

BULLETIN

OF THE

Department of Elementary School Principals

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THE ELEMENTARY SCHOOL LIBRARY

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MEN HAVE collected the best thoughts of the wise men and women of the ages in permanent form on the printed page. Poets, philosophers, scientists, and novelists have contributed. For convenience these have been grouped together into places called "libraries." Here may come those who will enjoy the companionship of the great and wise. The records of the public libraries indicate that, comparatively, a very small number take advantage of the opportunities thus afforded them.

We, as school people, have failed to properly introduce the child to this great storehouse of knowledge. Our school readers have given only short excerpts from the great classics, without, in many cases, connecting it with the larger story. The child has been permitted to commit the error of believing that he has read the whole story when in reality he has read but a small portion of the whole. Without the proper setting the story has appeared dull and tiresome, and so no desire to read the complete story has been created.

Through the library we can hope to expose the child to the world's literature. We can see to it that he shall have the privilege of sampling such books as he fancies of those on our shelves. The only limits set should be those dictated by the smallness of the collection and the needs of the organization in serving the pupils more efficiently. May we inculcate in the girls and boys such a liking for good literature that it will go with them into womanhood and manhood!

We are realizing today, more than ever before, that a single textbook cannot possibly cover a subject; that, if we are to train the pupil in making judgments, we must present to him several differing views or statements and allow him to form his own judgment. New types of school organization and new methods of teaching are largely responsible for this. Constantly the question is being asked by teachers: "Where can I get reference material for this project?" The difficulty has been that the schools have been unable to buy a sufficient quantity of reference books, the libraries have been too far removed from the classrooms, and there has been no adequate provision made for keeping such material filed and ready for use through a period of years.

The school library is in a fair way to solve these difficulties:

1. It provides for a trained librarian-teacher. It is important that this teacher shall be one of experience in teaching children, and that she shall have a good working knowledge of the type of reading that is most valuable to children. She must have had, or be willing to get, such training in library methods as will be necessary to successfully carry on the work.

2. Through encyclopedias, books, magazines, and pamphlets, it provides the basic reference material to cover the work outlined in the course of study. In addition to this, it provides for cataloging and filing for future use such additional material as the pupils bring in as their contribution.

3. It provides a definite time and place for cultural and reference reading done in the library and at home through the lending of library books. At certain times each week the various groups are assigned to the library in exactly the same way as they are assigned to other activities. Within the library certain days are set aside for general library work, certain other days are set aside for reference work. In addition to this there are two periods each day before school during which the teacher may send an individual pupil to the library for help, either on a problem of his own or on one belonging to the class. The pupil may also take out "overnight" books for either reference or cultural reading.

In this way the library helps to develop right habits of work and especially does it aid in giving to the pupil the power to help himself.

The library is, without doubt, one of the very important departments in the modern school. It is the "power plant" of the institution. It connects in a vital way with every other department. It broadens the experience of the pupil and quickens his associations so that he may more quickly grasp the fundamentals of the conventional school subjects. It enables the teacher to enrich the work in the classroom. Knowing that material is at hand and having conferred with the teacher-librarian, he confidently develops the required subjects more widely and deeply than would be possible without the library.

My ideal is a library in the school building, operating under the supervision of the principal, that shall function in every activity of the school. The school library is the connecting link between the school and the larger institution. There should be such a close connection between the two that every resource of the large public library would be available in some way to the smaller one.

APPRECIATION of the library as an essential part of the elementary school is rapidly increasing. A thorough consideration of modern educational objectives and of the nature and aspects of the learning processes places a premium on that agency which provides an attractive environment, abundant reading materials, stimulating social contacts, and facilitates a wholesome interrelationship of all departments of the school.—William A. King, in *Ninth Yearbook*.

THE PRINCIPAL AND THE SCHOOL LIBRARY

MILDRED BATCHELDER

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EVERY department in a public school depends for its success upon at least four factors. In the first place, there is the general policy of the school superintendent regarding that type of work in the schools; second, the equipment provided for that department; third, the person whose immediate responsibility is to take charge of it; and, finally, the principal of the school in which it functions. Each factor will have some influence in deciding whether or not the department is completely effective.

With a school library, as with any other part of a school, all factors must work together in one general direction if the success is to be achieved. The superintendent's policy in regard to the library will determine its relationship to the public library—an important matter and one which cannot be taken care of in the same way in every community.

The equipment is tremendously important. Without an adequate collection of books and magazines for reading and reference, without a good catalog to these, without a proper library room and workroom providing shelves, reading tables and chairs, special cases for magazines, for displays, and for picture and pamphlet material, a school library would most certainly not be in a position to serve its school satisfactorily.

The person in charge of the library must fulfill most exacting requirements. Training in her special field, the librarian *must* have, but that is not enough. Miss Lucile Fargo in "The Library and the School" says, "But the excellent librarian is more than a teacher. She is a technician whose particular field is the organization of printed material for educational service, an administrator, and a business woman."

With the policy of the school superintendent ideal, with the school library a model in its equipment, with the librarian the best that can be procured for the school in question, there is still an essential link missing in the chain which will make the library function as the center of the school—its laboratory for work and its reading room for pleasure. Upon the principal depends the success of each part of the school as well as of the school as a whole.

Looking out from within the library, there are many ways in which the principal brings about, directly or indirectly, better library service and greater library consciousness in a school. There is the matter of using the library as a study hall. In some instances short-sighted principals have permitted study groups to descend upon the library because there happened to be available chairs and tables there. The same principal would not think of sending an equal number of children to the science room to study when that teacher was busy with a class. It is poor economy to use a specially trained librarian in a position where the school is not getting the full benefit of her particular knowledge and experience at all times. Librarians have

done everything possible to make their school clientele, both teachers and children, feel that they wished to be of service, but occasionally advantage has been taken of this situation.

It is the principal who saves the library from being the convenient place to which boys and girls excused from gymnasium, children sent out of class for lack of materials, or discipline problems are sent. The librarian would object to the library being a school waiting-room of this sort, of course, but it needs the sentiment of the principal to assure the proper attitude toward the library and to prevent this type of use of the room.

In an elementary and intermediate school combination it has seemed advisable to schedule each class for a weekly library period. That library period is considered essential and is incorporated in the school program made by the principal. His emphasis on this library period gives each teacher an added sense of the library's importance in the school work. Newer methods of teaching require much more extensive use of books than did the methods of the last generation. By the scheduled period each week the class and the teacher are placed in an environment which suggests: "This is a good time to get some pictures and books about wool," or "Now I can find out what radio tubes are made of."

To have these more or less routine and administrative matters taken care of by the principal helps considerably to make the librarian's day go smoothly. Even these are insignificant, however, compared with the feeling that a principal expects his library to reach out to every classroom, every teacher, every child; more than that, he gives to those teachers the feeling that the library is a part of their classrooms, and that their work is not complete without using the library in connection with every project, and teaching the children to come to it just as frequently. Whether the matter in hand is all kinds of boats for third grade, or the "gentlemen's agreement" or the history of timepieces for eighth grade, or how to make a "Peter Rabbit" puppet show for first grade, the librarian looks hopefully to the day when each questioner will turn his feet library-ward as soon as he has formulated his question. When the principal so definitely supports the library of any department, it gives the person who is librarian, or teacher, an incentive to make that department fill the place in the school, which her own idea, with the reinforcement of the principal's, has created.

The library may occasionally initiate projects of its own, and the frequency with which they appear, as well as the result attending them, depends much on the attitude of the principal. Encouragement in carrying out any practicable plan fosters a desire to work out ideas which will be valuable to the school and to the children. It may be a library club, or a list of books on some special subject to be published by the school, or a program for Book Week, or merely a plan for checking-up on people who keep their books out beyond the allotted time. It is a welcome assurance to know that any well-considered plan is presented to a principal in sym-

pathy with the library who will help, if help is needed; or who, sometimes, will guide the librarian away from pitfalls which he, with his more complete knowledge of the school, can foresee.

Among the many objectives of a school there is one, a permanent interest in reading, upon which many others depend. In creating this interest, the principal looks to his library for real and continuous assistance. The library occupies a peculiar situation here. A classroom teacher has only one year in which to create that interest before contact is lost with the child and some other teacher goes on with the work. The librarian, on the other hand, carries on her contact with a particular child from the first grade until he enters high school. In this, especially, the library is a unifying influence in a school, and the principal should expect his librarian to take every possible advantage of this circumstance.

Not to be forgotten is the weather bureau aspect of the school library. Any interest started in any part of the school spreads almost immediately to the library. If a new textbook is being used in a social science class, the library can soon feel that it is an improvement over the old by the greatly increased number of requests for supplementary material. If a new geography course-of-study in the fourth grade brings an almost overwhelming demand for stories of those countries, a demand which did not ruffle the surface the previous year, there is sure indication that the new work is causing much greater interest among the children. If, in another grade, there are two similar classes using the same text but having different teachers, the principal has one indication of the sort of teaching done when the students from one of those classes haunt the library for books about their subject, while those from the other class come only twice during the year or, perhaps, not at all. A weather report might be compiled for nearly every department in the school by its library, and the reading of this barometer the principal watches just as carefully, if less ostentatiously than the weather man.

As one of the four factors contributing to the making of any school department, the principal of the school is of major importance. To the casual observer his influence in a particular department may not be evident, but to the person in charge of that classroom or department his ever present interest and cooperation are part of the essential fabric of the work accomplished.

LIBRARY-MINDED PRINCIPALS

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SINCE schools and libraries are the principal agencies for effecting public education, efficient elementary school principals of today must, of necessity, be library-minded. Practically every activity of the modern school looks to the library in the solution of its problems. The curriculum depends upon it for its execution. So, likewise, does good teaching, research, mass-education, the wise use of leisure, and adult education.

The newer courses of study are conspicuous for their bibliographies. For the teaching of reading, large numbers of well-selected books are required. The same situation prevails for the social studies, for the arts, and for the sciences. One of these newer courses of study lists in its bibliographies on reading for grades one to six inclusive 93 different titles of books. It lists 203 different titles for the same grades in its bibliographies accompanying the social science course, which in this particular instance comprises history and civics. These references include books for both teachers' and pupils' use.

Within the past few years great changes have taken place in methods of instruction. The trend is away from the single textbook; away from class to individual instruction. Gone, from the most progressive schools, is the single textbook for each particular subject. Modern teaching technics require children to seek information for their various school projects from many books and periodicals, not only concerned directly with the problems under consideration, but upon related topics. For example, a problem in geography may require for its solution excursions into the fields of history, literature, civics, economics, psychology, and sociology.

The Dalton plan, the Winnetka plan, and other similar plans of instruction have been devised to meet the needs of children of various levels of intelligence. They offer children of superior intellects opportunities to delve deeper than their classmates into the problems under consideration. In order to do this these children must have access to libraries.

The execution of modern courses of study and the uses of modern teaching technics depend upon trained teachers. Library-minded principals know that it is impossible to engage an efficient teaching corps for schools with inadequate library facilities. Miss Askew, the state librarian of New Jersey, in a recent article gives an illustration bearing on this point:¹

"One teacher who moved to a county having no county library wrote in an angry mood to the State Public Library Commission that she had written again and again to the county seat and that no representative of the county library had called; and she was indignant for such a thing had never happened before. When informed that the county in which she was

¹ Askew, Sarah Byrd. "County libraries and rural schools in New Jersey." *School Life* 15: 121-23, March, 1930.

teaching had no county library, she replied, 'I wouldn't have signed up here if I had known that—you can't make bricks without straw.'"

This is a scientific age. It is an age of stock-taking and fact-finding. School units presided over by elementary principals are veritable laboratories for securing facts of existing conditions and for trying out new technics of teaching and experiments in organization and in other fields of school activity. Principals, whether they are aware of it or not, are contributing to research at every turn. It may be in the form of filling out blanks for research divisions in their own school systems, for state departments of education and other agencies collecting information for *status quo*. It may be experimenting with new methods of teaching. But in whatever lines these researches and investigations may manifest themselves, wideawake school principals are anxious to learn the results of similar investigations made by other schools and to find these they call upon the libraries for bibliographies, books, pamphlets, and other printed matter.

The elementary school is the school of the masses. It is the only school that many children will ever attend. How important it is, then, that the attitudes, skills, and habits formed there should be such as will help those children whose school days end in the elementary school to continue their education through intelligent reading. Such children must carry on alone through libraries. Principals realize that these children can pursue their future reading more effectively if, in the elementary school, they have to some degree established habits of seeking information in libraries and have acquired skill in their use.

Much is said today about the wise use of leisure time. The continued use of libraries in connection with schools will increase the number of people who, in the future, will turn to libraries for help in using leisure time. Just how wise the next generation of adults will be in their leisure use of libraries will depend to a great degree upon the habit of recreational reading established by children now attending the elementary school. Principals concerned with the future welfare of children are not alone concerned with libraries as agencies through which children secure materials for solving their school problems. They are also concerned with them as places where children make wise use of their present leisure through the kind of books they select for recreational reading. Such principals feel a great responsibility in helping children form right reading habits while in the elementary school.

Establishing contacts with communities is an important duty of elementary school principals. One way by which these contacts are made is through parent-teacher associations and other organizations of adults. In order that these organizations may effectively carry out their courses of study they must have access to libraries. A parent-teacher handbook issued by the extension division of one of our state universities includes, in its outlines of topics for discussion, lists of references relating to the various topics under consideration.

Many elementary schools are lacking in library facilities. The persons who can do the most to change conditions are the library-minded principals.

THE ELEMENTARY SCHOOL LIBRARY

JOY ELMER MORGAN

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

GUIDED GROWTH is the supreme function of the school. With the young child physical growth—food, clothing, play, fresh air, sun—are especially important. With maturity the emphasis shifts to intellectual growth and the refinement of character. The wise teacher understands these shifts. He allows for abundant physical activities in young children but manages to plant the seeds of sound intellectual interests and habits in keeping with the child's individuality. If the child learns to learn in connection with his childhood activities, he will continue to learn in connection with his activities as a grownup. If he is made dependent and narrow by the school processes, the chances are he will remain dependent and narrow throughout his life.

The library is a liberating factor. It leads the child to appreciate books as tools which he can use in every activity of his life. He learns to love noble ideas, beautiful expression, and well-organized data. He learns to navigate in the sea of human thought. The rapid development of libraries both in the school and in the community is one of the remarkable achievements of the present period. It means a new intellectual life for the masses. The free public library may come to be regarded as America's most important contribution to the world's educational advance. A well-established reading habit fortified with library service in the home, in the school, and in the community opens doors of unlimited opportunity. Anyone who reads biographies is impressed over and over again by the number of men and women whose candle of inspiration and purpose was lighted from a book. The reason is not hard to find. Between the covers of books are found the master spirits of the ages.

What memory is to the individual, the library is to the race. To try to learn to learn without the library is like trying to run without legs. It cannot be done. Intellectually, without a library a school can only crawl. It is likely to be stupid and dull so that pupil and teacher are glad to get away from it. Under such conditions, learning is uninviting; teaching, drudgery; reading, a task; and the art of using leisure happily and well, a neglected art—to be acquired, if at all, by accident outside of school.

The library is the heart of the school. It pumps the rich blood of live thought into all the arteries of the school. To every child, to every teacher, to every subject, to every activity, it makes a constant and vital contribution. It brings new joy, new power, new achievement. Reading becomes a jolly adventure; history, an exploration; science, a quest; gardening, a delightful art; the shop, a window to the world of plans, designs, formulas, and mechanical principles. In such a setting the child learns to learn.

The elementary school is the universal school not only in the sense that it reaches all the children but in the additional sense that it is the foundation of all future schooling. Whatever enriches the elementary school makes

the task of all other schools easier and adds to the certainty and joy of learning. In this article we shall answer questions which school principals are constantly asking.

Should the elementary school have a fulltime librarian?—Note that this question emphasizes personal service rather than books. Of course schools need books—many, many books well chosen—but the factor that makes a library live is the quality and spirit of the person who presides over it, who chooses the books, who organizes and displays them, who studies individual needs, who knows when children need help, and when they need to be let alone. Unmistakably the heart and core of an effective library is the librarian. It is taken for granted that a college needs a library and a librarian. High schools are now demanding fulltime librarians so persistently that firstclass candidates are as scarce as hen's teeth. Pioneering elementary schools are also establishing the practise. Never have I met an elementary principal, a high-school principal, or a college president, who had magnified the library that was not enthusiastic over the results. At no other point will a dollar earn such large returns. The right kind of library service will lift a school to an entirely new level of excellence and happiness. The professionally trained librarian is the soul of the library. Librarianship is both an art and a science. The able librarian knows books, people, and events. In these days of quick advance, that means careful training and constant study.

Every elementary school with ten teachers or more may well have a full-time librarian with a special room set aside for its library. Such a school will do more for the education of the children and will do it easier with nine teachers and a good librarian than with ten teachers working without this special service. We have always thought a library necessary to a college. We have gradually discovered that it is essential to a high school, but I believe it is even more important for an elementary school because it is here that the fundamental habits and interests are largely established.

Schools with fewer than ten teachers may work out a combination by which one teacher will give partime to the library service and the remainder to teaching. One-teacher rural schools may be taken care of by the development of county libraries which provide special services from a central library as in California and some other states.

How can the school library improve teaching?—To the teacher, the school library is a wonderful blessing. It makes learning an adventure and teaching a joy. It is a pleasure to watch children as they enter the library room. There is an eagerness, a delightful atmosphere of expectation followed by discovery and complete absorption as the cherished book is found. This is as learning should be. There is something wrong with the school which is always dull and mournful. Spurred on by their natural eagerness and curiosity children will perform the most difficult tasks.

The school library bridges the gap between the watertight compartments into which scholars have divided knowledge. It helps the child to discover the unity of knowledge and to learn many important things which are not

contained in the formal courses. Above all it enables the child to form companionships with books and the habit of learning which carries over into the home, office, shop, or farm.

How can parents be led to see the need?—Every parent is eager to give his child a fair start. Parents frequently consult librarians and teachers as to what books it is best to buy for Christmas and birthdays. They enjoy knowing that their children are reading worthwhile things. They can easily be led to see that the quality of a child's reading will determine the quality of mental life thus influencing deeply his happiness and success.

How can a school establish its library?—The ideal is to employ a full-time librarian with a generous book fund and ample provision for housing. At the other extreme is grim necessity which most schools face. They have a limited book fund and no provision for special personnel. Even under these conditions beginnings can be made. Parent-teacher associations sometimes work on this problem with excellent results. They may raise the money themselves as one association did by the simple process of presenting each child a book on his birthday which he in turn presented to the school library. Or a committee of parents may approach the school board to request provision from public funds for this essential activity. At first the library may be housed in a former spare room or even in the principal's office with most of the books scattered among the various classrooms. Later a classroom may be set aside. A teacher who is especially interested may be encouraged to take a library course in summer school. A board of education could make no better investment than to continue the salary of a teacher while she is taking such a course. Eventually a fulltime librarian may be secured.

How should school libraries be housed?—What the living room is to the home, the library is to the school. It should be centrally located, well-lighted, properly ventilated, conveniently arranged. It should be beautiful and quiet. It may well suggest for the child an atmosphere of ease and happiness. It is better to make the mistake when building a new building to be too generous rather than too stingy in providing for the library. This phase of school life grows rapidly when it is given a chance. A limited experience with children who are not used to books is not a fair indication of what will happen among children who have been trained from the beginning to use books easily. In adapting old buildings to this new feature, it is surprising what can be done by turning a classroom into a library, selecting one that is centrally located. There is no problem which elementary principals could more profitably work at than to develop plans for school library rooms of various types.

How much should be spent for books?—The best answer is, as much as possible. It takes several hundred books to make a good beginning. The best authorities agree that a dollar per year per child for books other than textbooks is a desirable minimum. This seems small indeed as compared with the value of the child's time and the cost of teachers, buildings, and equipment.

What is the relation of the school library to the curriculum?—As every teacher knows, children like to find things for themselves. They will search through many books in the preparation of debates or themes often discovering new interests in their leisure hours. The school curriculum is always outofdate. At best it deals only with the major subjects. The new things and border line interests which do not fall into the formal courses are often more interesting to the child than the regular work. The school library provides for this liberating and widening interest. It also fortifies and enriches the regular subjects. It is especially interesting to group the books of a school library with the seven cardinal objectives of education in mind, so as to bring out their contribution to health, to the art of learning, to worthy home membership, citizenship, vocations, leisure activities, and the formation of character. Who can estimate the influence which the biography of Benjamin Franklin has had upon the character of many of our most influential men? Dozens of prominent schoolmen have told me how, as young men, they used his plan of selfimprovement.

What is the relation of the school library to the home library and the public library?—What the school is to the larger learning of life, the school library is to the use of books in home and community. People who build their home library with discrimination prefer always to examine a book before buying. They want to buy the best. They want to buy the books that belong especially to them. They want to include a few favorites that they can live with as book companions—a sort of foundation for their intellectual lives. Beyond the home library and the school are the broader activities of the community. The child who learns to use a school library takes naturally to the public library. He knows how books are made, how they are arranged. He has tasted the joy of going from one book to another even as bees in the clover patch. He has laid the foundation for the happiest of all gifts, the art of browsing.

YOU CAN HELP HERE

THE NINTH YEARBOOK of the Department is now in your hands. Many persons have been kind enough to compliment the Editorial Committee on it. The committee appreciates this but aside from "bouquets" it is anxious to receive criticisms and suggestions so that any weaknesses may be eliminated in the next Yearbook. On page 135 of the Ninth Yearbook is a blank for this purpose which you are requested to fill out and return.

THE PRINCIPAL AND THE SCHOOL LIBRARY

WILLARD E. GIVENS

Superintendent of Schools, Oakland, California

THE SCHOOL library is one of the most important centers in the school, for it is here that many of the students' school activities are directed and later returned with value to many educational activities.

The functions of the school library are many. Among them are the development and improvement of reading and student skills in the use of books, the stimulation of a desire for use of books, the development of ability to evaluate and appreciate good literature, which will provide enriched experiences for general culture as well as technical knowledge, the development of discrimination in the use of certain types of present-day periodicals, the stimulation of extracurriculum activities within the school, and the leading of children into new and valuable experiences which ultimately may be shared with others.

The school library gives opportunities for child growth through self-expression, which is the aim of present-day creative education. This education can only be realized by providing creative child experiences in the form of *creative observation*, *creative thinking*, and *creative expression*. The school library can and does furnish or stimulate these forms of creative activities by furnishing abundant materials in the form of books and other library experiences.

The school library offers opportunity for *creative observation* through the eyes of those who have recorded their experiences in the form of books or like materials. A story read or an event experienced may stimulate *creative thinking* by individuals or groups, resulting in dramatizations of events experienced. *Creative observation* or *creative thinking* may lead to *creative expression*, such as the drawing of illustrations which retell the story. Even costumes and properties may be designed and constructed from many different materials to represent characters or elements that have a particular appeal.

Sometimes a poem, a story, or a play has been so well-written or illustrated by the members of the school that preservation is desirable. The scrapbook may thus be made, recording these creative activities, and placed on the shelves of the school library, where it is in much demand and results in the stimulating of others to as good or better efforts.

The principal, as supervisor of a school, is primarily responsible for the improvement of instruction. The most dominant factor in securing improvement of instruction is the creation of desirable situations which will produce activities which are of the greatest benefit and satisfaction to the learner. The school library, like other auxiliary agencies, is a means of improving the instruction in the school. This does not mean that the principal should dictate to the librarian regarding the details of operation of the library, for the librarian is usually better prepared or trained to do this work. It is the principal's duty, however, to set-up general policies

which will make the library a force in the instructional activities of the school and thus produce a type of instruction which is *creative* in its nature.

A wise principal will investigate the results of student skills with books, frequency of book use, and kinds of books withdrawn, so that he may act and provide wisely when accessions are made to the library. He will be interested in the basis of student assignment to the library, the teacher use of and cooperation with the library facilities, extracurriculum uses to which the library contributes, and the general serviceableness to students in reading improvement and its stimulation in other fields of work.

He will make the school faculty aware of all the library's possibilities. He will see that a location is provided which has desirable surroundings, and that it be made to pay for the money it has cost, the building space occupied, equipment and books purchased.

The careful, sympathetic principal will avoid allowing the library to become a mere delivery room. He will select the school librarian not because of professional training alone, but because she understands children, possesses a knowledge of books, and is friendly and cooperative with students and teachers, which means having a "spirit of service." Sufficient knowledge must be hers to understand the objectives of teaching. These qualities should be acquired by the librarian or developed with the aid of the principal.

When the undesirable things have been eliminated and the desirable things obtained, the library will become a great inspirational factor in all the school's activities for the reason that a "library atmosphere" has been created which will produce happy situations, and the library's serviceableness will then have been established. The principal must ever keep in mind that children are at the center of the whole library program, and that it should not be organized in terms of books, teachers, and librarians, but it must be organized in terms of child growth.

HAVE YOU HELPED YOUR EDITORIAL COMMITTEE?

PRICIPALS are invited to assist in the preparation of the 1931 Yearbook of the Department. On page 775 of this bulletin will be found answers to questions that will arise in the mind of the prospective contributor.

THE PROFESSIONAL OPPORTUNITY OF THE ELEMENTARY SCHOOL PRINCIPAL¹

WILLIAM JOHN COOPER

United States Commissioner of Education, Washington, D. C.

AN OLD principle in military tactics is that of "divide and conquer." Industry also has applied it effectively in so dividing the manufacture of even such small articles as needles and pins as to permit maximum use of machines and a high degree of specialization in human tasks. Today we are witnessing the application of the same principle to retail business. The professional world, however, is just beginning to realize that it may employ a similar program. In our larger cities, for instance, lawyers are combining into great firms with offices occupying entire floors of large buildings. In addition to doorkeepers, clerks, stenographers, bookkeepers, and librarians, there are specialists in corporation law, trusts, wills, jury pleading, appeals, etc., young men fresh from college and veterans in court practise are all together and directed, perhaps, by a man of the type of mind who might occupy successfully the chief executive's chair in a manufacturing concern. Similar organizations of dentists and of physicians are to be found here and there.

What has education done in application of the "divide and conquer" principle? The bigness of the educational system has in itself compelled school folk to make a rough division of labor between superintendents, principals, teachers, janitors, etc., but our profession cannot claim that it has successfully applied the plan or even fully considered its merits. In the overhead organization of our larger city school systems a type of administrative control has been copied from the business world, and we are now beginning to define in terms of our work the responsibilities of superintendent, assistant superintendent, director of research, business manager, superintendent of buildings, purchasing agent, etc. Likewise those who direct our larger high schools are now searching for proper lines of demarcation between duties of principal, viceprincipal, dean, counselor, and department head.

In the elementary school field we find hopeful signs of a professional awakening, I think, since one can hardly explain the rapid growth in membership of the Department of Elementary School Principals of the National Education Association and the splendid yearbooks issued by it on any other basis. Yet if you visit elementary schools extensively, there is little or no division of labor. Clerks are still rare; viceprincipals are sometimes found, but they are usually in the classroom teaching fulltime. If we were really frank we should learn that one viceprincipalship was created as a "political sop to women"; that another such place developed because there were a few girl problems that embarrassed the principal and they turned them over to Miss A, who was called viceprincipal; or (if the

¹The address given by Dr. Cooper at the Department's banquet, Hotel Breakers, Atlantic City, February, 1930.

principal of the school is a woman), "We just had to have a man to handle the boys' playground." In other cases real frankness would obtain some such answer to our question, "Why a viceprincipal?", as this: "Miss B was such a good teacher she was given the title of viceprincipal that we might have excuse for violating the salary schedule." It is true, of course, that most of such excuses do indicate a recognition of special tasks, yet all of them record "opportunist policies." If any elementary school has made a careful analysis of the work to be done and has assigned each important task to an individual especially trained for it, I have not chanced to find it or even to hear of it.

That thoughtful principals, however, are carefully considering the problem is evidenced by the *Seventh Yearbook* of the Department of Elementary School Principals. A study of the analysis of the duties and responsibilities of principals therein set forth seems to indicate that aside from the teaching duties that fall to a principal which we do not here consider principals' work but rather teachers' work, there is virtual agreement upon a classification. In brief, the real work of the principalship may be considered under these headings: First, clerical; second, administrative; third, supervisory; and fourth, miscellaneous. If any principal will put down under these four headings all the work which he is called upon to perform in the course of the day, week, month, or year, he will discover a large number of clerical responsibilities which can more readily and effectively be discharged by a stenographer-clerk who is trained for this particular work than they can be discharged by himself. Moreover he will find that the services of such person can be obtained for a mere fraction of what the principal is or should be paid. If he will next look at those duties classed as administrative, including the organization of the school, oversight of its maintenance and operation, and certain business responsibilities, he will discover perhaps to his surprise that all of these duties and responsibilities can be performed by a man who might be obtained from the executive offices of a gas company, water company, electric light or car company. This man also is probably paid a salary less than the principal's salary. Now if there is to be a viceprincipal in a school, why should he or she not be chosen for special ability to discharge these functions?

In that group of functions termed miscellaneous will be found such items as: Conferences in which the superintendent must participate, community contacts through the parent-teacher association and other school meetings, meetings of service clubs and similar groups. Most of these cannot be shifted to other shoulders. Many of them in fact provide excellent opportunities for a principal to keep his public informed on the work of the school. There will be some, however, which may be delegated to the viceprincipal and to other teachers.

If a large portion of the average principal's responsibilities can be discharged by a clerk and another large portion by an executive officer trained entirely outside the educational world, what is there of a real professional character in which the principal may become a highly skilled technician?

It is my belief that the only opportunity for any other than a classroom teacher to achieve real professional status in our calling lies in the development of technics in that field which we call, for lack of a better term, supervision.

When we conceived of the school as an institution to furnish merely a few facts in geography and history and to inculcate a few skills and habits in the way of reading, writing, and ciphering, no real professional skill was required to manage it. Today every state in the Union calls upon the school to care for its young between the ages of 6, 7, or 8, and 14, 16, or perhaps 18 years of age for the major portion of their wakening hours during fully three fourths of the year. Some of these children are normal physically and abnormal mentally or socially; others are normal mentally and perhaps crippled, partially sighted, hard of hearing, undernourished, handicapped with poor hearts, or one or more improperly functioning glands. Some appear both mentally and physically normal but have certain social deficiencies which are likely to make them wards of reformatories or penal institutions unless they are carefully studied and directed.

The first big task confronting a principal of a modern city elementary school caring for elementary education is to study and classify his children. He must know the material with which he has to deal. Then he should prescribe a course of study or a program of activities, or provide for watching the progress of each and every one of these children. Next he must study his staff since he will receive into his faculty teachers with varying degrees of professional training, wide varieties of experience, diverse attitudes towards the calling, and even marked differences in intelligence. Each teacher should be placed where he can perform the best service and each should be helped to improve himself professionally. Therefore, I would have an elementary principal visit his classrooms very frequently; and obtain the whole-hearted enthusiasm of his faculty in a program of visits and study.

The principal enters a classroom as the expert supervisor of instruction. His first question should be: What is going on in this room? What is this teacher's objective? The second: What type of teaching technic is in use? Third: Is it the very best technic for the purpose which the teacher has or should have in mind? Fourth: If it is not the best, what teaching technic should be used under the circumstances? Fifth: If it is the right technic, is it being used in the most artistic possible manner? Sixth: If it is not so used, what can be done to improve the teacher's use of this particular teaching type? I would have in the principal a person of such skill in human engineering that he can take the teacher into a conference and make him feel that the two are in consultation over a very serious case; that the highest skill of both is required; and that through joint effort the result will be unqualified success.

If, as I believe, the chief supervisor in any school system should be the principal of the school, and if the principal of the school is a man or a woman who can render this kind of service, he cannot have his training in a secretarial school nor in an executive office. He may obtain it only in a

college of recognized standing and a graduate school of education. Just as it is necessary for him who would practise medicine successfully to have a thorough knowledge of such basic sciences as biology, chemistry, anatomy, and physiology, so it is necessary for the successful practitioner in education to acquire a mastery of such fundamental sciences as biology, psychology, and sociology. This should be followed by a critical consideration of the problems encountered in actual experience. In other professions he who becomes best versed in the basic fields of knowledge and most skilled in the art of applying these principles soon finds himself in great demand and consequently commands a higher financial income. So in our field the educator who is successful in achieving high results within the limits set on children by nature will find himself recognized as a successful practitioner, and the demand for his services is likely to result in promotion to places of greater opportunity and of higher financial return.

Theoretically, there is no limit to the value of an individual who can successfully practise in the field of education. In this profession the elementary principal has the key place if he will become a real professional worker. The principalship presents a challenge worthy of any man's mettle.

AMERICAN EDUCATION WEEK

Monday, Nov. 10—The Schools and the Enrichment of Human Life

Tuesday, Nov. 11—How Schools Promote Patriotism and World Understanding

Wednesday, Nov. 12—The Schools of Yesterday

Thursday, Nov. 13—The Schools of Today

Friday, Nov. 14—What the Schools Have Helped the Individual to Achieve

Saturday, Nov. 15—What the Schools Have Helped America to Achieve

Sunday, Nov. 16—The Schools of Tomorrow and the Future of America

THE OFFICE PRINCIPAL—SUMMARY¹

B. R. BUCKINGHAM

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FACT-FINDING is only the first step in supervision. Classroom visits in themselves do little to improve instruction. The important point is: What does the principal do with the facts?

Other ways of discovering facts about instruction are through conferences with parents, teachers, pupils, and the various school officials. It is very important that such interviews be friendly and informal. Too frequently the office is the "throne room" where judgments are thundered upon bowed heads.

Still other important fact-finding devices are the new-type and standardized tests. All of the above devices are useful in getting the facts upon which supervision is to be based. It should be noted that many of the above mentioned survey procedures must be done *in the office*. Such devices help the principal to know his school and, knowing it, to make it better. If we accept these principles we are led to the ultimate conclusion: In supervision it is more important *what* the principal does than *where* he does it.

In fact-finding procedures we must depend upon random sampling. In large schools we are not able to see much teaching or to examine many papers, and therefore must rely upon the representative character of the things we do see. Frequently, the teachers whom we rate something less than superior deny the representative character of our facts. They say we didn't see enough or that what we did see was not typical. This plea can always be relied on to raise a doubt and befog the issue. Admitting the inescapable necessity of relying upon sampling, how may the principal assure himself of a just sampling?

I have two methods to suggest, but both of them require that the principal devote a portion of each day to them, and that he do so *in his office*. The two procedures, both of which have their origin in statistical technic, are (1) the use of the median, and (2) the use of systematic and abundant sampling.

Composition work in the elementary school is one of the most difficult subjects to supervise. I am suggesting that the median paper of the classes is a good basis upon which the principal may base his supervisory work. Teachers simply arrange the papers in order of merit and send the middle paper to the principal's office. Other papers representing the quartiles may also be sent with the median paper. By rating these three papers in terms of a standard composition rating scale the principal obtains a fairly accurate

¹ This summary is based upon the notes used by Dr. Buckingham in an address before the Department at Atlantic City, February, 1930. While this résumé does not adequately represent Dr. Buckingham's viewpoint some of the most important points are herein presented.—*Cassie Roys, Editor.*

picture of the central tendency and spread of the group.¹ It should be obvious that the above procedure is less cumbersome than typical survey procedures, it merely extends the common practise of teachers to arrange papers in order of merit, and it gives the principal a basis for his supervisory work.

The second suggestion in supervising composition work calls for abundant and systematic sampling. There are many virtues in a little writing each day. Even in the primary grades we would do well to give daily practise in making sentences. After all the sentence is the central problem in composition. Pupils with "sentence sense" will have little difficulty with paragraphing and the other mechanical elements of writing. This daily sentence work offers the principal abundant materials from which systematic samplings may be drawn.

Some students of the principal's job have diverted themselves by piling up the qualities which the principal should possess. They say he should be patient, tolerant, just, discriminating, tactful, sympathetic, courageous, scholarly, and honest. Such a list of qualities has always seemed to me a sad commentary on the method by which they have been derived and the naïve faith which the painstaking devotees of the method have in their results. Are not these qualities which everyone should possess? Nevertheless, I have one more demand to make of the principal: he must have *ubiquity*, or a substitute for it!

In recent years there has been a tendency to ridicule the principal who spends much time in his office. Often now when a visitor finds a principal in his office, the latter gives profuse apologies for his "unprofessional" conduct. No doubt the tendency to criticize the office principal is deserved in many individual cases. Certainly it was true in the past that facts on learning conditions had to be obtained largely through visits to classrooms. But the development of statistic procedures and measurement technics has given the principal other ways of studying instruction. The planning, manipulation, and interpretation of the statistical technics and the results therefrom must be done largely *in the office*. I therefore repeat that it is more important *what* the principal does than *where* he does it!

¹ Dr. Buckingham discussed these points more fully in his address, but since his notes do not indicate the exact arguments it seems best not to elaborate further at this point.—*Editor*.

THE EDUCATIONAL LEADERSHIP OF THE PRINCIPAL

E. RUTH PYRTLE

*President of the National Education Association and Principal, Bancroft School,
Lincoln, Nebraska*

IT IS AN esteemed privilege and honor to bring to this Department the greetings of the National Education Association—the largest organization of educators not only in the United States, but in the world. It is needless to say how proud the parent association is of the Department of Elementary School Principals—its eight-year-old child. The growth and interest in this department has been remarkable, almost phenomenal in its short existence of eight years. This department is recognized in the educational world as one of the most alert and professionally minded groups working in American education. The fine professional research study as reflected in its publications together with the bi-yearly programs and the superior work done, day by day, in the classrooms and in the nationwide field of education have won cordial respect, recognition, and commendation for the principalship from all classes of educators.

Our opportunity as individual principals, and as an organized department is measured only by our vision and devotion to our field of work—the elementary field. Elementary principals are becoming professionally conscious, or shall I say, are now professionally conscious.

The nine yearbooks and twenty-five bulletins, filled largely with contributions from members, have received the highest praise from leading educators, both national and international. They are recognized by prominent educators and by the leading colleges and universities as the "last word"—the best and most complete contributions in the field of professional literature for the elementary field.

The increasing Department membership guarantees the use of this fine professional literature. The November, 1929, Research Bulletin, "The Principal as a Supervisor," very forcefully brings to us three necessities: (1) that the principal have a philosophy of life and of education, (2) that the principal know the policies of the superintendent and the school system, and (3) that the principal know the philosophy and objectives back of the local curriculum. Straight thinking based upon such fundamentals is bound to make the major portion of the principal's work focus in terms of improved instruction.

The strength of the educational leadership of the principal in a given community depends largely in the principal knowing his community, knowing the curriculum, knowing and cooperating with the superintendent's policies, knowing the parents and pupils and teachers, and on knowing the school plant.

With this knowledge, if the principal is a true professional worker with reliable technics, sympathetic manner, impersonal motives, and an honest desire to help his teachers function upon a high professional level, his success in terms of real service to the community is assured.

ACTIVITY PROGRAM—ABSTRACT

JULIA LETHELD HAHN

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TEACHERS, principals, and supervisors are constantly faced with the problem of reorganization of the school to meet the needs of an activity program. Any effective reorganization can be accomplished only through unity of purpose.

There are various interpretations of an activity program. Some advocate a large unit of work covering long periods of time, while others like best to encourage group undertakings of shorter duration. Others believe in a program of smaller activities. Some try to find in the group undertaking sufficient practise in skills necessary to meet the requirements just beginning to emerge from the formal pigeonholed stage. Others advocate a combination of individual and group undertakings varied to meet the needs of children and the environment, with periods of practise in skills outside of both, if the need is apparent. To most people the latter seems the most reasonable interpretation.

The greatest danger lies in reading learnings into an activity in order to extract them at the moment when the laggard curriculum or the subject specialist demands. The place of the teacher is the controlling one, and his interpretation will depend not only upon his training but also upon his total personality—his way of looking at things—and the unity of effort made to provide him with opportunities for growth. He and the children must help determine the type of program that will meet the needs of the particular group. The important thing is that the children be keenly active, appreciative learners and that the things they learn are those they cannot afford to miss.

PUTTING THE "PURR" IN SUPERVISION—ABSTRACT

JAMES R. FLOYD

Principal, Jefferson School, Plainfield, New Jersey

EVERY principal must have faith in his teachers. The pep, the power, the "purrr" in supervision depend on the sympathetic understanding of the teachers' problems. The professional growth of teachers will be measured by the degree of mutual understanding and coordination of ideas and purposes as they develop them under the principal's leadership.

Personality is the deciding factor in the success of a supervisor. A principal must be able to draw people to him. They must like him. They must have confidence in him.

Principals force too many new things on the teachers. Principals do not weigh things carefully enough. They fail to present an innovation so that the teacher understands it. And the result is a surface change.

Principals are cautioned not to be too aggressive. Real professional growth is slow.

NOTE.—The addresses from which the above abstracts are taken were delivered at the Atlantic City Meeting.

THE SALARY OF ELEMENTARY SCHOOL PRINCIPALS— ABSTRACT

J. R. MCGAUGHY

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New York*

THE superintendent of schools and his assistant superintendents are the persons who must rate elementary principals if rating is to be done. These superintendents are administrative officers with definite administrative and executive authority over the principals. This is a very different relationship from the advisory, non-authoritative relationship of the supervisor to the teacher. To be sure, the principal has administrative authority over the teacher, but he has a dual relationship and must act also as a supervisor. So far as the theory of sound organization is concerned, it is possible for a superintendent and his assistants to use the rating of elementary principals as a basis for making a differentiation in the salaries these principals shall receive. All of the other arguments against the payment of teachers' salaries on the basis of efficiency ratings apply with equal force to the rating of principals. It is equally true that these ratings must be subjective—the work of the principal does not lend itself to objective measurement. It is also true that inferior principals will not accept the rating of their administrative superiors as impartial and unbiased and that a distressing loss of morale almost certainly follows the use of this basis for determining principals' salaries. We must, therefore, reach the conclusion that it is undesirable to determine the salaries of elementary principals either wholly or in part on the basis of efficiency ratings by their superior officers.

All of the arguments against paying teachers on the basis of number of dependents which they have apply with equal force to principals. If it is for the good of society to encourage principals to marry and rear children or to accept financial responsibility for the care of their unfortunate relatives, that is a matter which should be financed through a system of state or federal pensions. It most certainly is not the financial responsibility of the local board of education, which employs these principals. Furthermore, as in the case of teachers, the principal with a wife and six or seven children would most certainly find it totally impossible to secure a promotion or a new position. All of the implications of accepting this basis for determining salaries are invidious and unsound.

NOTE.—The address from which the above abstract was taken was delivered at the Atlantic City Meeting.

THE ELEMENTARY SCHOOL PRINCIPALSHIP IN NEW MEXICO¹

JAMES W. WISEHEART

Principal, Central School, Gallup, New Mexico

IN THE fall of 1929 the writer sent 300 questionnaires to elementary school principals in New Mexico. Eighty-eight blanks were returned in such shape that they could be tabulated. It is fair to assume that the returns present a general picture of conditions, as data were received from both rural and urban schools of various sizes. However, the important contribution of this study is not the intensive and extensive research technics employed. Rather the writer wishes to bring out that the future of the elementary school principalship in New Mexico depends upon the recognition given by superintendents and the development of professional spirit among principals themselves.

What are the ideal standards for the principalship?—Before presenting the data for New Mexico, it is well for us to have in mind some of the standards generally accepted throughout the nation. What is the place of the elementary school principal in the educational scheme?

The principal of the school is the single time-honored official found in a modern school system. The superintendent, supervisors, and all others are recent products of new conditions. These officials have magnified their position, while the position of principal of the elementary schools has tended to remain static. In most cases the character of a school is largely determined by its principal. Even in the poorest systems there are always to be found schools standing out as bright exceptions to the prevailing average because they are presided over by good principals.

Practically, the principal is the one to provide the executive, educational, and inspirational leadership of his school. Usually his leadership extends well out into the community. Important as these larger community relationships may be, the basic responsibility of the principal is for the school and its various activities.

First, as the executive head, he must organize and direct the activities so they will run smoothly. He must keep records, reports, and perform his general office duties. He must take care that the sanitary and physical conditions of the school are as good as possible. He must classify pupils and provide the best possible conditions for pupils to study and teachers to teach.

Second, as the educational leader, the principal must work primarily with and through his teachers. He should visit rooms, observing good as well as weak points. He should direct teachers' meetings, not as a monarch

¹ Since the publication of the *Seventh Yearbook* of our national department there have been several state studies made of the elementary school principalship. Last year this bulletin reported on a North Carolina study. It is to be hoped that similar studies will be made in other states and the data made available for publication.—*Editor.*

but as a leader and helper. After visiting and observing a room the private conference is his great opportunity to help and uplift his teachers. He should never discourage his best teachers in new ideas, but study the plans and if they are good, help to put them into use.

The new or weak teacher is the principal's problem. He can save or doom them to failure in many cases. His private conference is his best opportunity to help this teacher. He should furnish best and latest literature to all teachers for study to improve their work.

Third, as the inspirational head the principal finds his highest function—the friend and counselor of teachers and pupils. The principal determines the character of the school society; he creates the school life; he is the personification of school democracy.

The second function briefly described above is the one receiving emphasis all over the nation at the present time. Everywhere the principal is challenged to be a supervisor. The reason for the present emphasis is clear: When principals are released from teaching duties, they tend to let routine administrative work take up their time. We constantly sell our leadership birthright for a mess of pottage!

What does supervisory leadership in the principalship demand? The answer must include: (1) adequate training for principals, (2) personal qualities of the finest sort, (3) adequate time and opportunity to assume leadership, (4) satisfactory working conditions and equipment, and (5) a desire on the part of individual principals to assume their rightful places. All over the nation these five factors are receiving thoughtful consideration. Superintendents and school boards are responsible in most instances for pointing the way, but the response of the principals themselves will determine the final outcome.

What are the facts from New Mexico?—The above paragraphs have given a brief résumé of the progressive tendencies in the principalship, which are sweeping the nation. Let us keep these more progressive standards in mind as we review conditions in New Mexico. Before examining our state conditions we may ask: Can teaching principals give an adequate amount of time to supervision? Will the principalship attract persons of training as long as the supervisory opportunities are limited? Can educational leaders afford to accept principalships with the present low salary conditions?

(1) *School size*—How many teachers does the principal have under his direction? This figure is an index of the responsibility placed upon the principal. According to Table 1 the schools tend to be small, enrolling not more than 400 pupils at the maximum.

(2) *Years in present position*—The tenure of principals should be fairly long if they are to exercise community leadership. According to Table 2, approximately one-third of the principals answering the questionnaire had been in their present position one year or less.

(3) *Promoted or hired for position?*—Persons hired for the principalship must usually present some qualifications for the job. Teachers promoted from the ranks often have little to recommend them except long teaching

TABLE 1
NUMBER OF TEACHERS IN ELEMENTARY SCHOOLS

Answer	Number reporting each item
No answer	16
2-4 teachers	33
5-7 "	18
8-10 "	10
11-13 "	4
14-16 "	5
18 "	2
Total	88

TABLE 2
NUMBER OF YEARS IN PRESENT POSITION

Answer	Number reporting each item
No answer	12
One year, or less	26
2-4 years	32
5-7 "	11
8-10 "	5
Over 10 years	2
Total	88

experience. Of those reporting, 49 were promoted from teaching positions, and 35 were hired. Four principals did not answer the question. Thirty-eight of the 49 had no special training for the principalship.

(4) *College training*—Eighty principals reported the number of years of college training. Thirty-two had four or more years, 37 between one and four years, and 11 reported less than one year of training.

(5) *Specialized training*—Generally it is agreed that the principalship requires special professional study. Of the 88 principals in this investigation, 40 percent had definite training for the principalship, 10 percent reported some training, and 49 percent had not had any preparation.

(6) *Salaries of principals*—Are salaries such as to attract well-trained persons? Leading educators say that ability generally tends to gravitate to those cities where compensation is adequate. Some idea of the New Mexico situation is given in Table 3. It is interesting to compare this

TABLE 3
ANNUAL SALARIES OF ELEMENTARY SCHOOL PRINCIPALS

Salary	Number reporting each item
\$900-1500	25
\$1500-2000	36
Over \$2000 (maximum \$2700)	7
Not reporting	20
Total	88

report with the "minimum professional wage of \$2000 per year" suggested by the national Committee on Standards and Training.¹

(7) *Authority and responsibilities of principals*—A modern theory of education is that children grow best when given a reasonable amount of responsibility. Is this principle applied in assignment of authority to elementary school principals? Certainly in most *progressive* school systems the principal is not only given responsibility, but the necessary authority to back up his acts. Of course, a corollary of this is that superior officers hold the principal responsible for wise and discreet behavior. Some idea of the situation in New Mexico may be obtained from Table 4.

TABLE 4
RESPONSIBILITIES OF PRINCIPALS FOR CERTAIN ACTIVITIES

Activity	Number of principals				Total
	Doing	Not doing	Helping	Not reporting	
1. Responsible for building.....	56	9	6	17	88
2. Make subject time allotments.....	39	23	16	10	88
3. Rate teachers	25	53	0	10	88
4. Place new teachers.....	16	49	14	9	88
5. Determine methods of teaching....	19	9	17	43	88
6. Classify pupils	37	40	0	11	88

(8) *Time is given to teaching*—A survey of the history of the principalship shows that classroom teaching was once the major responsibility. With the growth of major administrative and supervisory duties teaching has been delegated to the principal's assistants. Yet vestiges of this old duty remain in many local situations where the size of the school does not warrant releasing the principal entirely from teaching. In a sense, the freedom of the principal from classroom work is an index of the development of the principalship in a given community. Table 5 shows the situation among 88 principals in New Mexico.

(9) *The principal's opportunity for supervision*—Data have been presented to show that the principals reporting in this study have little opportunity to do supervision. For example, Table 5 shows that 50 percent of those reporting are teaching a full day. When the whole group was asked why they did not supervise more, "teaching duties" was the most frequently mentioned reason.

A further hindrance to supervision is that none of the 88 principals have clerks to help with the office work. Seventy percent report that they do not have assistance of any kind.

Yet in spite of the above difficulties, about one-half of the 88 principals do a reasonable amount of supervision. The rest supervise at irregular intervals or not at all.

¹ See Chapter XXIV of the *Seventh Yearbook*, Department of Elementary School Principals, National Education Association, 1928.

TABLE 5
PERCENT OF SCHOOL DAY GIVEN TO TEACHING DUTIES

Percent of day	Number reporting each percent
0	7
1-25	7
25-50	6
50-75	8
75-100	14
100	44
Not reporting	2
Total	88

(10) *The typical principal*—It would be unfair to take either the worst or the best principal as typical of New Mexico conditions. Probably the medians of the above data will give a fairly representative picture. So we might say that the "median principal" may be characterized as follows:

- | | |
|---|--|
| a. Has a five teacher school | g. Is responsible for his building |
| b. Has been in present place about three years | h. Does not rate teachers |
| c. Was promoted from a teaching position to the principalship | i. Does not place new teachers |
| d. Has had between two and three years of college work | j. Helps a little in determining methods of teaching |
| e. Has not had any special training for his work | k. Does not classify pupils |
| f. Is paid about \$1500 per year | l. Has no office help |
| | m. Teaches all day |
| | n. Does not have time for supervision |
| | o. Does not do any supervision |

What does it all mean?—The above facts show that the principalship in New Mexico, as represented by 88 principals, has a long way to go before meeting the nationally accepted standards. Are these principals adequately trained? Are they given a fair opportunity to develop the principal's supervisory functions? Is the salary level as high as it should be for a responsible position?

Undoubtedly, the answers to the above questions must be given in the negative. We must turn now, for the reasons for the above conditions, to the superintendents, the local communities, and the principals themselves.

Superintendents should be asking themselves such questions as these: Am I magnifying the principals under my direction? Am I giving these persons a fair chance? Do my principals have time for supervision? Are the schools too small for proper supervisory work? What can I do to remedy conditions?

Local communities need to ask such questions as these: Do we fully recognize the principal's contribution to our schools and community? Are we neglecting to give our schools adequate financial support?

Individual principals need to search themselves with such questions as these: Am I indifferent to my obligations and opportunities? Do I have an adequate training? Have I made the necessary administrative adjustments so as to be free for supervision? Does anyone value my work higher than I evaluate it?

SOME PROBLEMS OF CHILD HEALTH IN THE ELEMENTARY SCHOOL

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THE ENTIRE program of conserving and improving the health of the children of our country gains impetus from day to day. Nothing in this nationwide campaign for child health is more encouraging than the rapidly spreading and strengthening interest of the teachers, and especially of the army of elementary teachers, in the health of the children under their instruction and supervision.

What message, then, can the member of a college or university faculty convey in a bulletin of this type to the elementary teachers who may read these lines? Some convictions may perhaps be suggested to see if there is some common ground with reference to this fundamental problem:

1. The health of the child should be the first objective in the minds of teacher and parent, but not in the mind of the child himself; because insofar as he becomes aware of this general health movement and gives it some attention, he will be more useful in the child's community, and will attend better to his own health. This will be true if his primary interest is in the health of those about him; if on the whole the social motive relating to health is more prominent than the personal motive.

2. Health should be understood in a simple, clear manner as having to do with a positive and practically inclusive group of ideas or values relating not only to physical, but to mental, social, and character well-being. Health for the child, as well as for the adult, is abundance, soundness, and worthiness of life. It would be of great advantage for the children in the elementary school if all teachers could have quite definitely in mind a clear picture of the healthy child, so definite in details that every teacher observing children would be more keenly conscious of slight or greater departures from health.

3. Health education in the past, and even yet in many schools, consists largely of lessons learned from books on physiology and hygiene, with recitations two or three times a week. It has been believed by educators that if children were given the knowledge regarding the laws of health and life, and an understanding of the reasons for the obedience to these laws, the pupils in the elementary schools would form the habits and acquire the desirable attitudes necessary for practical, healthful conduct.

Today it is becoming very clearly recognized that nowhere, perhaps, so much as in the field of health education, including also character education, is knowledge by itself so little apt to carry over spontaneously into the desirable types of conduct and habit. The presentday methods of health education in the elementary school put primary emphasis upon conduct or behavior. These are expressed sometimes as teaching of health habits, with the attempt to use, in the various grades of the elementary school, influences

and motives educationally sound, which will develop favorable attitudes, leading the children to the practise of desirable health habits. This procedure aims gradually to help pupils to gain knowledge necessary to provide them with convincing reasons for the practise of all desirable health activities.

The health of the child, therefore, in the home and the school, cannot be considered as something of value or importance, to receive attention a few minutes a day, but it is rather a way or manner of living all the time, which must be guarded and promoted throughout the entire day, and all the days while the child is growing and developing.

A great majority of elementary schools, however, still follow the latest schedule of teaching various subjects one after another. In this subject program, health teaching should be given a definite place and recognition in the course-of-study, but it is increasingly apparent that health cannot be successfully taught in the two or three periods a week assigned to it.

Instruction in relation to health should really be given at any time in the program of the school day, or at any time in the living program of the child at home, where opportunity arises for the practical application of some ideal or principle regarding health. If provision is to be made, then, in this direct informal way, so that children will really learn health through practical activities and experiences in life, and through their interest in, and responsibility for, these activities, it is apparent that every teacher in the school and every parent in the home must be a health teacher.

4. The care of child health involves the cooperative interest and effort, not only of the home and the school, of the parents and the teachers, but just as vitally of all other individuals and agencies capable of working together in this community program, for it is apparent today that the health of the individual child, or of the group of children of all ages in the community, is fundamentally a community problem.

It is well, perhaps, for us to keep in mind that the home is, of course, the most universal place for the nurture of child life. Unless there is practical cooperation by the home, by the parents, and by the community in general, for this program of health education, the efforts of the school in this direction will be partly or very largely unsuccessful or wasted.

In no part of the school program is the attempt of school officials and teachers to gain the cooperation of parents more important than in the field of health. The programs of parent-teacher associations, which provide for the practical discussions and considerations of the cooperation of home and school for the health education of the pupils, are of the greatest importance.

The parent-teacher committee of one school has prepared, for example, a very significant bulletin giving advice to parents with reference to the health care of children in the home, so that they may be best prepared for their work in the school.

The primary purpose of this article, however, is to call attention emphatically to the privilege and part of the elementary teacher in relation to this presentday program of health service and health education for the children in the elementary school. The writer would like to encourage all

teachers to support in every possible way the conducting of the Summer Roundup, as it has been tried out and demonstrated so successfully for several summers in an increasing number of communities of different sizes. The Summer Roundup for the children, in bringing to light the degree of health which these preschool children possess just on the eve of entering into the school life of the presentday, is of supreme importance in helping to prepare the children for school. It aims to put them into the kindergarten or the first grade as healthy as possible, thus presenting them with the maximum of freedom through good health—freedom to live, freedom to grow, freedom to be educated, and freedom to make the best use of the advantages which the school can open to them. It is heartening, then, to learn that those who are promoting Summer Roundups announce that these will be conducted in 4000 or more communities this coming summer of 1930.

There is not time in a brief article for the discussion of the multitude of practical problems which health education presents today to the genuinely interested and ambitious elementary teacher. Before closing, however, one thought or idea should be made as clear as possible for all teachers in elementary schools. It is increasingly apparent to careful students in this field that the most important influence in the school, for the successful education of children with reference to health, is the personal example and influence of the teacher himself. Evidence accumulates to show in dramatic manner, that for multitudes of children in the elementary school, particularly at certain stages, the teacher in the school has greater influence upon the pupil, and often upon the parents of this pupil, than any other individual or agency in the community.

Unless the teacher believes that health is indispensable in the program of the school; unless he is willing to practise the requisite health habits himself, and to cultivate the desirable attitudes necessary to physical, mental, social, and character health; and further, unless he is capable and desirous of acquiring as much practical, scientific knowledge as he can get of health instruction, the great fundamental requisite for this important part of the school program will be lacking.

HEALTH has much to do with happiness. Good health favors—of course, it does not insure—personal efficiency. It aids the attainment of personal ambitions. It permits people to conserve their earnings. It increases the opportunity for cultural advancement. It permits more of us to live longer lives and, better still, more cheerful and useful lives.

Ill health is a millstone about our necks. It diverts our energies. It discourages ambitions. It brings in its train sorrow and misfortune. It decreases earning capacity. It retards social progress. It shortens life. It is waste.—From *Health Education, A Program for Public Schools and Teacher-Training Institutions*.

A PROJECT METHOD IN DRAMATIZATION

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THE following discussion illustrates the wider problem of method, through a public school exercise in dramatization; and in this illustration shows that as primary learnings are being accomplished, other learnings are also taking place in associated subjects, concomitants, and moral education. Moreover, it is shown that in the doing, the dramatization was well worthwhile, and the children were living a zestful social life as they passed through the experience.

As the paper formed part of a course in Education 403, University of Florida, the writer wishes to express a keen appreciation of the helpful and inspiring lectures of the instructor, Dean Norman, as well as a close adherence to the textbooks, *The Foundations of Method* by Wm. H. Kilpatrick, and *An Experiment With a Project Curriculum* by Ellsworth Collings.

The idea of the dramatization came from the pupils themselves, in their desire for selfexpression. The purposeful activity grew day by day into further activities that became so enlarged as to include groups from practically every grade in the school and even the community itself.

Thorndike's three laws of learning, readiness, exercise, and effect, were all applied. The pupils were ready to act, with a mind set to the end in view. The law of exercise was used mentally, physically, and morally, while the effect was a complete satisfaction to all concerned. The bonds had already been built in the nervous system, the synapses were close together, and the responses immediate.

The instruction of the pupils was given on different levels at different times. As the teacher heard the recitation of the text, the class was only on the third level, but during his instruction, explanation, and demonstration, the fourth level was reached. While thinking, doing, purposing, and planning their various individual activities in the classroom, the pupils climbed to the fifth level. When they met in groups and socialized their project, as they broadened their purpose into a life situation; creating, building, and reaching out into further and further activities, the thrill that comes through accomplishment must have found them on the sixth, the highest level.

The *primary learnings* were as follows: Memorizing the lines of the play; cultivation of the speaking voice; oral interpretation; dramatization as a study in technic.

The *immediate associate learnings* were: Silent and oral readings in Greek stories and myths; English composition—letter to parent, and written reports on learnings; spelling; art and picture study; music and songs; manual arts—making paper flowers, garlands, posters, shields, helmets, and swords; folk dancing.

The *associate learnings for future study* were: Norse myths, Indian lore, Spanish legends, Scotch border tales, travel talks, pageants, further study of Greek history.

The *concomitant learnings* were: Helpful cooperation; liking school, teacher, and principal; liking the Greeks and appreciation of their art and literature; willing

obedience; constructive criticism; development of the "we" feeling in the school; enlargement of the selfconsciousness; satisfaction in their achievement; realization of their own ability.

The responsibility of both performances was placed entirely on the pupils. From the recitation of the synopsis, to the singing of the last chorus, neither principal nor teacher were in evidence. The pupils knew what they were to do, and how and when to do it. Not one hitch was noted, nor a word or line missed. The pupils not only rehearsed in school, but they practised at home in groups until the text became a part of themselves, and an expression of their inner being.

The project fulfilled the definition of education given to our class this summer by Dr. Norman. A wholehearted, purposeful activity, under wise guidance, in a social situation, is best both for education and life, because it best identifies education with life.

The need for an entertainment—As spring approached, the sixth-grade pupils of Norwood School in Jacksonville, Florida, knew that the members of their P. T. A. would soon expect them to stage a dramatization as had been done in former years. The treasury of the organization was in rather a sad state, and the school entertainment was expected to give it financial relief.

The school principal happened to be present during a history period, at which the Greek influence on modern art and literature had been mentioned, and was asked if it were not about time to talk about the annual school play.

The kind and quality—The pupils were asked what kind of an entertainment they would like to have. Some one suggested that they again dramatize a myth as had been done the previous year by the sixth grade. Another thought that a comedy would be a change, but this idea was frowned upon at once. The matter had evidently been discussed among themselves, as it was quickly decided to dramatize a Greek myth. The members of the class were reading Greek stories and myths in their free reading period, and were greatly interested in the wonderful imaginative tales.

After continuing their reading in the school library books, and hearing stories not included in the library, the class of thirty-seven pupils decided to add a sequel to the story of Persephone after her return from Hades, and dramatize the next chapter in her life and that of Demeter, her mother. They thought that the community would like to know the rest of the story, and that the sending of Triptolemus to teach the secrets of sowing and growing grain, would make as fine a play as had ever been given.

The pupils saw that the character of Lyncus, the greedy and crafty Scythian king, was one that would take real acting, but two of the boys thought they would like to study the lines and try out the part. They said that they could play ball and obey their captain, and they would like to try acting on the stage.

With the consent of the teacher, it was decided to devote the oral reading periods in the afternoon to conferences with the principal, until things were organized and work assigned to the various groups.

Correlation of project and primary learnings—Because of unexpected office duties, no further meetings were held for several days, but in the meantime, the class had held an oral recitation on early Greek history conducted by group leaders. The questions had been prepared by the pupils and arranged in an orderly sequence by the teacher. This lesson was in preparation for the dramatization.

QUESTIONS

- Compare the civilization of England with that of the ancient Greeks.
- How is the country surrounded?
- Did this influence their development?
- What kind of people were the Greeks?
- How did the Greeks record their early history?
- Are these records a true statement of what took place?
- What was their idea of the forces of nature?
- How did they account for them?
- How many gods and goddesses were there?
- What can you tell about Vulcan, Neptune, Diana, and Minerva?
- Who were Hermes, Demeter, Flora, and Pomona?
- Why was the Parthenon built?
- Who had it built and who was the decorator?
- Who was Persephone? Tell of her capture.
- What do you know of Triptolemus when a child?
- What was Demeter trying to do for him?
- What gift did Demeter wish to give to the world and why?
- What happened in Scythia?
- What festival did the Greeks celebrate every spring?
- Name the capital of Greece and describe the city.
- From whom do many of our artists, poets, writers and actors get inspiration?
- Why do tourists and students visit Greece today?
- Would you like to go? Why?
- What would you like to see best?

Associate learnings—A list of words that would require study and drill was made by the class during a spelling period. This was an outcome of the oral discussion, and in preparation for a composition on Grecian myths. This composition was well-written and showed that the class had considerable knowledge of the project on which they proposed to work.

The pupils had also enjoyed looking at a collection of pictures on Greek art and literature, together with a large collection of picture postcards of modern Greece. Some one suggested that they make drawings of the old Greek costumes in the art periods so as to assist in the making of their own costumes.

The play—its name, divisions, and subdivisions—At the following meeting, the class voted to call the play, "Demeter's Gift to the World," and to divide it in the following manner.

ACT I, SCENE 1:

Time: Spring, in the days of long ago.

Place: Eleusis, Greece.

Topic: The rejoicing over the return of Persephone.

Opening chorus: Welcome Sweet Springtime.

SCENE 2:

Setting and time—Same.

Topic: Demeter sends Triptolemus over the known world to teach the mysteries that lie in sowing and growing grain.

Interlude: Chorus of fifty voices—Go in Peace.

ACT II, SCENE 1:

Time: The next day.

Place: Outdoors in the country of Scythia.

Topic: The Queen and her maidens enjoy the beauties of the countryside. They long to cease their wandering nomadic life. Demeter's envoy and friends arrive.

SCENE 2:

Time: That night.

Place: The interior of a tent in Scythia.

Topic: The struggle and its outcome.

SCENE 3:

Time: A few seconds later.

Place: Same setting.

Topic: Triptolemus continues his journey.

Interlude: Chorus of fifty voices—Hail to Our God.

ACT III, SCENE 1:

Time: The following autumn.

Place: Eleusis, Greece.

Topic: The Autumn Festival.

In Act II, Scene 1, there was a difference of opinion among the pupils. One boy thought that Triptolemus would depart at once, and the friends arrive instantaneously at their first stopping place, because of the supernatural power of Demeter. But the majority felt that as Triptolemus was only a mortal, he would need the rest of the day to prepare for the journey.

The school principal, who was guiding the project, thought that the play should end at the close of the second act, as the climax had then been reached, but the class insisted upon having a final chorus with everyone on the stage. As this would give additional pleasure to both pupils and audience, the third act was added, although it is not essential to the play.

It was taken for granted that a chorus would be used as in last year's entertainment. The question of finding the fifty voices was to be decided later.

Working out the text—The conversation needed in the various acts and scenes was roughly sketched in the English periods of the class, but the principal of the school rewrote the play in blank verse, because the children said the lines were easier to memorize in that form. It also seemed best to present a more finished production to the community situation that presented itself.

Characters chosen—At the next meeting of the play group, as they wished to be known, twelve pupils were chosen for the following characters:

Demeter, Persephone, Flora, Pomona, Triptolemus, Diocles, Hermes, King Lyncus, Queen of Scythia, Agora and Lycia (attendants to the queen), Slave.

Lines assigned—The lines were assigned at once, and all went to work with great enthusiasm. The boys stopped playing ball and were seen studying their lines before school and at recess periods. The girls also used every moment that could be spared from other things to memorize their parts.

The mother of Triptolemus was greatly troubled as her boy woke up the family reciting his lines in his sleep. However, the intensity soon assumed a more normal pitch, as they felt greater confidence in themselves and the rehearsals began.

It was voted that every member of the class take some part in the coming entertainment and volunteer groups were called for. It was also decided to devote the oral reading period to rehearsals three times a week.

Associated activities—At the following meeting, nine girls asked to be allowed to work out a Greek dance with the city playground director; they also promised to make paper flowers for their garlands and furnish themselves with an appropriate costume. They had already asked a teacher to assist at the piano.

Two boys said that they would rather usher than do anything else, so they were given charge of seating the audience of several hundred that was expected. They were also given permission to select helpers from the fifth grade. Two other boys preferred to operate the stage curtain. This was a recent gift from the P. T. A. and an alluring pastime to the boys. They promised to learn all the cues and to attend every rehearsal.

A girl reported that her mother would gladly assist in the cutting and fitting of all costumes needed in the play, as she had become interested in the drawings of the ancient Greek costumes.

Two girls wished to make the tickets and distribute them to those who wanted to sell. This meant many hours of work, as they had to be properly cut, numbered, dated, and priced. A written record of each transaction also had to be kept, so that tickets and money would balance. One of the teachers assisted in this work.

The class trouble maker, nicknamed Happy, because no one ever disturbed his peace of mind, frankly confessed that he couldn't keep still so long unless given some real work to do. He thought that he would like to be the stage hand and prepare the stage for each scene. He was also given charge of all properties needed on the stage.

Group workers in properties—The following stage properties were now listed, so that work could begin at once on the things that were to be made during art periods. Committees were appointed to borrow articles from parents and to procure needed lumber from the mill:

Three short swords, to be made of wood and painted with aluminum paint
Three belts of stout cloth, for sword supports

Three cardboard shields, covered with silver paper, each having an inside handle
One short dagger

One lantern mounted on a pole

Three helmets, made from rubber bathing caps and painted in bronze paint

Wings needed on the helmet used by Hermes

Four pairs of cardboard sandals. Wings added to one pair

Three breastplates to be constructed of pieces of bronze paper cut two by four inches and sewed scale fashion to a vest of strong cloth, one row overlapping the other

Countless flowers of every kind and color, roughly made out of colored paper, to be tied on the shrubbery for stage decoration

Four pieces of lumber, two by four, and ten feet long, to assist in the making of a rude tent

Three pairs of dark blankets of a similar color to be used in making the tent.

One rude table

One bench

One screen

One cot

Shrubbery, vines, and palms were to be supplied when needed by the three boys who had charge of the curtain and the stage.

Another group of boys was appointed to see what could be done about stage scenery. As the school was new, the only scenery consisted of a bare white wall, but we decided that where there was a will there was a way. So, guided and directed by the school principal, and following a rough sketch enlarged from a European picture postcard, the boys mounted step ladders, and succeeded in painting a background of sky and mountains, to represent the mountains of Greece and Scythia. A lake and forest occupied the middle distance, while the foreground consisted of real palms and shrubbery on which the paper flowers were tied. The painting was done with ordinary water colors used in interior decoration, and the result made a fair and realistic showing. The work was done during the dinner hour and after school, and took a number of days to complete.

Enlargement of project to other grades—It was reported that grade five wished to assist in some manner, so some one suggested that they prepare the auditorium for visitors on the eventful day. This in itself was quite an undertaking.

In Norwood School, grades five and six occupy the entire upper floor of the schoolhouse with large folding doors between. When the rooms are thrown together, a good sized auditorium appears, capable of seating about four hundred. The moveable blackboards have to be stacked away, the pupils' desks rearranged, and several hundred auditorium chairs unpacked and placed into position.

Accordingly, on May 10, under the skillful direction of their teacher, a dozen boys transformed the rooms into a cheerful community hall during their dinner hour. The girls saw to the dusting of the chairs and piano and added the finishing touches of flowers and potted plants.

Correlation of project with art—The teachers of grades five and six volunteered to devote their art periods for a time to the making of paper

flowers and other necessary properties. Posters were also made and placed in the stores of the community as an advertisement of the coming affair. Some of the posters were works of art and were sent later to an exhibit of school posters at the annual flower show.

Correlation of project with music—The time had now come when something definite had to be done about the chorus. The number available in the sixth grade was small. It was suggested that volunteers be called for from grades four and five, so as to have as large a chorus as could be accommodated on the stage. A large number of pupils joyfully accepted the opportunity and did their part well in the presentation of the play.

It was decided to sing the following four choruses because the music was familiar to the entire school and the learning of the new words was a small matter. The practising was to be done during the music period of the sixth grade with the fourth grade teacher at the piano.

Act I, Scene 1 (opening). Welcome Sweet Springtime..Arr. from Melody in F—
Rubinstein

Act I, Scene 2 (close)....Go in Peace.....Cradle Song—Brahms

Act II, Scene 4 (close)...Hail to Our God.....America the Beautiful—
S. A. Ward

Act III, Scene 1 (close)..For Plenteous Fields.....Christmas—G. F. Handel

In Act I, the curtain was to rise with the chorus in place on the stage, the chorus being the opening note.

After the close of Acts I and II, the chorus was to march to place behind the fallen curtain.

At the close of Act III, it was to enter the stage before the curtain fell, at a signal from the piano. This hymn was the finale.

Correlation of project with folk dancing—About this time, the folk dancing group reported that the rehearsing of the dance at the play park was not a success. The director also telephoned that the children did not attend the rehearsals. She agreed to come to the school after school hours on a certain day and go over the dance with the group and with a teacher. The teacher was then to undertake the training of the children. This was satisfactory to all and there was no further trouble.

The first rehearsal and the crisis—The pupils now announced that they knew their lines and were ready to begin rehearsals. Everything progressed fairly well until the character of King Lyncus appeared on the stage. Two boys tried the part but both decided that they did not care to continue. The boys had memorized many of the lines but they said that the study took too much time from ball practise, and they wanted to win a silver cup for the school. They also felt that they were not suited to the part anyway and asked to be excused. No other boy would even try, and consternation was on all faces as they looked around at each other in dismay.

Spirit of unselfish cooperation—"Jessie could do it," said one of the boys. "She was the best one on the stage last year." The entire class agreed.

"But I've learned Demeter's part," said Jessie.

"Have you any feeling about taking the part of the king?" asked the principal.

"No," said Jessie, "I'd like to try if you will help me."

This meant the changing of several parts, but those concerned said they did not mind the extra work if it was for the good of the play. When tried out, Jessie entered into the spirit of Lyncus so well that the class burst into a cheer of delight and relief, voting that she be given the part of Lyncus, and changing two other parts that seemed to suit the characters of Demeter and Agora better than in the original cast. The first rehearsal now passed off very well, those having a new assignment, reading their lines.

The costumes—At the next rehearsal the following costumes were chosen:

Demeter	Greek robe (white)
Persephone	Greek robe (pink)
Flora	Greek robe (white, trimmed with spring flowers)
Pomona	Greek robe (brown, carrying horn of plenty)
Triptolemus	Greek costume, dark color (shoulder cape, helmet, breast-plate, shield, sword, and sandals)
Diocles	Similar to above
Hermes	Similar to above except that he wears wings on helmet and sandals
Lyncus	Costume suited to a pastoral king—short tunic of rough material, elaborate belt, dagger, ring and brooch of colored stones.
Queen	Draped robe (white and gold), fillet on hair
Agora	Draped robe (soft cool shade)
Lycia	Draped robe (soft cool shade)
Attendant	Short tunic and shirt (black)
Chorus and dancers..	Greek robes (white)

Attitudes and appreciations—A fine spirit of helpful cooperation was apparent from the first, and the pupils enjoyed every meeting as they watched themselves grow in greater freedom of expression and self-confidence.

Each member of the play group felt free to criticize constructively the work of the other pupils. If the acting seemed tame or if it lacked in pep and vigor, other pupils would demonstrate their idea of the lines or situation. At all times these corrections were taken agreeably and pleasantly.

The need for two performances—The ticket committee reported that so many tickets had been sold that it would be impossible to seat them at one performance. It was therefore decided to give it twice on the same day, once at two P. M. and again at eight P. M. on May 10, 1929.

Satisfaction—The morning paper, *The Times-Union*, sent a photographer to the school to take pictures of the performers. When these pictures appeared in the paper, both children and parents were gratified and pleased. A reporter was sent out to attend and report on the evening entertainment. He asked for certain information at once, saying that he had a hard night's work before him and could only stay a few minutes. He was given this information, but King Lyncus appeared on the stage just as he was leaving, and he became so interested that he took a seat and remained until after the last chorus. Everyone seemed satisfied; pupils, teachers, parents, and friends. The treasury of the P. T. A. was abundantly filled, from which the school will reap the benefit during the coming winter.

CHARACTER EDUCATION DISCUSSION CONFERENCE

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AT THE TIME of the dedication of the new School of Education building at New York University, the Elementary Education Department sponsored a Character Education Discussion Conference. Some sixty of America's outstanding educators interested in the problems of character education and elementary education met for a period of three hours to consider together the present status and major problems of character education. The program was centered around five major problems, each under the general direction of a discussion leader. As a basis for the discussion, over fifty controversial issues in the field of character education were compiled and used as points of departure by those participating.¹

Dr. Edwin D. Starbuck, director, Institute of Character Research, University of Iowa, in his introductory remarks as general chairman, pointed to the fact that we human beings have just lately discovered ourselves. For generations we have been interested in careful and scientific study of stars and rocks, plants and animals, and have grown wise about them. Only in recent years have we realized that the most interesting thing to study is man himself.

SUMMARY OF CONFERENCE

If the present status of character education in the United States may be judged from the analysis, description, and opinion voiced in the round-table conference here reported, it is clear that a comprehensive, serious, and open-minded approach to the problems of this field has had its inception in the last few years. In addition to the small group of workers devoting their major efforts to the perfecting of scientific instruments and the use of these instruments in guiding aright our thinking and planning in character education, there has been a sudden awakening on the part of the members of the teaching profession generally as to the tremendous import of this phase of public education.

Though the paucity of significant literature reveals how little has as yet been accomplished, there is every indication that the years immediately before us will bring astounding developments in definition, instruments and technics, method and program. For example, throughout the conference there was constant reference to the need for scientifically determining situations that call forth desirable response activities instead of analyzing and teaching specific traits that are or not to be desired. Even if we had ample evidence in support of this point of view, the first steps in its fulfillment have hardly gotten under way. An immense amount of research and experimentation is needed before we know the A, B, C's of this method.

¹Those interested in receiving a copy of the controversial issues may send request to Dr. F. C. Borgeson, New York University.

Little light was given as to just what the elements of character are, except that the emotional factors are as important and perhaps more important than the intellectual. It was also suggested that surely not during childhood and probably not until late adolescence should one be expected to be "morality conscious."

There was oneness of mind on the general problem of method in character education. So-called direct method is in the discard. This does not imply the absence of a carefully worked out program. It does present a bigger problem to teacher-training institutions. Situations, not traits, are the approach. A simultaneous and coordinated program of activities in the home, community, and school is essential to effective character training.

There was likewise general agreement on the points discussed pertaining to the curriculum for character education. There is not to be a differentiated subject with specified time and place in the routine of school life. Like a health program that functions successfully, it must permeate the entire curriculum, the entire life of the school. The parents and teachers are major elements in the situations to which children respond, hence the importance of example in the character curriculum. When the progress of any activity is halted, and the pupils contemplate and reason, under teacher guidance, concerning the experience for purposes of rationalization, interpretation, and tentative generalization, such moments provide the core of our character curriculum.

A stimulating and profitable discussion developed in the treatment of the scientific and testing approach to character education. We have barely scratched the surface here. Some feel that experimental measurement is not the only way of being "scientific" in the field of character education, and for that matter in many other fields. Agreement seemed apparent, however, that whatever else we do in character education our procedure must be objective.

The last unit of discussion pertained to training of teachers for a sound character education program. Several significant recommendations were made for preparing the teacher for this important task. Teachers must be trained in an atmosphere of freedom to think, to act, and to experience. Training in elementary clinical research for all prospective teachers was emphasized as was also a better and broader cultural and general education for an improved view on life's meanings and values. Some experience under supervision of "guiding" a selfgoverning voluntary club in which the children make up their own program will develop valuable technics as well as a deeper insight into child life. And lastly, the very timely suggestion was offered that the core of our teacher-training program should be professionalized subjectmatter centered around the major objectives of education, such as worthy home membership, vocational activity, citizenship, and wise use of leisure.

HAVE YOU HELPED YOUR EDITORIAL COMMITTEE?

ISABEL TUCKER

Chairman for 1931, Editorial Committee

THE supervisory phases of the principal's work will be discussed in the Tenth Yearbook of the Department. Principals need detailed treatments of specific supervisory technics in action and objective evidence that particular technics are effective in the improvement of instruction. The Editorial Committee is seeking contributions from principals and those who are familiar with the principal's work. Do you have some objective evidence, descriptive data, or supervisory plans about which your fellow principals should be hearing? Is there any better way to convey to all principals information about your supervisory technics than an article written by you and published in your Yearbook?

A few potential contributors have begun to collect data already. Are you one of them? Some have planned to check particular technics during the school year. You may be one of these? Others have decided to collect data now and prepare manuscripts during summer school courses. Perhaps you are one of this group. Why don't you decide today to prepare a manuscript for a most important Yearbook of the Department? Why not interest your local principals' club in making a group contribution?

Following are some questions, the answers to which might relieve some doubtful minds:

(1) *What shall I write about?*—Send for a folder containing the tentative outline of the Yearbook. Select a specific supervisory problem, one that can easily be made clear to the reader. Devote the manuscript to the "how," the "how much," and the "how effective" phases of supervision.

(2) *How shall I organize my material?*—State specifically your problem, present your data, and write a good summary or conclusion.

(3) *How long shall the article be?*—The committee does not desire to have any one sacrifice thought and content for form and length, but ten typewritten pages (double space) are most acceptable.

(4) *May I use tables and graphs?*—Tables and graphs may be used in your article provided they set forth information to advantage.

(5) *May I quote from other authors?*—The committee advises the writer to use quoted material as little as possible; it is far better to state facts in your own words, but if quoted material is used footnotes should acknowledge our debts to others.

(6) *With whom should I communicate when I decide to write?*—Inform the committee immediately of your plans so that you might benefit from their counsel and guidance. Send any inquiry to the Editorial Committee, The Department of Elementary School Principals, 1201 Sixteenth St., N. W., Washington, D. C., or directly to any committee member: Aaron Kline, Pullman Public School, Chicago, Illinois; Earl R. Laing, Burt School, Detroit, Michigan; and Isabel Tucker, *Chairman for 1931*, Shenandoah School, St. Louis, Missouri.

(7) *When is the manuscript due?*—Send finished manuscripts to the committee members with whom you have had correspondence and guidance, on or before November 1, 1930.

Do you realize that the Editorial Committee is actively working on several yearbooks all of the time? For example, while we are collecting data now for the 1931 Yearbook, plans and outlines are being made for several yearbooks. Although the program of yearbook topics is subject to

change, members of the Department will welcome this forward look, as follows:

- 1931—The Principal and Supervision
- 1932—The Principal and His Community
- 1933—The Principal and the Extracurriculum Activities
- 1934—The Elementary School Library

According to present plans the Eleventh Yearbook (1932) will be given over to the principal and his community relationships. Is this not rapidly becoming an important phase of the principal's work? Have you not heard it said, "*That principal is an outstanding leader in his community*"?

What contribution can the 1932 Yearbook make? It is important for our Department to make a careful study of the community extension phases of the principal's work. Mr. Aaron Kline, principal of the Pullman Public School, Chicago, will be chairman of the Editorial Committee during the production of the 1932 Yearbook. Mr. Kline asks members of the Department to communicate their suggestions to him at any time.

COLUMBUS PROGRAM¹ Vital Values in Elementary Education

FIRST SESSION

Monday, June 30, 2 p. m. in auditorium, First Congregational Church

Herbert C. Hansen, *Presiding*, Talcott School, Chicago, Illinois

MUSIC

ARITHMETIC AND ITS VALUE TO OUR SCHOOLS

Belle Torrey Scott, principal, Fulton School, Columbus, Ohio

READING AND ITS VALUE TO OUR SCHOOLS

Margaret L. White, general supervisor, Cleveland Schools

ENGLISH AND ITS VALUE TO OUR SCHOOLS

George F. Cassell, principal, Penn School, Chicago, Illinois

FUNCTIONAL VALUES OF GEOGRAPHY IN THE CURRICULUM

A. E. Perkins, George Peabody College, Nashville, Tennessee

DISCUSSION

SECOND SESSION

Tuesday, July 1, 2 p. m. in auditorium, First Congregational Church

MUSIC

GREETINGS

E. Ruth Pyrtle, president, National Education Association

VITAL VALUES IN EDUCATION—UNIVERSITY POINT OF VIEW

H. C. McKown, University of Pittsburgh, Pittsburgh, Pennsylvania

VITAL VALUES IN RECREATIONAL SUBJECTS

Bess Goodykoontz, assistant commissioner of education, Washington, D. C.

VITAL VALUES IN EDUCATION—SUPERINTENDENT'S POINT OF VIEW

Walter B. Borden, superintendent of schools, South Bend, Indiana

DISCUSSION

THE PURPOSE AND PLAN OF THE 1931 YEARBOOK

Isabel Tucker, chairman, Yearbook Committee, principal, Shenandoah School, St. Louis, Missouri

BUSINESS MEETING

The dinner of the department will be held at the Deshler-Wallick Hotel, Tuesday, July 1, at 6:30 o'clock. Dr. W. O. Thompson, Columbus, Ohio, will be the speaker.

¹ See also p. 787 for additional details.

REPORT OF THE SALARY COMMITTEE¹

WARREN A. ROE, CHAIRMAN

Principal, Belmont Avenue School, Newark, New Jersey

THE DEVELOPMENT of the status of the elementary principal has very properly been concerned with assuring to communities throughout the nation better, more skillful, scientific, and practical professional service. The progress in lifting the principalship to a high professional plane has brought this strategic position much well-deserved public esteem.

Nevertheless, a discussion of the development of the principalship brings us face to face with certain disturbing but practical facts. The most important of these facts is the relatively low level of salaries paid to the superintendents of city schools and to the state superintendents of the several states. The entire public school teaching profession is profoundly affected by this situation. Where superintendents are underpaid the teaching profession will be underpaid. The river does not rise above its source, nor do superintendents recommend for subordinates salaries above their own.

The profession has looked so long at and emphasized so strongly the underpaid teacher it has been partially blind to the equally important situation as to the superintendency. The superintendent must depend upon public estimation for reasonable, adequate compensation. It is an obligation of the teaching body to assure, as far as possible, that the position of superintendent is held high in public estimation and adequately remunerated. The legal profession has no hesitation in emphasizing the value of adequate pay for judges, nor is it backward in securing legislation to improve their status. The teaching profession may well imitate this attitude.

Data recently compiled by the Research Division of the National Education Association² are shown in Table 1. These facts reflect the salary situation among city superintendents. Are we paying for leadership in education in a manner comparable to the various business and professional groups?

TABLE 1

SALARIES PAID CITY SUPERINTENDENTS IN 1928-29

	Minimum	Maximum	Median
67 cities over 100,000 population.....	\$4,500	\$25,000	\$10,227
170 cities 30,000 to 100,000 population...	3,800	13,800	6,723
308 cities 10,000 to 30,000 population....	2,850	10,500	5,137
342 cities 5,000 to 10,000 population.....	2,250	8,000	4,192
514 cities 2,500 to 5,000 population.....	1,000	10,000	3,567

The situation in reference to leadership among state superintendencies with respect to salaries is much worse. While the conditions of educational

¹Read before the business meeting of the Department of Elementary School Principals at Atlantic City, February 26, 1930.

²Special B Salary Tabulations, I, II, III, IV, and V. (1929.)

responsibility vary greatly among the states, it is fair to assume that the salary fixed by the legislature represents the public regard for the office and its responsibilities. The data shown in Table 2 is the most recent that the Salary Committee could find.¹

Several states have improved this situation shown in Table 2 by adequate legislation but the general status is not greatly affected. The teacher and parent-teacher organizations of every state might with justice include in their annual legislative programs a demand for adequate salaries for educational leadership in our state departments. The economic status of the teaching profession cannot rise materially until the higher salary levels are greatly advanced and made secure in public opinion.

TABLE 2
SALARIES OF STATE SUPERINTENDENTS IN 1925

Salary	Number receiving	Salary	Number receiving
\$15,000.....	1	\$5,000.....	14
12,000.....	1	4,500.....	4
10,000.....	2	4,000.....	7
9,000.....	2	3,600.....	3
7,500.....	1	3,000.....	7
6,500.....	1	2,500.....	1
6,000.....	2	2,400.....	1
		1,800.....	1
			48

Our cities swarm with so-called service agencies, real estate agents, accountants, sales organization brokers, advertising agencies, insurance agents, appraisers, and what not. Any city of reasonable size counts such by the hundreds and those whose salaries are over \$10,000 are legion. No service rendered is superior to that given by the educational people in such communities and only by boldly and frequently stating the fact can a lasting impression be made.

In the 1926 report of your committee the scale for superintendents given in Table 3 was urged as reasonable and by no means excessive, if education is to draw into its leadership a fair proportion of the abilities available among our people.

TABLE 3
REASONABLE SALARIES FOR CITY SUPERINTENDENTS

Cities	Over 100,000	30,000 to 100,000	10,000 to 30,000	5,000 to 10,000	2,500 to 5,000
Maximum	30,000	25,000	15,000	10,000	8,000
Median	20,000	15,000	10,000	7,000	6,000
Minimum	10,000	8,000	6,000	5,000	4,000

¹ Schrammel, Henry E. "The Organization of State Departments of Education," *Ohio State University Studies*, 1925.

Considerable progress has been made since Table 3 was first urged. More advances must be made if the principalship is to be lifted to a reasonable economic level. When a community can point with pride to a superintendent paid on a reasonable parity with success in any field, it will take equal pride in adequate remuneration for the entire teaching body.

When your committee first recommended a maximum salary of not less than \$10,000 for the principalship in cities over 100,000, no city paid over \$5,000 and the recommendation was looked upon as bordering upon absurdity. Today the number of principals receiving \$8000 or more is steadily increasing. Your committee renews its recommendation that both increased professional requirements and sound public policy demand a maximum salary of not less than \$10,000 for principals in cities over 100,000 in population, that no salary distinctions be made between elementary and secondary school principalships, and that the maximum in all communities bear a relative relationship to the maximum here given.

We urge upon principals everywhere to help their community and the press to see the importance of adequately paid educational leadership. We further urge all principals to continuously increase their own professional training and skills, that they may worthily render full service to their respective communities.

REPORT OF THE NATIONAL ENROLMENT COMMITTEE

HERMAN RITOW

Chairman, Fort Sheridan, Illinois

The total number of paid-up members for the year 1929-30, up to and including March 30, 1930, was 4646. This was a gain of 193 over the enrolment for 1928-29. This result was obtained only by the hard work of the members of the Enrolment Committee.

One of the goals set forth by the committee was to enrol the assistant principals of the country in our Department. The national chairman must unfortunately admit that he has failed in his campaign in that respect. Few assistant principals have joined so far. The chairman would very much appreciate suggestions from the members of the committee on how we could reach this large body of prospective members.

The following states and other units have already equaled or surpassed the enrolment for last year:

Alabama
Arkansas
Connecticut
Delaware
Illinois
Indiana
Kansas
Kentucky
Maryland
Michigan

Minnesota
Mississippi
Montana
Nevada
New Hampshire
New Jersey
New York
Ohio
Oklahoma
Oregon

Pennsylvania
Rhode Island
West Virginia
Alaska
Canada
Canal Zone
Cook Islands
Hawaii
Philippine Islands
Porto Rico

MEMBERSHIP—1929-30
Up to and including March 30, 1930

States and other units	Number of members this year 1929-30	Number of members last year 1928-29	Number eligible for membership
I	2	3	4
Alabama	52	42	750
Arizona	18	20	200
Arkansas	20	19	500
California	357	359	2500
Colorado	84	88	525
Connecticut	92	85	650
Delaware	9	5	88
District of Columbia	61	70	106
Florida	48	62	675
Georgia	43	49	1050
Idaho	14	19	350
Illinois	271	266	2050
Indiana	96	95	1175
Iowa	75	76	950
Kansas	83	77	850
Kentucky	45	32	520
Louisiana	24	30	725
Maine	10	12	340
Maryland	59	46	450
Massachusetts	233	267	1350
Michigan	348	340	1550
Minnesota	128	98	600
Mississippi	15	12	750
Missouri	182	195	1000
Montana	25	15	275
Nebraska	46	63	575
Nevada	3	1	45
New Hampshire	11	9	150
New Jersey	309	258	1325
New Mexico	9	10	150
New York	390	310	3500
North Carolina	45	57	1250
North Dakota	17	24	450
Ohio	336	335	2350
Oklahoma	52	43	900
Oregon	110	86	650
Pennsylvania	281	229	2750
Rhode Island	16	15	300
South Carolina	11	12	725
South Dakota	22	25	275
Tennessee	40	46	850
Texas	148	157	1300
Utah	37	38	350
Vermont	2	5	150
Virginia	49	50	950
Washington	128	144	750
West Virginia	27	18	600
Wisconsin	83	101	820
Wyoming	11	12	150
Alaska	1	1	11
Canada	1	..	..
Canal Zone	1	..	..
Cook Islands	1	1	..
Hawaii	36	14	154
Philippine Islands	13	9	2400
Porto Rico	18	1	365
Total number members.....	4646	4453	44,224

NOTE.—Figures in column 4 are based upon estimates published on page 316 of the December, 1929, issue of *The Journal* of the National Education Association.

It is very interesting to note that New York State has a membership of 390 and is now at the head of the list; whereas last year it had fourth place. It is also of great interest to observe that Porto Rico increased its membership from one to eighteen, and that Hawaii has more than doubled its membership.

Salt Lake City was the first to report 100 percent membership. Others are: Battle Creek, Michigan; Lincoln, Nebraska; Milton, Pennsylvania; Oil City, Pennsylvania; River Rouge, Michigan.

The chairman is certain there are other cities which have achieved the 100 percent goal but these have not yet been reported.

The following procedures have proved most effective in securing memberships in the Department:

1. Personal appeal to principals who have not yet joined or renewed membership in the Department.
(Mr. Shankland is willing to send any member of the committee a list of former members of the Department who have so far failed to renew their membership.)
2. Organization of a large committee of good workers in each state, county, and city.
3. A strenuous effort to reach assistant principals through their own principals and their own organizations.

It is the work of the Enrolment Committee, with the cooperation of the office of Mr. S. D. Shankland and the Research Division of the National Education Association, that has made this growth possible. Mr. Shankland is at all times willing to help, and the members of the committee are urged to write their requests for stationery, literature, list of members, etc. to him.

The table included in this report is useful for general comparative purposes only. It is unfair to compare the total number of members in the states when we think of the population differences represented by New York, California, Michigan and such states as Nevada, Vermont, and Delaware; but each state chairman can easily compare the present membership with that of last year and can therefore judge how much work remains to be done to increase the membership in his state 50 percent.

The national chairman takes this opportunity to express his sincere appreciation of the successful efforts of the members of the committee and of the splendid spirit shown by their willingness to sacrifice time and energy for the sake of the department. It is a great privilege to work with the committee.

SECRETARY'S MINUTES—ATLANTIC CITY MEETING

THE DEPARTMENT of Elementary School Principals held two general sessions; one Monday afternoon, February 24, and the other Wednesday afternoon, February 26.

At the first session there were greetings by Frank Cody, president of the Department of Superintendence and superintendent of schools, Detroit, Michigan; and addresses by B. R. Buckingham, Harvard University, Cam-

bridge; Julia Hahn, director of kindergarten and supervisor of primary grades, San Francisco; and J. R. McGaughy, Columbia University, New York City. The discussion was led by John J. Loftus, Public School No. 80, Brooklyn, N. Y., and Mr. G. I. Brinkerhoff, principal of Webster School, Newark, New Jersey.

On Wednesday afternoon the speakers were E. Ruth Pyrtle, president of the National Education Association and principal of Bancroft School, Lincoln, Nebraska; James R. Floyd, principal of Jefferson School, Plainfield, New Jersey; and Ellwood P. Cubberley, Leland Stanford Junior University, California. Earl Laing, chairman of the yearbook committee told of the purpose and the plan of the Yearbook, and George I. Brinkerhoff read Mr. Roe's report of the salary committee.

On Monday and Tuesday at 7:30 A. M., there were breakfasts at Hotel Jefferson. Both of these were very well attended. The purpose of these breakfasts was to promote sociability and to give principals from all parts of the country an opportunity to become better acquainted and to exchange ideas. Officers and committee chairmen presented reports, outlining a few of the activities of the Department.

The states represented at these breakfasts were Alabama, California, Colorado, Delaware, Florida, Illinois, Indiana, Iowa, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Washington, and Wisconsin.

The semi-annual dinner was held Tuesday, February 25, at the Hotel Breakers. William John Cooper, United States commissioner of education, was the only speaker of the evening, as the pageant was given that evening at the Municipal Auditorium, following the dinner.

FIRST SESSION

The Principal's Part in Formulating and Organizing a Program of Elementary Education in the Spirit of Life

MUSIC

Choir of the New Jersey State Teachers College, Upper Montclair, N. J., Carl F. Mueller, conductor

GREETINGS

Frank Cody, president, Department of Superintendence, and superintendent of schools, Detroit, Michigan

THE OFFICE PRINCIPAL

B. R. Buckingham, Graduate School of Education, Harvard University, Cambridge, Massachusetts

THE COMMON PURPOSES OF TEACHERS, PRINCIPAL, AND SUPERVISORS

Julia L. Hahn, director of kindergartens and primary grades, San Francisco, California

THE SALARY OF ELEMENTARY SCHOOL PRINCIPALS

J. R. McGaughy, professor of education, Teachers College, Columbia University, New York, New York

DISCUSSION

J. J. Loftus, principal, Public School 80, Brooklyn, New York; George I. Brinkerhoff, principal, Webster School, Newark, New Jersey

SECOND SESSION

MUSIC

String Group, National High-School Orchestra

THE EDUCATIONAL LEADERSHIP OF THE PRINCIPAL

E. Ruth Pyrtle, president, National Education Association and principal, Bancroft School, Lincoln, Nebraska

PUTTING THE "PURR" IN SUPERVISION

James R. Floyd, principal, Jefferson School, Plainfield, New Jersey

DIVERSE NATURE OF THE PRINCIPAL'S WORK

Ellwood P. Cubberley, Leland Stanford Junior University, California

THE PURPOSE AND PLAN OF THE DEPARTMENT YEARBOOK

Earl Laing, yearbook committee and district principal, Burt School, Detroit, Michigan

REPORT OF SALARY COMMITTEE

Warren A. Roe, principal, Belmont Avenue School, Newark, N. J.

BUSINESS

CASSIE F. ROYS, *Secretary*

MINUTES OF THE EXECUTIVE COMMITTEE—
ATLANTIC CITY MEETING

The first meeting of the Executive Committee of the Department of Elementary School Principals was held on Monday morning, February 24, at the Hotel Shelburne. The meeting was called to order at 9 A. M. by the President, Herbert C. Hansen. The following members were present: Herbert C. Hansen, president; Eva G. Pinkston, first vicepresident; James R. Floyd, second vicepresident; Cassie F. Roys, secretary, Elizabeth McCormick, M. Emma Brookes and Earl Laing, and Isabel Tucker of the Editorial Committee, and Frank W. Hubbard, assistant director of the research division of the National Education Association.

The minutes of the meetings at Cleveland and Atlanta were read and approved.

The policy with reference to the editing and publishing of the yearbooks was discussed. Mr. Laing, chairman of the Editorial Committee, reported concerning the work of the committee on the 1930 Yearbook and also of the prospective plan for the 1931 Yearbook. He proposed the binding of the yearbooks in cloth.

It was moved by Miss Pinkston and seconded by Mr. Floyd that Mr. Hansen obtain all data concerning the binding of the yearbooks in cloth and report to the Executive Committee. She explained the policy of the president and executive board in appointing members as to term of office and distribution of duties.

The president introduced some suggestions as to joint programs with other departments. A discussion followed, but it was moved by Miss McCormick and seconded by Miss Brookes that these suggestions be laid on the table. Carried.

The research activities of the Department and the services of a field secretary were discussed. It was moved by Miss Pinkston and seconded by

Miss McCormick that the president be authorized to enter into negotiations with Mr. Crabtree, secretary of the National Education Association, to retain Mr. Hubbard as research director of our Department. Carried.

The revision of the constitution was discussed, and it was decided to present these revisions at the business meeting, Wednesday afternoon.

Meeting adjourned.

CASSIE F. ROYS, *Secretary*

February 26, 1930

The second meeting of the executive committee was called to order by the president, Herbert C. Hansen, at 9:15 A. M., Wednesday, February 26. The following members were present: Herbert C. Hansen, president; Eva G. Pinkston, first vicepresident; James R. Floyd, second vicepresident; Margaret M. Smith, fifth vicepresident; M. Emma Brookes, Elizabeth McCormick, Frank W. Hubbard, and Cassie F. Roys, secretary.

The minutes of the first meeting were read and approved.

Attendance at these executive meetings and the filling of vacancies was discussed. It was moved by Miss Brookes and seconded by Miss McCormick that the president appoint a member to fill the unexpired term of John Merrill of Detroit, Michigan, who has left this field of work. Carried.

It was moved by Miss Pinkston and seconded by Miss McCormick that the president appoint a joint committee to serve for one year with the Department of Supervisors and Directors of Instruction. Carried.

President Hansen reported that he had seen Mr. Crabtree and that the matter of retaining Mr. Hubbard would be taken up with the directors of the National Education Association.

The discussion concerning the policy of the Yearbook was continued from the Wednesday meeting. It was moved by Mr. Floyd and seconded by Miss McCormick that it was the sense of the Executive Board, in its meeting at Cleveland in 1929, that the Editorial Committee, to be appointed by the president, should consist of three members: one to be appointed for one year, one for two years, and one for three years; that, thereafter, one member should be appointed each year for a term of three years; that Mr. Gist was appointed for one year, Mr. Laing for two years and Miss Tucker for three years, and that Mr. Laing was named chairman for the first year. Carried.

"The Principal and Community Relationships" was announced as the topic for the 1932 Yearbook. Suggestions concerning the appointment of a person well-qualified for this work were made and discussed. It was moved by Mrs. Smith and seconded by Miss Pinkston that suggestions to the president in appointing members to the Editorial Committee be incorporated in the minutes. These suggestions were that the president be guided in appointing members to the Editorial Committee by their fitness for carrying on the work as chairman of his particular Yearbook. Carried.

Mr. Hubbard reported that it would cost about \$2000 to bind the yearbooks in cloth, or about 25 cents per volume. It was moved by Mr. Floyd and seconded by Miss Pinkston that the president be instructed to inform the Editorial Committee that the yearbooks will not be cloth bound this year. Carried.

It was moved by Miss McCormick and seconded by Miss Brookes that the present policy of editing the Bulletin be continued. Carried.

The expenses and deficit of the dinner given at Hotel Breakers was taken up and discussed. It was moved by Mrs. Smith and seconded by Miss Brookes that all necessary expenses of the convention be paid out of the treasury of the Department. This includes any deficit. Carried.

The question of reservations at our national meetings for breakfasts and dinners was then discussed. It was moved by Miss McCormick and seconded by Miss Pinkston that at future meetings the time will be set for the closing of all reservations for dinners and breakfasts, and that notice of this will be placed in the July Bulletin. Carried.

The next topic for discussion was the program and the meetings at Columbus. Suggestions were made as to speakers, and as to the time and place of holding breakfasts and dinners.

The work of the Joint Commission of the Department of Supervisors and Directors of Instruction and the Department of Elementary School Principals was discussed. It was moved by Miss Pinkston and seconded by Mrs. Smith that the committee be continued as at present and that a copy of all proceedings be rendered to the executive committee. Carried.

It was moved by Mrs. Smith and seconded by Miss Pinkston that the secretary be authorized to express an appreciation of hospitality to the Atlantic City hosts. Carried.

Meeting adjourned.

CASSIE F. ROYS, *Secretary*

BUSINESS SESSION—ATLANTIC CITY MEETING

The following amendments to the Constitution and Bylaws were adopted at the business session of the Department of Elementary School Principals on February 26, 1930, at Atlantic City.

ARTICLE II—MEMBERSHIP

This article has been amended to read as follows:

"Section 2.—Active membership is restricted to members of the National Education Association who pay the regular membership fee and hold positions of the following types: supervising principals of elementary schools, teaching principals in elementary schools, assistant and viceprincipals in elementary schools under supervising principals."

"Section 3.—Associate membership is reserved for all members of the National Education Association who are not eligible for active membership. Associate members must pay the regular membership fee and are entitled to all privileges of the department, except the right to vote and hold office."

ARTICLE III—OFFICERS

Section 3 of Article III was amended to read as follows:

"Section 3.—The Executive Committee shall consist of all the officers together with four members elected at large."

ARTICLE IV.—ELECTIONS

Section 4 of Article IV was amended to read as follows:

"Section 4.—The Nominating Committee shall be appointed by the president at the first session of the summer meeting or earlier. The committee shall consist of not less than five members, of whom two or more shall be members of the Executive Committee. The Nominating Committee shall nominate one candidate for each office to be filled. Nominations from the floor shall be permitted."

ARTICLE V—DUTIES OF OFFICERS

In Section 4 of Article V, line 7, the word "annual" was stricken out.

ARTICLE I—BYLAWS

Article I of the Bylaws was amended by adding the name of the Editorial Committee.

ARTICLE II—BYLAWS

The next to the last sentence of Article II was amended to read as follows: "All standing committees shall report to the Department in writing at least annually and oftener if the president so directs."

ARTICLE III—BYLAWS

In Article III of the Bylaws add Section 4 as follows:

"Section 4.—Editorial Committee. The Editorial Committee shall consist of three or more persons appointed by the president. This committee shall prepare the Yearbook and such other publications as the Executive Committee may direct."

ARTICLE III—BYLAWS

In the second line of Section 2, Article III, the word "regular" was substituted for the word "annual."

Suggestions as to the character of programs for our winter and summer meetings were given and discussed by various members of the Department. Many different views and opinions were voiced but no definite action was taken.

The following resolution was introduced and moved by Mr. Longshore of Kansas City, Missouri:

Resolved, that the Department of Elementary School Principals reaffirms its stand in behalf of a Department of Education with a Secretary in the President's Cabinet in accordance with the historic policy of the National Education Association. Unanimously carried.

Meeting adjourned.

CASSIE F. ROYS, *Secretary*

FINANCIAL STATEMENT

1929

June 1 Balance on hand..... \$7,540.07

Receipts:

Memberships, Sale of Yearbooks, etc..... 12,815.39

Appropriation from National Education Association..... 1,000.00

\$21,355.46

Disbursements:

Salaries and Clerical Services..... \$1,650.99

Envelopes and Letterheads..... 2,030.00

Transferred to Reserve Fund, Department of Elementary
School Principals 3,770.04

Traveling Expense 778.79

Printing (Membership Cards, Bulletin, Folders, Reprints) . 1,889.28

From General Secretary's Office:

Telegrams \$7.50

Surety Bond 2.50

Typing Service 724.60

Auditing Accounts 40.00

Multigraphing 194.71

Mailing Service 219.49

Postage 166.04

Stationery and Supplies..... 45.76

Addressographing 67.80

Mimeographing 37.01

Express 4.00

Cancellations—bills 21.67

1,531.08\$11,650.18

Balance on hand, February 15, 1930..... \$9,705.28

ON PAGES 776 and 788 you will find details on the summer program at Columbus, Ohio. President Hansen has arranged an exceptionally fine program for the Department. Be sure to include Columbus, Ohio, in your summer activities.

NOTES AND ANNOUNCEMENTS

THE COLUMBUS MEETING

Vital Values in Education is the convention theme selected by Miss E. Ruth Pyrtle, president, for the summer meeting of the National Education Association at Columbus, Ohio, June 28 to July 4, 1930. Among the subjects to be included in the general program are the following:

The Art of Living as a Vital Value in Education
The International Point of View as a Vital Value in Education
Creative Learning as a Vital Value in Education

The Representative Assembly will hold sessions on Tuesday, Wednesday, Thursday, and Friday mornings. Monday, Tuesday, and Thursday afternoons will be given over to the meetings of departments.

Special features of this convention are: the concert on Saturday evening, the vesper service on Sunday afternoon, the conference on religious education on Sunday evening, the pageant on Monday evening, and the patriotic mass meeting on the Fourth of July at which the plan is to have a mass flag drill of 10,000 children. The program promises to be one of the strongest in many years.

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS AT COLUMBUS

General sessions—The Department of Elementary School Principals will hold two general sessions on Monday and Tuesday afternoons at 2 P. M. The general theme will be Vital Values in Elementary Education. On Monday afternoon the emphasis will be given to vital values in formal subjects. On Tuesday afternoon there will be a discussion of vital values in elementary education from the professional point of view. The program in full will be found on another page of this Bulletin.

Breakfast meetings—There will be breakfast meetings on Monday and Tuesday mornings in Parlors A and B, at the Deshler-Wallick Hotel, Broad and High Streets, at 7:30 A. M. Price \$1. Miss Lou H. Thompson and Mrs. Margaret M. Rarey will be in charge. These breakfasts furnish the opportunity for principals from all sections of the country to become acquainted. Committee chairmen will present brief reports. Every elementary principal is invited to be present.

Department dinner—The dinner of the department will be held on Tuesday evening, July 1, in the Banquet room, Hotel Deshler-Wallick. Dr. W. O. Thompson, President Emeritus, Ohio University, will be the chief speaker. This dinner will be one of the outstanding features of the meeting. Price per plate \$3. Tickets should be bought on Monday. The sale of tickets for the dinner will close at noon on Tuesday. Miss Fannie Glenn of the Michigan Avenue School is in charge of dinner arrangements.

Hotel reservations—For hotel reservations, application should be made at once to Mr. George M. Troutman, Chamber of Commerce, 30 East Broad Street, Columbus, Ohio. State clearly the type of accommodations

desired and the date of your arrival. Be sure to give the name and the address of persons who will share your room. Act now. Principals should begin at once to make their plans to attend this great meeting.

Round-trip tickets will be sold to Columbus on the identification plan at one and one-half rate. For identification certificates, write to Mr. J. W. Crabtree, Secretary, National Education Association, 1201 16th Street, Washington, D. C.

Headquarters—The Department of Elementary School Principals will maintain social and business headquarters in the Deshler-Wallick Hotel. All principals are cordially invited to make use of the facilities of the headquarters.

Local committees—Miss Harriet A. Judd, Principal of the West Broad Street School, is the general chairman of the hospitality committee. Other committee chairmen are: Mr. W. C. Dyer, Mr. E. E. Garwick, Miss Fannie Glenn, Miss Lou H. Thompson, Mrs. Margaret M. Rarey, and Miss Ruby MacMahon.

Appreciation of hospitality—Cordial thanks are extended to Miss Harriet A. Judd, General Chairman; to local chairmen, to the principals of the Columbus Schools, to the Ohio Department of Elementary School Principals, and to all organizations and individuals that have given of their best efforts in our behalf, for the delightful hospitality that will make the Columbus meeting of our Department an outstanding success.

COMMITTEES OF THE DEPARTMENT

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

THE COUNCIL OF ADMINISTRATIVE WOMEN, WICHITA, KANSAS

In Wichita, Kansas, there is no principals' organization but there is The Council of Administrative Women.

The superintendent of schools has regular meetings with all supervisors at which they have studied "The Third Yearbook of Supervisors and Directors of Instruction."

CITY AND STATE ORGANIZATIONS

THE CHICAGO PRINCIPALS' CLUB

The Chicago Principals' Club has a suite of offices in the City Club Building. Mr. James E. Armstrong, former principal of the Englewood High School, has been appointed special secretary and is giving fulltime to carrying forward the legislative program of the Club. A fulltime stenographer is also employed. The club has a budget of \$12,000 per year.

Several committees are studying the various phases of administrative and supervisory duties of the principal. A number of committees are working on the revision of the curriculum. Studies recently completed are those relating to Reading Materials in the Sixth Grade and the Course of Study on Character Education.

The Fifth Yearbook of the club, which will be issued at the close of the school year, is devoted to the study of health instruction in the schools. Many favorable comments have been received on the Fourth Yearbook which was a study of Educational Measurements and was designed as a guide to the principal in using to best advantage available measuring devices.

HAVERHILL PRINCIPALS' CLUB

During the past two years the activities of the club have included the revision of a report card for pupils in order to designate and mark the group in which the pupil is working, X, Y, or Z, and the selection of a basal book in arithmetic in accord with the course of study.

During the coming year the program of the club will include the broadening of the motion picture program, and further study in needed revision.

NEW YORK PRINCIPALS' ASSOCIATION

Some prominent educator or public official has discussed important problems of educational and civic needs with the New York Principals' Association at every monthly meeting for the past two years. Two of the meetings were social meetings. At the October meeting we honored the Superintendent of Schools, Dr. William J. O'Shea and Associate Superintendent Edward Mandel for their effective work in conserving the pension rights of all New York teachers. At this meeting a review of current problems of education was presented.

In March Miss Olive M. Jones, first President of the New York Principals' Association and former President of the National Education Association, was honored on her retirement from the Public Schools of New York. At this meeting the speakers were Dean John W. Withers of New York University, Dean William Russell of Teachers' College of Columbia University; Dr. George D. Strayer of Teachers' College; Dr. E. George Payne of New York University; Dr. James F. Kiernan, president of Hunter College; Deputy Commissioner of Education J. Cayce Morri-

son; District Attorney Thomas C. Crain; Rev. Samuel Schoemaker, Rector of Calvary House.

Among the topics discussed during the year were:

- Professional Alertness, by Dean Withers
- Academic Freedom, by Rev. Schoemaker
- Public Health, by Health Commissioner Dr. Shirley Wynne
- New Ideas in Supervision, by Prof. James F. Hosc
- Behavior Problems in Public Schools, by Dr. Albert Adler

The major problem for the current year is "health education." The New York Principals' Association has received an endowment of twenty-three thousand dollars. We have hired a health expert, Mrs. Helen C. Manzer of Fredonia Normal School, and have a remarkable advisory council consisting of the heads of every department of public health work and social agencies in the City.

The Representative Assembly of the New York Principals' Association met on April 30 to recommend policies and programs for 1930 and 1931.

PHILADELPHIA PRINCIPALS' CLUB

The Philadelphia Principals' Club includes nearly all of the principals of Philadelphia among its membership.

The activities for the current 1929-30 school year include the following:

Meetings:

A. General

1. Fall Luncheon, Hotel Walton, Philadelphia
Speaker—Dr. James F. Hosc, Teachers' College, Columbia University, New York City
Topic—"The Principals' Opportunities in Democratic Supervision."
2. Spring Luncheon, Hotel Walton, Philadelphia
Speaker—Dr. Goodwin B. Watson, Teachers' College, Columbia University, New York City
Topic—"Character Education."
3. Annual Business Meeting, Schoolmen's Club, Philadelphia, for election of officers, committee reports, and general discussion of matters concerning the principalship.

B. Council of Delegates

An Executive Council, composed of the officers and one delegate from each of the ten administrative districts of the City meets monthly throughout the school year to carry on the business of the Club.

Committees:

The Education Committee is nearing the completion of a "Principals' Handbook."

The Adjustment Committee was occupied rather steadily throughout the year with administrative matters of local interest to the principals.

A special committee cooperated with a Central City Salary Committee representing all school groups in the city. The committee reported that all groups were acting in harmony and that their recommendations for a salary increase for all employees were very favorably received by the Department of Superintendence and Board of Public Education.

PITTSBURGH PRINCIPALS' CLUB

The Pittsburgh Principals' Club has, during the past year, given professional programs of three types as follows:

1. Research
2. A link up with State and National organizations through reports brought by delegates from these meetings
3. By inspirational and professional talks by outside speakers

A splendid bulletin dealing with the problem of "Guidance" was finished this year by a subcommittee of the Research Department.

The February meeting, which is held on Lincoln's Birthday, is always a very outstanding one socially as there is a dinner with special music and an address on Lincoln. This has become an annual affair.

SCHOOLMASTERS' CLUB, PORTSMOUTH, VIRGINIA

The purposes of this organization are to strengthen the ties of personal and professional friendship between the principals, to discuss and attempt to solve common problems, and to further the interests and usefulness of the public schools.

During the current year the professional discussions are being centered around the problem of the failing pupil.

It is expected that the present topic of discussion will be carried over to next year in an attempt to determine how the Portsmouths schools may fully meet the needs of the individual pupils.

PRINCIPALS' AND SUPERVISORS' CLUB, ST. PAUL, MINNESOTA

The Principals' and Supervisors' Club of St. Paul, Minnesota, has made an intensive study of reading in the grades the past year. Conferences have been held where workable ideas and suggestions have been exchanged. A questionnaire on reading problems peculiar to each school furnished material for a round table on the application of phonics to reading, vocabulary building, and comprehensions. A discussion on procedure in literature classes, especially in platoon schools, emphasized the importance of the atmosphere of a literature room, the importance of creating a "permanent interest" in reading, and emphasized concretely activities arising in the literature course.

PRINCIPALS' AND SUPERVISORS' CLUB, SAN DIEGO, CALIFORNIA

The Educational Committee of the San Diego Principals' and Supervisors' Club has made a study of the possibilities and problems of the Twenty-Four Hour School. Other committees have studied the Retirement Act, Teacher Tenure Act, and Salary Schedules.

The professional program consisted largely of detailed reports of these studies. The club has coordinated with the Teachers' Association through joint committees.

PRINCIPALS' ASSOCIATION OF SPRINGFIELD, ILLINOIS

The programs of professional meetings of the Principals' Association of Springfield, Illinois, included the following:

1. Lectures on Group Instruction
First Lecture—Bright Pupil Acceleration or Enrichment
Second Lecture—Adjusting the Infant Child
Third Lecture—Master Unit Plan of Individual Instruction
Fourth Lecture—X. Y. Z. Group Plan
2. Group Instruction
3. Activities for next year left to the Committee

PRINCIPALS' ASSOCIATION, WASHINGTON, D. C.

The following is a brief synopsis of the work accomplished and contemplated by the Committee on Differentiated Curricula recently appointed by the Principals' Association of Washington, D. C.

A committee previously appointed by the superintendent had agreed on a philosophy of education concerning grouping, accepted a common definition of terms, and set up definite outcomes of achievement. We accepted their findings as our point of departure and were thus enabled to approach our problems from a common viewpoint. We agreed, also, to narrow our field to the local application of our theories, and decided on a preliminary survey of the situation to determine the present status of homogeneous grouping in our own schools.

Accordingly, a questionnaire was sent to each principal, and general conclusions drawn from the tabulations of replies to the following questions:

1. What is the present status of homogeneous grouping in your school?
2. What has been done for the following groups:
 - a. Superior X
 - b. Low Z
 - c. Below or bordering on 70 I. Q.
3. What suggestions have you to offer to meet the needs of your particular situation?

Most of the committee felt reasonably conversant with the theory of differentiated curricula, but, to clarify the issues and determine modern trends, recent publications on the subject were assigned as references and reported on to the committee. Reference was made, also, to a comprehensive and annotated bibliography compiled by a committee previously appointed by the Superintendent to consider the general subject of grouping. This same committee corresponded with schools and research centers all over the country to learn their experiences in homogeneous grouping, and we expect this material to serve us in determining what is being done in other places which would be applicable to our local situation.

Principals, with the cooperation of their teachers, have been asked to make case studies of typical groups in their own situations. Teachers making such experiments will keep careful notes of the possibilities of adaptations of subjectmatter, methods, materials of instruction, etc., to meet the

needs of a particular type. Findings of special schools, while not so generally applicable, should prove most suggestive in individual cases.

We hope to reap valuable suggestions concerning necessary modifications along specialized lines through interviews with heads of departments, members of text book committees, principals of junior and senior high schools, etc.

Further procedure awaits the consideration of this data, but we hope the work of this committee will develop along lines of service in solving perplexing problems of graded ability grouping.

CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION

The California Elementary School Principals' Association has issued a very worthwhile Second Yearbook. The subjects treated are Pupil Rating and Classification of Pupils. O. D. Enfield, Principal of Eastman Street School, Los Angeles, is the Editor.

FLORIDA EDUCATION ASSOCIATION

The Department of Elementary Principals of the Florida Education Association is in its third year. The first year was spent on problems relative to organization, working out the constitution, etc. Its second year's energies were bent towards rounding up schools getting them to fill out the various questionnaires needed in the state educational survey; also the fostering of a teacher retirement law which is still pending.

This year we are organizing local councils in each county in the state, and hope to go to our November, 1930, meeting with sixty-seven strong, lively branches. We are also engaged in the state's curriculum revision program.

NEW JERSEY STATE TEACHERS' ASSOCIATION

Under James R. Floyd, Jefferson School, Plainfield, New Jersey, as President, this organization has carried out a very active and progressive program for the school year. A splendid program was conducted at the meeting of the State Teachers' Association in Atlantic City in November, 1929.

In addition to the annual state meeting at Atlantic City, a program of sectional meetings has been followed out. Four centers representing the various sections of the state have been selected for these meetings. Principals from all parts of the state are invited, thus bringing the activities of the entire state to the various sections. This sharing of experiences is helping the principals throughout the state to raise the level of instruction in each of the various schools. The cooperation of Dr. Spargo, state commissioner for elementary education, at these gatherings helps to unify the state's work. These meetings have brought uptodate ideas to all sections of the state.

OHIO DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

The following is taken from the Bulletin of the Department of Elementary School Principals of the Ohio Education Association:

Plans for the Year—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.

TEXAS ASSOCIATION

The last meeting of the Texas Elementary School Principals' and Supervisors' Section centered on the subject of "Character Education." During the year a survey was made in several of the school systems of the state. The results of the survey were compiled in a report and given by one of the members. Outside speakers of national note were called in to discuss the subject of "Character Education."

An executive group composed of the president, secretary, and treasurer, the editor of the page for elementary principals in the state teachers' paper, and several past presidents met in council to work out problems to be studied through the year. This committee decided on following the problems set up in the Ninth Yearbook of the Department of Elementary School Principals of the National Education Association on "Administration." Research committees were formed to work on these three problems:

1. Administration procedures to help free the teacher from unnecessary interruptions.
2. Administration procedures used in the raising and expending of funds, and
3. Administration procedures in office routine and technic.

Reports on these subjects will be made at the next meeting, which in Texas comes in November. A study of the research problems mentioned above will receive attention, a special campaign is being worked out to increase the membership in this division of the state association, and nationally known educators in the problem of "Administration" will be called upon to give addresses at the state meeting.