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BULLETIN

OF THE

**Department of Elementary
School Principals**

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DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

CASSIE F. ROYS, Editor, 2609 Bristol Street, Omaha, Nebraska

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THE PRESIDENT'S MESSAGE

HERBERT C. HANSEN

Principal, Talcott School, Chicago, Illinois

THE coming meeting of our department at Atlantic City is significant because it was in this city that the Department of Elementary School Principals was organized in February, 1921. The department has had a remarkable growth and is recognized as one of the important departments of the National Education Association. It is increasing constantly in numbers and influence and is now an outstanding professional organization.



Herbert C. Hansen

Principals' associations—The past decade has been characterized by the remarkable growth of professional organizations of elementary principals, local, state, and national. Ten years ago there was no national organization of principals. The Second Yearbook, 1923, listed only two state principals' associations. The Eighth Yearbook, 1929, listed eighteen state associations. The Second Yearbook, 1923, included only eight city groups. Up to 1920 only forty-seven local groups had been organized, while in 1929 reports were received from 134 clubs. The First Yearbook contained a list of 669 members of the national department. We now have more than 4500 members.

The great increase in the number of local and state associations within these few years, and the increased membership of local, state, and national organizations is indicative of the increased prestige of the principalship.

Increased activities—Not only has there been a great increase in the number of principals' associations as well as in membership, but local and state departments, and the national department have become leaders in the various progressive movements of modern education. Elementary principals have become students of the science and the philosophy of education. Many valuable studies and investigations are being carried on through the research committees of all these organizations.

Principals, individually, and in groups, have made detailed analyses of the work of the principalship. Many have become leaders in the new scientific movement.

It is the task of the national department to integrate and coordinate the work of all groups of principals throughout the country.

Salaries—In an article in the July, 1929, issue of this publication, Frank W. Hubbard, of the Research Division of the National Education Association, points out several encouraging tendencies with reference to higher salaries for principals in a number of cities throughout the country. Cities with high standards for the principalship are beginning to pay more adequate salaries.

In 1926-27, according to reports to the Research Division, only eleven city principals received annual salaries of \$5500 or more. In 1928-29, 370 principals were receiving salaries between \$5500 and \$7000. There are nine cities paying maximum salaries of \$5000 or more to principals of elementary schools. A number of cities are working on salary schedules which will become effective during the current year. San Francisco has recently published a proposed professional salary scale. Several cities report the same basic schedule for elementary and high-school principals.

In this connection it will be of interest to quote a paragraph from the report of the late Ide G. Sargeant, which he presented to our department as chairman of the committee on salaries, at Indianapolis, July 2, 1925:

After a careful survey of the magnitude of the work, the professional requirements, and the need to make the position attractive to the best ability in the land, your committee is convinced that a sound public policy demands that the maximum for principals in cities over 100,000 in population be not less than \$10,000 a year and that no distinction be made between elementary and secondary schools. A single salary schedule should prevail. This recommendation is based upon the standard of qualifications for admission to the principalship outlined by the Committee on Qualifications for the Principalship of the Department of Elementary School Principals, made at the Indianapolis meeting.

Ninth Yearbook—At the Cleveland meeting it was decided that the 1930 yearbook should be prepared under the direction of a committee of elementary school principals, assisted by the Research Division of the National Education Association.

An editorial committee of three elementary principals was appointed. The members of the committee are: Earl R. Laing, Burt School, Detroit, *chairman*; Isabel Tucker, Shenandoah School, St. Louis; Arthur S. Gist, Training School, Teachers College, San Francisco.

Mr. Laing has achieved success as an elementary principal in Detroit and has secured recognition as one of the leaders of our department. He is past president of the Department of Elementary School Principals of the Michigan Education Association.

Miss Tucker has had a distinguished record as successful administrator and supervisor. She has been a leader in several progressive movements in education in St. Louis.

Mr. Gist is the brilliant and distinguished editor of a series of highly successful yearbooks of our department. He is a former president of the department. Under the direction of such an excellent committee, the expecta-

tion is that the 1930 yearbook will be one of the best in the entire list of publications of the department. The current yearbook will concentrate upon various administrative phases of the principal's work. Emphasis will be given to the necessity for good administration in the successful conduct of a school.

The *Bulletin* of the department, which is issued quarterly, contains significant articles on professional problems of current interest. Most stimulating and helpful are the accounts of what successful administrators and supervisors are doing in progressive schools in all sections of the country. The *Bulletin* aims to meet the needs of both rural and urban principals. It is the only educational journal devoted exclusively to the interests of elementary school principals. Miss Cassie F. Roys, Principal, Walnut Hill School, Omaha, Nebraska, and former vicepresident, has been elected as editor of the *Bulletin*. Under her direction it will render the highest type of professional service to elementary school principals.

Research Bulletins—Among the most valuable of educational publications are the *Research Bulletins* of the National Education Association, which are issued five times a year. By special arrangement with the Research Division, these splendid publications, so helpful to elementary principals, will be sent free to all members of our department. The regular subscription price of the *Research Bulletin* is \$1 per year, but for the first time our members will receive the five issues this year without charge.

Committees—During the coming year the several committees of the department will make studies of the various problems assigned to them for investigation. Several studies relative to the economic and professional status of the principal will be carried on. Preliminary reports of the work done by each committee will be made by the committee chairmen at Atlantic City, in February, at the time of the regular business sessions of the department.

Membership—Our Committee on Enrolment, under the chairmanship of Herman Ritow, Fort Sheridan, Illinois, has an effective organization with active members in every state and in many cities. The goal this year is to double our present membership. For several years it has been the ambition of the enrolment committee to attain a membership of 10,000. Mr. Ritow is confident that this year will be the banner year in our campaign for membership.

The Atlantic City meeting—Arrangements are being made for a great meeting in Atlantic City, February 22-27, 1930. "Education in the Spirit of Life" is the convention theme. The Department of Elementary School Principals will consider the problems of the principals in formulating and organizing a program of elementary education to meet the new needs of today.

Objectives—For the current year our department will have the following objectives:

1. To conduct an aggressive membership campaign to increase the resources of the department, extend the range of its influence, and enlarge its program of service to the elementary principals of the nation.
2. To organize committees to work upon various problems of elementary education, especially those of most immediate interest to the principal.
3. To continue the high standard of publications for which this department has been distinguished throughout its entire history.
4. To carry on studies relative to the economic and professional status of the principal.
5. To set up standards for the elementary principalship as goals toward which the department may direct its program of constructive work.
6. To aid in setting up professional salary schedules for elementary principals.

High type of leadership required—Without doubt, the next decade will be characterized by radical changes in elementary education which will offer abundant opportunities for constructive leadership on the part of elementary school principals. Far-reaching educational reforms involving fundamental changes in the organization and content of elementary education will demand the highest type of educational leadership from the modern principal.

The day of the new principalship is at hand. High standards of professional and personal qualifications are being set in the more progressive school systems and there are increasing demands for better service. The higher professional skill required, the increased responsibilities of the position, the better service demanded, and the growing prestige of the elementary principalship will soon bring about the adoption of adequate professional salary schedules.

Opportunity of the principal—The elementary principal has carried supervision to a point where it actually functions in the lives of the children of our great country. The elementary principal has the opportunity to make education scientific and to make elementary teaching a profession in every sense of the word. The country depends upon us for a step forward. Let us take a big step forward during the coming year.

THERE IS a doctrine that is fundamental in American education, and that is: that every child born in or adopted by this republic has the right to have developed through education whatever of talent he may possess without reference to quantity, quality, or type of that talent, and that he should have assured to him the opportunity to go as far as his ability and ambition will permit. At the birth of the nation, the Fathers made clear their belief that in education alone lay security for popular government; and the subsequent history of education in this country has made this doctrine a part of the fundamental faith of the nation.—Frank D. Boynton, Superintendent of Schools, Ithaca, New York.

MENTAL HEALTH AND THE PRINCIPAL¹

DANIEL WOLFORD LA RUE

Professor of Psychology, State Teachers College, East Stroudsburg, Pennsylvania

A MAN of old experience in marriage was giving advice to a newly married pair. "Above all," said he, "don't both get mad at once." A principal is one who is paid extra to refrain from working too hard, so that when everyone else about the place has gone fagged or wild, his cool head will serve as a nucleus of sanity. More than fifty percent of his time (according to Cubberley) he is likely to be dealing personally with pupils, teachers, or parents. Now the first of the far-famed "seven objectives" is Health—and the only ultimate health is mental health. The first big duty of the principal, then, is to give a daily demonstration lesson in mental hygiene, to carry out Kipling's "If," keeping his head when all about him are losing theirs and blaming it on him, to remain a kindly, big-souled, thoughtful, sincere, fair-minded, progressive personality whatever betide, to be a creative artist without the temperamental mood and passion. Live as you would be lived with.

The second commandment which sums up the law and the prophets for principals is like the first: Treat your teachers as you want them to treat their pupils. Let us apply the text.

1. Be friendly and approachable. The ideal teacher is one to whom the pupil naturally resorts when in trouble. He has Professor Palmer's well-remembered "capacity for vicariousness." Mental hygienists find that children who are in sympathetic relations with their parents do not develop repressions. The principal who does not cultivate sympathetic relations with his teachers may find "repressions" developing in his school system, and, unless the teachers seek relieving counsel elsewhere, in their mental systems as well. The teacher should feel assured, too, that his approach to the principal for aid and comfort will in no wise count against him.

2. Study, develop, and integrate your personnel. You expect the teacher to study each pupil, discover individual capacities, keep each child mentally healthy by the nice adjustment of his tasks to his leading traits, and, harmonizing all this variety of self-expression, to maintain group unity while remaining, himself, somewhat in the background. This is your cue to the new leadership. You may be able to discover from the outside of the teacher's personality, better than he can from the inside, the trend round which he should organize his efforts. At any rate, do not brutally dominate the group, but inventory its talent and dispose it strategically. Probably you have teachers who can give better demonstration lessons than you can. Use them. Do not haze the new teacher by assigning him especially heavy

¹ This article appeared originally in the *Journal of the National Education Association* for May. The subsequent insistent demand for the article has made it advisable to reprint it here.

Principals will wish also to consult the chapter on "The Mental Life of Children" which appeared in the *Research Bulletin* of the National Education Association for March, 1929. Vol. VII, No. 2, p. 59-66.

work, but lighten his task until he is initiated. Avoid the atmosphere of depression by remembering that you are not there primarily to criticise but to construct.

3. Through purpose, build morale. There is a story of some workmen who, having dug one hole, were blindly told to dig another and another, until they finally dropped their tools and declared, "No more dig." But when informed that the object was to locate a certain water pipe, they cheerfully resumed activities. Merely to encourage the "rah rah habit" in a school is to develop scholastic vanity. But a purpose-filled faculty will keep itself frank-minded by open discussion, and even take delight in substituting tactfulness for vengeance in dealing with zigzag-minded patrons. No one really lives until he has a cause for which to die.

4. Economize the teacher's energy. Important here are the atmosphere in which he works, avoidance of useless tasks, and the establishing of a smoothly-operating régime. The small-minded principal is likely to imitate what he mistakes for big business, and charge all nervous systems so tensely that there is a leak at every neuron. Or he may keep his teachers worried by his feeling, like that of the newly-elected school board member, that he must interfere with something or he has not justified his being there. To require much writing, elaborate reports, extensive paper work of any sort, is an error. Ask yourself always, if the teacher is not with his pupils, whether you are not cheating them and harassing him. The smoothly-operating régime includes all the grooves our natures slide in. A cold room, a refractory window, lack of crayon, uproar in the corridor, too frequent or disorderly change of classes, may wear more thin places in the teacher's soul than does the work of the hour.

5. Use modern, democratic methods as you want your teachers to do. It is strange that, even in a democracy, the army and the public school are still organized autocratically. In the classroom, however, autocracy is passing, and the teacher knows that even school administration without teacher representation is tyranny. You do not want your teachers to govern by fear. Do you use it? Are your teachers treated like hired servants, or do you accord them professional recognition as your equals and make them feel that they are an essential part of the system? "Give heed to motivation," you exhort. How do you motivate your teachers? "Use tact." A majority of questionnaired teachers set down "Tact" as the first qualification for a principal, and lack of it as the most common defect. "Use the project method and the socialized recitation." Is there, in your teachers meetings, a teachers' project? And are those meetings socialized? Dare the teachers really speak their minds? "Install pupil selfgovernment." Dare you install teacher selfgovernment?

By modern, democratic methods you will best maintain the mental health of your teachers and secure that "gentle and unforced accord" that "sits smiling" to your heart.

Be mentally healthy yourself, and treat your teachers as you want them to treat their pupils.

THE ELEMENTARY PRINCIPAL AS A SUPERVISOR— ABSTRACT

LOIS COFFEY MOSSMAN

Teachers College, Columbia University, New York City

STUDENTS of education are continuously bringing forward new evidence relative to the educative process. Sometimes the findings which they submit are somewhat disconcerting to those who are actually teaching. When pet theories and favored methods are condemned by statistical research, we are pushed as to what to do. These new findings are forcing us to continually modify the educational program.

Admittedly, there is much that we do not know how to do well, yet the children keep coming to the schools. They and their parents are looking to the schools for the help needed in learning how to fit into this complex problem of living. The children, and often the parents, are not fully aware of the mobile condition of the demands of life today. Often parents assume that things are as they were when they were children, and they want their children taught in just the same way. The teachers of these children are then confronted with the necessity of carrying on their education and satisfying the parents while, at the same time they, themselves, do not know what is best for the boys and girls either as to curriculum or method.

Sometimes the demands upon the teachers are so great, or the vision of the work so limited, that they cannot see beyond the walls of their classroom. Such teachers fail to look for a better program. Then there are teachers who have a greater vision but are either so busy or so burdened, or sometimes so baffled by the disparity between what they believe education should be and what parents are asking of them, that they are sorely in need of someone to whom they may go for counsel and advice. Such teachers need help in checking what they are doing and in seeing what better to do. They want guidance, *super-vision*, and it is their principals to whom they naturally should turn for this help which they are so fully needing. It is the principal who must have this *super-vision*.

What does it mean to be a principal who is truly a supervisor? What sort of a person is needed if we would have the teachers go to the principal for this guidance and help? What traits are peculiarly necessary for one who would be a real help to teachers?

As I look back over my experience as a young classroom teacher, sorely in need of help, vision, and guidance, I find my attention centering upon the principal who gave me the help I needed. As I faced that class of sixty-six fifth-grade boys and girls in a middle western railroad town, I was confronted with a task which seemed all too great for one of ordinary experience and training. I can remember clearly that morning when the principal stepped into the door, just back of me, looked over the array of youngsters in that long, narrow, basement room and then turned to me and said, "You have a hard job but remember that I am back of you," and walked out of the room. In those few words he implied some things which seem to be

essential in one who would lead teachers. He showed a sympathetic insight into the difficulty of my problem. He gave me a feeling that he believed in me and he gave me the confidence that he was a source of help to whom I could go. In the days that followed I found again and again that I was not mistaken either in his sympathy or his confidence or in his professional insight. I found that he understood boys and girls and had a very big heart for considering their points of view. On the other hand, I found that he knew how to go to teachers for suggestions and help in such a way as to convince us that he was seeking and did not know, and that he was big enough to recognize that there were others who had a fine point of view.

As I think of this principal I am inclined to state some of the traits of personality essential in a principal who is able to lead his teachers: Ability to look at the teacher's work from her point of view; ability to convince the teacher that he believes in her and respects her point of view; ability to help the teacher to consider a different emphasis or a new point of view; ability to suggest fruitful, initial steps in pushing the work into new channels; ability to lead the teacher in constructive thinking in such a way as to secure her best efforts.

Such abilities presuppose some other fundamental traits. In order that one can do the things that have been suggested he must have a richness of experience which makes him a source of ideas, suggestions, and help. He, himself, must have lived and enjoyed living. He must know sources of life. He must have an understanding of personality. He must be a friend. He must be possessed of a constructive philosophy about his work which is the result of very careful thinking on his part. This thinking should have given him a *super-vision* as to what the work of the school may be, as to what the abilities and problems of teachers are, as to what the possibilities of children as individuals are, as to the meaning of living richly and fully.

Given a principal possessing such traits, how is he to do the work of supervising? We find difficulty in stating clearly what is the work of supervision. There are those who entertain the hope that we can reduce supervision to a definite, objectively-measurable process. There are so many elements of the personal equation involved that it seems to some that supervision is an infinitely variable thing. Just as truly as each child is an individual who should be dealt with in terms of his individual experience, so is each teacher an individual and the leadership which the principal is able to exercise over her must be individual in its nature.

Discussion of the work of supervision has usually implied the classroom visitation as a means of helping the teacher and we have had some research and suggestions as to how this classroom visit shall be made. Score cards have been proposed for tabulating the facts observed; data have been collected showing what one can observe in a given period of time; suggestions have been made as to charts and other equipment one needs to have with him to do an effective piece of observation; but little has been said as to what is to be done after the visiting. Probably this is because the thing one does with the data that are obtained must vary according to the individual

nature of the work and of the teacher who was visited. Obviously, the teacher and principal should discuss the visit. This discussion should enable the teacher to see her work with a new perspective, to evaluate it in the light of principles she understands, and to help her to grasp new principles.

It has usually been implied that this discussion should center around the effort to help the teacher to do better classroom teaching. It has also been assumed that such help should center upon trying to show the teacher how to plan her work better for the next time. What are the factors that should be in mind in such an effort to plan the next work? It is offered that the principal should lead the teacher to consider a few definite things:

1. What are the group of children trying to accomplish in this piece of work? All too often it will be found that the work is so handled that the children have no very clear notion as to what they are trying to accomplish other than to do what the teacher says. Much more value in the work can be secured where the boys and girls, under the leadership of the teacher, clearly know what they are striving for. Helping a teacher to see this may enable her to remedy much of the difficulty in her work.

2. What have the children and teacher agreed should be done both before coming to the next class meeting and the next session of the class? All too often the class is dismissed without any definite agreement as to what is needed next. If the children participate in the decision as to what is needed next they will have a greater sense of responsibility for accomplishing the work decided upon.

3. What are the children doing now by way of preparing for the next session of the class? Many teachers fail in their ability to visualize the children at work alone when preparing the things that are needed to be done before the next class session. The teacher cannot see the places where the children will go wrong in their thinking, where they will have difficulty in understanding the printed material, and where they will make errors in their efforts to do the work. If the teacher can visualize the children in their study and see the easy and hard places, she will be far better able to guide the work of the next class session and inspire the children with the confidence that she knows and understands their difficulties.

4. What should the teacher do by way of preparing to supplement the children's efforts? Often the children attempt to gather supplementary material to enrich that in their texts. The teacher should think through what they will be likely to find and what she can get which they will not find so that she can come to the class prepared to enrich the children's best efforts. Thus, will the children gain in their confidence in the teacher's ability.

5. What should happen when the class comes together next time? If the teacher thinks through in advance what the children will be ready for, what they will be inclined to do, what she can do by way of enriching their ideas, and what ought to be accomplished in the time allotted, she will be far better able to guide the work of the next class period so that it is profitable. If she is uncertain as to what can be accomplished, she cannot

very well teach boys and girls a sense of responsibility for using the time of the class period wisely.

Another very fruitful source of help is the ability to make suggestions as to sources of material which will enrich the work. Many classroom teachers lack breadth of experience either in travel or reading. They do now know the environment, the places where the birds nest in the spring, the neighboring embankment of clay and stratified rock, the local industries, or the community enterprises. They do not know what is available in the libraries, in the magazines, or in the world about them.

All this seems to say that the work of a principal is the problem of leading teachers in their growth into ability to live fully in order that they may, in turn, bring richness of living to boys and girls. He who would show others how to grow, must also be growing. He must have an ever new vision of this changing world and of the possibilities of education for helping boys and girls. To do this, he must keep in touch with the recent findings of educational research, and with the new proposals as to the underlying theories of education. He must frequently take account of his own educational theory and evaluate it in the light of the new ideas. He must frequently check up his own educational practise relative to his theory. He must be an active inquirer into the learning process as it is going on in his school.

Then will he be able to lead teachers in their growth. He can put them in touch with new books and call attention to valuable articles in recent magazines. He can discuss with them new theories and proposals for the work of the school; he can help them to study their own practise; he can help them to evaluate their own experience in the classroom and to dare try better ways of conducting the work of the school. Such a person must have, indeed, *super-vision*.

THE CHILD is not just a small adult, but in his processes of thinking he is distinctly different from the adult, so that he is as little easy to understand by the adult as is the adult by the child. This necessitates that the child should be interpreted to the adult. Figuratively speaking, the child's language has to be translated into the language of the adult before it can be understood. It is this basic fact that constitutes the most potent factor in the ignorance which has hitherto surrounded the subject of childhood."—William A. White, in *The Child: His Nature and His Needs*, edited by M. V. O'Shea.

PLANNING THE SCHOOL WORK

SARA ABBOTT

Berlin, New Hampshire

I. WHY WE SHOULD PLAN

DOES a progressive teacher need to plan her work, or can she rely upon the inspiration of the moment to tell her what to do in the classroom? Strayer answers that question for us. He says "The best teachers never reach the point where preparation for the day's work is unnecessary."

1. *Advantages of planning work*—Recently I visited a fifth grade in the "Martin School," also known as the "Model School" in Boston. The teacher and pupils were "right on the job." The teacher had confidence in herself. The pupils were alert and happy. The reason was that the teacher had her work well in hand. All equipment and materials were ready.

When careful preparation for class work is made:

1. We economize time
2. We select better units of work
3. We provide thought provoking questions
4. We take account of individual differences
5. We make better and more interesting assignments
6. We have equipment and materials ready

2. *Reasons for making daily preparation*—The successful teacher has the habit of giving regular, daily preparation to her work. She never thinks that "This time doesn't count." We know that James says: "We may not count it and a kind Heaven may not count it, but it is being counted nevertheless."

There are many times when we have to change our plans, that they may be better adapted to meet the children's interests and needs.

3. *Pupil planning*—Pupils are more interested in units of work if they have helped to select them. We should try to guide them in choosing worthwhile activities. If a pupil's suggestions for group activity are not worthy of group effort they should be rejected. It is our work to keep the pupils on the main highways of learning, and not allow them to waste time by exploring every chance side alley, which they will be sure to do if allowed to roam at will.

4. *Reasons for making a few written plans*—We should write out a few of the main points in our lesson plans. It clarifies our ideas and serves as a check upon ourselves. It is also an aid to the substitute teacher to find a daily program of studies, and a planbook showing what the regular teacher has done and what she plans to do next. By finding these things she can readily fall into the line of work.

II. HOW SHALL WE PLAN

1. *Planning the objectives*—At the beginning of the year we should plan our chief objectives for the year. In making these we ask ourselves, what

desirable changes do we wish to make in these children? Are the objectives that we have made in harmony with the cardinal objectives of education which meet life's conditions and needs? Are we providing opportunities for growth in habits that will help the pupils to live better in the world of today, and also in the world of tomorrow which will be theirs by and by? I will state the principal objectives that I made last September for my class. I listed them under "Plans for the Year." They are as follows:¹

1. To make the schoolroom attractive—(That they may like to stay there.)
2. To have interesting materials about the schoolroom. (Kilpatrick says, "To have interesting materials about a schoolroom is good teaching.")
3. To acquire skills in reading, arithmetic, spelling, and writing.
4. To keep up to the health standards. Have right attitudes of mind.
5. To have some acquaintance with current topics.
6. To learn how to enjoy better music, literature, pictures, and games. Have a further knowledge of birds, animals, and flowers. (Learn these things that they may know what to do with their leisure time and spend it wisely and happily.)
7. To acquire some skill in problem solving and in conveying ideas to an audience. (Through the social-civic studies, a Junior Citizen's Club, assemblies, and other activities.)
8. To further development of good character.
9. To do some housekeeping. (Floor free from paper, care of window boxes, library books in order, etc.)

2. *More attention to certain subjects*—(a.) *Health education*—shouldn't we give more time to health education? If our pupils are to be well they will have to do something more than brush their teeth and have clean hands at nine o'clock in the morning. Are we teaching hygiene well if our pupils eat lollipops at recess time? Unless we can make changes in the habits of our pupils of what use is it to pretend to teach hygiene? If we can get the boys and girls to practise more of the health rules there will not be so many absent marks in our registers. (b.) *Elementary science*—Pupils should have a knowledge of the things about them—of everyday natural phenomena. Shouldn't a second grade pupil know that certain animals hibernate? Shouldn't a fourth grade pupil know what causes an eclipse of the sun; a fifth grader the difference between acids and alkalies? Craig has written an excellent course of study in elementary science for grades one through six. (c.) *Character education*—Shall we give conscious attention to character education? Isn't it our work to change for the better the boys and girls that are under our charge? I believe that at the end of the year we should be able to say of our pupils "This one is more courteous than when he came to me in the fall; that one doesn't cheat so much; this group is more industrious; that group has shown continuous growth in initiative." Overstreet tells us that if we wish to change a child, we must change his habits.

3. *Selecting and arranging the subjectmatter*—After we have planned the objectives and know what subjects or activities are to be included in our program, we might plan the amount of work to be given in each subject in a year, then in a term. Finally we construct our daily program and we are ready to plan for each day's work or unit of work.

¹ I am indebted to Dr. Lois Coffey Mossman for some of these objectives.

The newer movement is to make a plan which is called a Unit of Work. In this plan the work continues over a period of four or five days, especially in the upper grades. It is like carrying out what used to be called a project. These large units of work enable a child at school to more nearly live in a real life situation. Descriptions of units of work are given in the Lincoln School curriculum.

A curriculum which any kindergarten or first-grade teacher might find helpful is *The Conduct Curriculum* by Patty Hill and others. This lists the activities of the kindergarten and first grade in their relation to conduct and behavior.

4. *Ideas used in planning work*—The five normal steps are no longer used in any progressive schools for planning work. The reason is that they are too complex, and that the emphasis is on what the teacher does and not on the activity of the pupil.

A simple scheme to use is the following "Three Question Plan":

- a. Why am I about to do this particular thing?
- b. What materials shall I use?
- c. How am I going to use it?

These questions ask for the aim, subjectmatter, and method.

It is well to ask after every class period, "Did I accomplish what I started to do. If not, why?"

Another idea very often used is this:

- a. Purpose
- b. Subjectmatter and procedure
- c. Results expected
- d. Results achieved.

The steps used in thinking or in a problem solving lesson according to Parker are these:

- a. Define the problem
- b. Keep it in mind at all times
- c. Make suggestions for a solution
- d. Evaluate these suggestions
- e. Keep the thinking organized.

The more problematic situations we can provide in our schools, probably the better teachers we shall be.

It takes time and thought to formulate the thought provoking questions which furnish the problems, and which we should use in solving the problems. They are solemnly difficult, but if we would be progressive teachers we will prepare them for use especially in teaching the content subjects.

III. FACTORS IN DAILY PLANNING

Every lesson plan should provide for *motivation*—that the pupils may not be greatly bored and will put forth greater effort.

"If the pupil feels a need for doing a thing the work is motivated for him," says Wilson. The problematic situation or a purpose related to a real life situation furnishes the best opportunity for motivation of work.

We should provide for *individual differences*—that the brighter pupils may have extra work, the slower ones work that they can do. School work should be presented in a variety of ways to give each child the best opportunity for advancement. Let us be sure that our pupils are placed in the groups to which they belong. Pupils work better in homogeneous groups.

We should provide for *checking results* that the work may be tested.

We should plan carefully the *assignment* that definite goals may be set. The assignment should enable the pupils to know what to do, and how to go about it. It should include any helps that the pupils may need to use in the preparation of the lesson.

There should be a time in every lesson when the teacher gives information and illustrations not in the text.

Above all we should provide plenty of worthwhile work for our pupils to do that they may be happy, for "happiness is activity." Let us have the work done at school and not at home.

Lessons observed—(a.) I once observed the teaching of a history lesson. It was evident that no preparation had been made. The teaching probably could not have been worse. What made it so poor? These are the reasons: There was no problem. There was no organization whatever, no planning of the order in which the subjectmatter should be taught, or how it should be taught. No use was made of equipment or of reference material. There was no audience situation. There was no checking of results, no summary, and no assignment. It was a horrible example of "how not to teach." (b.) In striking contrast was a geography lesson observed. It was evident that careful preparation had been made for its teaching. It was a problem-solving lesson. The motivation was in the problem itself. The pupils kept the problem in mind. If they strayed from the topic the teacher would ask, "Is John talking to the point? Are we talking about industries, Mary?" Use was made of equipment—blackboard, pictures, and maps. The superior pupils had been assigned extra work, and made their helpful contributions. The teacher checked, or had the pupils check after each main point had been covered. She kept the work organized and outlined the important suggestions on the blackboard. At the end of the lesson every pupil could give a summary of the lesson taught. The assignment grew out of the lesson. It was a "leading on."

SUMMARY

When preparation for a lesson is made, more efficient work can be done in less time and the teacher and pupils are happier in doing it, than when little or no planning is done.

It is the regular, daily planning of the work that counts.

We should write out a few of the main points of our plans, not many, but a few—to help ourselves and the substitute teacher.

We should plan well the objectives. To plan them rightly, we should be aware of the changes that have been made, and are being made in curriculum construction.

Especially should we give attention to health education, elementary science, and character development.

Many opportunities for problem solving should be given—that our pupils may learn how to think.

An up-to-date movement in planning work is to plan a "Unit of Work." Detailed lesson plans are not necessary. The simpler the plan for daily work, the better it will probably be. A simple scheme to use is the "Three Question Plan."

In every lesson provision should be made for motivation, individual differences, checking results, and for the assignment.

Planning the work equips us for the greater task of teaching. It enables us to give true service to the boys and girls who depend upon our insight, our progressiveness, and our devotion to duty for their educational growth.

YOU CAN HELP THE EDITORIAL COMMITTEE

AN EDITORIAL Committee of three has been appointed to prepare the 1930 Yearbook of the Department of Elementary School Principals. Earl R. Laing, Burt School, Detroit, is the chairman. His co-workers are Isabel Tucker, Shenandoah School of Saint Louis, and Arthur S. Gist of the San Francisco State Teachers College.

The committee expects to emphasize the administrative phases of the principals work in the 1930 Yearbook. In 1931 attention will be given to supervision.

Members of the Department are asked to submit, immediately, manuscripts bearing upon administrative problems. Organization schemes, management plans and directive devices are particularly suited for this yearbook. Tables, graphs, and diagrams should be sent with the copy.

All manuscripts will be carefully read. Only those fitting into the committee's program can be printed. Articles should be in the hands of the committee by November 15, 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.

FITTING INSTRUCTION TO THE CHILD

LIVIA YOUNGQUIST

Horace Mann School, Winnetka, Illinois

SOME one has said, "If we understood our children, our educational systems might be revolutionized." Our educational thinking is being directed to understanding children. We know that there are abilities great and small in the classrooms, and that children should not be treated as if they are alike. Children's interests, attitudes, and abilities are different. Favorable attitudes should accompany their learning procedure. Children's originality, initiative, and social consciousness vary in great degrees. A large freedom should be the strong environmental factor.

A school¹ that fits instruction to the child makes a departure from the class recitation method and builds an environment conducive to individual and group growth. Its curriculum includes two types of subjectmatter. They are the drill subjects for individual progress and the expressional subjects for the group and creative activities. The drill subjects are reading, writing, arithmetic, spelling, the most prominent events in history, and some of the most important features of geography. They are the knowledge and skill parts. The expressional subjects are extensive in their kinds. Some of them are music, dramatization, puppet shows, manual arts, garden, playground, and auditorium activities.

Not teachers' judgments, not teachers' generalities, not tradition, but research determines what facts, and how much of the facts of the drill subjects, are to be thoroughly learned by the individual. The research department of the Winnetka school determines the basis for a fact course in history and geography by an exhaustive study of persons and places that are commonly alluded to in periodical literature. This department has made it possible to determine the correct grade placement for any book so far as difficulty is concerned.² (The content factors that determine the grade placement of a book are still under investigation.) By measuring a child's ability and having books graded (as to structure) it is possible to give children reading material that coincides with reading ability.

The spelling words most commonly needed by children, the phonogram most useful in learning to read, and the syllables which occur so commonly as to demand instant recognition—all have been determined by scientific investigation.

The standards toward which children should work in arithmetic are determined by knowing what arithmetic knowledge the adult needs in everyday life. It has been found that we need to give more practise work and attention to addition and subtraction of integers, and less to the study of multiplication and division of integers, and still less to the study of fractions.

¹ The illustrations and references made in this article are taken from the work done in the public school of Individual Instruction at Winnetka, Illinois.

² Washburne and Vogel. *What Children Like to Read*. Rand McNally Co.

Research, then, determines the fitness of the fact-curriculum. The objectives are the minimum essentials that are to be mastered by the child. The objectives might be termed goals. They are definite. They are units of work to be accomplished by the child. The teacher knows what the units are and gives the minimum amount of help to the child individually, as he proceeds at his own rate. Every child masters these minimum common facts the same, that is completely. The time element for the absolute learning varies as does the ability of each individual; the slower child cannot progress as rapidly as the bright one.

Complete diagnostic tests cover the objectives that are determined. The purpose of that revealing to the child and to the teacher what the child is weak in. The smaller the items of the test are the easier for the child to accomplish, understanding of course, that each item of subjectmatter mastered by the child is as small as the test. Or conversely, the child is tested on the small unit learned. Often a practise test is given which the child corrects himself and then proceeds to do the remedial work discovered by his own testing.

The tests should have several forms and include in every form the exact equivalent content, differing only in arrangement. The teacher needs several practise tests and several real tests in order to fit the varied abilities of a classroom. These tests and the opportunities for selfcorrection take the place of recitations. The recitation gives the opportunity for the child to tell a fraction of a whole part which he is supposed to know. The diagnostic test gives the opportunity for the child to tell the whole part which he is supposed to know. The recitation gives the teacher the opportunity to know vaguely what the whole class has learned. The tests tell specifically where each individual needs help.

The subjectmatter which the child learns is in the form of selfinstructive and selfcorrective materials and books. Several publishers are making these kinds of books now. The more the whole objective is divided and subdivided the easier it is for the child to teach himself and to correct his work. Scientific investigation has found which parts of a whole are the easiest for the child to learn at his level. The child learns of the objectives as found in the units of subjectmatter on which he is working. He wants to reach a goal. He acquires a study habit. A primary child says, "I know this row of words better than that row," or, "Mary does not know this lesson. May I help her?," and "Please test me. I am ready." A little six year old said, "Oh Boy! I am glad I can soon get to this story. My sister read it to me, and is it a good one! Oh Boy!"

The child learns that he must correct each step of the procedure. The materials are self-corrective. The teacher of a primary group often hears expressions like these: "I got all on this page O. K." "I missed only one." "Where are the answers for these problems in my book?"

The teacher gives the children individual attention and help. She need not correct the practise papers and practise test papers. But she does correct the real test papers and knows if more tests are needed for any child. She

sincerely rejoices with the child over his individual progress. She is alert to watch for habits of laziness, wasting of time, and over exaggeration of ability. The child says, "I am ready for a test," when he is not ready. The teacher must then in a friendly way direct the child to take up again the routine procedure for mastering the unit of work. She tries to discover the method through which there is a strong feeling of satisfaction. These satisfactions may result from correctness of doing, beauty of doing, and social approval. The group is always ready to be glad with the child who wants to show or express his accomplishment. The teacher, however, guards against indiscriminate use of praise. Each child works at his own task, or works with a partner at drill lessons. The teacher is among the children, helping and stimulating them as they work at their desks. Occasionally a few of the children arrive at the same place in the lessons in the practise books and may need an explanation in order to go on to the next step. The teacher then groups them and gives the needed explanation orally.

Drill subjects should have shorter periods of time for the learner. Experience and research have shown that the individual technic makes it possible to learn the fact curriculum and still have more time for other activities than do the class recitation methods. One half of the morning and one half of the afternoon are all that are needed. The other half of the morning and of the afternoon can be spent in giving the child the corresponding privileges and responsibilities of the adult—opportunity for experiencing real life.

The expressional subjects are subjects in which the child may manifest and urge for expression and experimentation. But the urge must be sacrificed when the interest of the group demands it. The child senses his dependence upon the group as well as his responsibility for the group of which he is a part.

In music, the sweetest tones, the clearest diction, the most correct pitch that each one can produce gives that much more pleasure to the others of the group. In listening to good music each child must put himself in a receptive mood. A sixth grade shares its intimacy with the three composers, Bach, Beethoven, and Mozart by giving biographical talks accompanied with lantern slides of their own selection and manipulation. Three children furnish music from each of the composers. Finished singing and finished rhythm exercises are not the ultimate aims of music, but rather the joy of singing, listening, and dancing.

The assembly work is a means of unifying the whole school. It is a place where children may share their individual and group activities. Programs vary. They may be those solely electing school-government officers and committees. They may be talks about the school day's activities, story festivals, or finished dramatizations.

The content subjects such as health, civics, literature, nature study, and history that includes geography, stimulate a wide variety of cooperative activities for the children in the Winnetka Schools. In the first grade such

subjects as community life, home life, or farm life are experienced. A second grade has Indian, Arabian, or Japanese life. A third grade, studying Russia, may troop into their room one day at three, instead of at one o'clock, their arms loaded with marsh grasses to be used in making a thatched peasant cottage.

There is a supervisor who aids the teacher and the pupils directly and indirectly in this field of creative work. She maintains a reserve library and a supply room of lumber, clay, paints, kilns, picture machines, cameras, and illustrative materials. She and the teacher want the children to experience life. Therefore the creative activities are in the form of playhouses that are large enough to "go inside"; caves big enough to "live in"; tepees that are life size; Viking boats that are large enough to hold a pupil passenger or two. "As much of the world as is possible is brought into the schoolroom. When that is not possible the school goes out to the world." There are trips to the farm, to the museum, to the stores. One grade tramped far out into the woods to live as did the cave men. When space and materials do not suffice for the life size forms, there are miniature forms in the sandtable or on tables.

Problem solving is an essential phase of a group activity lesson. A fifth grade group converted the stage of the auditorium into a Grecian dwelling. They measured the width of the stage and from that measurement found the number of pillars that are needed. They selected pillars that are not too thick, nor yet too thin in order that the dwelling be pleasing to the eye and correct as to structure.

A fourth grade displays Egyptian life in various forms. The teacher says in answer to questions, "Yes. It is quite extensive. I told my children that if anyone presented any more ideas for this expressional work, I would be unable to help them. Sure enough a child came forth with the idea of a palm tree for the princess' palace. The child made the tree all right. But to make it stand up was the problem. I have learned that a child can solve about three fourths of a problem in his creative work. The one fourth resolves itself upon me."

The teacher and the supervisor aim to teach correctness of form in expressing an idea whether the form be speech, drama, music, or handwork. This alertness is constantly evident but not so constantly that spontaneity and freshness are inhibited. When an environment is rich for creative expressions one may find attempts to give thoughts to the form of poetry. A first grade child composed the following:

In summer when the leaves are green
And little chickens happy seem,
The farmyard animals make a noise,
"Cluck, cluck," goes the rooster,
"Bowwow" goes the dog.
"Bowwow, wow" all the day.
"Moo, moo," goes the cow,
"Moo, moo, moo," the cow does say.
The farmyard is the best at last
To stay and lie all day.

A second grade child wrote:

I have a little shadow
That stays by me at day.
But when it goes a raining
My shadow goes away.

The teacher and the supervisor know that new experiences for the child should be added to the old when the child is ready to make these experiences a part of himself. Their attentions are directed to keeping everyone happily busy.

Sharp lines are not drawn to separate absolutely the social and the individual parts of the work. The social phase may grow out of and stimulate the process of the individual phase but is nevertheless an end in itself. The child receives no grade marking for the group and creative activities. He has a goal card on one side of which are check marks showing progress in developing certain habits and attitudes. They are group spirit, orderliness, work spirit, selfreliance, initiative, and special interests.

Discipline is a training in the use of freedom. It controls and guides. It maintains a direction that more and more develops into a selfdirection and selfdetermination. The child has a right to be natural and happy in a real life situation. "Education is life." He has a right to modify his intellectual ability in the way that makes for growth and prepares for life; he has a right to develop his individuality with real problems to solve; he has a right to develop the spirit of group service, living with others for others. Because the child is better understood, schools are offering him opportunities to experience life situations, to develop skills, to create attitudes, to train abilities. The child gains habits, thoughts, and actions that are foundations for a full living.

MY CREED

I BELIEVE in the child. A child is the hand of God recording on the universal pages of time the history of the human race.

I believe every child has a God-given heritage of life, health, and happiness and opportunity to fill its chosen place in the world.

I believe in the right of every child to an education of the head, the heart and the hand.

I believe that man owes no higher duty to society than the duty of service to childhood.—James J. Davis, Secretary of Labor.

GEOGRAPHY FOR A NEW WORLD—ABSTRACT

HARRIET SMITH

Sam Houston State Teachers College, Huntsville, Texas

IT IS my privilege to discuss some recent changes that seem significant to a geography teacher, and to emphasize the need in America for geography teaching founded on principles not subject to change.

Changes have been far reaching and profound—Only yesterday, it seems, loads were lifted by human muscle; today in the leading nations, more and more by gas and electricity. Yesterday, planting and harvesting were mainly by hand; today one farm machine releases ten men for city positions. Yesterday, we had the home and hand stage of manufacture; today, the factory system with its standardization and specialization. Yesterday was a time characterized by isolation, ignorance, provincialism, and hatreds; today, distance is being annihilated, ignorance is passing, and world consciousness is happily taking the place of neighborhood animosities.

Outlook on life has changed—More important than things recently accomplished is the changed outlook on life among at least three classes. First, the men who are accomplishing these changes seem to accept no stage or condition as final. They find permanent satisfaction in no small neighborhood. They go on to new discoveries and applications, to the winning of new records, to new places and people seen, new adjustments made. Second, for the somewhat illiterate—the million or more released from routine work in America since 1920—education has become a factor in their lives, if not for themselves, at least for their children. They see trained men and women passing them in competition for professional positions, and the result is that high schools and colleges are becoming crowded.

To bridge the gap between these two groups, the teachers, as interpreters, find their work. They must parallel outside material progress with inside understanding of its meanings. Classroom practise needs to speed up to keep abreast with the interests of the young people watching the airplanes, the radio reports, the movies.

Another change in the attitude that seems to me most wholesome is that of increasing confidence in the upward progress of the race. Modern teachers know it and youth is being trained to accept it. It is belief in slow but sure human achievement as against the belief in ready-made supremacy for the human race.

Once the earth was thought to center about man. Today man knows himself to be but a small part of life on one of the planets, kept alive by heat and light from one of the smallest of suns, far from the center of a vast universe, and he thinks of truth, not as something completely revealed but as something to be arduously sought and but partially found. Immeasurably less exalted from without, man is lifting himself superbly from within. He sees the past as a line of progress for humanity, and it affords basis for fuller confidence in his fellowman.

What can geography contribute?—Geography is the study of human responses to earth controls, a broad and beautiful subject. Just what shall it contribute to this new world of change, of modified physical environment, of deepened confidence in humanity?

Geography emphasizes people in relation to their environment—The textbooks are leading the way to an increasing emphasis on how people live, and how their activities are influenced by the physical environment. Consider a few titles of recent books on geography: *Man in Many Lands*, *Human Geography*, *Nations as Neighbors*. The emphasis is on people. Also through school journeys into local environment the child sees how people are adjusting themselves to their physical surroundings. He studies typical groups of people elsewhere in all his own land and in other countries. Through reading and through the movie, perhaps through travel, he is led into an ever expanding world in which he sees diverse men and women adjusting themselves to the same forces of nature, and to other human groups about them. His own experience tells him that geography is a study of man in relation to his environment, or as he may put it, a study of people making homes for themselves on the earth. Thus the study is seen to have out-of-school significance.

Geography lays foundations for peace—In stressing people in response to their physical environment, geography sets itself the big task of laying foundations for peace. It does this by reasonable interpretation of the activities of people. It is against provincialisms that tend toward family feuds; against "nationalism the full fruit of which is war," says Zangwill; against a racial superiority complex which fosters the bitterest antagonisms.

It would be in line with geography teaching to drop our childish, crude, offensive national boasting, and consider studiously how we can conserve instead of exploit our vast material resources, how we can elevate our social and economic standards, and by our own superior practise, win the right to lead our neighbors in their needed adjustments. Probably this can come only through the development of youth in the schools; all of us know that middle-aged people must die in their sins, but "whatever is put into the school process of today comes out in the social process of tomorrow."

Geography tends toward world brotherhood—Geography teaching, if sincerely carried out, will tend toward a more sympathetic knowledge of people and a diminution of racial friction. If we had more knowledge, we should almost certainly have less friction.

Geography has its own scientific content—Geography can serve education best, it seems to me, if it is recognized as a whole science rather than a mass of mutilated fragments in a sea of social studies. It has its scientific content, strong enough to stand alone. Casual relationship is the keynote that binds together as a science all the factors of geography. Dr. Bagley says that "The firsthand records in the field of geography furnish the very best exemplification of the spirit and methods of scientific inquiry that can be grasped and appreciated by the average mind."

The conception of a vast lapse of time—Contrasted with history, that gives the yesterday and the today of human action, geography tells the story of millions of years before human history began. For instance: the geographic topic, ancient glaciation, calls for a conception of hundreds of thousands of years; the formation of coal took millions; in the development of continental platforms and ocean basins can be felt the very pulse of the universe. Grappling with big fundamental thoughts like these tends to lift and make large the whole life of the student and to develop an attitude of patience, humility, and reverence.

Geographic interpretation adds depth to the curriculum—The essence of geography is interpretation, by which it gives to elementary education better, perhaps, than any other subject of the curriculum its third dimension, depth. The elementary curriculum is well supplied with length and breadth. It embraces knowledges and skills of almost bewildering extent and perplexity. Geography adds depth for its true function is to trace meanings. It centers about those talismanic words, relationships, and adjustments. "What relationships?" you may well be asking. I shall mention three typical classes. It interprets relationship between two physical factors, as rainfall induced on windward slopes of high mountains. It interprets relationships also between a people and their physical environment, as maritime that develop where a people are hemmed in between highlands and the sea. Third, relationships between groups of men in business intercourse, as trade back and forth between the manufacturers of the temperate zone and the producers of raw materials of the tropical zone.

These are casual relationships that call for adjustment, a keyword in geography. Maladjustment means strain; adjustment gives relief. Political boundaries, the location of cities, trade routes, the development of commerce, and the settlement of many international questions are founded on adjustments that have been made or should be made. Happy the pupil who, through a study of man's proper adjustments can so modify his own conduct as to conform pleasantly and constructively to the demands of his physical and social environment.

Geography is one of the new humanities—In the schools the tendency seems to be away from the merely disciplinary studies and the purely cultural subjects to emphasis on the so-called new humanities: geography, history, biology, other sciences. "These contain," say Chapman and Counts, "the larger knowledge before which popular mythologies cannot stand," and they give the broad world viewpoint.

If geography were only or mainly place, names, and boundaries, it would deserve no place in the new humanities. But through problem and project, through regional studies, through field trip and journey geography, through openminded search for truth, and a plea for increasing respect for other people, geography has a message for and should keep its place in modern education. As I see it, this is geography for the new world.

COMMUNITY RELATIONSHIPS

E. W. COBER

Principal of Holmes School, Pittsburgh, Pennsylvania

THERE can be no school where there are no pupils. This immediately presupposes a community. The community patronizes and supports the school. In order to do his work satisfactorily the principal must have his "finger on the pulse" of the community if he is to sense and interpret the wishes and needs of the community. We realize as never before the strategic position of the elementary school principal in a large city school system in interpreting and "selling" to his patrons what the superintendent of schools has planned. In turn the principal must gain the confidence of his community so that the community will accept the decisions of the principal, in the same matter-of-fact way as the patient does that of the physician.

This cannot be done in a haphazard manner. Neither can it be done in a month or a year. For nine years the writer and his staff of teachers have followed a definite and systematic program which we believe has gained, and is holding the confidence of the community.

During this time the status of the people has changed, socially and occupationally. While always a rather heterogeneous constituency—racially and religiously—the community has changed, so that there is in many cases no encouragement for higher education. In the Holmes School of which the writer is principal, with an enrolment of 1200, which is 300 more than it was five years ago, we have only fifty or sixty entering the senior high school from our eighth grade. Another factor to be reckoned with is constant moving from the district to places more inviting and prosperous. Their places are taken by others not so prosperous in this world's goods. These in turn remain until they become financially more prosperous and then move to sections more desirable.

I will give a brief review of the agencies and organizations which we use in promoting a healthy community relationship.

Special assemblies—These are called at intervals during the year and are addressed by some representative person of the community such as a banker, policeman, fireman, traffic officer, clergyman, rabbi, or director of religious education. There is a standing invitation to parents and friends to be present at our assemblies whenever held.

Special auditorium exercises—These are held on such days as Christmas, Thanksgiving, Halloween, and Memorial Day.

Regular auditorium sessions—These programs are given in the auditorium every Thursday when all grades from the 4th to the 8th participate. Plays, musicals, and moving pictures are given. Very often children are costumed by their parents. This very often is the means of bringing parents and friends to the school in order to see the program. While in the building they will likely visit in rooms where their children are scheduled, and in this way the teacher and parent will meet.

Mothers' meetings—These are arranged and given monthly by the teachers of the kindergarten. Here again the mothers assist and contribute in a material way if necessary. Occasionally the first-grade teachers join in these mothers' meetings and in this way a sympathetic attitude is maintained during the early years of the child's formal education. There are no sessions in the kindergarten Friday afternoon. This permits the teachers of this room to call on the mothers of the kindergarten children and gives us a very definite "link up" with the home.

Closing exercises of the evening school—The evening school is largely made up of Americanization and elementary English classes. Just before the Christmas vacation the writer, who is principal of the Holmes Evening School, and the teachers arrange an evening's entertainment consisting of moving pictures, songs by the school, readings, solos, instrumental selections, and short speeches. This is given in the auditorium. Later in the evening the pupils of the evening school and their invited friends are taken to the gymnasium where a social hour is spent and refreshments are served by the teachers. Games are played, and in this way an evening of good fellowship is spent where race, nationality, and creed are forgotten. A program provided by the Womans' Club of Oakland, in which the Oakland Board of Trade also have a part, is given at the close of the evening school in March of each year. Here the new American and his invited friends meet and associate with an organization of club women and also an organized body of business men.

Closing exercises of the day school—These are given at the close of each semester, when the 8th grade pupils complete their work and are given diplomas which admit them to high school. A play is given by the class to which the parents and friends of the graduates are invited. While this event severs the child's actual relationship so far as the local school is concerned, it nevertheless helps to continue the parent's interest in the school, especially if the pupil does well in the high school. During these exercises representatives of the Daughters of the American Revolution, Sons of the American Revolution, and the local post of the American Legion make formal presentations of prizes or medals to members of the class for excellence in scholarship as well as courage, honor, service, and leadership.

Counselor—During the last year we have arranged the schedule so as to have one of our teachers give part of his time to the guiding and counseling of pupils of grades seven and eight especially. This involves conference with pupils, and in many cases with the parents also. In this way pupils are advised intelligently. Very often we can induce them to enter a trade school instead of quitting school. The counselor does a very valuable piece of work by directing the boys and girls in the choice of the proper courses when they enter high school.

Parents' night—open house—During Education Week parents are urged by formal invitation to visit their school. The form below was sent to every parent last November.

To the Patrons of the Holmes School

Education Week is being observed from November 5 to 11 in the schools throughout the United States, and we wish at this time to give you a cordial invitation to visit your school on Monday, Tuesday, or Thursday, of this week from 9 to 3:45 o'clock.

However, in order that all fathers and mothers may have a special opportunity of learning about the work being done by the pupils of the Holmes School, we have set aside Wednesday evening, November 7, between the hours of 7:30 and 9:30, as a time when the teachers will be glad to meet you.

Time: Monday, Tuesday, Thursday, 9 A. M. to 3:45 P. M.
Wednesday, 7:30 P. M. to 9:30 P. M.

Place: Holmes School.

Purpose: To help your boy and girl.

E. W. COBER, *Principal*.

This is followed up by the report teacher asking her pupil if father and mother are coming to school during the week, and especially on Parents' Night.

The principal in conference with his teachers has all plans and arrangements made so that every teacher is in his room. The children are asked to bring their parents, otherwise they are requested not to come to the building.

In the higher grades each report teacher selects two pupils as her aids who assist in calling attention to the exhibits and some work of every pupil which may be found on the desks, walls, and blackboards. In the lower grades teachers are furnished with aids from the eighth grade. Certain older pupils are also detailed to act as guides to parents, since the rooms—thirty-five in number—cover four floors.

This is an opportune time for the parents and teacher to compare notes and thereby serve the child efficiently. More than that, the parent meets the teacher under the most auspicious circumstances. We have also observed that many parents who are very reticent about coming to school, at this time come willingly, since it is quite the thing to come to their school at the stated time on Parents' Night.

With an attendance of 510 which we had at our last Parents' Night, the teachers had a very busy, yet a very profitable evening. The many questions which were asked and answered will have no small part in solving and cementing our community relationships.

This has not been written with the thought that it is new or unusual. It is simply a recounting of what we have found to be assets in "selling the school" to the patrons. The growth in mutual respect and confidence has been gradual, but it is little short of marvelous in the attitude of the parents toward their teachers. In the past we have said, "As the teacher so the school" or "As the principal so the school." Why not say, "As the community so the school?"

STUDENT-PARTICIPATION IN SCHOOL GOVERNMENT

DORA B. LANTRIP

Principal, Eastwood School, Houston, Texas

WITH THE idea that poise, selfreliance and development of initiative must go hand in hand with book-learning and the usual classroom instruction in the development of the really worthwhile citizen of tomorrow, we at Eastwood school have, for nine years, carried on a form of student participation in school administration, that has proved a success from the fact that the principal and teachers are vitally interested, and are untiring in their efforts to make the system a success—realizing that it is one of our most important duties.

We have found it to be not an easy form of government to administer, for it requires a combination of great patience, alertness, tactfulness, sympathy, and a good understanding of child psychology—and one must be on the job constantly. But when once well established, it relieves the individual teacher of many of her little perplexing disciplinary problems, and assists the principal in many matters pertaining to management of the school; while in a much greater way it gives the children some idea of responsibility, civic pride, a working knowledge of the meaning of citizenship, and serves as a most effective safety valve for pent up energy.

Our government is fashioned along the lines of the Houston city government with modifications to meet our individual needs. The elective officers are mayor, water commissioner, fire and police commissioner, tax commissioner, street and bridge commissioner, and judge. These are elected by the student body from pupils selected from the fifth grades. When we began the system, we had the sixth and seventh grades, the elective officers being chosen from these higher grades. When these two grades were transferred to junior high school, leaving our highest grade the fifth, I was not quite sure how the plan would work, but have found that the fifth graders are equal to any occasion that arises, and have displayed just as good judgment as the older children. Of course, the problems to be confronted are simpler in nature, but I believe children can manage their own childish affairs in about as efficient manner as grownups manage theirs.

Before a pupil can announce himself for an office, he must make a written statement that he wishes to become a candidate and get the approval of his teacher and the principal. No one can become a candidate whose conduct is not excellent—this puts a premium on good conduct.

When our candidates have announced, we usually have from two to five for each office; we then collect a poll tax of five cents from each child who wishes to vote. This is not compulsory any more than the poll tax of one dollar and fifty cents is in the state, except we insist that every good citizen in the school and the state will pay his poll tax as one dollar of the state tax goes into our state school fund and the five cents school tax goes into our local school fund. We stress this dollar state tax so that the message may be carried home as many of our parents have not yet learned that the schools receive a benefit from the state poll tax.

Each child is given a receipt for his money and this entitles him to vote. We keep a list of all who pay poll tax so that if any child loses his receipt his name is on the list and he is entitled to vote. Our school is divided into nine precincts and a child must vote in his own precinct.

We have our elections the second week of each semester. On election morning school begins a little earlier than usual and each child is given a printed ballot with instructions as to marking it. These ballots, with pledge, are quite similar to those of the city. No child receives assistance in marking his ballot except in the kindergarten and first grade where the teachers and judges appointed for that work help. No suggestion is made as for whom a child shall vote. Each one knows perfectly well whom he wants and why. I find children use good judgment in their voting as those elected, without a single exception, have been the very best candidates.

The ballots are counted in the afternoon in the presence of all the candidates so that they can see that the ballots are counted fairly and accurately. We have four election judges who are not candidates who pass on questionable ballots and assist the teachers in the counting. Excitement runs high—each precinct vote is taken separately and each candidate is anxious to know just how he stands in the different precincts. In the past nine years we have had no unpleasantness on account of our elections. Those who lose take it very philosophically and usually congratulate the winner.

For a week before the election the candidates resort to every fair means to get themselves before the voters. They make speeches, put up posters, have parades at recess, some have had cards with name and slogans on them.

We always have an assembly, our mayor presiding, for the candidates at the beginning of the campaign when each candidate is introduced and makes a speech telling what he stands for and expects to do. We have another a few days after the election when the officers take the oath of office—it is the same taken by all our public officials—and are presented with their insignia of office, a metal badge that looks like silver. These are coveted by all Eastwood children as many privileges as well as responsibilities go with them. They are accepted on busses and street cars in lieu of the special card which permits the children over age to ride for half fare and it is amusing to watch them get on the bus and display the badge.

At the first meeting of the council which takes place immediately after taking oath, the mayor with suggestions from the principal announces the heads of departments—that cover all our needs—for the approval of the council, reserving the right to appoint his own secretary and mayor pro tem. If for any reason any name proposed does not meet the approval of anyone, he very plainly states his objection and why—usually the reasons are good. After discussion by all, the vote is taken and those selected are required to sign a pledge of loyalty and are presented with badges. These, in turn, appoint assistants from every grade and have meetings with their respective groups whenever necessary. This develops executive ability and leadership.

Each department has specific duties to perform but each officer must report any irregularity that is discovered in any other department.

The question of whether the candidates are boys or girls as such is never discussed. Qualifications are the only things considered.

Our organization has brought out the very best in our boys and girls and has given them the opportunity for initiative that they have never had, has given them a love for their school subjects never possessed before. I have seen some boys made over, so to speak.

A father brought me a twelve year old boy one day who had always attended a private school, and told me that the boy was sent home as impossible—the expression used—and that he would not learn or behave. The father asked me if we would tackle the job of doing something for the boy. I agreed, looked the little fellow over, talked to him privately and asked what was the trouble. His reply was: "A fellow gets tired sitting in a schoolroom all day saying lessons and catechism with nothing to do." I saw at once an opportunity to reach the boy, as we were having our election and I thought we would be able to arouse his interest. I asked him if he would like some outside work around the building and he seemed delighted to be of service. When the council met to name heads of departments, I suggested John, the boy mentioned above as park superintendent and he was appointed. I outlined his work which was to move shrubbery which was in the way of the new building to be erected, and see that it was properly placed as well as properly planted.

We have about nine acres in our school ground and have no regular yard man. For that reason we have had to ask the boys to help, and find that this helping has developed a pride in the care of the grounds that could not be developed otherwise.

John tackled his job, appointed his assistants, and the work began. He always came to school early so he could talk over his plans with me for the day. The boys worked before school, at recess, and after school. The work was finished on time and John developed into one of our most dependable boys. With his interest aroused in the work outside of school came an interest in his school work and no teacher ever complained of his conduct. What was done with John has been done with many of our children.

We have built sidewalks, and coping for flower beds; in fact, the children take part in everything around the place. I often consult them about expenditure of money that they have to help raise and I am constantly amazed at their good judgment. We are trying by means of our council to educate our boys and girls to be able to meet every emergency of life.

On account of our pupils taking part in all the affairs of school—the classrooms, the auditorium, cafeteria, halls, lavatories, and our school yard are kept in better order; but this is only the physical manifestation of the gain made. The students have come to regard the school as their own in a sense never experienced before. A feeling of personal pride and interest now attaches itself to every phase of school activity. School spirit or school pride has taken the place of indulgence of personal whims. This spirit is

manifested in every detail of school life. The children are constantly on the alert to find something to do for the improvement of the school and are willing to do hard work and undertake big things. Thus the pupils have developed habits that make good citizens now and in the future. This form of administration keeps me on the alert at all times but the children are a pleasure and a great inspiration day by day. New teachers coming into the school always marvel at the admirable spirit of cooperation and fellowship.

It has been the aim of Eastwood school to make the pupils not only good citizens of tomorrow but good, helpful, law-abiding citizens of today. Then as they travel along their way they shall realize that they have real duties and obligations of all kinds just as important and binding in their everyday world as are those of their elders in their world thus developing citizenship so that when they reach the threshold of tomorrow they shall bring their best in the way of honesty, truthfulness, industry, justice, wisdom, and good-will.

VALUE OF VISUAL EDUCATION

1. Greater percentage of people see alike than hear alike.
2. Learning is generally mentally recorded as pictures.
3. We think our thoughts largely in terms of the visual.
4. More impressions are received through the eye in a given time than in any other way.
5. We can visualize or learn correctly only through comparisons made possible by past experiences.
6. Pictures classify distorted conceptions and excite and stimulate the fancy, which results in further activity.
7. The proper use of visual education will reduce the number of failures and will effect economy.—H. W. Norman, Secretary of Visual Instruction, Indiana University.

A STUDY OF CREDITS FOR SUMMER-SCHOOL WORK AND EXTENSION WORK IN THE LAKEWOOD PUBLIC SCHOOLS, LAKEWOOD, OHIO

EDITH L. CURREN

Principal, Hayes School, Lakewood, Ohio

THE problem of credits to be allowed teachers for summer school and extension class work was given special consideration by the superintendent of schools of Lakewood, Ohio, during the school year of 1927. He appointed a committee of six members, composed of a teacher and a principal from the elementary schools, a teacher and a principal from the junior high school, and two teachers from the high school, to formulate a plan for regulating and evaluating the work of the teachers done in summer schools and in extension classes.

In its preliminary study, the committee found that there was a decided need for the direction of teachers in the selection of work to be taken when credit was desired, as well as for a definite plan for the granting of credit for summer school and extension work. Aside from the desire for professional growth, the state requirement for certification and the plan of salary increase based on further study have made it desirable, in fact, almost necessary for the majority of teachers to do work in summer school every two or three years, or to take extension work during the school year. It has sometimes seemed that the real purpose of such study was being subordinated to the more immediate need of accumulating credits for certification and salary increase. To prevent this situation from growing, the committee raised several questions:

What should be the purpose of summer school and extension courses?

How much credit should be allowed for work done in any one summer?

Should the amount of extension work done be limited (1) by the health of the teacher; (2) by the possibility of lessened teaching power; (3) by the number of other outside activities being carried on such as teaching in night schools?

Should the courses taken be limited (1) by consideration of previous training; (2) by the teaching position held?

Should the selection of work be left entirely to the teacher, or should recommendations be made by the superintendent, the principal, or the supervisor?

Could a program of courses for the guidance of teachers be worked out?

The result of this study was the formulation of a body of rules and regulations which, after many conferences of superintendent and committee, were formally adopted by the board of education. These rules and regulations are as follows:

1. Summer courses or extension courses, taken for credit towards salary increase, should definitely tend to make the teacher better fitted for his position. With this in view, certain programs will be set up as indicating desirable courses to follow.

2. It is desirable that a teacher without a degree or a diploma, who elects to take extension courses, should take work towards a degree or diploma.

3. It is required that all teachers taking courses for which salary increase is expected, shall consult with the superintendent, or some one designated by him, and in advance secure approval of the proposed courses.

4. The Cleveland ruling on the number of credits allowable for extension work will be followed, namely, "That not more than two hours of extension work per semester be taken and not more than four hours for the school year, except by the presentation of a written permit from the principal and a health certificate from the doctor."

5. Teachers should not attempt to do extension work, teach in night schools, or recreation classes at one time, unless they have the approval of the superintendent of schools. Only one of the activities should be engaged in.

6. No more credits will be granted to a teacher for work done during the summer than will be granted by any one accredited school. This is taken to include credits for travel courses under the direction of an accredited school, or under the auspices of some recognized educational agency approved by the superintendent of schools.

These regulations do not apply to persons who are not seeking credit toward salary increase.

Setting up a program for the guidance of teachers was made a study by itself. In doing this, the committee kept several definite principles in mind.

1. The teaching body should have a part in setting up this program.
2. The program should include the best and latest lines of study in the field of education.
3. The program should guard against dictating too closely the kind of work which should be done.
4. The program should suggest work of general and cultural value as well as specific value.

A questionnaire was sent to all of the teachers asking them to list the kind of courses they were interested in, and the kind they had found most helpful. The teachers then met by grades, or by departments, and compiled their results. These were later turned over to the committee for the further work of organization.

This program was divided into three sections: Part I for the elementary school, Part II for the junior high school, and Part III for the high school. A quotation from the foreword of this report will indicate more adequately the purpose and organization of this program:

These courses are suggested for teachers who feel the need of improving their methods of instruction, of securing a wider range of subject matter, and of keeping in touch with the current problems of education as they relate to their own work.

The courses are listed under two heads:

1. General Courses—of interest to all teachers
2. Special Courses—of interest to teachers of different grades or of special subjects

Besides the general and special courses there are also listed courses of interest to teachers who wish to increase their fund of general information, or to follow some line of work, not necessarily related to their professional work, for the cultural or recreational value to be derived therefrom.

There is no intent to say that the courses herein listed are the only courses which may be taken with benefit or for credit—but these will be used as a basis for the conference required under Article III of the rules and regulations.

In further accordance with Article III of the above rules and regulations a standing committee of five was appointed by the superintendent to act in an advisory capacity. Three of the members of the committee had been

members of the credit committee. This committee arranged the conference hours at the beginning of each term to consult with teachers who were planning to take extension work, and again in the spring, to consult with those who were planning summer school work. This committee had no power to approve or reject the proposed courses. That power rested with the superintendent. Their job was to interpret the rules and regulations and to explain the program of courses.

To further facilitate the work, blanks for the approval of the courses were printed and sent out to the buildings. Teachers who were planning work for which credit was desired, filled out these blanks in duplicate. The following information was asked for: the teacher's name, teaching position, previous professional training, purpose of proposed study, work contemplated, the institution to be attended, and the credit expected. One copy of this application was returned to the teacher with the mark of the superintendent's approval, and the other was filed in the office until such time as the credit for the work was brought in. In case the proposed work was not approved, the teacher was asked to come to the superintendent's office for a conference.

The plan has been in effect such a short time that its value cannot be fully determined. It is apparent, however, that it has been of some assistance to teachers in planning programs for professional study, and it has caused teachers to consider more carefully the character of the work to be taken in summer school and in extension classes.

THE MOST important social task that lies before us in education is to analyze the cultural core of American civilization. This can be accomplished if we first select our cultured people and then investigate their interests, their qualities, their problems, and their obligations. When this task has been performed, the labor of determining what the schools should do will be relatively easy. Until this is accomplished, the school's curriculum is in confusion so far as articulation with living is concerned.—W. W. Charters.

THE PRINCIPAL AND EXTRACURRICULUM ACTIVITIES

AMELIA D. YOUNG

Principal, Keating School, Detroit, Michigan

IN RECENT YEARS there has been much discussion among educators on the nature of "The Principal's Job." After considerable analysis and definition it has been conceded that his time should be given to (1) supervision of instruction, (2) administration, (3) community leadership, (4) professional study, and (5) clerical work.

In considering the various activities of a principal's day, it appears that extracurriculum activities really find place in one or more of these classifications. It was Dr. Hosis, I believe, who recommended the use of the term "super-curriculum activities" instead of "extracurriculum."

One of the important duties of a principal is to know and understand the community he serves. That he may do this effectively he must understand the social, industrial, and home life of the people, and their underlying moral standards. Only through such knowledge can the school develop properly the child's character, health, and mind.

A survey of the housing condition of the community is a valuable aid in determining the child's needs, in learning his capacity for physical and moral development. During the past semester such a survey was conducted by the Boy Scouts of Keating School, using a sub-divider's plat and using the following divisions: (a) vacant lot; (b) cottage or one-story bungalow; (c) house; (d) two-family flat; (e) apartment.

When the map of the district was completed it was found that in some sections cheap tenements prevailed, in others bungalows, while nearer a super-highway apartment houses predominated. Generally speaking, incorrigibility and low mental level of pupils show in direct ratio to the kind of homes from which the pupils come. An interesting concomitant of this survey was the graph of the amount of unimproved property which gives a hint as to the future growth of the school.

A second duty of a principal is to "sell" modern education to the community. One way of accomplishing this is through the activities of the Parent-Teacher Association. The object of this organization is three-fold to bring the home and school into closer relationship for the welfare of the child; to educate the parents in school methods and to give the teacher a better understanding of the child and his home conditions.

In Keating at regular meetings of the Parent-Teacher Association demonstration lessons have shown the need and value of some of the methods of modern education. On these occasions the pupils have presented lessons in silent reading; Picture Story; the method of individual instruction in reading for the first grade; musical appreciation; social science, showing the value of the moving picture, the stereopticon and stereograph and the use of tests and measurements.

These meetings afford an opportunity of presenting other phases of the work as the socialized recitation and the project method.

An organization such as a Parent-Teacher Association demands much of a principal's time and energy. He must attend the meetings of the executive board, he is a member ex-officio of all the committees, whose meetings he is expected to attend; he should be present at all regular monthly meetings of the association of his school and the monthly meetings of the central council of the city.

The Mutual Help Committee of the Parent-Teacher Association provides clothing, food, and in some cases, household equipment for the deserving families. The same committee has secured hospital facilities for children needing surgery or medical assistance.

Considering the advantages to the school and to the community at large, Parent-Teacher work is one of the most fruitful extra-activities.

The principal in conjunction with the Parent-Teacher Association and other community agencies has brought before the proper authorities the need of future improvements. At present the community in which our school is located is making a drive to secure adequate playgrounds, a branch library, and an intermediate high-school.

The principal should meet with the officers of the various pupil organizations growing out of the social life of the school, such as Boy Scouts, Girl Scouts, Pathfinder Councils, Garden Clubs, Safety Clubs, Literary Clubs, Civic Clubs, etc. Although not directly supervising, the principal should know the aims, and be familiar with the plans and activities of these social groups within the school.

Different civic agencies have requested that work which they sponsor be introduced in the schools. To include these activities in the school program becomes an administrative duty of the principal.

An illustration of this is the work of the Garden Club sponsored by a local women's club of the city. The club provides packets of seeds at one cent each, and sends an instructor once a week to direct the work of the club. The members plan, execute, and cultivate their own gardens with the purpose of exhibiting the produce at the vegetable and flower festival in the fall during the State Fair.

Results attained from the work are:

1. Improvement of the gardens in the community
2. Beautifying home surroundings
3. Raising of produce for home consumption
4. Learning the various kinds of soil
5. Learning how to improve the natural soil
6. Worthy use of child's leisure time

The public school is called upon to participate in a multiplicity of drives and campaigns such as Near East Relief, Early Christmas Shopping, Abatement of Smoke Nuisance, Safety Week, Book Week, Animal Welfare, Father and Son Week, Mother and Daughter Week, Thrift Week, Music Week, and so on. Each in itself is a worthy project but there should be some check on the number of times principals, teachers, and pupils are expected to go over the top for activities not coincident with school work.

The relation of the school to other civic agencies has an important place in the program of the school. The school has sought the cooperation of the Child Welfare Association, the Visiting Housekeepers' Association, the Board of Health, the Fire Department, and the Police Department.

The value of the work done by the Child Welfare Association through the school cannot be overestimated. Many unhappy children have found new berths or are living in better home conditions through the efforts of the organization after the school has called its attention to cases of neglected children.

One case in which a better home was provided is that of Billy, a boy eight years of age whose parents are separated. This tired, tattered lad was living with his paternal grandfather in an old boat house at the edge of the creek. The grandparent was too aged to care about the appearance of the boy but loved him too dearly to allow him to go to his mother. The investigation resulted in another and more sanitary house and a housekeeper to provide some of the comforts of a home. Billy, today, lives the life and looks the part of a normal, healthy boy. This is only one of the many instances that might be cited where a little extra time on the part of the principal has resulted in a happier pupil with a greater capacity for learning.

To increase the caution exercised by children on the way to and from school, the principal arranged to have a representative of the safety bureau of the Police Department talk to the pupils on public safety and show moving picture films on safety. School records show that accidents have been greatly decreased.

Last year's statistics for the city tell us that one third of the people, injured or killed through accident, were children.

Representatives from the Fire Department have demonstrated in the school how to send in an alarm, how to use a fire extinguisher, and how to prevent fire.

One of the most valuable extra-activities in the school is the general health inspection of all children by the teachers, who receive their instructions from the Board of Health physicians. All children are weighed and measured. They are examined for defective sight, hearing, tonsils, adenoids, glands both cervical and thyroid, anemia, skin diseases, and flagrant heart cases. The teacher's diagnosis is checked by the "Squad" doctors who visit the school not later than one week following the initial inspection. The doctor's examine the underweight children and those having a "2x" or worse record in defects.

Results of this inspection are gratifying. There are many cases of correction. In some instances the defects were unknown to parents.

The children who are fifteen percent or more underweight are placed in a nutrition class instructed by a nurse from the Board of Health. Mothers are urged to attend the class which meets weekly to study proper diet and to discuss the time required for rest and sleep. In school the children receive each morning a half pint of milk and two graham wafers. Each week the

pupils of the class are weighed and measured and graphs showing rate of improvement are kept.

Other phases of the health program are the administration of vaccine and the toxin-anti-toxin treatment for the immunization of diphtheria.

To insure despatch in conducting this program of health activities the principal selects pupils, and in some cases teachers, to assist the doctors and nurses in getting the children ready for the various examinations. Other rooms than the clinic are needed and this requires a temporary adjustment of the housing of classes.

In addition to knowing the parents and acting in "loco parentis" to the child while in school, a principal is responsible for the development of the esprit de corps of his staff. Conditions for teaching should be made as ideal as possible by securing an adequate amount of modern equipment and supplies, by keeping the building and grounds in excellent condition, by organizing the school efficiently, by distributing fairly the duties required of teachers, and by properly classifying and assigning pupils to the grades.

Lastly, the principal should provide or plan social activities for the teachers. In a large school it is impossible for teachers to become sufficiently acquainted to promote the spirit of friendliness and cooperation unless they have an opportunity to "get together" as we say at Keating. All work and no play makes, not only Jack but his teachers dull.

THE AMERICAN'S CREED

I BELIEVE in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.—William Tyler Page.

CHARACTER TRAINING IN THE HOME

MRS. HAZEL C. DANIELS

Editor-in-Chief, Parent-Teacher Broadcaster, Minneapolis, Minnesota

THE Parent-Teacher Council of Minneapolis appreciates the honor and the courtesy extended when you invited a mother to speak for you. It makes us very happy to feel that we are becoming more and more allied in the big job of developing the right kind of citizens, which is the common ground upon which school and home meet. But what can I tell you, a group of educators, about character as it is developed in the home?

Never before have parents shown such a keen interest in their children's development, never before have they striven so hard to comprehend the newer methods in education. We must keep on trying, if we are to save ourselves from being "intellectually knocked down, run over and left smothering among the ruins of an old order."

We comprehend that among the new phases of endeavor that have engaged you educators is character education. As I understand it, it does not contemplate that children shall study character as they study arithmetic or geography, but rather that incidentally and by indirection the teacher shall guide the child toward the higher moral values.

The school is a powerful agency for good, but it should not be forced into taking more than its share of this character-building responsibility, for after all specifically and primarily schools are maintained for the purpose of academic and vocational education and should be supplementary to the home whose purpose is to serve as a brooding place for citizenship. But at the present time I feel this responsibility is being shifted more and more to the public schools. This is perhaps natural as the schools are highly organized while homes are not and while character training is an integral part of the right kind of teaching, still it is time parents grasped and took to themselves the vital truth that we should not send our children to a school as raw material is sent to a factory.

If life's mightiest forces are the intangibles, how are parents to go about this job of training children that they may become acceptable members of society? A study of classifications of the qualities that go to make up character is rather disheartening. And when reflection brings to mind that we can give only what we have, it is appalling. Our consolation must be that there is no perfect parent, and reasonable approach toward good character in ourselves, because in our children the finished product will bear the imperfections of the mold in which it grew.

The dominant home influence is not the kind of instruction that the child directly gets from its father and mother, but the indirect instruction it gets from its father's and mother's own life attitudes. Children do not learn from copy book maxims. They learn from example. They do not learn nearly so much from what their parents tell them as from the way they see their parents behave.

In the upbringing of children there is nothing we need more than some method, surer than the passing sensation of the moment, for determining what is the real significance of any given act. How easy it is for us to imagine our own comfort and our children's morality as one and the same thing. For as a rule if the adults in any home enjoy comfortable peace, the conclusion is the children in that home must be good.

Most children have to learn to survive as best they can the wildly varying extremes of an ethical temperature that is determined, not by things as they are, but by things as they happen to affect their elders. They must learn to emulate the patient philosophy of the little boy who upon being asked what wicked thing he had done that his mother should scold him so, explained briefly: "Oh, mother's got an awful headache today." Under such a system what ideas of right and wrong will the children themselves learn? Will they not have conception that a good action is something done when one's mother is feeling well and good natured, a bad one, anything done when she has a headache.

Children afford us a virgin field in which to work. They have in them the very elements that make it easy for us to plant and cultivate. These early tendencies are the channels through which the child draws to himself the impressions that mold him. His sympathy develops love; his parental love inclines him to obedience; his tendency to imitate leads him to copy what we do, be it good or bad; his desire for approval makes him do the things we commend him for; his curiosity is a vast cavity that we may fill with material of our own choosing; and through his sense of justice he may be taught to be just to others by our being just to him.

But the child has other tendencies that do not lend themselves readily to our work. The instinct of self-preservation, selfishness, anger, and others must be diverted or sublimated into higher social behavior.

In fact, directing and in some measure controlling the instincts and tendencies of the child is about the sum of our endeavor in character building.

I am rather a believer in the theory of heredity in matters of mental and moral quality. I believe that every human being has within him certain ineradicable virtues and vices, some near the surface and others so deeply buried that they rarely if ever show themselves. But I do not follow the advocate of the theory of heredity who says the human quality cannot be modified by environment. He preaches a cold and heartless doctrine. If it be a true doctrine, then the ills of humanity can only be alleviated by selective parentage, and the age-long endeavors of churches, and schools, and men, and women to teach children love of God and love of their fellow-men are so much waste effort.

But undoubtedly in the beginning the child is what he is, and undoubtedly he retains in some degree all of his inherent characteristics. As I see the problem, it is to bring out and develop the virtues so that they will over-shadow and smother the vices, just as a strong and healthy plant will protect itself against the weeds. Whether an inherently vicious tendency is rooted out is not so important. Our purpose is well served if we prevent

the expression of it: for whatever may be the inherent tendencies or qualities, vice is vice only when it is expressed in word or thought or deed.

We teach best the things we live, and we cannot hide our lives from our children. It is astonishing, and sometimes embarrassing, to learn how open their eyes and ears have been, how keen their observation, and how completely our thoughts are absorbed and how accurately reflected. Little children are mirrors of our own lives, with the difference that the reflection does not disappear with us.

Honesty cannot be taught by a dishonest teacher. I speak now of honesty in its fullest sense, and not merely as indicating that a man does not steal or deliberately lie. The little subterfuges and deceptions, the evasions and equivocations that we are so likely to resort to when we want to avoid embarrassment or effort or what not, does not escape the keen young eyes that are always upon us. We may get by once, we may get by several times, but when the realization comes that teacher, father or mother is no longer the paragon of honesty but has feet of clay, what may at first be disappointment is invariably succeeded by imitation. Love and respect still hold up the parents and teachers as models to which the child should conform.

Insincerity is a dangerous thing. To pretend before guests that the feast that is spread on the board in their honor is only an example of the daily fare, or to pretend the behavior of the children is far below normal, breeds insincerity and deception in the hearts of little ones. Much better to do as the locomotive engineer whose boys insisted on being served ahead of the minister who was a guest for dinner. The father promptly led the boys out of the room with the announcement that he was going to switch a couple of empties.

Love and reverence are not taught by being harsh and unkind in the home, or by being disrespectful and intolerant toward others. Nor is it taught by sermonizing. The children get it when they see it lived. If they have kindness and courtesy, they do not need to be taught politeness. Without them politeness is mere artificiality, which sometimes develops cunning.

Most good teaching is done by permitting the child to draw his own conclusions from what he sees and hears and by letting him dig things out for himself. All we need to do is to provide the opportunity, and that can be done by doing things or suggesting things instead of telling about them directly, and by putting in his way the books we want him to read and the objects we want him to study. The end to be sought is not commanding the child what he must do, but permitting him to learn what he ought to do.

Now I might go and tell you that the greatest trouble in the home today is the selfishness of parents. They do not like their children enough to be friends with them. They shirk the anxiety and responsibility of loving. Men want to play golf with other Olympians on Saturday afternoon instead of taking Harry or George out fishing. Women want to read the last best seller to themselves instead of reading Peter Rabbit to the toddler.

But this is no brief on the inadequacy of the home. You know what its shortcomings are as well as I do; but I do want you to know there is being

made the same concentrated effort on the part of thoughtful parents to teach children to live that you are making in the schools.

Now I realize I haven't brought anything new to you, but what is there new to bring? The finest rules for right living that have ever been evolved date back to the time of Moses.

What we parents need to do is to teach our children "The Ten Commandments," have them understand them, practice them, and get enjoyment out of such practice, and when we are able to do this we shall hear no more of the inadequacy of the home, for we shall have produced a generation of children developed as they might be.

OBJECTIVES FOR VISUAL AIDS

1. To give concreteness to ideas.
2. To connect words with objects.
3. To visualize information.
4. To economize time in understanding facts.
5. To interest pupils with materials.
6. To provide the approach to problems.
7. To bring the real world into the school.
8. To give the pupils the best substitute for travel and out-door excursion.
9. To visualize the different phases of school studies.—W. M. Gregory, Director of the Educational Museum, Cleveland, Ohio.

EVALUATING EDUCATION IN TERMS OF RURAL NEED

C. L. RHOADE

County Superintendent, LaPorte County, Indiana

THE SCHOOL is an institution developed in response to definite needs of society. Rapid changes are constantly being made which affect the life of the people. M. V. O'Shea of Wisconsin University stated in an address some time ago that there has been almost as much progress in the last twenty years as there formerly was in twenty centuries. Fred High of Chicago recently remarked in his characteristic way that in these days we must run "like the dickens" to keep standing still. This means that the school must make rapid adaptations to answer the changing needs. There is danger that traditions, school methods, and customs of the past may serve as rust and moss to retard the work that is to be accomplished.

President Frank of Wisconsin University several years ago addressed the Indiana State Teachers Association on the startling subject, "America and the Evils of Institutionalism." He explained how ever-ready the American people are to discover the need for new institutional machinery and immediately proceed to set up organization machinery, but in many instances, when it is set in motion, it begins to run away from the original intentions and proceeds to enslave its founders and supporters. It is possible that in the school in some aspects this may be happening. It is at least essential that those in positions of educational responsibility should be ever ready to study the needs of the everchanging adult and community life, in order that they may make the necessary changes to answer presentday needs.

The work of the county superintendent has to do largely with the education and training of rural people. He has a position of trust and great opportunity to render service. Counties, like individuals, have local distinguishing characteristics. No one has a greater opportunity to make an indelible impression upon the future achievements of the county than the county superintendent. His progressive educational policies and his enthusiastic effort put forth, will help mold the future success and destiny of those in his school system. Fortunate is the county whose school administrative leader is free from political clubs swinging about his head and in a position to perform his duties without dictation from political bosses. Fortunate also is the county whose superintendent plans and promotes definite objectives. Every activity, even though it may be routine detail, should contribute to some well planned purpose. Many times workers in a system fail to see the sum total result of which the individual contribution may only be a small part. The story of the stone cutters may illustrate. A traveler came to the scene of a large number of men chiseling and shaping stone. He observed that there was a difference in the way they did their work. He stepped up to one who was working away in a heartless fashion and said, "My friend, What are you doing?" The workman shrugged his shoulder and said, "Can't you see, I'm cutting stone." That was as far as his interest or vision extended. The visitor stepped up to a second who seemed somewhat more happy in his

task and again asked "My friend, what are you doing?" This man shrugged his shoulder and said, "I am a stone cutter by trade and I am earning a living for my family." He stepped up to a third workman who seemed very happy and delighted in his work, and asked him the same question. This man raised his head with a smile of satisfaction and said "I am building a temple." This man had a big vision of the results of his work. With a far reaching vision of this type the individual efforts of the school personnel will coordinate in the achievement of success approaching the ideal.

It is important that a rural school leader should know rural life and conditions. With personal experience in country life he can gain the confidence of his rural leaders and intelligently, with their assistance, make adaptations to the local needs. One of the great assets in school administration work is cooperation from the patrons. Receiving advice from those in adult life many times brings a splendid backing. After gaining this cooperative background it is essential that the leader should get the latest and best information about advance steps and by tactful methods have new steps in school progress backed by local progressive individuals and organizations.

It is very essential that the county superintendent should know rural life and rural problems. In order to get the confidence of rural people having a background of personal experience in the country is a great asset. The city-bred administrator many times fails to understand farm people and they likewise are sceptical of his ability to answer their needs. If he can gain a position of confidence, he can introduce the latest and best educational ideas and methods by working with local communities and allowing the people to assist him. Rural people are slow to accept educational edicts saddled upon them if there isn't a tactful cooperative method of introduction.

Everyone understands that there is a rural problem. At the last election campaign much was said about the farm crisis. The failure of banks in rural communities and the great unrest of farmers indicate that some solution should be found. The special session of Congress indicates that there is need for some rural relief or adjustment.

Before discussing remedies it is well to consider the causes of the unsatisfactory rural conditions. In a questionnaire sent to two hundred farm leaders in our county the following was the summary ranking of causes for present rural conditions:

1. The failure of farmers to cooperate effectively
2. Inefficient rural organizations
3. Unsatisfactory marketing system
4. Lack of agriculture and home economics training
5. The use of poor business methods on the farm
6. Organized labor influences
7. Insects, pests, animal diseases
8. Excessive taxes
9. Increasing number of luxuries
10. Too many out of date methods
11. Inadequate school education
12. Too many farmers
13. The absence of old fashioned virtues

After considering these suggestive causes it is well that we try to find remedies. A short time ago I asked a business man who has had a broad experience with farm problems and who has made some study of present conditions how the present rural problems could be solved. His reply was, "If I could answer that question I would tell President Hoover." In the questionnaire referred to above the tabulation shows that our farmers are placing the remedies in the following order: (1) Cooperation, (2) education, (3) better business methods, (4) legislation, (5) more industry and thrift, and (6) corporation farming.

The school has been and still is called upon to help accomplish national objectives. In times of conflict the school is called upon to help win the war. In times of peace it is asked to promote the cause of peace. The school played its part in helping to solve the anti-slavery movement and the prohibition movement. In the same way it may be possible for the school to render its assistance in solving our present debated farm problems.

The rural school unfortunately has many handicaps which hinder the promotion of an educational program in keeping with rural needs. In many instances it is difficult to secure teachers especially trained for rural teaching. In our state of Indiana much progress has been made, but we still find it necessary to use many teachers who do not thoroughly understand rural school needs and who are merely teaching in the township schools as a stepping stone to get into a city position. Another handicap is the lack of adequate supervision. In Laporte county we are fortunate in having a supervisor of health, one for art, one for home economics, and several for vocal and instrumental music.

At the time of introducing these supervisors there was some feeling in the county that supervision was too expensive and not necessary; but with the success of the work in these various departments under supervision, the people at large are feeling that worthwhile results are being accomplished, and I am sure myself that supervision is a solution for effective and efficient work. The lack of consolidation in certain sections is another handicap which progressive leadership can help to overcome. The one room school served the purpose but under the presentday rural needs it has become inadequate. With the short period for recitations there is too much danger for the condition with pupils suggested by the little boy who said that while at school he many times "sets and thinks and many times he just sets." Another little boy when asked what he liked best about his school said, "Going home." Rural communities need schools as adequately equipped and which offer as much opportunity as the schools in the city.

One of the big high-school rural problems is the revision of the courses of study adapted for answering the rural need. The State of Indiana as well as other states is putting forth a great deal of effort to rebuild the high-school curriculum on a basis of being more practical and effective in achieving results. The consolidation of small high schools will be one of the future aims and will result in removing the handicap of small township corporations trying to finance an adequate high school plant.

Some of the other rural handicaps are the lack of finance for vocational work, the difficulty of providing classes for subnormal children, the difficulty of maintaining high attendance standards, and the limited length of school term. We have a school term of eight and one half months now in our county, and are trying to lengthen that to nine months. People realize they have to pay for the school, and many times unfortunately they hold back just a little; but in consideration of the times, I think our people in the rural districts have been sincere and loyal where they have been sold to the value of good schools, and they are willing to pay their own hard-earned money to support the school for the training of their boys and girls.

In our county questionnaire I would like to call your attention to the fourth item which has to do with the subjects of our elementary schools. The result from this questionnaire shows that the rural people in our county would place first, reading; second, arithmetic; third, writing; fourth, spelling; fifth, physiology and health; sixth, history and civics; seventh, agriculture; eighth, geography; ninth, art; and tenth, music.

Also, in this questionnaire the results of our high-school subjects, item five, is as follows: They would rank first, business arithmetic; second, English and literature; third, health; fourth, vocational agriculture, cooking and sewing; fifth, citizenship courses; sixth, government; seventh, general science; eighth, American history; ninth, physical training; tenth, biology; eleventh, manual training; twelfth, geometry; thirteenth, algebra; fourteenth, physics; fifteenth, American social problems; sixteenth, commercial geography; seventeenth, European history; eighteenth, foreign language; nineteenth, art and home economics; and twentieth, music.

From the standpoint of looking at the rural problem in terms of rural needs and looking at the remedies that have been suggested in our questionnaire, for our rural problem, there are several things I wish to mention. The health problem is surely one of the big problems of the school. In our county we have had a nurse for seven years. At first our county people thought her work wasn't necessary, and that we were spending money in a useless manner. At the present time they feel it is exceedingly valuable. I think if we had to eliminate some work, they would want to take out any other type of work instead of our health program.

Of course, it is necessary in these various departments that each year we have certain specific objectives. We may especially stress as examples—the matter of equipment for physical training for the high-school boys and girls, hot lunches in the school, and immunization for contagious diseases.

I think our rural people, more than any other, must depend upon themselves. They are their own managers. They are not working under the direct supervision of a director or boss who tells them what to do; by way of routine and repetition doing that same thing every day. They are depending upon themselves, and managing their own problems. They have to find out how to study, how to organize, how to use time right, and the solution of the problem of selfinstruction, and individual instruction will assist in accomplishing this result.

Home economics is very essential for rural schools. In our county we have county supervision and I think the work is done well. We start our home economics work in the fifth grade, and our rural people like it very much. They feel we are giving them, even in the fifth grade, something practical in sewing, cooking, and house decoration. All of that is certainly worthwhile in their judgment.

For the boys the work of agriculture is important. In our county we do not do a great deal of vocational work, but we are introducing a club leader into the county employed in the same way as our supervisors. They are forming projects for our boys and girls in home work, and they are doing the same for the boys in the agricultural club.

For individual efficiency it is essential that rural pupils be taught business methods. The farmer needs to know how to keep records, how to budget, how to figure costs, how to buy economically, and how to market. In fact, all of that is a big business and I believe that specific training can be given to make them more successful individuals in that particular field.

In addition to training for individual efficiency there is a great need for preparing boys and girls to live as a part of the group. In other words, I think it is essential that we prepare our young rural citizens to develop a group consciousness and group feeling. The questionnaire referred to shows that cooperation is one of the rural essentials and surely in our training we must teach them to find themselves as a part of the group, and they will learn better to solve their group problems.

Consolidation helps a great deal in developing community centers. It teaches how to organize, how to carry on, and to promote group activities. Athletics help to develop community spirit. We may be going to the extreme in our state with basketball. Nevertheless, I think it helps to encourage an interest in the group and from this point of view it is worthwhile.

Leadership for group activities is very essential. Many good communities fail in their efforts because they lack leaders. The rural school must not fail to develop those who have ability to organize and coordinate the group activities.

However, we must not be too practical and lose sight of the cultural in rural education. We must prepare for efficiency individually, and for group life and group activity, but we must also prepare for some of the higher values in life, the cultural values. This nation is known at the present time by many of our foreign friends as "Shylock America." You probably know of the little boy who was asked the sum of fifty and seventy-five. He said, "One dollar and twenty-five cents." He was evaluating everything in terms of money.

I am sure that as county superintendents in our problems of rural schools we can do much in studying our needs first and giving the right evaluation to the various phases of rural school work and, by so doing, we will help to solve the rural school problem.

THE LIBRARY AS AN INTEGRAL PART OF ELEMENTARY SCHOOL—ABSTRACT

BESS CLEMENT

Principal, Eliza Clark School, Clarksdale, Mississippi

NO MATTER what method a teacher may employ, be it Dalton, problem-project, or simple socialized procedure, his class is not going to give one hundred percent effort unless the equipment necessary is provided. How useless it is to plan a lesson requiring data which you know are not going to be available to the majority of your class. Better to return to the age of text-book worship, where youth is not discouraged by such an obstacle as has just been mentioned. But we are not willing to retrace one step which has pointed toward progress, and we stand today with our feet firmly planted on the laws of learning, realizing that there is a paramount need for libraries in elementary schools.

The N. E. A. Committee on Reorganization of Secondary Schools in 1911 listed as the third cardinal principle: mastery of the tools of learning. The acceptance of this aim in reorganizing elementary education so that the transition from elementary school to secondary school is accomplished with an equal chance to the child to succeed in pursuits of continued education, brings us face to face with one of the gravest problems for which we as elementary principals are held responsible. Need I state that this problem is teaching children to read? The public looks to us for leadership and centralized attention in the promotion of better reading, that most fundamental of all tool subjects.

An analysis of that part of the reading process for which the elementary school is held responsible substantiates the evidence that the best and most modern methods call for many books, well graded, well selected, and containing diversified subjectmatter. How are we going to be sure that each child has access to these books unless we place them in the school as part of his equipment?

Let us briefly consider the place and function of the library as judged through an analysis of that part of the reading process for which the elementary school is held responsible. The greatest service that we can render boys and girls is to teach them to read. I accept as the definition of reading a series of habitual responses known as thought, feeling, and thinking which is stimulated by the printed page. New world education places emphasis on accuracy, speed, and comprehension. The laboratory for working out individual records in these attainments is the library.

Consider the first period known as the "initial period." If we neglect to furnish library facilities here, we impoverish the curriculum which calls for the reading of many books. As one author has fittingly expressed it, "A child must learn to read as he learned to talk, through unremitting exercise."

In the second period, "rapid growth in reading," we find a different need. Here we wish to enrich the experiences of the child, and in order to do this

there should be provided many books of a non-literary type. These books, however, should be interesting and fundamentally good. Challenge the mentally lazy boy or girl to find out things through reading and seeing. Provide wide variety here and note the outcome. No class as individuals will choose the same books. The dreamer still prefers his books with fantastic pictures; the hero-worshiper wants his ideal; and the lover of the great out-of-door chooses a piece of work which presents replica of flower, bird, tree, or stream—all with the same motive—to learn more about it.

The third period is termed the "period of enriched experience." Here the best teacher is the one who avoids many "telling situations." He interests himself more in the followship than in the leadership of his class, for with proper training preceding this period, the children have acquired habits and skills which enable them to do much independent study. The average pupil enters this period unaware of any great transition. He begins his work in the social subjects without feeling any great change. His work or study type of reading utilizes his general habits and skills in reading and to these he adds others, such as power to organize, associate, and judge what he has read. Our job here is to sustain his interest, raise his standards, and provide a common background.

We have briefly discussed some of the outstanding contributions we expect from elementary libraries as integral parts of elementary schools. They seem logical, and yet little has been done toward furthering the project. Let us now briefly discuss some of the reasons why the average practitioner has been slow to accept the theory.

First, our courses of study have not taken into account the possible maximum growth of the child. They have been made to serve the average child, which sad to relate never exists in classes. A thorough revision of courses of study which take into consideration the superior child and the subnormal child, plus the possibilities of the library unit as a stimulus would result in a revision and reorganization of work which would eliminate much dissipation of energy on the part of the teacher trying to teach the same thing to pupils of different capacities at the same time, many of whom do not need the lesson at all, being perfectly able to ferret out the thing by themselves. Second, there is only a vague idea of the workings of an elementary school library from the standpoints of administration, equipment, and initiation. Third, the financial support is not in sight, and our rapidly increasing public school population has all but left us mendicants, unless the need is outstanding. This same condition existed in secondary schools and was overcome. Surely we are going to demand equal rights from no selfish motive.

Whenever a new unit of work is initiated into a system, the teaching force feels pressure of some kind. Just what type this pressure from the initiation of elementary libraries assumes will largely depend on the tactics employed by the principal. There are several truths which are worth consideration:

1. The library is the antithesis of compulsory education. It says, "Thou may'st." Compulsory education says, "Thou shalt."

2. The library gives value received for the time charged to the pupils' school day.
3. The librarian's job is not to supervise study, but to aid in developing habits of independent study.
4. Close friendship and cooperation between teachers and librarian are most desirable.
5. Children need to learn the rudiments of library organization and functioning, and should therefore be permitted to assist in the workings of the library.
6. Elementary libraries should guard against formal library conduct, and some plan should be devised to permit at least ten minutes for exchange of ideas to precede every library period.
7. It is highly desirable to allow at least two library periods per week for all grades. These periods for pupils from grade three through elementary school should consume at least one hour of time. Below the fourth grade the teacher's judgment should determine from the interest of the child when to call him to other activities. Usually the span of attention varies.
8. Courses of study should not omit such valuable types of work as book reports, bulletin board news, and club activities which are a direct outgrowth of library experience.
9. Have the children in the school take an active interest in buying the books and teach them to treat the books as they would treat good friends.
10. Sufficiently advertise the library advantages among the teachers and children so as to make them feel a contagious interest in the project.

CAN YOU HELP?

THE headquarters office requests the return of the following publications by any persons who have copies they are willing to spare:

Bulletin of the Department of Elementary School
Principals, No. 3, November, 1921, published at
Duluth, Minnesota.

Bulletin of the Department of Elementary School
Principals, No. 4, February, 1922, Grant School
Duluth, Minnesota.

The headquarters supply is completely exhausted and the office is anxious to recall and keep for the permanent file copies of these publications.

MEASURING READING AND ARITHMETIC IN TERMS OF MENTAL ABILITY

DON C. ROGERS

Principal, Smyth School, Chicago, Illinois

OCCASIONALLY the several schools in a city system are ranked or rated according to the results obtained from testing the pupils in these schools. Where this is done, certain safeguards in testing technic are desirable. The following paragraphs suggest the need of one such safeguard, namely, the raw test scores should be transmuted to terms of mental ability.

In January, 1927, one hundred thirty six pupils in grades 5B, 5A, 6B and 6A of Smyth school were given each of the following standard tests:

Reading: (Stanford Achievement Tests used)

1. Paragraph meaning
2. Sentence meaning
3. Word meaning

Arithmetic: (Stanford Achievement Tests Used)

1. Computation
2. Reasoning

Mental:

1. Otis Self-Administering Test of Mental Ability
2. National Intelligence Test

The average chronological age of these 136 pupils was 13 years 1 month.

Based upon their test scores, their average reading age was 11 years 10 months and their average arithmetic age was 11 years 11 months. In both cases, the norm was 13 years 1 month, hence they seemed very low both in reading and in arithmetic.

If ranked with other Chicago schools on the basis of raw test scores Smyth school pupils would undoubtedly stand rather low. Several important facts should be borne in mind, however. If there are any under-privileged children in Chicago, they are surely found in the Smyth school district. Twenty five percent of these children received School Children's Aid, County Aid, or other outside help during the school year. The pupils are predominantly from "broken" homes, or where both parents work or where there may not be a book in the home, or where there is parental indifference toward regular school attendance. Seventy four percent of these pupils were born in the South, and they report very limited schooling privileges prior to their arrival in Chicago. Of the remaining 26 percent, many were born in Europe, and English is not always spoken in the home. The average intelligence quotient of these 136 pupils was only 88.2 whereas the norm is 100. The average mental age of these 136 pupils was only 11 years 3 months, whereas the norm was 13 years 1 month—nearly two whole years sub-standard.

At first blush one might be tempted to say that it would be wholly futile to compare schools whose pupils are predominantly as described above, with other schools the majority of whose pupils may come from some "Gold Coast" neighborhood. It may be feasible, however, to compare them

on the basis of equated test scores, that is, of scores equated to terms of mental ability of the pupils. For example, the average mental age of these 136 Smyth school pupils was 11 years 3 months; their average reading age was 11 years 10 months. Using the formula: Reading Ratio equals Reading Age divided by Mental Age, the following subject ratio is obtained:

$$RR = \frac{RA}{MA} = \frac{11 \text{ years } 10 \text{ months, or } 142 \text{ months}}{11 \text{ years } 3 \text{ months, or } 135 \text{ months}} = 105.2$$

(Smyth school reading ratio was 105.2; the norm is 100.0.)

Likewise, using the formula: Arithmetic Ratio equals Arithmetic Age divided by Mental Age, the following subject ratio is obtained:

$$AR = \frac{AA}{MA} = \frac{11 \text{ years } 11 \text{ months, or } 143 \text{ months}}{11 \text{ years } 3 \text{ months, or } 135 \text{ months}} = 106.0$$

(Smyth school arithmetic ratio was 106.0; norm is 100.0.)

The I. Q. and Mental Age indicate the caliber of the "tools" with which reading comprehension and arithmetic computation and reasoning function. Teachers can do nothing to increase mental ability; they can, however, exert some degree of influence in the achievement subjects.

On the basis of mental ability of these 136 pupils, they achieved as high a standing in reading and arithmetic as one has any legitimate ground to expect or demand of them. The teachers of these children have no occasion to be worried over the fact that the raw test scores show their pupils are below country-wide and city-wide raw test score norms. On the contrary, they may be cheered by the knowledge that when their pupils are tested in terms of mental ability, their classroom product stands above norm.

It is doubtful if the different schools in a city system can justly be ranked or compared as to efficiency of teaching until some plan for equating mental ability of the pupils tested is put into practice.

THE FUNCTION of play and of art is to supplement adaptation in making more complete the integration of the personality. Such a supplementary process has an essential place. When it is made the whole of life and of education, to the exclusion of socially responsible activity, it not only impairs the individual's adaptation to his environment but it results in grave disorders of the personality.—Frank N. Freeman.

AMERICAN EDUCATION WEEK

AIMS—American Education Week, sponsored jointly by the National Education Association and the American Legion, will be observed for the ninth year the week of November 11-17. The school principal is the officer upon whom usually develops the responsibility for carrying out the plans of this program which is prepared to inform the public of the needs, ideals, and achievements of the schools.

American Education Week is an opportunity to create a deeper understanding of the significance of the school in the life of the child, the community, the state, the nation, and the world. In spite of the increased number of designated days and weeks the observance of this event has increased in popularity each year.

The program—The program of American Education week is built around the seven cardinal objectives of education. These objectives of education have been so widely quoted that their use in connection with the program tends to secure for it an acceptance based upon appreciative understanding.

SUGGESTED PLANS FOR THE PRINCIPAL

1. A special edition of the school paper to be distributed to parents
2. Circular letters from the principal to parents
3. Posters made in art and printing classes to be publicly displayed in the community
4. A letter from each child to his parents telling about the school
5. School exhibits sponsored by the parent-teacher association
6. Special meetings of the parent-teacher association to discuss the objectives of education
7. Talks by the principal and teachers before women's clubs and other civic organizations
8. A parents' night in which fathers and mothers may participate in an abbreviated program of the school day
9. Talks on the "Value of Education" by children at school assemblies

While American Education Week seeks chiefly to enlist the interest and support of patrons of the schools, the opportunity to educate the pupils themselves upon the importance of education in their lives and in the national life should not be overlooked.

The contrast between the methods, courses, and achievements of yesterday are always of interest to parents because of their familiarity with education of a generation ago. Some parents tend to lack appreciation for the new. Others never cease to marvel at the progress the school system has made. Every program of public information must be prepared to face these two very different attitudes.

Perhaps the most effective program includes both pupils and parents. Pupils learn educational facts through participating in the presentation of them. Interests which the children have helped to transfer to their parents create a common bond in the home.

THE PROGRAM OF THE WEEK

MONDAY, NOVEMBER 11

Armistice day—Programs may appropriately call attention to the Pact of Paris and the responsibility of the school for promoting international goodwill. An interesting variation is a brief talk by a member of the local American Legion Post who may relate incidents of the recent war and emphasize the desire of those who participated in it to further the cause of world peace.

TUESDAY, NOVEMBER 12

Home and school day—This is an appropriate place on the program for exhibits of work in the domestic arts, parent education, and gardening. Parents may be asked to talk on What Schools Do to Improve Homes and What Homes Do to Improve Schools.

WEDNESDAY, NOVEMBER 13

Know your school day—School visitation and a carefully planned program of information regarding the needs of the school may be the high spots on this day. Call attention to building advantages and needs. Show how the curriculum meets the demands of today's life. Call attention to the increased qualifications of teachers. Explain the work and purposes of extracurriculum activities.

THURSDAY, NOVEMBER 14

School opportunity day—Show what education means to the individual in the choice of vocation and the preparation for it. Point out the increased cultural advantages of the new curriculum, education in music and the fine arts.

FRIDAY, NOVEMBER 15

Health day—Point out the increased span of life and show how courses in physical education have made contributions to it. Parent-teacher associations may discuss the mutual helpfulness of school and home in promoting health habits.

SATURDAY, NOVEMBER 16

Community day—Show how the schools are training students for wise use of leisure. Show what the school contributes to the cultivation of tastes in arts, music, literature, architecture, and sports.

SUNDAY, NOVEMBER 17

For God and country day—For many years churches have cooperated in the observance of this week by emphasizing the higher values of living.

Ethical character should be emphasized as the highest objective of education. Show how the school encourages ideals of right conduct.

Material for reference—The October, 1929, issue of *The Journal of the National Education Association* contains suggested programs, bibliography, and facts that will be found useful. Write to Belmont Farley, Division of Publications of the National Education Association, for a broadside of news stories which may be used in securing the cooperation of the press. Other agencies which will be glad to cooperate are your city superintendent's office, your state superintendent's office, and the United States Bureau of Education at Washington, D. C.

SECRETARY'S MINUTES—ATLANTA MEETING

From every standpoint the Atlanta meeting was a notable success. The programs of the department were splendidly presented. The meeting was distinguished by the gracious hospitality extended to all by the citizens and school people of Atlanta.

The department had breakfast meetings at the Ansley Hotel. At the first meeting on July 1, the president gave a brief report of the activities of the year. Mr. Ritow, Chairman of the Enrolment Committee, reported a great increase in membership. Mr. Norton and Mr. Hubbard spoke briefly on the research studies being carried on in cooperation with the Research Division. The report of Mr. Cober, Chairman of the Research Committee, was read by the secretary. It was moved that a vote of thanks be given Mr. Cober for the fine work accomplished by his committee.

At the second meeting on July 2, all present were introduced. The meeting was characterized by a fine spirit of goodwill. Principals were in attendance from many states, but the majority were from the south.

The Opportunities of the Elementary School Principal as a Supervisor in Forwarding the Education of Today was the theme of the general meetings of the department.

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 Harriet Smith, Sam Houston State Teachers College, Huntsville, Texas

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

Miss Bess Clement, 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

Breakfast, 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

Tuesday afternoon, July 2, 1929, the business meeting was held. The secretary read the revisions to the constitution which were recommended for adoption by the executive committee. These proposed amendments will be voted upon at the Atlantic City meeting.

Miss McCormick, the chairman of the Resolutions Committee, presented resolutions expressing appreciation for the gracious hospitality of the people of Atlanta:

APPRECIATION OF HOSPITALITY

Elementary principals, of Atlanta, a privilege and an honor I consider it, to find myself delegated by our president, Miss Eva Pinkston, to offer you greetings from the Department of Elementary School Principals of the National Education Association. You have taught us the real meaning of that southern hospitality of which we had heard so much. Your cordial welcome made us feel at home with you immediately. We like your soft voices. We admire your gentle manners. We have been entertained by your peculiar humor. As we leave you to return to our homes in many widely separated places, we wish to assure you of our deep appreciation of your many courtesies. From the land of cotton we are carrying memories that will long linger with us. In Dixie Land we have gathered ideas that will broaden our comprehension of the educational problems of our country. From the home of Uncle Remus we have absorbed bits of your quaint philosophy that will mellow our lives and make us more optimistic in dealing with our teachers and children. We are grateful for your services so generously rendered and for those of your teachers and of the children of your schools. Your contributions so generously accorded have meant much in the success of this convention of the Department of Elementary School Principals.

Copies of the financial statement were distributed. The department will end the year with a substantial cash balance.

Mr. Duffy, the chairman of the Nominating Committee, presented a report which was unanimously adopted. The officers were elected for the year 1929-30 as printed on page two of this *Bulletin*.

On Tuesday evening the members of the department were entertained by the Atlanta principals at dinner at the Eastlake Country Club. A fine musical program was presented. The charm of Dr. Sutton as a story teller, the humorous review of the history of the department by S. D. Shankland and the splendid address of Dr. John J. Tigert made this dinner the most delightful feature of the entire convention.

HERBERT C. HANSEN, *Secretary*.

MINUTES OF THE EXECUTIVE COMMITTEE

The first meeting of the executive committee of the Department of Elementary School Principals was held on Monday morning, July 1, 1929. Those present were: President Eva G. Pinkston, Helen B. Shove, John A. Spargo, F. H. Duffy, Jessie M. Fink, Elizabeth McCormick, Frank W. Hubbard, Assistant Director, Research Division, Herman Ritow, National Chairman, Enrolment Committee, and Herbert C. Hansen, Secretary.

The minutes of the Cleveland meeting were approved as published in the July *Bulletin*.

Mr. Ritow, chairman of the Enrolment Committee, reported on the work of his committee and presented suggestions for an aggressive membership campaign for the coming year. Mr. Ritow was given a vote of thanks for his valuable services as chairman of this important committee.

There was a general discussion of the type of yearbook to be issued by the department. At the Cleveland meeting it was voted that the 1930 Yearbook should be prepared under the direction of a committee of elementary school principals, assisted by the Research Division of the National Education Association. The president was authorized to appoint an editorial committee to prepare the 1930 Yearbook. The members of the committee are: Earl R. Laing, Burt School, Detroit, chairman; Isabel Tucker, Shenandoah School, St. Louis; Arthur S. Gist, Training School, Teachers College, San Francisco.

The editorial committee expects to concentrate the 1930 Yearbook upon the administrative phases of the principals' work. Emphasis will be given to the necessity for good administration in the successful conduct of a school. It is likely that the 1931 Yearbook will contain several studies in supervision.

The second meeting of the executive committee was held on Monday evening, July 1, 1929, at the Ansley Hotel. Those present at the meeting were: President Eva G. Pinkston, Helen B. Shove, John A. Spargo, F. H. Duffy, Herman Ritow, Frank W. Hubbard, and Herbert C. Hansen, Secretary.

It was voted that it be the policy of the department to appoint the retiring president as a member of the National Council of Education. The representatives from this department to the National Council of Education are as follows: Arthur S. Gist, term expiring in 1930; John A. Spargo, term expiring in 1932; Eva G. Pinkston, term expiring in 1934.

It was voted that \$100 be appropriated for the clerical expenses of the members of the editorial committee.

On motion the secretary was directed to write to the members of the Budget Committee and express the appreciation of the department for the liberal budget set up for the Research Division of the National Education Association.

On motion the secretary was directed to present at the business session of the department, a few revisions of the constitution, which were recommended for adoption by the executive committee.

It was voted that \$1000 be appropriated for research studies in cooperation with the Division of Research.

It was voted that fifty percent of the cash balance on hand July 1, 1929, be transferred to the Permanent Fund of the Department.

It was voted that for the year 1929-30 the five issues of the Research Bulletin of the National Education Association be sent, free of charge, to all members of the department.

On motion the president was authorized to extend fitting recognition to Frank W. Hubbard for his splendid services to our department.

It was voted that the expenses of the president and secretary be paid on the basis of the standard set up for the officers of the National Education Association.

The president expressed her appreciation for the cordial support and hearty cooperation of all members of the committee.

A motion was made that a vote of thanks be given the retiring president for her able and efficient services to the department.

HERBERT C. HANSEN, *Secretary*.

NOTES AND ANNOUNCEMENTS

THE ATLANTIC CITY MEETING

The sixtieth meeting of the Department of Superintendence of the National Education Association is to be held at Atlantic City, New Jersey, February 22-27, 1930. Headquarters, registration, general sessions, and exhibits will be held in the Atlantic City convention hall located on the Boardwalk.

"Education in the Spirit of Life" is the convention theme selected by President Frank Cody.

Mr. Herbert C. Hansen, president of the Department of Elementary School Principals, has completed arrangements to have general sessions on the afternoons of Monday and Wednesday. There will be breakfasts on Monday and Tuesday mornings. 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 dinner will be on Tuesday evening. The headquarters of the Department of Elementary School Principals will be at the Shelburne Hotel.

For hotel reservations, application should be made at once to A. H. Skean, Secretary of the Hotel Committee, Atlantic City, New Jersey. State clearly the type of accommodations desired and the date of your arrival. Be sure to give name and address of persons who will share your room. Act now.

Principals should begin at once to make their plans to attend this great meeting.

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

MISS PYRTLE, NEW N. E. A. PRESIDENT

The Department of Elementary School Principals rejoices in the election of Miss E. Ruth Pyrtle to the presidency of the National Education Association. Miss Pyrtle is a past president of the Department of Elementary School Principals. She is principal of the McKinley School at Lincoln, Nebraska.



E. Ruth Pyrtle

SAN FRANCISCO PRINCIPALS CONTRIBUTE TO SALARY STUDY

In the Spring of 1928 eleven teachers organizations in San Francisco met to discuss the salary schedules. The outcome of these meetings was the appointment of a Consolidated Study Committee of thirty-three persons. The three representatives from the elementary school principals group were: Mr. George Learned, Mr. Charles Danforth, and Miss Julia Coffey.

Under the direction of Dr. Frank W. Hart and Dr. L. H. Peterson of the University of California, the committee completed a careful analysis of salary

problems. Factors in San Francisco were surveyed and compared with those in other cities. The completed study of 148 pages may be purchased for \$3.00 from the San Francisco Teachers' Consolidated Salary Study Committee, 465 Post St., San Francisco, California.

CITY AND STATE ORGANIZATIONS

LOCAL PRINCIPALS' ORGANIZATIONS

Presidents of local principals' organizations are requested to send to Cassie F. Roys, Secretary, 2609 Bristol St., Omaha, Nebraska, 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.

PONTIAC ELEMENTARY PRINCIPALS' CLUB

The officers of the Pontiac Elementary School Principals' Club for the school year 1929-30 are: President, Gertrude McVean; Vicepresident, Nina Doty; Secretary-Treasurer, Mary McGinnis.

BOSTON ELEMENTARY PRINCIPALS' ASSOCIATION

The Boston Elementary Principals' Association has done much valuable work in bringing professional aspects of education before the public. Mr. Arthur A. Lincoln, Master, Washington Allston District, and Mr. Chester H. Wilbar, Master, Barnes District, have spoken before local groups. Miss Rose A. Carrigan, Master, Shurtleff District, spoke at the first conference of the Massachusetts Elementary Principals' Association at Amherst on "Some Phases of the Character Education Program in Boston."

At the May meeting of the Massachusetts Association of Educational Methods, Miss Gertrude E. Bigelow, Master, Hancock District, spoke upon "Every Day Character Work" and Miss Lillian M. Towne, Master, Bowdoin District spoke upon "Some Factors in Character Development."

Miss Mabel E. Adams, Master, Horace Mann District, is a member of the Board of Directors of the American Association for the Promotion of Teaching Speech to the Deaf, and chairman of the Committee on the Hard of Hearing Child.

At the summer session of the Teachers College of the city of Boston, Mr. Frederick A. Guindon, Master, Quincy District, gave a course on "Individualization of Instruction in Elementary Schools," and Mr. Edward J. Muldoon, Master, Bigelow District, gave a course on "Principles and Methods of Teaching in the Intermediate Schools."

The officers are: President, William L. Phinney; Vicepresident, Edward J. Muldoon; Secretary, Lillian M. Towne; Treasurer, James A. Crowley.

LANSING ELEMENTARY PRINCIPALS' ASSOCIATION

The new officers of the Lansing, Michigan, Elementary Principals' Association are as follows: President, Effie Kellum, Principal Allen Street

School; Vicepresident, Edna Jones, Principal, Genesee St. School; Secretary and Treasurer, Esther Brandt, Principal, Cedar Street School.

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."

Over five hundred principals are members of the department. The officers are: President, Earl Laing, Detroit; Vicepresidents, John Merrill, Detroit, Carrie Dicken, Ann Arbor, Margaret Strahan, Grand Rapids; Secretary, Elizabeth Welch, Flint; Treasurer, F. H. Atkinson, Highland Park.

FINANCIAL STATEMENT

RECEIPTS AND DISBURSEMENTS

FOR THE YEAR ENDED MAY 31, 1929

Balance as at May 31, 1928.....		\$1,295.81
Receipts:		
Membership Dues:		
Current Year—4250 members at \$3 each.....	\$12,750.00	
Arrears—27 members at \$3 each.....	81.00	
1929-30—56 members at \$3 each.....	168.00	
Appropriation from N. E. A.....	1,500.00	
Sales of Yearbook.....	4,474.69	18,973.69
		20,269.50
Disbursements:		
Printing:		
July Bulletin	\$415.75	
October Bulletin	479.98	
January Bulletin	502.03	
Eighth Yearbook	4,284.85	
Tickets, membership applications, leaflets, cards, etc.....	829.10	
Postage, stationery, and office expense.....	2,350.16	
Stenographic and clerical service.....	1,670.38	
Committee on enrolment.....	12.20	
Miscellaneous	70.34	
Traveling Expenses:		
Arthur S. Gist.....	\$895.04	
Frank W. Hubbard.....	178.33	
Earl R. Laing.....	57.02	
W. T. Longshore.....	87.40	
Eva G. Pinkston.....	335.25	
Helen B. Shove.....	108.10	1,661.14
Total Expense	12,275.93	
Transferred to the Permanent Fund of the N. E. A.....	453.50	12,729.43
Balance as at May 31, 1929.....		
		\$7,540.07

PEAT, MARWICK, MITCHELL & Co.

WASHINGTON, D. C.,
June 14, 1929.

THE Bulletin of the Department of Elementary School Principals is issued in October, January, and July. Each number contains 64 pages filled with articles of timely interest to every principal.

The Research Bulletins of the National Education Association, which are among the most valuable of educational publications, will be sent free to all members of the Department during 1929-30.

The Yearbooks of this Department contain studies of current progressive movements and are practical handbooks of the various phases of elementary school administration and supervision.

The Ninth Yearbook, which will be prepared by an editorial committee of which Earl R. Laing, Burt School, Detroit, Michigan, is the chairman, will concentrate upon the administrative phases of the principal's work.