professional courses.

All manuscripts will be carefully read. Only those fitting into the Committee's program can be printed. No articles can be accepted after November 1, 1929.

Address your inquiries directly to the Committee members as noted above, or to the Editorial Committee, Department of Elementary School Principals, 1201 Sixteenth St., N. W., Washington, D. C.

