

Utah State University

DigitalCommons@USU

---

All Graduate Theses and Dissertations

Graduate Studies

---

5-1958

## A Historical Study of the Utah State Elementary School Principles Association, 1936-1957

Wheatly John Taylor  
*Utah State University*

Follow this and additional works at: <https://digitalcommons.usu.edu/etd>



Part of the [Education Commons](#)

---

### Recommended Citation

Taylor, Wheatly John, "A Historical Study of the Utah State Elementary School Principles Association, 1936-1957" (1958). *All Graduate Theses and Dissertations*. 2752.

<https://digitalcommons.usu.edu/etd/2752>

This Thesis is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



A HISTORICAL STUDY OF THE UTAH STATE ELEMENTARY  
SCHOOL PRINCIPALS ASSOCIATION, 1936-1957

by

Wheatly John Taylor

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

EDUCATION

Approved:

\_\_\_\_\_  
Major Professor

\_\_\_\_\_  
Head of Department

\_\_\_\_\_  
Dean of Graduate Studies

UTAH STATE UNIVERSITY  
Logan, Utah

1958

378.2  
T219D  
C.2

## PREFACE

The material presented in this study is in partial requirements for the fulfillment of a Master of Science degree. Aside from this, it is a personal satisfaction to do research in such a professional group as the Utah Elementary Principals Association.

This group of men who have served as administrative officers of the Association have come from various areas of the state. Consequently, the good work that has been accomplished by the Association has been carried back to district and local levels of principals' associations, where it could aptly be utilized.

It is with sincerity and humility that I have tried to put together in an acceptable form, so as to be of value to the State Association, the material contained herewith.

As the principal grows professionally by active work in his professional organization, so will the individual school which he administers grow. As it grows, the result we have in mind will be accomplished--better education for all children.

## ACKNOWLEDGMENTS

The writer at this time wishes to acknowledge the very fine help which has been offered him by past presidents of the Utah Elementary Principals Association. It is largely through the combined efforts of these men that it was possible to collect sufficient material for this study.

In particular, do I appreciate the fine help of L. J. Nielson, who supplied the background for the very early years of the formation of the Association.

To the secretaries at the office of the U. E. A., I express my sincere appreciation for providing excellent material for this study; likewise, to the members of the State Department of Education for their help.

Especially to my committee, Dr. David R. Stone, Dr. Basil Hansen, and Dr. Eldon Drake, under whose guidance this study was made, do I express my appreciation.

Wheatley J. Taylor



## TABLE OF CONTENTS

	Page
Preface . . . . .	ii
Acknowledgments . . . . .	iii
Introduction . . . . .	1
Part One. Beginnings of the Association, 1936-1957 . . . . .	3
Part Two. A Chronological List of Officers, Their Aims, Goals and Objectives . . . . .	8
Part Three. Financial Reports of the Utah Elementary Prin- cipals Association . . . . .	20
Part Four. Participation of the Utah Elementary Principals Association at the Northwest Convention . . . . .	43
Part Five. Workshops Held in the State . . . . .	48
Part Six. The Relationship of the Utah State Elementary Prin- cipals Association to the State Department of Edu- cation . . . . .	53
Part Seven. Salaries . . . . .	56
Part Eight. The Official Magazine of the Utah Elementary Prin- cipals Association . . . . .	60
Part Nine. The Promotion of Professionalism by the Utah Ele- mentary Principals Association . . . . .	65

A. Goals and Objectives . . . . .	65
B. Significance for Education . . . . .	68
C. Constitution . . . . .	69
D. Code of Ethics . . . . .	78
E. Summary and Conclusions . . . . .	81
Bibliography . . . . .	85
Appendix A. Northwest Convention . . . . .	90
Item 1. Dr. Paul Witty, Elementary Principal - Community Leader . . . . .	90
Item 2. Dr. Ernest Melby, Education and the United States Foreign Policy . . . . .	92
Item 3. Dr. John Furbay, Diminishing Horizons . . . . .	93
Item 4. Dr. William E. Warner, Education for Power . . . . .	94
Item 5. Dr. Paul Witty, Mental Health . . . . .	95
Item 6. Mrs. Pearl Wanamaker, Democracy for American Children . . . . .	96
Item 7. Dr. Gordon H. Mackenzie, The Responsibilities of Education In a Period of Crisis . . . . .	97
Item 8. Dr. Vern C. Frykland, Only Free People Can Be Educated . . . . .	99
Item 9. Dr. John Bartky, The Schools Have A Problem . . . . .	99
Item 10. Dr. Roald F. Campbell, The Emerging Role of the Elementary Principal . . . . .	100
Item 11. Dr. Henrietta Anderson, Recreation Should be Re- creation . . . . .	101
Item 12. Dr. Emmett Betts, Acres of Diamonds . . . . .	101
Item 13. Walter Judd, Political Immaturity . . . . .	102

	Page
Item 14. Lillian McKnight, "Spokane" . . . . .	104
Item 15. Mary Soffe Parkin, "Convention Train" . . . . .	107
Item 16. Letter Indicating Attempts to Hold Inland Empire Convention in Utah . . . . .	109
Item 17. Questionnaire Concerning Plans for a Workshop . . . . .	112
Item 18. Open Letter to Superintendent concerning Spokane Workshop . . . . .	114
Item 19. Preparation for Principalship--Study Guide . . . . .	116
Item 20. We Went to Spokane Together . . . . .	119
 Appendix B. Particular Speeches	
Hansen, Sherman . . . . .	120
Staheli, Harvey . . . . .	125
Eubank, Elizabeth . . . . .	129
McLaughlin, Dr. Samuel . . . . .	130
"Newsletter" . . . . .	133
"The Leader" . . . . .	144
 Appendix C. Decalogue of Elementary School Practices That Per- haps Are in Need of Study and Recommendation . . . . .	
Committee on Preparation for Leadership . . . . .	156
Committee on Preparation for Leadership . . . . .	163
 Appendix D. Material Relating to Professional Growth	
Item 1. Letter, Miss Jennie Campbell . . . . .	165
Item 2. Study Conference Plans, 1948 . . . . .	166
Item 3. Conference Program, 1950 . . . . .	169
Item 4. Letter, Lynn Hales . . . . .	173
Item 5. Study Conference, 1953 . . . . .	175
Item 6. Study Conference Concerning Language Arts, 1954 . . . . .	178
Item 7. Letter, George Miller . . . . .	183

	Page
Item 8. Study Conference Plans, 1954 . . . . .	185
Item 9. Letter, Lue Groesbeck . . . . .	187
Item 10. Letter, Lue Groesbeck . . . . .	188
Appendix E. Salary Formula . . . . .	189
Appendix F. Topics Discussed and Speakers; Annual Meetings of the Utah Elementary Principals . . . . .	194

## INTRODUCTION

The problem. This study seeks to present a history of the Utah Elementary Principals Association from its beginning to 1957. In its early years, the elementary principals worked with secondary principals and supervisors. The organization was not identified as a professional group separate and apart from other administrators of the state of Utah.

The purpose. The purpose of this study is to compile, organize, and record significant activities of the association. This will include personnel and chronology. Other general purposes of the study are as follows:

1. To gain a knowledge of the role of Utah Elementary Principals Association in the professional training of elementary school administrators.
2. To meet a request of the officers of the Utah Elementary Principals Association.
3. It is a means of preserving a record of important activities that have been accomplished.

Delimitations. This study is limited to the activities of the association from its beginning to 1957. It will be confined to the period of time since it became a professional group separate and apart from other administrators.

Sources of data. The source for this investigation from which the historical material was compiled was found in the minute books of the Elementary Principals Association. It was also gathered by personal interviews with past officers of the Association. Pertinent information was

also obtained from personal letters from past officers and from records which have been kept by different officers of the Association.

Method of treatment. From the nature of sources available, it is evident that the methods employed in dealing with the problems are most generally characterized as historical and documentary.

The particular aspects of the history of the Association that are to be discussed are as follows:

1. A brief historical background.
2. A chronological list of officers.
3. Financial reports of the Utah Elementary Principals Association.
4. Participation of the Utah Elementary Principals Association at the Northwest Convention.
5. Workshops held in the state.
6. The relation of the Utah State Elementary Principals Association to the State Department of Education.
7. Salary schedules.
8. The official magazine.
9. The promotion of professionalism.
  - a. Goals and objectives
  - b. Significance for education
  - c. Constitution
  - d. Code of ethics

In gathering information for the study, the writer has searched diligently to get the important items to record. The plan is to have accessible to the Association a history which may prove valuable to it.

## PART ONE

### BEGINNINGS OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

In order to understand as much as possible the importance of the Utah State Elementary Principals Association, it is necessary to give a background of the beginning of the Association.

In response to a letter sent to all elementary principals in Utah, October 15, 1935, by Assistant Superintendent of Public Instruction, H. Warren Taylor, a representative group of elementary principals met at Hotel Utah, during the October Convention of the Utah Education Association, and organized a temporary Elementary Principals section. The organization was only temporary in nature, with the responsibility for asking the Utah Education Association for direct time at the October, 1936, convention for an elementary school principals' meeting. The group had no official status, either with the State Department or the Association.

The temporary officers selected at this initial conclave were: a president, vice-president and secretary. These offices were designated to conform with the general plan of the Utah Education Association and the officials selected were considered on the basis of a geographical distribution. They were charged with the responsibility of "developing a program during the year 1935-36, that would be worthy of a place on the convention program of the Utah Education Association. (28)

All the elementary school principals of the state were invited to join, but no dues were assessed or qualifications for membership discussed by this initiating group of principals.

The officers of the newly formed "section" of the elementary school principals were: Fred C. Strate of the Provo Schools, president; J. D. Gunderson of Box Elder Schools, vice-president; and L. J. Nielson of Granite District Schools, secretary. An executive board of five members was also appointed "to assist in arranging the program," the personnel of the board being as follows: Robert Mills, Morgan district; E. H. McCuiker, Park City district; David Tolman, Davis district; and W. E. Losee, Nebo district. It was the responsibility of this group to contact the executive secretary of the Utah Education Association immediately, and apply for a regular time on the program of that Association, at the next regular convention of the Utah Education Association, in October, 1936. (26)

During the year, two other meetings of the Association were held, one in November, 1935, and one in March, 1936. It was not until the March meeting that the State Department of Education gave official recognition to the new Association.

It is largely due to the efforts of Mr. H. Warren Taylor and Mr. L. J. Nielson, that the Association was formed. Mr. Taylor was Assistant Superintendent of Public Instruction; Mr. Nielson was a principal.

The first letter of invitation to the principals of the state is shown on the following page.

Purpose and aims. If anything is to succeed, there must be a reason for its being. So it was with this infant organization. The men who first had the courage and far-sightedness to take the initial step to form a new group also had the vision to see that there must be goals and aims and a purpose for the organization.

The purpose and aims of the Association were set forth in a letter which accompanied a questionnaire sent out to all elementary principals of Utah, January 8, 1936. Paragraph three of the letter follows:

The purpose back of this organization is to further the cause of education and to focus the attention of the teachers and general public of Utah upon the real value and the aims of the elementary school. (20)

In reply to an inquiry made by Mr. Victor F. Bott, of the Box Elder Principals Club, April 1, 1936, the secretary of the Utah Elementary Principals Association wrote as follows:

It is the feeling of the State Elementary Principals Association that we should take steps to improve the type of supervision and incidentally, to raise the standards of qualification for a teaching principalship in Utah schools. (28)

These statements indicate the type of aims being formulated in the minds of the elementary principals of Utah in 1936, especially those



THE STATE OF UTAH  
Department of Public Instruction  
Salt Lake City

October 17, 1935

Dear Principal:

For the last two years I have been urged by principals from the different sections of the state to provide an opportunity for elementary principals to meet and perfect an elementary principals' organization. It is my understanding that it is not the purpose of this organization to divorce the elementary principals from the principals' section of the U. E. A., but that it become an auxiliary to that section.

I also understand the principal purpose of this organization is to give elementary principals a better opportunity to meet together and discuss their own specific problems.

At four o'clock on Friday, in the Hotel Utah Ballroom, immediately after the meeting of the social science section, elementary principals will have an opportunity to meet and organize as suggested above, if they so desire.

Sincerely yours,

H. Warren Taylor  
Assistant State Superintendent  
of Public Instruction

HWT:mm

(26)

principals actively engaged in the professionalization movements in Utah at that time.

The period from 1936 to 1945 for the Elementary Principals Association was a period of growing pains and uncertainty. It was a shaky, unstable time, as is often the case with any new organization. This is not said to cast any reflection on any of the administrators during that time; it only indicates the struggle for survival.

In an open letter to all principals from Ray S. Merrill, dated March 15, 1948, he states:

Much has been accomplished in the past few months to diagnose the case of the elementary school principalship. Those of you who have been to the regional meetings and have worked on different committees know that the patient is anemic and weak, but there is hope for a complete recovery if each principal will do his best.  
(25)

During the first ten years of the life of the Association, much "ground work" had to be laid. Even though the patient was "anemic and weak," as Mr. Merrill referred to it, still progress was attained. Special credit is given to the Granite District and the Salt Lake District for leading out in the activities of the Association during those first difficult years. However, it seemed that the Association could be improved. Perhaps the morale wasn't as high as it could have been. Perhaps it was that the membership hadn't realized its responsibilities to the Association. This may be detected in the following:

At the U. E. A. Convention last November, the elementary principals held a meeting and an election of officers. A gentleman was nominated and duly railroaded into office "by acclamation." Two other officers were obtained equally as expeditiously. The gavel was passed over to the new officers with an audible sigh of relief, and the "dead horse" passed into new hands for another year.

There are three hundred sixty-four elementary principals in the state of Utah. At the close of the Convention, forty-eight

had joined their state association. With only thirteen per cent of the principals belonging to the organization, among who were very few past presidents, it is little wonder the new officers decided to take a look into the mouth of their "gift horse."

It didn't take them long to find out that the State Elementary Principals Association didn't have a roster of former members. It didn't have a competent way of getting and retaining membership. It didn't have a project. It didn't have a program. It was in fact a "dead horse." (1)

It can be detected from the portion of the foregoing that much work was still to be accomplished if the Association was to remain as such. Elsewhere in the Thesis, under "Aims and Objectives of the Officers," will be recorded what was done to get the "dead horse" on its feet.

The October, 1936, meeting of the Utah Education Association was the first convention of that Association in which the elementary school administrators were recognized as a separate organization. The Association executive secretary, B. H. Fowler, granted the new "section" a regular place on the official program of the convention. This first meeting was held in Barrett Hall, Saturday, October 31, 1936, at 10:30 A. M. to 12:15 P. M. (26)

It was a slow beginning, but after the first few meetings, interest began to develop among the principals. As can be seen in the types of programs at the U. E. A. Conventions, and in the meetings with state supervisors, the spirit of self-betterment was being evidenced. Recognition by the State Department of Education also was influential in having elementary principals assume a place in administrative forces of the state.

## PART TWO

### A CHRONOLOGICAL LIST OF OFFICERS--THEIR AIMS, GOALS AND OBJECTIVES

It is important in this study of the Utah Elementary Principals Association to recognize and give credit to each group of men who have served in the capacity of administering the affairs of the Association. They have worked hard to organize a group of heterogeneous administrators from all areas of the state. The purpose of organizing this professional group, and keeping it going is to promote more professionalism among the members and to raise the standards of educational administration and practices by its members.

At the beginning, a president, a vice-president, and a secretary were elected to serve a term of one year. However, in a few exceptions, the president served a term of two years. It may be noted here, that during the early life of the Association, that some of the records were destroyed by fire. Therefore, an interruption is noted in the chronological list of officers.

The chronological list of officers with their aims, goals, projects, and objectives follows:

#### Year

1935-36	Fred C. Strate J. G. Gunderson L. J. Nielson	1st President Vice-president Secretary
1936-38 (2 yrs.)	L. J. Nielson Frank Stevens Florence Williams	President Vice-president Secretary

1938-40 (2 yrs.)	Frank Stevens W. S. Bailey Victor J. Bott	President Vice-president Secretary
1940-41	Glenn Winn A. O. Clark Victor J. Bott	President Vice-president Secretary
1941-42	Moroni Jensen Unknown Unknown	President Vice-president Secretary
1942-43	A. O. Clark Edith Ryberg J. Lee Anderson	President Vice-president Secretary
1943-44	Emil K. Nielson Unknown Unknown	President Vice-president Secretary
1944-45	Miland Stephens Unknown Edith Ryberg	President, Ogden, Utah Vice-president Secretary
1945-46	Drayton Nuttall William S. Bailey J. Smith Jacobs	President, Salt Lake Vice-president, Hyrum Secretary, Ogden
1946-47	Leon F. Christensen Elwood Baxter Drayton Nuttall Ralph Baird	President 1st Vice-pres., Orem 2nd Vice-pres., Salt Lake Secretary
1947-49 (2 yrs.)	Ray Merrill Lynn Hales Earl A. Beck	President, Pleasant Grove Vice-pres., Salt Lake Secretary, Pleasant Grove
1949-50	Lynn Hales Harvey R. Staheli Russel E. Bjorkland	President, Salt Lake Vice-president, Provo Secretary, Ogden
1950-51	Harvey R. Staheli Sherman Hansen Lynn Hales George L. Miller	President, Provo 1st Vice-pres., Logan 2nd Vice-pres., Salt Lake Secretary, Provo
1951-52	Sherman Hansen Glenn Thomas Harvey R. Staheli Kenneth B. Bailey	President, Logan 1st Vice-pres., Ogden 2nd Vice-pres., Provo Secretary, Paradise

1952-53	Glenn Thomas Ezra Tobler Sherman Hansen Byron Moore	President, Ogden 1st Vice-pres., Salt Lake 2nd Vice-pres., Logan Secretary, Ogden
1953-54	Ezra Tobler Arch Sims Glenn Thomas Raymond B. Wrigley	President, Salt Lake 1st Vice-pres., Willard 2nd Vice-pres., Ogden Secretary, Murray
1954-55	Arch Sims George L. Miller Ezra Tobler Dell Nicholes	President, Willard 1st Vice-pres., Provo 2nd Vice-pres., Salt Lake Secretary, Tremonton
1955-56	George L. Miller Emil Nyman Arch Sims Glen R. Brown	President, Provo 1st Vice-pres., Salt Lake 2nd Vice-pres., Willard Secretary, Provo
1956-57	Emil Nyman Harold Ashman George L. Miller James A. Morton	President, Salt Lake 1st Vice-pres., Midvale 2nd Vice-pres., Provo Secretary, Salt Lake
1957-58	Harold Ashman Wheatley J. Taylor Emil Nyman Orr Hill	President, Midvale 1st Vice-pres., Plain City 2nd Vice-pres., Salt Lake Secretary, Draper

(26)

Many have expressed deep and sincere appreciation for the quality of work that these officers have accomplished. At conventions or at U. E. A. meetings, comments and remarks are often "overheard" as to the professional growth that has taken place within the Association. This is a true reflection of the attitude of the rank and file of the membership.

In considering the aims and goals of each administrative force, it will be noted that there is a definite permanent goal for professional growth.

Aims and objectives. As has been indicated previously in Dr. J. Smith Jacob's article, "E. P. A. Revives a Dead Horse," the aims and objectives of the Association were of such a nature prior to 1945, that they were not recorded specifically. Perhaps in general it could be said:

The purpose of this organization is to further the cause of education and to focus the attention of the teacher and general public of Utah upon the real value and aims of the elementary school.

Certainly in establishing any organization, the instigators ~~back~~ ~~of it~~ have a definite reason for establishing it. Otherwise, why bother? It could in all justice be said of such outstanding men in Utah as Lester J. Nielson, Fred Strate, Frank Stevens, and the other early organizers of this Association, that they served long hours, at expense to themselves, to develop for the elementary principals of Utah an organization to better themselves professionally. Others who followed have continued the trend to build a program for elementary principals which will make them an outstanding group in the educational "circle" of Utah. Some specific aims and goals of each administration since 1945 are as follows:

Drayton Nuttall (President, 1945-46)--Goals of the Association:

1. To improve professionalism through local organization.
2. To distribute literature to elementary principals throughout the state.
3. To make group contacts to interest principals in joining the Utah Elementary Principals Association.
4. To complete the bibliography on elementary education for elementary principals throughout the state.
5. To initiate plans for a major meeting of the Elementary Principals Association at the next U. E. A. Institute.
6. To make an effort to revive the Elementary Principals section at the spring Administrators Conference.
7. To have articles from the Elementary Principals Association published in the U. E. A. Journal.
8. Encouragement was given to participate in the Intermountain Radio Council. (Miss Ryberg and Mr. Nuttall attended the annual meeting at Hotel Utah, October 27.)

9. Elementary Principals could further their professionalism by affiliating with N. E. A. Membership was paid to the two organizations.

Other goals which were set up in the March meeting were:

1. Salary schedule
2. Clerical help
3. Consideration of teaching principalship
4. School lunch management
5. Present problem of raising Utah State Elementary Principals' dues.
6. Problem of professionalism
7. Appoint a committee to draw up a Constitution
8. Appoint an election and nominating committee
9. Mr. Miland Stephens made the motion that at least 15 quarter hours above a B. S. be required as a minimum for a principal of a six-or-more-teacher school. It was seconded by Ezra Tobler.
10. Mr. J. D. Gunderson recommended in the interest of continuity of leadership that outgoing presidents become second vice-president. (7)

Leon F. Christiansen (President, 1946-47)

1. We made a complete study of responsibilities and duties of the Elementary Principals.

2. We made a study of salaries for elementary principals. This schedule was sent to superintendents, principals, and presidents of Boards of Education throughout the state.

3. We went "all out" to build a strong membership.

4. We had the U. E. A. give us a good speaker and for the first time our organization began to get a position of respect in the state.

5. We contacted Jennie Campbell, Elementary Supervisor from the state, and she, for the first time, became active with the Association.

6. We held district meetings in the state and helped organize principals on a local basis.

7. Dr. Roald Campbell from the University of Utah was our advisor. (9)



Ray Merrill (President, 1947-49)--Accomplishments of our Association:

1. We had two years' experience with the Utah Principals at the Northwest Convention at Spokane, Washington.
2. Our Association was responsible in securing the services of a Utah principal to act as Chairman of the Northwest Convention at Spokane, Washington, for 1950-51.
3. Our Association was instrumental in obtaining the services of Dr. Willard Goslin to attend the Utah Education Association Convention.
4. At the officers' meeting in November, 1948, the state was divided into regions.
5. Revisions of the Constitution were made at the U. E. A. Convention in October.
  1. The Vice-president elected will become President the next year.
  2. The annual fee of \$1.00 was changed to \$3.00.
6. Thought was being given for a separate salary schedule for principals, with a reminder that we do not forget superintendents, who are our best friends. (12)

Lynn Hales (President, 1949-50)

1. Regional Conferences... These conferences held in each region were very effective in tying the elementary principals in each region into a more active workable unit. These conferences stand out as one of the highlights of my administration.
2. Careful Planning and Meeting with the Elementary Supervisors. The joint meetings with the supervisors and principals brought the two groups closer together, resulting in a greater understanding and appreciation of each other's problems. By planning together, we were able to present a more unified program of elementary education to the children of the state.
3. First Regional Conference for Elementary Principals, Northwest Region, held at the University of Utah during the summer of 1951. This was a tremendous undertaking but a very satisfying experience. It was wonderful to work and plan with Dr. Roald Campbell and others. (Sometimes referred to as the "Alta" Conference.)
4. Launching the First Bus Trip to Spokane. Business and pleasure mixed together. Remember the night at Shore Lodge, McCall, Idaho? Where did all the milk go? (10)

Harvey R. Staheli (President, 1950-51)

1. Project of the year--to get released time for principals to carry on supervisory activities.
2. To get clerical help for principals.
3. Keep away, as far as possible, from spending time doing routine office tasks.
4. Welcome every opportunity to professionalize by in-service training.
  - a. Keep abreast of the times.
  - b. Read widely in educational matters.
  - c. Know what good education is, especially on the elementary level.
  - d. Study children and know how to guide and counsel them.
  - e. Protect children and work for their welfare.
5. Train ourselves in staff leadership.
  - a. Know the answers.
  - b. Practice democracy.
  - c. Be an expert in at least one field of education.
6. Train ourselves in community education leadership.
  - a. Make the community school-centered.
  - b. See that the community accepts the school as its own. (17)

Sherman Hansen (President, 1951-52)

Our objectives were twofold:

1. A program of study to find the status of the elementary principals in Utah.
2. Give helps to principals:
  - a. Principals to be released from regular teaching.
  - b. A program of in-service training. (11)

Glenn Thomas (President 1952-53)

In a personal letter, Mr. Thomas states:

At the time I became President, there was no organized system of records kept. Byron Moore was my secretary, and we purchased a metal filing cabinet, and set up a permanent filing system. A record book of some previous meetings had been kept.

One of the developments that was made during my term of office was the first trip by train of our organization to the Spokane Convention. This took place during the spring of 1954. There were approximately forty people in the group.

Another activity was the revisions that were made in the Constitution.

Another accomplishment was the effort spent in promoting good relations between our Association and the Society of Superintendents, and the State Superintendent's office, the Secondary Principals Association, and the U. E. A. Continued encouragement was given to the organizing of regional groups throughout the state.

Utah Elementary Principals were urged to join the Research Council. A \$5 membership fee was paid. Merva Bank Morris was appointed as a member of the Council.

An auditing committee was organized to audit the books of the Association. The members to audit the books were: Paul Worthen, Chairman, Ross Leonard, and Ross Fietkaw.

Meetings were held in a number of regions. (18)

#### Ezra Tobler (President 1953-54)

##### Goals and Objectives:

1. That directors help organize local principals' associations for the purpose of studying and trying to solve their problems. Help from the state organization was offered to local groups.

2. The bonding of the secretary was established.

3. The Spokane Convention was given more emphasis.

4. Regional directors were asked to get their members together professionally and socially.

5. Mileage rates were established for regional directors and state officers who attend the conferences.

6. L. J. Nielson was approved by the board to act as National Representative for the Elementary Principals.

7. It was decided that a committee be appointed by the board to study the convention and delegate the problem of the Executive Board and be ready to make recommendations.

8. A committee was appointed by the board to study the minutes to date and determine the policies that are now in effect. (Glenn Thomas, Russell Goodman, and Richard Stevenson were appointed to carry out the two studies.)

9. Regional meetings had been held in all regions, or had been scheduled.
10. Constitutions of the Association were sent to all principals.
11. It was agreed that travel, food and lodging for the President should be paid for by the Association while he was at the Spokane Convention.
12. The official magazine of the Association was begun. It was given the name of "The Utah Elementary Principals Newsletter." L. J. Nielson presented the name. Harold George passed the motion. Emil Nyman was named editor.
13. L. J. Nielson was appointed as the state representative to the National Department for a three-year term.
14. A committee was formed to record deaths of members. (7)

#### Arch Sims (President 1954-55)

The aim during this administration was:

1. To hold regional meetings.
2. To get the locals organized.
3. A workshop for elementary principals was held at the Utah State Agricultural College.
4. Two hundred dollars was set aside for the President to use in attending director-approved convention. This amount was separate and apart from the Spokane Convention. (16)

#### George Miller (President, 1955-56)

Activities of importance that were accomplished during this year were as follows:

1. We held regional conferences in all but one region.
2. We had the Thursday evening session of the Administrative Conference turned over to us to begin opening up the current project, "What Are the Competencies Needed for an Elementary School Principal?"
3. We planned for the Spokane Convention.
4. We brought Roald Campbell to our fall meeting to consult with us on moving farther in building an operational definition of the Utah School Principals' Job.

5. It was proposed that we establish a commission to plan and implement such a project. (The proposal was not accepted by the body of members.)

6. We held the annual banquet.

7. We sponsored membership in the Utah Educational Research Council.

8. Support was given to the Spokane Convention in preference to the national. (13)

Other specific goals to seek with the support of the board of directors:

1. Continue to hold regional meetings in all regions and include Superintendents.

2. Encourage 100 per cent attendance at the State Administrators Conferences in December and March.

3. Continue the publication of "The Leader" (formerly, the "Newsletter").

4. Expand participation in the Spokane trek, emphasizing its morale-building effects, as well as the professional help.

5. Get more people to participate in the action program of the Association.

6. Expand the membership, with special appeal to our women principals.

7. Inform the training institutions of the professional advantages of a state association.

8. Expand the use of small group discussions in our meetings so that more of us can be heard and make our contributions.

9. Draw individual members out in their various talents--speech, writing, music, sports, etc. This is to stimulate individual growth.

10. We support the National Department of Elementary School Principals. (7)

#### Emil Nyman (President, 1956-57)

Projects which were accomplished:

1. We worked on the Spokane Convention.

2. We worked more on the competencies of elementary principals.

3. We worked on the Palo Alto Workshop.
  4. The National Convention for Elementary Principals at Cincinnati.
- (7)

From the above stated aims and goals of the various administrative groups, it can be detected that each succeeding group has tried to follow up the preceding group's "unfinished business," and then develop its own projects for the year. In an overall review of the Association, one can now see that leaders of a few years ago had vision as to the work of the future. It can also be detected that many of the goals have been successfully accomplished (clerical help, released time, in-service training, organizations of locals, etc.)

Is our Association a 'lead horse'? It may have been so classified at one time, and perhaps properly so, but its activity has increased in recent years, due to the fine help from the lay members, as well as the leaders.

A president, vice-president, and secretary are not going to carry the Association alone. It takes the combined efforts of all to make an active organization. Recognition must be given to the hundreds of individuals who have contributed to this organization.

As a further indication that work has been successfully done by the Association, an analysis of Chart I will indicate how the Association has grown, both on a state basis and on a national basis since 1945.

It will be noted, with only a slight deviation in 1947-48, that the growth has been very consistent. This growth is seen at both state and national levels.

CHART 1  
GROWTH OF MEMBERSHIP IN STATE AND NATIONAL ASSOCIATIONS

Year	State	Amount	National	Amount
1945	92	46.00	--	--
1946	--	66.50	--	--
1947	180	185.00	--	--
1947-48	137	413.00	--	--
1948-49	--	--	--	--
1949-50	157	513.00	12	60.00
1950	164	492.10	41	205.00
1951	181	542.50	?	?
1952-53	192	576.00	30	150.00
1953-54	193	579.00	37	185.00
1955	210	630.00	51	255.00
1956-57	212	636.00	53	265.00

Compiled from figures which appear in the minute books of the Utah Elementary Principals Association.

### PART THREE

#### FINANCIAL REPORTS OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

One of the major responsibilities of any organized group which has to handle money is the keeping of financial reports.

In the Elementary Principals Association, from the first, a record was kept of the money. The first records were kept in a small minute book. The first three years were compiled all together.

Later on, some records were kept on single sheets of paper and inserted into the file. Others were recorded right into the record books of the Association.

It was desired that a better means of keeping financial records be found; consequently, a metal file cabinet was bought during the time that Glen Thomas was president, so that a permanent system of record keeping could be established. Also, during his administration, an auditing committee was organized to audit the financial report.

No attempt has been made by the writer to balance one column of figures against the other. The reports, as given herein, are as they appear in the original form.

They are compiled according to years. It will be noted that different individuals had different methods of keeping records. The financial reports, according to years are as follows:



FINANCIAL REPORT OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

1945-1946-1947

		Receipts	Disbursements	Balance
Oct. 1945	Balance on hand			16.52
Oct. 1945	76 membership dues	38.00		54.52
Oct. 1945	16 Granite District's dues	8.00		62.52
Nov. 3, 1945	Minute and cash books		1.78	60.74
Nov. 23, 1945	Stamped envelopes		14.80	45.90
March, 1946	Membership dues	13.50		59.44
Oct. 1946	Balance on hand			59.44
Oct. 1946	Membership dues	47.50		106.94
Nov. 1946	Membership dues	5.50		112.44
Dec. 1946	Membership cards		3.16	109.28
Dec. 1946	Trans. for L. F. C.		16.00	93.28
Jan. 1947	Trans. for L. F. C.		8.00	85.28
Jan. 1947	Trans. for E. Baxter		7.00	78.28
Feb. 1947	Membership E. Seeley	1.00		79.28
Feb. 1947	Trans. for L. F. C.		8.00	71.28
Mar. 1947	Envelopes		5.15	66.13
Mar. 1947	Envelopes L. F. C.		14.43	51.70
Mar. 1947	Memberships	8.00		59.70
Apr. 1947	Memberships	8.50		68.20
Apr. 1947	Memberships	14.00		82.20
Apr. 1947	Trans. for L. F. C.		4.00	78.20
Sept. 1947	Membership cards 1947-1948		3.15	75.05
Oct. 1947	Members' dues, 1947-1948	17.00		92.05
Oct. 1947	Members' dues, 1947-1948	10.00		102.05
Oct. 1947	Members' dues, 1947-1948	23.00		125.05
Oct. 1947	Members' dues, 1947-1948	82.00		207.05

1945-1946-1947 (Continued)

		Receipts	Disbursements	Balance
Oct. 1947	Membership dues	1.00		208.05
Nov. 1947	Membership dues	18.00		226.05
	Post Office P. G. stamps		12.00	214.05
	Pl. Grove Review Pr.		27.15	186.90
Nov. 24, 1947	Members' dues	4.00		190.90
Nov. 14, 1947	Leon F. Christensen Ex.		8.00	182.90
Nov. 14, 1947	E. A. Beck - Merrill - Baxter		4.00	178.90
Nov. 14, 1947	Sylmar Jessop		5.00	173.90
Nov. 30, 1947	R. S. Merrill travel S.L. to Pr.		9.50	164.40
Nov. 30, 1947	Telephone, R. S. Merrill		4.33	160.07
Nov. 30, 1947	Post Office -- stamps		10.50	149.57
Nov. 30, 1947	Kathleen Merrill		2.00	147.57

(7)

FINANCIAL REPORT OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

1947-1948

	Receipts	Disbursements	Balance
Membership	18.05		18.05
Membership	208.00		226.05
Membership	4.00		230.05
Pres. Tran. Sch. La.-Sec.		4.00	226.05
L. F. Christensen Tr.		8.00	218.05
Pl. Grove P. Office		12.00	206.05
Selmar Jessop T. P.		5.00	201.05
Pl. Gr. Review		27.15	173.90
R. S. Merrill T. P.		4.33	169.57
R. S. Merrill postage		9.50	160.07
Kathleen Merrill Sec.		2.00	158.07
R. S. Merrill stationery		10.50	147.57
Merrill Sec. Tr. Pt.		9.00	143.57
Pl. Grove Review		6.25	137.32
R. S. Merrill postage		10.20	127.12
Deposited	4.00		131.12
R. S. Merrill Tr. Pt.		2.10	129.02
Deposited	4.00		133.02
Pl. Grove Post Office		2.00	131.02
Leon F. Christensen		4.80	126.22
Selmar Jessop		5.25	120.97
Eccles Hotel		4.33	116.64
R. S. Merrill - Beck Tr.		4.00	112.64
Eccles Cafe & Hotel		3.00	109.64
Deposited	2.00		111.64
Selmar Jessop		6.30	105.34

1947-1948 (Continued)

	Receipts	Disbursements	Balance
Leon Christensen		4.80	100.54
R. S. Merrill Tr. and phone calls		35.40	65.14
Box Elder Principal's Association		16.00	49.14
Deposited	1.00		50.14
Pl. Grove Post Office		2.10	48.04
Pl. Grove Bank		.50	47.54
Alpine School Board - phone call		3.70	43.84
Pl. Grove Review		7.25	36.59
Bank of Pl. Grove		.50	36.09

(6)

## FINANCIAL REPORT OF THE UTAH ELEMENTARY SCHOOL

## PRINCIPALS ASSOCIATION

1948-1949

Cash on hand October 14, 1948	36.09
Total cash received	449.90--414.00
1947-48 memberships	413.00

Disbursements

News letters	138.10
Stationery, stamps	30.63
Executive meetings expenses, transp., etc.	115.64
Regional meetings (Expenses)	82.20
Telephone calls	40.76

Total	407.33
-------	--------

Debits	449.90
Credits	407.33
Balance	42.57

Taken from file of the U. E. P. A.  
 Ray Merrill, President  
 Earl Beck, Sec. Treasurer

(6)

FINANCIAL REPORT OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

1949-1950

	Receipts	Disbursements	Balance
Deposited	411.00		411.00
Card file-cards, index		4.96	406.04
Letterheads		22.46	383.58
Deposited	8.00		391.58
National dues		50.00	341.58
Luncheon meeting Ex. Council		14.00	327.58
Deposited	31.67		359.25
Pres. expense--stamps, phone, travel		17.50	341.75
Deposited	3.00		344.75
Letterheads		7.05	337.70
Expense travel for L. Peterson		4.80	332.90
Paid for national dues		5.00	327.90
Deposited	62.00		389.90
Letterheads		30.50	359.40
National dues sent in		5.00	354.40
Pres. expense - phone, travel, printing		22.65	331.75
Deposited	9.00		340.75
Travel expenses to regional meeting at Brigham City		9.00	331.75
Stamps		12.00	319.75
Luncheon at Richfield		10.00	309.75
Traveling expenses H. Staheli		4.80	304.95
Stamps and cards for study conference dinner		11.00	293.95
Deposited	6.00		299.95
Pres. expenses - travel and phone		23.90	276.05
Deposited	226.10		502.15

1949-50 (Continued)

	Receipts	Disbursements	Balance
Study conference dinner		9.00	493.15
Deposited	96.90		590.05
Expenses--regional conference to Spokane		50.44	539.01
Deposited	48.75		588.06
Bus to Spokane including president's expenses		455.45	132.01
Stamps		9.00	123.01
Ex. Comm. luncheon		9.00	114.61
Traveling expenses E. Baxter		2.00	112.61
Traveling expenses Spencer Griffin		12.00	100.61
Traveling expenses H. Staheli		2.50	98.11
Postage for U. E. A.		15.00	80.49
Receipt books--Date stamp		2.62	
Balance on hand Oct. 11, 1950			80.49
1949-1950 membership			531.00
157 State			
12 National			
Total cash received			902.12
Disbursements:			
Communication expenses			166.18
Executive meeting expenses			66.50
Regional meeting expenses			73.50
National memberships			60.00
Spokane bus			455.45

1949-1950 (Continued)

---

Brought forward	<u>455.45</u>
	821.63
Credits	902.12
Debits	<u>821.63</u>
Balance	80.49

---

(6)



FINANCIAL REPORT OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

1950-1951

	Receipts	Disbursements	Balance
Cash on hand October 11, 1950			64.74
<b>Receipts</b>			
Memberships (164 @ \$3.00 plus .10)	492.10		
National memberships (41 @ \$5.00)	205.00		
Fares to Spokane (31 @ \$16.50)	511.50		
Collected for fruit (31 @ .75)	23.25		<u>1231.85</u>
<b>Total cash and receipts</b>			1269.59
<b>Disbursements</b>			
National memberships (41 @ \$5.00)		205.00	
Travel and lunch expense for executive meetings		94.90	
Stationery and mailing supplies		121.12	
Alta conference advertising		21.80	
Spokane conference, Pres. expense \$ 40.00			
Spokane conference, other expense <u>558.33</u>		598.33	
Transportation and phone other than executive meeting		22.50	
<b>Miscellaneous</b>			
October 1950 meal deficit 17.00			
Refund 2.00			
Returned check 39.00			
Bank service charge <u>1.00</u>			
<b>Total disbursements</b>		<u>1156.65</u>	

1950-1951 (Continued)

	Receipts	Disbursements	Balance
Less total disbursements			1166.85
Cash on hand October 11, 1951			139.94
Submitted by George L. Miller October 11, 1951			

(6)

FINANCIAL REPORT OF THE UTAH ELEMENTARY SCHOOL  
PRINCIPALS ASSOCIATION  
1951-1952

Cash on hand October 11, 1951		\$ 139.94
<b>Receipts</b>		
Memberships (181 @ \$3.00 minus .50)	\$542.50	
Fares to Spokane	497.64	
Redeposit of returned check	3.00	<u>1043.14</u>
<b>Total cash on hand and receipts</b>		<b>\$1183.08</b>
 <b>Disbursements</b>		
Travel and lunch expense for executive meetings	108.57	
Directors' expense--travel and lunch	30.45	
Stationery and mailing	104.21	
Bank deposit error	9.00	
Returned check	3.00	
Returned membership--paid by district	3.00	
Refund of transportation expense	16.50	
Lewis Bros. Stages Spokane conference	<u>478.08</u>	
<b>Less total disbursements</b>		<u>752.81</u>
Cash on hand October 8, 1952		\$ 430.27

Submitted by Kenneth B. Bailey  
October 8, 1952

Approved: Sherman Hansen  
President

(6)

FINANCIAL REPORT OF UTAH ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

October 8, 1953

	Receipts	Disbursements	Balance
Cash balance October 8, 1952, Financial Report			\$ 430.27
Cash received during 1952-53:			
192 1952-53 State memberships @ \$3.00 each	\$ 576.00		
30 1952-53 N. E. S. P. A. memberships \$5.00 each	150.00		
124 Oct. 1952 Luncheon reservations @ \$1.80 each	223.20		
Spokane Conference travel reservations	286.50		
Returned check by Lester J. Nielson	35.00		
Spokane Hotel reservation for Ida Phillips	10.00		
Redeposit of returned check	18.95		
35 1953-54 state memberships @ \$3.00 each	105.00		
37 October 1953 luncheon reservations @ \$1.65 each	<u>61.05</u>		
Cash received during 1952-53	\$1465.70		
Total cash			\$1895.97
Cash disbursements during 1952-53:			
Unpaid 1951-52 administration expenses:			
Oct. 1952 luncheon at Newhouse Hotel		\$243.00	
* (See explanation below)			
Bank charge to close out account		.76	
Correspondence expense		1.47	
Telephone expense		3.45	

1952-1953 (Continued)

	Receipts	Disbursements	Balance
1952 Nominating Committee expenses:			
Telephone expenses	\$12.40		
Travel expenses	<u>12.65</u>	<u>25.05</u>	
Total 1951-52 unpaid expenses		\$273.73	
1952-53 expenses:			
Correspondence expenses		87.18	
Transportation expenses (Executive committee)		53.40	
Telephone expenses (Executive committee)		24.65	
U. P. Railroad (Spokane conference travel reservations)		286.50	
N. E. S. P. A. Memberships		150.00	
President's Spokane conference expenses		62.50	
Printing expense:			
Elem. Principals human relation chart	\$13.75		
1953-54 membership cards	<u>4.80</u>	18.55	
Executive committee and nominating committee dinner		32.76	
L. J. Nielson to attend N. E. S. P. A. Convention		35.00	
Spokane hotel reservation for Ida Phillips		10.00	
Returned check (Spokane travel reservation)		18.95	
Purchase of a file cabinet		18.95	
1953 Nominating Committee expenses:			
Travel expense	7.50		
Telephone expense	3.37		
Correspondence expense	<u>.91</u>	<u>11.78</u>	
Total 1952-53 expenses		\$815.22	
Less total expenses paid		<u>1088.95</u>	
Balance on hand October 8, 1953			\$ 807.02

1952-1953 (Continued)

---

Receipts	Disbursements	Balance
----------	---------------	---------

---

\*135 reservations were made with the Newhouse Hotel for the 1952 luncheon meeting. 124 members paid and attended. Two (2) people were guests of the Association. Nine (9) reservations were short of the 135 contracted for. This accounts for the difference between the amount received for the luncheon and that paid to the hotel.

Respectfully submitted October 8, 1953

Byron T. Moore, Secretary

Approved: Glenn Thomas, President

October 7, 1953, 4:00 P. M. Mound Fort School, Ogden, Utah

We the undersigned have hereby examined and audited the above report and find it to be a true and correct report.

Lloyd Alvord, Ogden

Henry D. Call, Davis

L. Ross Fietkaw, Weber

---

(6)

## UTAH ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

## Financial Report for 1953-54

Cash balance October 8, 1953		\$ 807.02
Cash received during 1953-54		
81 lunches @ \$1.65	133.65	
158 memberships @ \$3.00	474.00	
16 national memberships @ \$5.00	80.00	
Belonging to Clay I. Peterson (change)	5.00	
Membership and lunch received too late to appear on last report	4.65	
Loose change in box	<u>.08</u>	
Cash received during 1953-54		<u>697.38</u>
Total Cash		\$1504.40
Cash Disbursements during 1953-54		
Luncheon Newhouse Hotel	\$ 202.95	
National Dept. Elem. School Prin.	80.00	
Sherman Hansen--Printing	2.50	
The Reminder--Printing (Logan)	3.93	
Rulon Widdison--Refund of Dues paid twice	3.00	
Golden Flame--Exec. board dinner	13.84	
Ezra Tobler--Purchase post cards	4.00	
Fenton J. Princi--refund of dues paid twice	3.00	
Postmaster, So. Salt Lake--stamps	20.27	
Utah Bank Note--letterheads (2200)	23.40	
Russell Goodman--stationery	2.50	
Capitol Hill Ward--building use	3.00	
Fred C. Strate Funeral	7.14	
Woodrow Wilson School--envelopes purchased by Ezra Tobler	9.14	
Russell Goodman--Postage regional		
Harmon's Cafe--exec. board dinner	11.30	
Ezra Tobler--Spokane convention	60.00	
Arch Sims--Refreshments, prizes for trip to Spokane	32.15	
Stamps and envelopes	12.00	
Emil Nyman--newsletter supplies	3.63	
Ezra Tobler--stamps for Newsletter	7.20	
Clay I. Peterson (change)	5.00	
Trans. for Regional representatives for meetings	219.10	
Utah Bk. Note--receipt books and mem- bership cards	<u>21.90</u>	
Total Disbursements	\$767.70	
Total Cash on hand October 7, 1954		\$ 736.70

1953-1954 (Continued)

Audited and approved by:

1. W. R. Willardsent  
Granite2. E. B. Ganfin  
Jordan3. M. E. McMillan  
Murray

(27)



FINANCIAL REPORT OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

1954-1955

	Receipts	Disbursements	Balance
Cash balance on hand October 11, 1954			\$ 551.70
Cash received during 1954-55:			
99 luncheon tickets @ \$1.65	163.35		
193 State memberships @ \$3.00	579.00		
37 National memberships @ \$5.00	185.00		
Loose change in box	.25		
Total cash received during 1954-55			<u>927.60</u>
Total cash accountable			\$1479.30
Cash Disbursements during 1954-55:			
National Dept. Elem. School Principals		175.00	
Box Elder News--stamps, env., stationery		14.34	
Delone Glover--typing stenciling		5.25	
Arch Sims--memo paper		3.00	
Arch Sim--telephone		11.64	
Raymond Wrigley--postage		1.53	
Newhouse Directors' breakfast		13.90	
Brigham Post Office--stamps		3.00	
Arch Sim--telephone--mileage		25.29	
Box Elder Principal's Association overpayment		6.00	
District #3 dinner (officers)		3.50	
District #4 dinner (officers)		5.00	
Brigham Post Office--stamps		3.00	
Arch Sim--mileage		24.00	
Arch Sim--mileage		14.40	
District #1 dinner (officers)		3.70	

## 1954-1955 (Continued)

	Receipts	Disbursements	Balance
Emil Nyman--Newsletter		10.00	
District #7 dinner (officers)		4.59	
Ezra Tobler--mileage		5.40	
National Dept. Elem. School Princ.		5.00	
Arch Sims--mileage, meal, tips		33.32	
Hotel Utah--Exec. meeting breakfast		11.30	
State Capitol Exec. meeting dinner		12.04	
Arch Sims--Spokane convention		60.00	
National Dept. Elem. School Princ.		5.00	
Brigham Post Office--2¢ cards		1.00	
Arch Sims--mileage		37.57	
Union Pacific--extra car, Spokane		6.20	
Dell Nichols--Spokane convention		24.80	
Five-Star Elem. Prin., 10¢ per member		17.80	
Davenport Hotel--Hdqs. room		20.75	
Pacific Fruit--fruit, Spokane		10.45	
District #6 dinner (officers)		3.37	
Pacific Fruit--Spokane		6.85	
Ezra Tobler--mileage--workshop		10.80	
George Miller--name tags, telephone, telegram		18.48	
George Miller--mileage--workshop		16.20	
Emil Nyman--Leader		11.34	
Wheelwright Lith. Co. insert--Leader		15.00	
George Miller--workshop		14.40	
Lewis Harding--mileage--workshop		2.88	
Elwood Baxter--mileage--nominating committee		4.56	
Joe Timmons--mileage--nominating committee		17.28	
Harold Blair--mileage--nominating committee		2.40	
Byron Moore--mileage--nominating committee		4.56	
Arch Sims--telephone, tips Spokane, mileage		49.85	

1954-55 (Continued)

	Receipts	Disbursements	Balance
Brigham Post Office--2¢ cards		.50	
News Journal Brigham--membership cards		<u>7.00</u>	
Total Disbursements		\$829.34	
Total cash on hand October 11, 1955			\$ 649.96
Records kept and submitted by:			
Dell Nichols, Sec.			
Audited and approved by:			
J. D. Gunderson          Ronald J. Leonard			
App. Gen. Meeting 10-13-55			

(5)

## UTAH ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

## FINANCIAL REPORT FOR

1955-56

Cash balance on hand October 14, 1955		\$ 450.11
---------------------------------------	--	-----------

Cash received during 1955-56:		
-------------------------------	--	--

98 luncheon tickets @ \$1.65	\$161.70	
210 State memberships @ \$3.00	630.00	
51 National memberships @ \$5.00	255.00	
Mileage rebate Joe Timmons	<u>6.00</u>	

Total receipts 1955-56		<u>1052.70</u>
------------------------	--	----------------

Total Accountable		\$1502.81
-------------------	--	-----------

Cash Disbursements 1955-56:		
-----------------------------	--	--

Mileage	236.19	
Spokane	162.18	
National Dept. memberships	255.00	
Printing, stationery	112.75	
Postage, envelopes	78.81	
Workshops	47.69	
Miscellaneous	<u>34.50</u>	

Total disbursements 1955-56	\$927.12	
-----------------------------	----------	--

Receipts		1502.81
----------	--	---------

Disbursements		<u>927.12</u>
---------------	--	---------------

Balance		\$ 575.69
---------	--	-----------

Audited and approved by:

1. Marion J. Olsen
2. Lewis M. Rawlinson

Records kept and submitted by:

Glen R. Brown

(5)

UTAH ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION  
 FINANCIAL REPORT FOR  
 1956-57

Cash balance on hand October, 1956		\$ 451.88
Cash received during 1956-57:		
212 State memberships @ \$3.00	636.00	
53 National memberships @ \$5.00	<u>265.00</u>	
Total receipts 1956-57		<u>901.00</u>
Total Accountable		\$1352.88
 Cash Disbursements 1956-57:		
Mileage	83.16	
Spokane	136.85	
National Dept. memberships	265.00	
Postage, stationery, printing costs	84.12	
National convention expense	200.00	
Miscellaneous	<u>6.50</u>	
Total Disbursements		<u>775.63</u>
Balance		577.25

Audited by:

C. C. Greenwell

Records kept and submitted by:

James O. Morton

(7)

The preceding reports show that the amount taken in has been considerable. Principal expenditures have been for conventions and speakers.

## PART FOUR

### PARTICIPATION OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION AT THE NORTHWEST CONVENTION

Influential in the planning of the first regional conference in America of the Department of Elementary School Principals was Lester J. Nielson, along with Fenton Prince and Ray Merrill. Acting as reporter-recorder for this session was Mr. Earl A. Beck, with others from Idaho, Montana, Oregon, and Washington.

The purpose of the convention is to bring unity to the elementary principals' associations of the various states.

In an open letter to Superintendent of the State of Utah is recorded a brief history of the convention. This is located in Appendix D.

At the Convention of 1948, Eva Gene Pinkston, Executive Secretary of the Department of Elementary School Principals, highlighted the convention with her topic, "Whence Came We...How Fare We Today."

Other speakers and titles of their talks are listed:

Dr. Willard Goslin, Superintendent of Minnesota Schools, "Our Responsibilities for Leadership."

Dr. Glen Barnett, University of California, "Education for All American Children."

Mr. James T. Hamilton, Vanport City Schools, "Principal in the Modern School Program." (10)

For 1950, the following speakers and topics are listed:

Dr. Paul Witty, "Elementary Principal, Community Leader."<sup>1</sup>

Dr. Ernest Melby, "Education and the United States' Foreign Policy."<sup>2</sup>

Dr. John Furbay, "Diminishing Horizons."<sup>3</sup>

Dr. William E. Warner, "Education for Power."<sup>4</sup>

Dr. Paul Witty, "Mental Health."<sup>5</sup>

Mrs. Pearl Wanamaker, "Democracy for American Children."<sup>6</sup>

It can be detected that those speakers, in their choice of topics, had much important information to share with those in attendance. Brief summaries of each topic of the above-named speakers may be found in Appendix A.

In 1957, prominent educators who appeared at the convention were:

Dr. Gordon N. Mackenzie, "The Responsibilities of Education in a Period of Crisis."<sup>7</sup>

Dr. Verne C. Fryklund, "Only Free People Can Be Educated."<sup>8</sup>

Dr. John Bartky, "The Schools Have a Problem in the World Today."<sup>9</sup>

Dr. Roald F. Campbell, "The Emerging Role of the Elementary Principal."<sup>10</sup>

Dr. Henrietta Anderson, "Recreation Should Be Recreation."<sup>11</sup>

Dr. Emmett Betts, "Acres of Diamonds."<sup>12</sup>

Walter Judd, "Political Immaturity."<sup>13</sup>

Brief summaries of each of these talks will be found in Appendix A.

To fit into the program of events with special appeal to Utah

<sup>1</sup>Item 1, Appendix A.    <sup>2</sup>Item 2, Appendix A.    <sup>3</sup>Item 3, Appendix A.

<sup>4</sup>Item 4, Appendix A.    <sup>5</sup>Item 5, Appendix A.    <sup>6</sup>Item 6, Appendix A.    <sup>7</sup>Item 7, Appendix A.

<sup>8</sup>Item 8, Appendix A.    <sup>9</sup>Item 9, Appendix A.    <sup>10</sup>Item 10, Appendix A.

<sup>11</sup>Item 11, Appendix A.    <sup>12</sup>Item 12, Appendix A.    <sup>13</sup>Item 13, Appendix A.



principals who have attended the convention at Spokane, two ladies have made contributions in the way of writing original poems--Mrs. Lillian McKnight, "Spokane,"<sup>14</sup> and Mary Soffe Parkin, "Convention Train."<sup>15</sup>

In these poems, a feeling of friendliness and warmth is expressed, of a group of people traveling to Spokane for the convention. The reading of the poems will revive pleasant memories, as well as anxious moments. For those who have not attended the Spokane convention, it will be pleasant reading, nevertheless.

Much time has been spent by the State Association in studying about the competencies needed by principals. This has been an outgrowth of the Spokane convention.

From the study guide on Preparation for Principals, Northwest Convention (1956), topics discussed were:

1. The principal must be able to build and maintain good human relations.
2. The principal must be able to influence constructive program development within the individual school.
3. The principal must be able to exercise a guiding influence within the individual school.
4. The principal must be able to handle management affairs in such a way as to realize the objectives of the school.
5. The principal must be able to give some technical assistance needed by teachers, pupils, parents, and personnel of the central office.
6. The principal must be able to assist in the selection and utilization of learning and instructional aids.
7. The principal must be able to develop a cooperative relationship between the school and community.
8. The principal must be able to exercise the type of leadership which results in an effective accomplishment of the objectives of the school. (30)

---

<sup>14</sup>Item 14, Appendix A.    <sup>15</sup>Item 15, Appendix A.

The eight items listed above have been the "backbone" of the series of studies that are being conducted by the Utah Association at the present time. Plans are in progress for a continuation of the studies for the coming year.

Attempts to hold Northwest Elementary Principals Convention in Utah. In 1955, a discussion and study was made to determine the feasibility of bringing the Elementary Principals Section of the Inland Empire Association to Ogden, Utah.

The Inland Empire Convention is a convention for the four Northwest States, Washington, Oregon, Idaho, and Montana. The Utah Elementary Principals were invited to attend the Elementary Principals Section at the request of the National Principals Association. It is similar to our Utah Education Association.

Mr. Wheatly Taylor was appointed to be chairman of the study. In cooperation with representatives of Region Two, which includes Morgan, Weber, Box Elder, Ogden, Davis, a thorough study was made, and reports made to the State Association. The National Representative, Mr. Arch Sims, was called in for advice and suggestions.

After all consideration possible was given to the subject, it was decided not to attempt it, primarily because of expense and inability to obtain the services of the top speakers of the nation at a smaller convention. Concern was also expressed that should the Principals Section pull out of the Northwest Association and start holding separate conferences, that it might have a tendency to weaken the entire Inland Empire Convention. Officers from the other State Associations disapproved the plan; consequently, the entire idea was dropped.

It should be noted that two men, Mr. Lynn Hales, 1950, and Mr. Ezra

Tobler, 1955, served as President of the Principals Section of the Inland Empire Association Convention.

From the foregoing statements relating to speakers and topics discussed at the Spokane convention, it can be observed that professional growth in an organization would develop by attendance at the convention.

Superintendents of the state are to be complimented on the attitude they have taken in encouraging principals to attend the convention.

## PART FIVE

### WORKSHOPS HELD IN THE STATE

To promote professional growth for the Utah Elementary Principals Association, a plan of conducting workshops has been worked out. The idea that members of a group can better themselves by contributing and sharing ideas is not a new one with this group. It has been successfully done by other professional groups. The growth which can be obtained from resource persons, who are experts in their fields, is most valuable in developing a better professional spirit.

Lynn Hales, who was President of the Inland Empire Association, in cooperation with Dr. Roald Campbell from the University of Utah, planned at the Spokane convention in April of 1950, to hold a Northwest Elementary School Principals work-conference at Alta, Utah. Plans were formulated very carefully for a conference. After some deliberation, and probably due to a smaller enrollment than was anticipated, this workshop was moved to the University of Utah campus.

Men from the Inland Empire Association of the five states, Idaho, Washington, Oregon, Montana and Utah attended. "There were 70 principals from the Western states that attended." (6)

The theme of the conference was: "Growing Up 1950-1960."

Specialists in the following areas were sought:

1. The Cultural Impact
2. Strains and Stresses
3. Classroom Procedures
4. Child Development
5. Group Dynamics
6. Administrative Procedures

Orientation features were to include:

1. The Mormon Culture
2. The Geology of the Wasatch
3. The Flora of the Wasatch

Despite the small enrollment, a "successful workshop was reported."

(6)

In April, 1956, Dr. Caseel D. Burke, from the Utah State Agricultural College, was invited to attend the Spokane convention. His job was to "sell" the summer workshop which was to be held in Logan from June 9 to July 20, to the group who were attending the Spokane convention. George Miller, who was president of the state association, helped to promote it in our own group.

In an open letter to the Elementary Principals, Mr. Miller indicates his enthusiasm for the workshop. (See Page 50).

The theme for this convention was: "Professionalizing Administration and Supervision Elementary Education."

The Logan Workshop was very successful. From the table of contents of the report, topics are listed to present a view of the quality of work which was accomplished:

#### Table of Contents

	Page
Keynote Address	1
Community Relations	4
Administration of Pupil Personnel	6
Administration of Teaching Personnel	8
Teacher Personnel	10
Elementary Curriculum	11
Elementary School Curriculum	15
Supervision - Its Purposes and Techniques	18
Supervisory Visit and Conference	21
The Exceptional Child	24
The Principal - Office Boy or Educator	25
Characteristics of the Ideal	
Elementary School Principal	27
Elementary Principals' Workshop Role	29 (4)

April 1956

Fellow Principal:

Are you as well prepared for your job as you would like to be?

Are you, as a leader, more competent than your better teachers?

Are you really the Educational Leader in your community?

If your answer is "yes," three times, then congratulations!

If your answer is "no," and if you would like to do something about it as pleasantly and as productively as possible, then you will want to make arrangements to be in Logan this summer attending our own professional Workshop.

Why not make definite plans now to be there!

Good luck,

George L. Miller  
President, Utah Elementary Principals  
Association

P. S. You know we are sponsoring this Workshop for principals with the help of the Utah State Agricultural College. We have a definite obligation to see that it succeeds. (26)

GLM/llf

Principals who attended this workshop from Utah were:

Iva Archibald	Willard
Donna O. Ash	Pleasant Grove
Kenneth B. Bailey	Paradise
W. S. Bailey	Hyrum
Edward Baxter	Orem
Robert Bickmore	Logan
Henry R. Cooper	Logan
Lewis Harding	Willard
Jay P. Hawkes	Honeyville
Orr L. Hill	Riverton
Ada S. Hullinger	Salt Lake City
Owen A. Hullinger	Salt Lake City
LaFell Iverson	Hurricane
Ford Jeppson	Tremonton
Archie L. Jenkins	Newton
Joseph P. Malmberg	Clarkston
Glen B. Marble	Brigham City
Robert W. Morgan	Willard
James O. Morton	Salt Lake City
L. J. Nielson	Salt Lake City
Garn J. Olsen	St. George
C. Garth Olsen	Payson
Dale Rindlisbacher	Smithfield
Audra Schwendiman	Logan
Arch Sims	Willard
Ezra Tobler	Salt Lake City
Morris M. Wilson	Morgan
Caseel D. Burke	Logan (4)

From the list of topics referred to, it can be seen that a great deal of worthwhile information would be gathered from this convention.

It is interesting to note the different places in the state that the members came from--from Hurricane to Logan. That is about as state-wide a representation as could be had. It can be seen from this how the news gathered from the convention could be spread to the far corners of the state.

The planning committee for the workshop consisted of:

Caseel D. Burke	
Blanch Nelson	Co-Chairmen
Arch Sims	
Kenneth Bailey	Norma Jensen
John C. Carlisle	Ford Jeppson
Henry Cooper	George Miller

Lue Groesbeck  
Sherman Hansen  
Lewis Harding  
E. A. Jacobson  
Allan M. West  
Basil Hansen

Byron Moore  
Dell Nichols  
Edith S. Shaw  
Joseph Timmons  
Extra Tobler

(4)

It is the custom of the Inland Empire Association to rotate the turns for the five states to serve as the host state. Since there are five states, the turn would come every five years. For the success of the 1956 workshop in Logan, it is well to recognize the services of Dr. Caseel D. Burke, who worked with Mr. George Miller and others, to help make this event so successful. It has been a good beginning for state workshops.



## PART SIX

### THE RELATIONSHIP OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION TO THE STATE DEPARTMENT OF EDUCATION

As early as 1938, the State Department of Education, under the guidance of Miss Jennie Campbell, Director of Elementary Education, began working with elementary principals in attempting to bring the two groups closer together in a working relationship.

In a letter,<sup>1</sup> dated January 17, 1938, to L. J. Nielson, then secretary of the principals' association, Miss Campbell requested attendance at a meeting to discuss a proposed regional conference of the Progressive Education Association which had been arranged with Frederick I. Redefor, Executive Secretary of P. E. A. The program was directed to the theme, "Progress in Education." Speakers included Meek, Kelther, Lang, Aiken, Rath, Clapp, Stoltz and Kilpatrick.

In March, 1948, a three-day series of meetings<sup>2</sup> was held under the title of "State Elementary Supervisors and Principals Meeting." Three discussion titles were developed: (1) An Evaluation of the Elementary School, (2) An In-Service Program for the Elementary School Personnel, (3) What Organization and Planning is Necessary in Relation to Time Allotment.

In October, 1950, a meeting called a "Cooperative Conference" was held. Discussion themes<sup>3</sup> included "School Community Relations, 'Where To

---

<sup>1</sup>Item 1, Appendix D.    <sup>2</sup>Item 2, Appendix D.    <sup>3</sup>Item 3, Appendix D.

From Report Cards," "Professionalizing in the Elementary School Principalship," "Special Problems of the Teaching Principal," "Emotional Stability of the Elementary School Child," "World Relations in the Elementary School," and "Bulging School Houses." An address was given by Dr. Robert H. Dalton, Head of the Department of Child Development and Family Relations, Cornell University.

A letter<sup>4</sup> dated September 27, 1950, promoting this program, also gives information regarding dues.

In 1953, an Elementary Principals and Supervisors Study Conference was held. The theme of this conference<sup>5</sup> was: The Role of the Elementary School Principal as a Supervisor of Instruction.

In March, 1954, another study conference was held. The conference included material on the use of the Language Arts Supplement.<sup>6</sup>

In a letter<sup>7</sup> dated November 9, 1955, from M. George Miller, who was president of the Elementary Principals Association, he urged all principals to attend the December and March Administrators' Conference as a means of in-service training.

In 1955, an Elementary Supervisors and Principals Study Conference<sup>8</sup> was arranged by Lue Groesbeck, Director of Elementary Education, under E. Allen Bateman, Supt. The program was directed to the theme, "Music to Grow on." At this time Arch Sims was president of the Elementary Principals Association.

As shown in the letter,<sup>9</sup> dated April 14, 1956, to Mr. Wheatly Taylor, a member of the State Social Studies Committee, and a Principal, Miss Lue

---

<sup>4</sup>Item 4, Appendix D.    <sup>5</sup>Item 5, Appendix D.    <sup>6</sup>Item 6, Appendix D.  
<sup>7</sup>Item 7, Appendix D.    <sup>8</sup>Item 8, Appendix D.    <sup>9</sup>Item 9, Appendix D.

Groesbeck, State Director of Elementary Education, expresses appreciation for the work done in planning the Administrators Conference, featuring Miss Eubank.

Also in February, 1956, a letter<sup>10</sup> from Miss Lue Groesbeck, State Director of Elementary Education, indicates how all the administrators on all levels can plan together.

The conferences which have been planned and held together by the State Department of Education and the Elementary Principals Association show a feeling of cooperation between the two groups.

It is important to note that with the succeeding years, the feeling of cooperation grows stronger between the state Office of Education and the administrative officers of the Elementary Principals Association.

It is also important to note that many services of the state office are made available to the Association in times of need. This is appreciated and helps greatly in planning programs, to have the use of clerical help and of some supplies that are needed.

---

<sup>10</sup>Item 10, Appendix D.

## PART SEVEN

### SALARIES

There have been many committees in the state which have worked on salary schedules for the elementary principals. Individual districts have studies of their own situations, and some have submitted them to a central salary committee to be studied; however, up to this time there has not been a schedule adopted for elementary principals on a state basis.

In the list of goals and aims of the different administrations, it will be noted that several of the administrations had listed as one of their goals, "to work for a better salary schedule." Early in the association, Mr. Stahell advocated a single salary schedule for elementary principals, regardless of the size of the school. There were some who agreed with his philosophy, and some who disagreed, but it was not adopted as a uniform schedule.

A comprehensive study of the salaries for elementary principals was made at the Department of Elementary School Principals at Stanford University in July of 1956. Our own state organization has used this study for guidance in developing a tentative salary schedule.

As a means of helping to improve the salaries of elementary principals, some possible activities have been suggested for states to follow. Briefly, they are:

1. Form a committee on salaries to undertake the following:
  - a. Study the present status of the salary situation in the state (such a study may reflect salaries based on pupil enrollment, experience, and preparation of the principal.)

- b. Compile results of the study for distribution to officers of local associations, school superintendents, the state legislature, school board members, and the National Department of Education.

2. Prepare a report on the work of the principal, related to the salary schedule (such a report may reflect the importance of the job).

3. Arrange for representatives from the state association to work jointly with representatives of the state education association and the state association of school administrators to help revise salary schedules.

4. Check to see if salary schedules being proposed for teachers and others.

5. Arrange for representatives of the state association to appear before the final committee of the state legislature or the appropriate legislative body to present suggestions for salary adjustments. (29)

In order that a state association may work to the best interest of a group, it has to utilize the help from the smaller units. In studying the suggestions given at Stanford University, certain suggestions were given for local associations to follow. They are:

Suggested activities for local associations

1. Form a salary committee to work jointly with the state committee.

2. Cooperate with state study in supplying information on local salary situations.

3. Discuss problems involved in salary schedules with other school personnel, P. T. A. groups, school board members, etc.

4. Arrange meetings of local groups to discuss proposed salary schedules and means of support.

5. Study salary schedule of other personnel in community and demonstrate interest in overall coordination of salaries for all school personnel. (29)

When information, such as this, is important enough to be considered and discussed at the national conventions, it is important enough for state associations to consider. It would seem that the status of the elementary principal should be of sufficient importance to have a state-adopted salary schedule. The one that has been temporarily adopted by the

state has been suggested by the National Department. If it were considered fully, it would seem that the state would do well to adopt it.

The recommended formula to determine the salary for a properly certified principal will be found in the files of the Association. Also, since it is current, all principals will ultimately receive one. This is a tentative schedule for all principals.

When designing this goal, it was a formula that would help provide the means whereby: (1) persons with the highest qualifications can be secured to perform the job required of a principal; (2) our high quality principals will remain in our school districts; (3) the salary paid the principal will keep pace with salaries paid other members of the district professional staff.

With these objectives in mind, the following goal and formula is recommended as a general guide to Utah school districts to determine the salary to be paid principals.

1. Certification. Before appointment, all principals should be properly qualified and certificated for the positions to which they are to be appointed.
2. Type of assignment. All principals within a district, regardless of whether they are teaching or supervising principals, should have their salaries determined by the same formula. The formula, however, should include consideration of other factors that measure differences in school assignments.
3. Travel expenses. The principal should receive, in addition to his regularly scheduled salary, full reimbursement for all necessary expenses required of them in the pursuit of their official duties. This expense reimbursement should be paid in the form of a special travel and expense allowance, as recognized by the Bureau of Internal Revenue, that is separate and apart from the salary paid the principal for his professional services.
4. Formula. The formula used to determine the salary to be paid school principals should be stated in terms of a percentage of the basic salary schedule adopted by the district for classroom teachers. By using a percentage formula, the board of education assures the principals that his salary will remain in the proper relationship to the other educators in the district as economic changes take place in the district. Moreover, once the proper percentage relationship has been established, the need for constant revision of the formula or pay scale for principals is alleviated. In many Utah districts, the salary formula for principals has

neither been examined nor changed for many years. The dollar relationship that was established many years ago is not adequate under present conditions. If a proper relationship is once established, such a plan would make automatic provisions for adjustment as the salary schedule for classroom teachers is revised. (31)

At a meeting held in March, 1958, the salary committee of the Utah Education Association and elementary principals and secondary principals met and discussed the tentative salary schedule. It was recommended to the House of Delegates of the Utah Education Association that it be adopted.

The following recommendation was made for elementary principals, referring to the tentative schedule that the 5 per cent be changed to 12 per cent. The goal in Utah is to develop the best schools in the nation, but the school is only as good as the administrator.

While it is true that educational leadership cannot be purchased, well-paid principalships can do much to secure the services of educators with imagination and administrative ability to provide such leadership. Without such direction, it will be difficult to reach our ultimate objective of the best education possible for each child in the state. (29)

If the state of Utah is to keep the best administrators here and obtain the services of other leading principals from other areas, when needed, then the salary schedule has to be made attractive enough to keep what we have, and obtain the best when more are needed.

## PART EIGHT

### THE OFFICIAL MAGAZINE OF THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

During the year of 1954-1955, the official instrument of the Elementary Principals Association was a Newsletter. This was a one-page document with tidbits of information pertinent to events which had occurred to members of the Association.

After some discussion, by the officers and members of the Association, it was decided that a more attractive instrument could be provided. Mr. Emil Nyman was appointed as editor.

The name of the new instrument was "The Leader." It was underwritten by certain advertisers. The format was a beautiful piece of work, the paper of excellent quality.

In addition to Association news, it carried "gems of wisdom" or quotes.

An indication of how it ranked with other publications of various states is given below:

Dear Principals:

We understand you are pleased with the revision worked out for "The Leader." Everyone likes to have a "tool" which looks and performs its assigned tasks just a little better than others in the fields. We hear reports from L. J. Nielson that your Leader had that distinction at the Chicago convention... (26)

In February, 1956, The Leader was published by the Paragon Press. The price of \$20 was paid for the mats. Mr. Nyman did the typing and laying out of each column and page, then it was taken off by the lithograph process. He comments, "It is quite a job to lay out each column and page."



This new means of producing The Leader resulted in a very fine instrument. The type of material changed from short tidbits of information to longer items of interest. Some poetry and original songs were included. The May issue of 1956 was an outstanding piece of work.

In November, 1956, a change had taken place in the production of The Leader. This issue appeared as a mimeograph article; a single sheet with material written on both sides of the paper. The "bits of wisdom" were deleted; the longer items were missing. It contained pertinent information to principals on goals to accomplish through local leadership training. It appeared to be mostly confined to "business matters."

Much credit is to be given Mr. Emil Nyman for all the effort that he put forth in editing The Leader.

In 1956, Mr. Lynn Hales was delegated to assume the production of The Leader. The first instrument which appeared under the new method was entitled "Elementary Principal Newsletter." The name of The Leader was missing. It appeared to be similar in nature to the Newsletter which was produced before The Leader.

It is to be hoped that the Elementary Principals will be professionally minded enough to make the necessary contributions to keep publication going.

The following letter indicates when and where the decision was made to publish the Newsletter:

Pleasant Grove, Utah  
December 30, 1947

L. J. Nielson  
724 Windsor Street  
Salt Lake City, Utah

Dear Mr. Nielson:

The following paragraph is taken from our December Principals' meeting.

On December 6, 1947, the State Elementary Principals Association met at the State Capitol.

The group decided to publish a monthly newspaper. A committee was organized to publish the letters and to work out the details of financing such letters.

The chairman was to appoint a committee. The following men were selected: L. J. Nielson, Salt Lake City; Oscar Hulet, Cedar City; and J. D. Gunderson, Brigham City.

Fred Strate volunteered to mail the first letter. Marlon J. Olsen agreed to send the second letter out.

Sincerely yours,

Ray Merrill

(26)

NEWSLETTER: In January, 1948, the Newsletter was first printed. The heading carries the following information:

UTAH ELEMENTARY SCHOOL PRINCIPALS--NEWSLETTER

of the Elementary School Principals Association

U. E. A.

An Informed

Elementary School Principal Is

The Key to Elementary Education

Ray S. Merrill  
Pres. U.E.S.P.A.  
Sylmas Jessop  
Vice-president  
Earl S. Beck  
Secretary & Treas.

L. J. Nielson  
Editor  
J. D. Gunderson  
Committee  
Oscar Hulet  
Committee

(26)

---

Vol. 1

January, 1948

No. 1

This first issue was nicely done although it was a mimeographed article. It was three full pages in length containing:

- a. preface
- b. president's message
- c. report on December conference
- d. news from the field
- e. first regional meeting D.E.S.P., Spokane, Washington
- f. problems for study
- g. application for Spokane Convention (26)

Mr. Nielson is to be congratulated, along with the other members of the committee, for their painstaking efforts to provide an instrument for the Association. It is with great pride that they can reflect on their work.

In 1945, Mr. Nyman took over the editing of the Newsletter, which by

now had changed the name to The Leader. The complete original Newsletter, Vol. 1, No. 1, Vol. 1, No. 2, appears in Appendix B. Also in Appendix B will be found a copy of The Leader.

## PART NINE

### THE PROMOTION OF PROFESSIONALISM BY THE UTAH ELEMENTARY PRINCIPALS ASSOCIATION

#### A. Goals and Objectives

As has been previously indicated elsewhere in the Thesis, the Utah Elementary Principals Association has had an inspiration from its first "fuzzy" beginning to achieve, as a group, a higher degree of professionalism. In looking at the first programs of the Principals' Section at the U. E. A. Convention, it can be noted, that the leading educators in the nation were being brought in to address the Elementary Sections. A careful scrutiny of additional programs indicated that the trend has consistently been followed. However, not all the growth has been accomplished at the U. E. A. Conventions.

The State Association, on its own, has gone ahead and made several plans to bring elementary principals up to a higher standard of professionalism. Some of those plans may be indicated from the following:

Assignment of professional problems is as follows: Salary schedules for elementary principals was assigned for joint study by Weber County and Cache County Principals; Professional status and responsibilities of elementary school principals for study by Box Elder and Provo principals; Clerical assistance for elementary school principals by Granite District principals; Consideration of the responsibilities of the teaching principalship by Sevier County and Washington County principals; School lunch management in the elementary schools by Davis County principals; Library facilities in elementary schools was assigned to Alpine District principals. (26)

The program should provide plenty of activity for members of the Elementary Principals Association during the next few months. It is not intended that these assignments shall in any way limit other principals or groups of principals in attacking the same

or other problems which they feel are pertinent to the improvement of the educational program in the elementary school. (24)

Other evidences that this Association of Elementary Principals was interested in a spirit of professionalism is shown by the following:

Tremonton, Utah  
March 31, 1947

Dear Principal:

The Utah Elementary Principals Association is interested in improving administration and instruction in our schools. It was with this in mind that our Association has spent two years studying standards for Elementary Schools.

During our study of this problem, we have had the advice of leading educators in Utah, and it is their belief along with ours that these standards where they are not already in practice will improve our Elementary Schools.

These recommendations have been adopted by the U. E.P. A. and they recommended that a copy be sent to all our Utah Superintendents and Principals.

There is power in Organization. The Utah Elementary Principals are organized. ARE YOU A MEMBER? Mail your dues of \$1.00 to Ralph M. Baird, Secretary, Fielding, Utah.

When the sheet of recommendations is converted into objectives, it indicates why every Elementary Principal should belong to the State Association.

We would appreciate any comments or suggestions you wish to make.

Sincerely yours,

Leon Christiansen,	President
Elwood Baxter	1st Vice-pres.
Drayton Nuttall	2nd Vice-pres.
Emil Nyman	Director
Vernon Worthen	Director
Ralph Baird	Sec. & Treas.

(26)

The Utah Elementary Principals Association is sincerely interested in improving the quality of administration and instruction in our schools; therefore, we recommend:

1. That all elementary principals be certificated.
2. That each Superintendent select and recommend to promising people that they (the recommended persons) become properly qualified for administrative certification. These teachers should have personal qualifications as well as scholarship preparations.
3. Educational standards for supervising principals be allotted as follows: Six to twelve teacher schools, approximately half-time supervision; twelve or above, full-time supervising principals should be employed. One-half unity is given for each full-time supervising principal.
4. That a full-time clerk be employed in schools of twelve to fifteen teachers and a half-time clerk be employed in schools with six to twelve teachers. Where a full-time lunch program is carried on, more clerical help is necessary.
5. That a uniform library budget be adopted on the basis of one dollar per child as a minimum for books. Library rooms and full-time librarians should be provided for schools having twelve rooms or above, and part-time for those under twelve rooms.
6. That beginning principal's salary be one-ninth above his salary as a teacher, plus additional consideration being given for size of school or number of teachers employed. There should be a double increment annually until maximum salary is reached.
7. That Superintendents encourage all elementary principals to affiliate themselves with local, state and national elementary principals associations.

The above recommendations were adopted by the U. E. P. A. in their meeting held during the Administrators Conference at the State Capitol Building in Salt Lake City, March 29, 1947. (26)

Other articles pertaining to the promotion of professionalism appear in Appendix C.

- a. Decalogue of Elementary School Practices that perhaps are in need of study and recommendation
- b. Committee on Preparation for Leadership (26)

### B. Significance for Education

The hope of the future lies in the education of all the children. To the elementary school principal falls the responsibility for the administration of a plan of education which will serve the needs of all the children. In seeking the kind of help necessary to administer such a plan, who better could offer professional help than those working in the same area? The binding and tying together of professional people by an organization such as the Utah Elementary Principals is one way to gain needed help. It would be impossible for individuals to import national educational leaders to offer advice and guidance, but an organized group can have that help.

Professional growth of individual members of the association is one of the top achievements of this association. But who eventually benefits? The children, of course. A wise principal will pass along and share with the others the pertinent information he gains.

The growth and development of the Association has been unsteady and slow. However, during the past few years, a remarkable incline has been noted in enrollment of members. This could be credited to better programs; or it could be credited to a greater interest in education. At any rate, if the leaders are getting better prepared for their jobs by belonging to their professional group, surely it will have a steady influence on the quality of education the children will receive.

It may be noted here that the trend at the universities is to offer training for elementary principals. The Utah State University in the summer of 1956 offered a workshop for elementary principals on professional training. School districts in some areas are helping with the program by offering positions as assistant principals.



The recommendation comes from the National Department of Elementary Principals that men who are to be the administrators of schools be selected and trained thoroughly for their job; that they should not just be chosen from the rank and file of teachers.

If the professional spirit and unity is to keep abreast of modern times in the field of education, then it is up to the state association and universities to do all they can to promote and train people who will become administrators of the future.

Since the responsibilities of individual principals are many, he needs training and professional help in many areas. This is more readily obtained from his own association than any other source.

#### C. Constitution of the Utah Elementary Principals Association

In 1939, the general body of the elementary principals met together to adopt a constitution for the Elementary Principals Association. It is noted that the dues for the membership were 50 cents. Later they were changed to \$1 (1946), and then they were raised to \$3 (1954).

Other changes that have taken place in the constitution have been in the directors.

The original constitution called for a president, a vice-president, a secretary and two directors for the association; they were chosen on a geographical basis. Then it was changed from two directors to six regions; one director to be chosen from each region. The six regions represented the state.

In 1950, the Constitution was changed so that there would be nine regions, with ten directors. The region around Salt Lake was granted two directors because of the number of elementary principals in that area.

There was also a change in the method of electing directors in 1954. The new method was: District one, district two and district three would elect their directors for a term of one year; districts four, five, and six would elect their directors for a term of two years; seven, eight, and nine would elect their directors for a term of three years.

The election of officers is done by ballot at the fall meeting of the Elementary Principals Association.

## CONSTITUTION

of

### THE UTAH ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

To the elementary school is entrusted the physical, mental, and moral training of the child, during his tenderest years, and to it we must look for the basic training, upon which all future education must rest. Education and educators everywhere, and our federal, state, and local governments are realizing, more and more the responsibility placed upon the elementary school; but primarily, it is the elementary school principal who must face these responsibilities, intimately. To better meet these growing responsibilities, we establish the association.

#### ARTICLE I NAME

Sec. 1. The name of this association shall be the Utah Elementary Principals Association.

#### ARTICLE II PURPOSE

Sec. 1. The purpose shall be--

- A. To meet the responsibilities and to study the problems of the elementary school, with a broad, and sympathetic outlook, and with a united mind and purpose.
- B. To bring about a more complete understanding, and wherever possible, suggest means of attacking the problems of the elementary school.
- C. To effect higher standards of training for elementary school principals, to the end that they shall receive greater administrative, professional and financial recognition.

- D. To enlist the aid of educational forces everywhere; and in general, to give the elementary child, the advantages of united effort.

### ARTICLE III MEMBERSHIP

Sec. 1. There shall be two classes of members, active and associate. Those eligible for active membership are principals and associate principals of elementary schools, and other schools attended by elementary school children. Those eligible for associate membership are those other persons interested in the progress of elementary education.

Sec. 2. No one shall be eligible for membership in the Association, who is not a member of the Utah Education Association.

Sec. 3. It is suggested that all officers of local elementary principals' organizations, join the National Education Association, Department of Elementary School Principals.

### ARTICLE IV OFFICERS AND THEIR DUTIES

Sec. 1. The officers of this organization, shall be a president, a vice-president, a secretary-treasurer, and two directors (representative) shall be elected at large.

Sec. 2. The officers above shall constitute the Executive Council. Each shall have one vote.

Sec. 3. Duties of officers.

- A. The president shall preside at all meetings of the Association.
- B. He shall call a meeting of the Executive Council, within thirty days of his election, and other meetings which seem to him necessary to carry on the policies of the Association.
- C. The Executive Council shall call meetings of the Executive Board and the president shall preside over same.
- D. The president, with the approval of the Executive Council, shall appoint all committees not otherwise provided for; call meetings of the Council at his pleasure, or upon the request of three of its members; and perform such other duties as may from time to time devolve upon him. He shall be ex-officio member of all standing committees.

- E. The vice-president shall preside in the absence of the president, and perform all the duties of that office.
- F. The secretary-treasurer shall keep all of the funds belonging to the Association, and shall pay all indebtedness upon voucher of the president, and approval of the Executive Council.
- G. The secretary-treasurer shall keep all of the records and minutes of the Association and shall prepare and keep an accurate list of members of the Association, and perform such other duties as shall from time to time devolve upon him.
- H. The Executive Council shall be the policy-forming body of the Association and present such policies to the Executive Board for approval. The Executive Council shall be subject to the call of the president, except as otherwise provided in the Constitution; and, its decisions are final, subject to the majority vote of the Association of Elementary Principals of Utah. The Executive Council under the direction of the president, shall prepare in advance a program for each meeting of the Association, and shall cause the same to be presented before each meeting.

#### ARTICLE V ELECTIONS

Sec. 1. Election of officers of the Executive Council shall take place in the business session of the fall meeting of the Utah Education Association.

Sec. 2. Election shall be by ballot, unless three-fourths of the qualified voters present, desire a quicker method, which might be suggested from the floor.

Sec. 3. Active members only are entitled to vote, or hold office in the Association.

Sec. 4. A nominating committee shall be appointed by the Executive Council prior to the first business meeting of the fall session. The committee shall prepare a roster of candidates for offices in the Executive Council. The committee shall not be less than five members. Further nominations for any of the offices named, may be made from the floor of the meeting.

## ARTICLE VI EXECUTIVE BOARD

Sec. 1. The Executive Board of the Association shall consist of the members of the Executive Council, the retiring president of the Association, and one representative from each local organization, or as many as they may be entitled to on the basis of one representative to every fifteen members or the major fraction thereof.

Sec. 2. The Executive Board shall be the agency through which the policies of the Association shall be put into effect, after such policies have been approved by the Board.

Sec. 3. A majority of the members of the Executive Board shall constitute a quorum to transact business.

## ARTICLE VII MEETINGS OF THE ASSOCIATION

Sec. 1. This organization shall hold two regular meetings each year. One session shall be held at the time of the regular meeting of the Utah Education Association. The other meeting shall be held at the time of the regular spring meeting of the Administrators, sponsored by the Department of Public Instruction.

Sec. 2. Emergency meetings may be held at the direction of the Executive Board, and at the call of the president.

## ARTICLE VIII DUES

Sec. 1. The annual dues for membership shall be fifty cents (50¢).

Sec. 2. It is suggested that such fee be deducted from the local membership fee, and the total amount thereof, representing the particular local, be collected by the local secretary, and paid to the state secretary-treasurer, on or before December 1.

## ARTICLE IX PARLIAMENTARY RULES

Sec. 1. All matters not otherwise provided for will be governed by Robert's Rules of Order.

## ARTICLE X AMENDMENTS TO THE CONSTITUTION

Sec. 1. This constitution may be amended by majority vote of the Executive Board and ratified by a two-thirds vote of the members present at the regular meeting provided the amendment was submitted by the president ten days in advance of the meeting. (1)

CONSTITUTIONofTHE UTAH ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

To the elementary school is entrusted the physical, mental, and moral training of the child during his tenderest years, and to it, we must look for that basic training upon which all future education must rest. Educators everywhere, and our federal, state, and local governments are realizing more and more the responsibility placed upon the elementary school, but primarily it is the elementary school principal who must face these responsibilities intimately. To better meet these growing responsibilities we do establish this association.

ARTICLE I  
NAME

Sec. 1. The name of this organization shall be THE UTAH ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION.

ARTICLE II  
PURPOSE

Sec. 1. The purpose shall be

Clause 1. To unite the Elementary School Principals of the state.

2. To promote professional growth.
3. To bring about closer fellowship.
4. To bring about more complete understandings.
5. To make the best use of educational resources in the interest of children.
6. To effect higher standards of training for elementary school principals to the end that they shall receive greater administrative, professional, and financial recognition.

ARTICLE III  
MEMBERSHIP

Sec. 1. There shall be two classes of members, active and associate. Those eligible for active membership are principals and assistant principals of the elementary schools and other such schools attended by elementary children. Those eligible for associate membership are other persons interested in the program of elementary education.

Sec. 2. No one shall be eligible for membership in the Association who is not a member of the Utah Education Association.

Sec. 3. All members should join the National Department of Elementary School Principals.

#### ARTICLE IV OFFICERS AND THEIR DUTIES

Sec. 1. The officers of this organization shall be: President, First Vice-president, Second Vice-president, Secretary-treasurer, and ten (10) directors--the directors to represent and be elected from districts as follows:

District 1 - Logan, Cache, Rich, Box Elder	One (1) Director
District 2 - Weber, Ogden, Davis, Morgan	One (1) Director
District 3 - Salt Lake, Granite, Jordan, Murray, Tooele	Two (2) Directors
District 4 - Nebo, Provo, Alpine, Tintic, Juab	One (1) Director
District 5 - Uintah, Duchesne, Daggett	One (1) Director
District 6 - Carbon, Emery, Grand, San Juan	One (1) Director
District 7 - N. Sanpete, S. Sanpete, Wayne, Piute, Garfield, Sevier	One (1) Director
District 8 - Washington, Iron, Millard, Beaver, Kane	One (1) Director
District 9 - N. Summit, S. Summit, Park City, Wasatch	One (1) Director

Sec. 2. The officers above named and the state representative for the National Department of Elementary School Principals shall constitute the Executive Board. Each member of the Board shall have one vote. The term of the President, Vice-presidents and Secretary-treasurer shall be one year; all other members of the executive board shall serve three years, their term of office to begin and end at the time of the annual fall meeting.

#### Sec. 3. Qualifications

Clause 1. Any elementary school principal with dues paid shall be eligible to hold office in this Association.

2. The Vice-president (first) shall automatically become President upon completion of his term as vice-president.

3. The second vice-president shall be the retiring president.

#### Sec. 4. Duties of officers

Clause 1. The president shall preside at all meetings of the association.



2. He shall call a meeting of the Executive Board within thirty days of his election and other meetings which seem to him necessary to the carrying out of the policies of the association.

3. The president, with approval of the Executive Board, shall appoint all committees not otherwise provided for; call meetings of the Board at his pleasure or upon request of three of its members; and perform such other duties as may from time to time devolve upon him. He shall be ex-officio, a member of all standing committees.

4. The vice-president shall preside in the absence of the president, and perform all the duties of that office.

5. The secretary-treasurer shall keep all funds belonging to the association and shall pay all indebtedness upon voucher of the president and approval of the Executive Board.

6. The secretary-treasurer shall keep all records and minutes of the association, and he shall prepare and keep an accurate list of the members of the association and perform such other duties as may from time to time devolve upon him.

7. The Executive Board shall be the policy-forming body of the association. The Executive Board shall be subject to the call of the president, except as otherwise provided for in the constitution; and its decisions are final, subject to the majority vote of the Association of Elementary School Principals. The Executive Board or president shall prepare in advance a program for each meeting of the department, and shall cause the same to be presented at such meeting.

#### ARTICLE V ELECTIONS

Sec. 1. Election of first vice-president shall take place in the business session held during the fall meeting of the Utah Education Association. Directors shall be elected by their own districts at an annual meeting and their names submitted to the Executive Board not later than thirty (30) days before the association's fall business meeting.

Sec. 2. The secretary-treasurer and the state representative for N. D. E. S. P. A. shall be appointed by the president and approved by the Executive Board.

Sec. 3. Three directors shall be elected each year, the elections taking place as follows: beginning with the 1954-55 year, districts 1, 2, and 3 will each elect their directors for a term of one (1) year; districts 4, 5, and 6 will elect their directors for a term of two (2) years; and districts 7, 8, and 9 will elect their directors for a term of three (3) years. Subsequently all districts will elect their directors for a term of three (3) years.



Sec. 4. Election shall be by ballot.

Sec. 5. Active members only are entitled to vote.

Sec. 6. A nominating committee shall be appointed by the Executive Board prior to the first business session of the fall meeting. The committee shall consist of not less than five (5) members. The nominating committee shall prepare a roster of candidates for the office of First vice-president. Further nominations may be made from the floor of the meeting.

#### ARTICLE VI MEETINGS OF THE ASSOCIATION

Sec. 1. This organization shall hold two regular meetings each year. One session shall be held at the time of the regular fall meeting of the Utah Education Association. The other shall be held at the time of the regular spring meeting of the Administrators, sponsored by the Department of Public Instruction.

Sec. 2. Other meetings may be held at the direction of the Executive Board, and at the call of the president.

#### ARTICLE VII DUES

Sec. 1. The annual fee for membership shall be three dollars (\$3.00).

Sec. 2. Each local group shall select a representative whose duty is to collect the state association fees and forward the same to the state secretary-treasurer on or before December 1 of each year.

Sec. 3. Principals who do not belong to the local organizations should pay dues directly to the secretary-treasurer.

#### ARTICLE VIII PARLIAMENTARY

Sec. 1. In all matters not otherwise provided for, Robert's Rules of Order shall govern.

#### ARTICLE IX AMENDMENTS TO THE CONSTITUTION

Sec. 1. This constitution may be amended by a majority vote of the Executive Board and ratification by two-thirds of the members present at the regular meeting provided the amendment was submitted to the president ten days in advance of the meeting.

D. Code of Ethics of the Utah Elementary  
Principals Association

In referring back to the goals and aims of the different administration of officers, it will be noted in several specific instances that a plan of study for a Code of Ethics for the principals' association was discussed. It would seem that a professional group is to be complimented on preparing for themselves a set of rules to live by and to work under.

An early code that was used as a starting point to work from appears below:

A PRINCIPAL'S CODE

- I. Never criticize a predecessor.
- II. Criticize no one destructively in the presence of others; and do not "tear down" unless you can suggest improvement.
- III. Do not act independently of others. Whether or not you use their suggestions, consult your associates about matters of more than personal importance.
- IV. Always give sincere consideration to the feelings and experience of others.
- V. Greatest success comes from the proper delegation of duties to others.
- VI. Cultivate a pleasing manner in giving suggestions and instructions.
- VII. Be sure you are right before making decisions.
- VIII. Be sure that you do things thoroughly at the right time.
- IX. Let "service to others" be the watchword.
- X. Never allow personal desire to overshadow justice toward pupils and teachers.
- XI. Before publishing items of school business, such as costs, consider public reaction through a possible misunderstanding of conditions.

- XII. Avoid "chumminess" with students or teachers beyond carefully thought-out limits because of the consequences.
- XIII. Authority must not be asserted except in unusual circumstances. Avoid it by leading teachers and associates to your way of thinking if it is better than theirs. Suggest your points in such a manner as this--"Do you think this or that would be an improvement or an advantage?"
- XIV. Never allow people to think you are conscious of doing favors for them.
- XV. Do not request students to avoid things you are guilty of doing.
- XVI. Do not request unnecessary work of teachers or pupils, because it is not their duty to satisfy your whims. Every investigation must have a worthy purpose.
- XVII. You cannot discipline a pupil by using threats or force. He will ignore the punishment and do his utmost to "get even." (25)

In 1956 a committee was appointed to work on a revised code. Several codes from other states were studied. From the work of this committee, a suggested code of ethics was prepared for presentation to the officers of the association for adoption. As yet, it has not been officially adopted; however, if it is adopted, it would have an influence of strengthening the association.

#### PROPOSED CODE OF ETHICS

##### FOR UTAH ELEMENTARY SCHOOL PRINCIPALS

**Purpose:** The purpose of this code is to provide standard procedures of professional conduct in dealing with the responsibilities of the elementary principalship.

##### Relative to the Other Codes of Ethics:

The elementary principal supports the National Education Association code of ethics for the teaching profession, also the code of ethics adopted by the Utah Association of School Administrators, and the code of ethics for School Board Members. The elementary principal shall use these codes as they relate to his responsibilities and offers the code below as essentials of the recognized codes mentioned above. The support of these existing codes will enhance the methods of procedures of the other professional people and will enhance our own methods as well.

The Utah Elementary Principal will in His General Relation:

To the Pupils:

1. Deal justly and impartially with all.
2. Meet their individual needs.
3. Help each pupil reach his maximum potential.
4. Uphold democratic action as the highest form of social endeavor.
5. Keep confidential information about pupils that should be so kept.
6. Help increase the pupil's love, respect, and consideration for his family, teachers, and others.

To the Pupils' Parents:

1. Respect the parents' responsibilities for their children.
2. Seek friendly and cooperative action on educational matters.
3. Provide parents with information about the progress of their children in school.
4. Interpret to parents the purposes of the school program.

To the Public:

1. Adhere to any reasonable pattern of community mores.
2. Perform duties in the community as a leading citizen.
3. Keep the public informed of the educational program.
4. Be loyal to the school system.

To the Profession:

1. Speak constructively of others in the profession.
2. Maintain active memberships in professional organizations.
3. Seek employment using professional procedures.
4. Expose corrupt or dishonest conduct in the profession.

### To His Position:

1. Deal justly, impartially, and professionally with teachers and other school personnel.
2. Counsel a teacher only in private.
3. Support teachers who have acted on his behalf and at his request.
4. Be honest and fair in the recommendations he gives teachers.
5. Fulfill his contract with the Board of Education and carry out the Board's written policies.
6. Conduct professional business through the proper channels.
7. Refrain from discussing confidential and official information with outside persons. This includes individual school board members.
8. Cooperate in the development of school policies through the framework of the school administration and assume the professional obligations thereby incurred.
9. Administer those tasks delegated by the superintendent.
10. Accept no compensation from producers before or after recommendations for school purchases.
11. Report honestly to his superior matters involving the welfare of the pupils, the school, and the profession.
12. Engage in no outside activities which adversely affect his professional status or responsibilities.
13. Continue to grow professionally.

### E. Summary and Conclusions

State associations have a definite place in the up-grading of individual members. The Utah Elementary Principals Association, as has been pointed out, has made great strides in developing a better professional spirit among the elementary school principals. From a 'weak and anemic' patient, it has grown to a strong, active organization. This has been accomplished by the energetic efforts of the different administrations of the Association.

At the outset of the organization, it was the persistent efforts of H. Warren Taylor, Assistant Superintendent of Public Instruction for the State of Utah, and Lester J. Nielson, who was at that time working with the National Department of Elementary Principals, that resulted in the formation of the first nucleus group which met at the State Capitol building in 1935.

As the years went along, different men were duly elected to the administration of the Association. Each group deserves full recognition for the work they accomplished. (A list of officers appears elsewhere in the thesis.)

It would seem that as one administration gained from the experiences of the preceding one, that they became stronger, with a more definite plan of action to pursue. Consequently, in professional circles in Utah today, the Elementary Principals are being looked upon with dignity and respect. Their growth has been gradual, but steady and sure. (See Chart No. 1).

The professionalization of the individual principal, through activity in his professional state group has been responsible for a change in attitude. State training institutions are putting more emphasis on training principals for their job; similar to the way other personnel are trained for their jobs, with emphasis being placed on the principal's role as being an "Administrator" of the school and not merely a "keeper of the records." There is a very cooperative attitude existing between department heads of the different institutions, the state office, and the officers of the Association.

As one reviews the records, certain people deserve honorable mention for their contributions to the Utah Elementary Principals Association.

Again, this is not meant to neglect the contributions of others. These men are:

Fred C. Strate ('35 - '36)	L. J. Nielson ('36 - '38)
Frank Stevens ('38 - '40)	Glenn Winn ('40 - '41)
Moroni Jensen ('41 - '42)	A. O. Clark ('42 - '43)
Emil K. Nielson ('43 - '44)	Miland Stevens ('44 - '45)
Drayton Nuttall ('45 - '49)	Leon F. Christiansen ('46-'47)
Ray Merrill ('47 - '49)	Lynn Hales ('49 - '50)
Harvey R. Staheli ('50 - '51)	Sherman Hansen ('51 - '52)
Glenn Thomas ('52 - '53)	Ezra Tobler ('53 - '54)
Arch Sims ('54 - '55)	George Miller ('55 - '56)
Emil Nyman ('56-'57)	Harold Ashman ('57 - '58)

The Utah Elementary Principals Association is a strong part of the Inland Empire Convention. Lynn Hales was chosen president of the Inland Empire Association for one year, 1950. Ezra Tobler was chosen president for another year, 1955. The principals who have attended the Spokane convention are recognized as leaders.

It would not be presumptuous to say that the Utah Association of Elementary Principals is firmly established. It has a Constitution, a Code of Ethics, and a plan for professional advancement. They know in what direction they are headed.

The writer has been most interested in doing the research necessary to complete this study. It has been most rewarding to locate pertinent information concerning the affairs of the state association.

It is to be hoped that in the succeeding years that the history of the Utah Elementary Principals Association will be recorded, and that the permanent file of the Association will be valuable to future administrations of the Association.

In order to do this, it would be a recommendation, by the writer, that a historian be appointed to record annually the activities of the Association, separate and apart from the record or minute books.



## BIBLIOGRAPHY

## BIBLIOGRAPHY

### Pamphlets and Unpublished Material

- (1) Jacobs, Dr. J. Smith, "E.P.A. Revives a Dead Horse," Utah Educational Review, September, 1945, Vol. XXXIX, No. 1.
- (2) Nielson, Lester J. "Status of the Elementary School Principalship in 1936," P 6 unpublished thesis. Salt Lake City, University of Utah.
- (3) Nuttall, L. John, "Techniques and Responsibilities of the Elementary Principal." Speech at the Administrators Conference, March, 1936.
- (4) Sixth Annual Workshop of the Northwest District, N. E. A. Department of Elementary School Principals - Summary, Utah State Agricultural College, Logan, Utah.
- (5) Utah Elementary Principals Association Files.
- (6) Utah Elementary Principals Association Record Book.
- (7) Utah Elementary Principals Association Minute Book.
- (8) Utah Education Association - Programs for U. E. A. Convention 1935 to 1957.

### Other Sources

#### Personal Letters:

- (9) Christiansen, Leon
- (10) Hales, Lynn
- (11) Hansen, Sherman
- (12) Merrill, Ray
- (13) Miller, George
- (14) Nuttall, Drayton
- (15) Nielson, L. J.
- (16) Sims, Arch
- (17) Staheli, Harvey
- (18) Thomas, Glenn

Personal Interview

(19) L. J. Nielson

Circular Letter

(20) January 8, 1936

(21) October, 1939

Open Letters

(22) January 4, 1950, Lynn Hales

(23) Ray Merrill

(24) Drayton Nuttall

Files

(25) Merrill, Ray

(26) Nielson, L. J.

(27) Taylor, W. J.

(28) Secretary's Report

Other

(29) D. E. S. P. Summer Conference Seminar, 1956, Stanford University

(30) Northwest Conference on Preparation for the Principalsip - Study

(31) Tentative Salary Goal Study - U. E. A. Office, Salt Lake City, Utah

(32) Russell Goodman Collection

Periodicals

Barnett, Glen E. and Burke, Caseel D., "Cooperative Study of Elementary Education," National Elementary Principal, Vol. XXXIV, No. 5, (February, 1955).

Brogeson, Fritz C. "Preparing Principals for Leadership," National Elementary Principal, Vol. XXXIV, No. 6 (April, 1955).

Carr, William G. "The Purposes of Education," N. E. A. Journal, Vol. 47, No. 5, (May, 1958).

Caudill, William W. "The Low Down on Codes and Regulations," The School Executive, Vol. 77, No. 6, (February, 1958).

- Cocking, Walter D., "The School Administrator as a Liberal," The School Executive, Vol. 77, No. 7, (March, 1958).
- Commager, Henry Steele, "Our Schools Have Kept Us Free," N. E. A. Journal Vol. 40, No. 1, (January, 1931).
- Eckel, Howard, "How Can We Get Quality Teaching," The School Executive, Vol. 77, No. 10, (June, 1958).
- Haskew, Lawrence W., "The Principal's Role in Instructional Improvement," National Elementary Principal, Vol. XXXII, No. 7 (May, 1956).
- Hayward, W. George, "The Preparation We Need," National Elementary Principal, Vol. XXXII, No. 6, (May, 1953).
- Hubbard, Frank W., "Are Teaching Principals a Vanishing Race?" National Elementary Principal, Vol. XXXIII, No. 2, (October, 1953).
- Hunt, Harold C., "Principals, Will You Accept the Challenge?" National Elementary Principals, Vol. XXXII, No. 2, (October, 1952).
- Maxwell, Francis M. et. al., "We Re-examine Our Goals," National Elementary Principals, Vol. XXXIV, No. 2, (October, 1952).
- McNally, Harold J. et. al., "Principals, Know Thyself," National Elementary Principals, Vol. XXXV, No. 2, (October, 1955).
- Rich, Leonor M., "Clerical Help for Principals," National Elementary Principals, Vol. XXXIII, No. 3, (December, 1953).
- Shaw, Archibald B., "Do Our Schools Fulfill the American Dream?" The School Executive, Vol. 77, No. 11, (July, 1958).

#### Books

- Cornford, Francis M., The Republic of Plato. New York: Oxford Press, 1957, 357 p.
- Kyte, George C., The Principal at Work. New York: Ginn and Company, 1952, 530 p.
- Wiles, Kimball, Supervision for Better Schools. Englewood Schools, New Jersey, Prentice-Hall Inc., May, 1957, 399 p.

APPENDIX

## APPENDIX A

### Summaries of Speeches Made at the Inland Empire Convention, 1950

1. The first meeting of the Inland Empire Principals Association was held in connection with a banquet on April 4, 1950, at the Davenport Hotel. The speaker for the evening was Dr. Paul Witty, and his subject was "Elementary Principal - Community Leader." Some of the ideas expressed by Dr. Witty are as follows:

Education is the development of the individual to his utmost possibilities. Each individual has his own special abilities and disabilities and must be treated as an individual. He referred to the book, "Unfinished Business."

Through poor associations and unpleasant experiences, many do not enjoy reading. This must be overcome with satisfactions. It is important that children start their reading career properly. Preceding reading accomplishment, there must be a great variety of experiences to develop concepts which affect the acquisition of vocabulary. Even high school students have peculiar meanings for words and phrases. Many in a class thought that "foreign minister" meant "traveling clergyman." There could be a great satisfaction in communication. Everyone desires to express as well as to receive expressions. Our best efforts are needed in reading because it contributes to so many phases of life, especially in a democracy. Needs of children are diversified. They need security, approval, success, and status. There is no one system of learning to read. All have their values. There should be opportunity in the school room for creative expression. When one has a thrilling experience, he should have opportunity to express his feelings and the courage to express

them in more and more adequate terms. Poetry is expressing feelings with the best words in the best form. Every school program or policy should be arrived at by group thinking; in other words, by group dynamics. This also can be done in the class room with pupils.

Accompanying the reading program should be the building of practical concepts. It is very necessary, not only in democracy, but in a world organization, that we be able to communicate with ease. Modern concepts should be brought in as early as possible to the school program. We need teachers and principals who are interested and who contribute to world ideas and who are able to understand and be tolerant.

After reviewing thousands of letters of children on "The Teacher I Like Best," Dr. Witty finds the number one trait is understanding. Next, one who is helpful; third, neatness, and fourth, being good-natured.

Good education follows the cooperative efforts of all concerned.

In the general meeting Wednesday morning, Dr. Witty repeated many of the ideas of the evening before. Some to be added are as follows:

Reading is a means to make people get along with one another. It is a means of learning 'what's happening around.' Reading and communication should be taught in connection with the needs of children. Reading should be given in terms of experience and motivated by experience. As everyone knows, there is a wide range of abilities in every class. The slowest learner may have some valuable experience to give the balance in the class. Every teacher is a reading teacher. It is regrettable how many men were drafted to serve under arms who hadn't been drafted to be literate. The story is told of a boy who mastered the definition of the "formula," and then had to read repeatedly the words "for," "it," and "in."

The teacher's satisfaction comes in seeing handicapped children succeed. Reading is necessary to learn to understand one's self, to learn to understand world problems. Reading is also necessary for enjoyment. There should be guidance to find the right book for the right child. Adults should be careful of the meaning of words, because we do say what we mean, often. In one of the letters of the "Teacher I Like the Best," several referred to the "room where kids are free to speak."

2. The next speaker was Dr. Ernest Melby, Dean, School of Education, New York University. His subject was "Education and United States Foreign Policy." Some of his ideas are as follows:

All nations are watching what the United States does. This is a great responsibility. We not only must assume material but also moral leadership. The rest of the world looks upon us as "disgustingly wealthy." Some think of us as fat and disinterested in world affairs, lacking character and purpose. We hold the position that Germany did before the war with regard to Europe. We should have had the best brains and the finest team in Germany following the war, to promote our ideologies and democratic organizations. The United States was not prepared, and still is not prepared, to become world leader. The Britisher works one day to buy a shirt, while the American works two hours. We shall have to help the British by buying British goods. Germany lacks any sense of direction. Palestine is showing greater vigor, purpose, and a high sense of values. We need Palestine and we need England.

The question comes up, "How can advocates of a democracy treat minorities as we do?" The white people are by far in the minority in world figures. Discrimination against colored people undermines us in the world's eyes. We are failing democracy, and not democracy failing us.



We must make the world see that democracy works. We must do it by demonstration and not by words. Only as souls are freed do they rise to their ultimate creative level. You can't kill an idea with several hundred bombs or war. You kill ideas with better ideas. We teach by being democratic in school and home. The worst thing about schools is the wall that separates them from the community.

3. Dr. John Harvey Furbay: An airplane, failing to land at Beirut, can find a landing field in Damascus which in ancient days took weeks to cover. All delegates to a convention can arrive there from any place on the earth in thirty-six hours. We are the first generation in a thirty-six-hour world. It took Washington two weeks to travel from Washington to Boston, a distance which now takes fifty-five minutes. No wonder there were a lot of beds there in which Washington had slept.

We are in the first age of around-the-world business. There are twelve hundred Americans in Geneva, Switzerland. There are thirty-six hundred Americans in Greece. The South American capitals are joined by air lines, probably eliminating the needs of highways and railroads. Sixty-five miles is the extent of the road to the interior of Africa on the Red Sea side. The air lift over the "hump" is an illustration of modern transportation. There was more freight carried over the hump in one day by air than over the Burma Road in a year. The whole world is a frontier for the young man. There are jobs waiting in every country for technically trained men. Two-thirds of the earth is open for development. Think globally.

There are three outstanding needs of education for this air world:

1. Get our geography and know the difference between Iraq and Iran.

2. There is a great need for thinking and communicating in other languages. If we are to have world conferences of forty and fifty nations, it is important that we be able to talk in more than one tongue.

3. There is a great need to know the psychology of other peoples, not merely to think of them as "chinks," "wops," and "dagos." Keep in mind that the "white" in the world population is the minority. We are all trying to find a purpose in life and to establish a basis of hope. We all need to study anthropology in order to eliminate prejudices. We are, spiritually, one world.

Dr. Ernest Melby: There are some things we all want children to learn. We need the parents' help. Parents, in many cases, have something to say about education. Parents do say two things about teachers: (1) they are unwilling to listen; (2) they are not very humble. We have to think of "Mr. Jones" as a member of the church, union, ward, and school district. There are great resources in the community, both in material and in the people. You should get more people interested in education. Maybe the other fellow knows something, too. There is always fine talent found in any community, waiting to be used. There will probably be criticism of the teacher if she does not recognize these community talents. Adult education contributes to community growth. We should not be so concerned about what we get from "Mrs. Baxter" as what she got from the experience. Principals should think of community service as well as of youngsters.

4. Dr. William E. Warner: The story of man shows him progressively going through four stages of economy--survival, slave, agrarian, technical. Our power of economy has grown in a hundred years from one to five hundred. In shop training, we have gone through whittling, industrial arts, Smith-Hughes, managing and producing stages. Ten million farmers are acquainted

with the great variety of sciences and skills. One million miners are skilled in machines, safety, and ventilation. There are many skills used in the building trades. A large part of our working population are those known as repetitive. Merchandising requires a wide range of knowledge. There are eight million clerical workers, most of whom use machines. Finally, we have our home managers who must be trained in nutrition, textiles, health, and child care.

It follows that work should be the core of the curriculum and that every grade offers some level of learning with respect to jobs in the community. We are enjoying the fruits of technical development, so now we have to educate for managing, producing, and enjoying enormous power.

5. Dr. Witty spoke again on Thursday in regard to mental health.

He sets down the first three needs: social status, ego status, and opportunity for expression. He raises the question: Is the teacher disturbed or the child? We should be uneasy in mind, rather than to have peace of mind in order to achieve. Every teacher should make every effort to know the individual child under her care. She should confer, visit, and ask. She should study a child's play patterns--how he spends time with the radio, movies, comics, and television. Is he just a "watcher," or a participant? He should develop higher tastes in reading. A child should learn to read, write, and speak through his own experiences. He should have interesting things to read. We, as teachers should learn to speak clearly so that children hear clearly. It is important to know the kind of teacher a child has. Fire her if she is damaging souls. From thousands of letters written by children about teachers, the following are some teaching purposes: (1) Eliminate worries. (2) Work for others. (3) Be careful about language. (4) Smile. (5) Give sense of well-being and security. (6) Be

one he can "count on." (7) Learn to enjoy work. (8) Laugh. (9) Get the idea there are no bad kids. (10) Develop belief in people--optimism.

Each of us can make a contribution to the world.

6. Mrs. Pearl Wanamaker, Superintendent of Washington State: The principal and superintendent need to be social engineers. We need to do more than about social needs. Do we want to practice tolerance? Do we want to practice understanding? Do we want to practice getting along with people? Do we want to practice for a democratic school by planning, policing, and evaluating?

Democracy is on trial. The world is looking toward us to see how it works.

Children love as they have been loved. They will understand as they have been understood. Make your work so good that interest comes.

We may fail our generation.

(32)

## APPENDIX A

Notes on Spokane Meetings

April 3 to 5, 1957

Dr. A. John Bartky: "The Elementary School Principal in the World Today"

The elementary principal has an intricate job because he is so close to the people with whom he deals. He is a leader in four aspects: (1) Child, (2) Teacher (3) Professions, (4) Community. He handles the problems in these fields himself, not by delegation. The community leader is illustrated by Mrs. Delaney, who kept her community in line by knowing people and conditions, also by her sincerity. Who has a greater job of leadership than one who handles 500 people directly. A school can be changed overnight with a change of principal.

You have to teach that morality is expected in a school or community.

You know them all: preacher, junk dealer, bootlegger, and fruit peddler.

You have to be the pa and ma to many.

You know names.

In teacher leadership the principal integrates personalities into their jobs as well as their stereotyped training. One person is free and easy; another exacting and demanding. You make them fit.

As a professional leader the principal not only encourages research but interprets it.

As a leader of children the principal is the symbol of stability, scholarship, and progress.

7. Gordon N. Mackenzie: "The Responsibilities of Education in a Period of Crisis"

In spite of criticisms of the school, we really have some noble achievements to our credit: The schools may have been a melting pot of cultures and values. They have unified many forces. The teachers have been loyal to America and the profession. The schools have opened opportunities for the handicapped to survive. They have taught how to meet the problems of living in a free society.

Some negative forces in the progress of education are:

1. Defense and war programs for financing and man power.
  - a. Tools and equipment required by war economy.
  - b. Demand for youth in service.
  - c. Can we exert for war and educate for peace?
  - d. Inflation.
2. Great competition for funds in welfare programs.
3. Great needs in education--nurseries, adult schools, vocational education.
4. Increased birth rate.
5. Fear of losing democratic way through controversies over civil liberties, freedoms, propaganda, censorship, pressure groups.
6. Attacks by groups, churches, and business.

These negative attacks can be met with five counter-attacks:

1. Tell the public about schools and their objectives.
2. Articulate the defense program with education.
3. Interpret the democratic values
  - a. Fairness and rules of the game
  - b. Respect for the individual
  - c. Cooperation
  - d. Clarification of Ideologies
  - e. Emotionalize the facts--get excited!

4. Meet the personal needs of citizens--train for health, home, freedom to move, consumption of goods, vocations, and avocations.

5. Do the best job possible. Concentrate. Do not be led off on tangents. Measure values with clear thinking.

8. Dr. Verne C. Fryklund: "Only Free People Can Be Educated"

If one should fly across the country as several of the speakers did, he would admit that everyone in the plane was there as the result of education. Even the food was planned and served by people all well schooled in domestic science.

The Japanese ask four questions about American education:

1. "Who controls education?" Definitely it comes up from the people. This, as well as other ideas, are difficult to explain to people with other experiences, because experience colors beliefs.

2. "I suppose Americans are broad-minded?" Education should make us understanding of other peoples. Education produces gadgets. Children could be torn between cultures. Ages and far-away places are difficult to explain.

3. "What should education be?" Academic and scientific education takes the bulk of our energies. We should give more to how to work, how to appreciate and to know-how of vocations and avocations.

4. "What has education to do with prosperity?" Resources are not the only factors to prosperity. There must be demands for goods and aggressiveness to increase those demands.

9. Dr. Bartky: "The Schools Have a Problem"

We need to train our public in what the schools are doing. Show that we are doing a good job. Develop the bedside manner in talking with people. Gain confidence.

1. Take pride in work and profession.
2. Don't gossip. Don't gripe about others in profession.
3. Don't be cynical about leadership.
4. Relieve tensions in classroom. No retaliations.
5. Choose the best method of attack to get what you want. Some question being demanding. Try working for the good of children--sacrifice, cooperate, understand.
6. Conform to culture pattern of community.
7. Watch human relations, small things. Treat problem objectively and clinically.

10. Dr. Roald F. Campbell: "The Emerging Role of the Elementary Principal"

Principals now often tell the superintendent what to do.

Principals are emerging in five respects.

1. Securing autonomy for his school.
  - a. Schools differ.
  - b. Should use community participation in curriculum and administration.
  - c. Principals require of themselves better preparation and standards.
  - d. Coming more and more to independent budgets.
2. Elementary school is becoming the community school.
  - a. Meets needs of community.
  - b. Responsible for social behavior.
3. The principal is the leader in instruction.
  - a. He helps children grow.
  - b. Not merely a clerk.
  - c. Supervises teaching.
  - d. Should require more pupil-teacher planning.



4. The principal is an expert in public relations. He must recognize and meet organized enemies.

5. He is becoming expert in democratic leadership.

11. Dr. Henrietta Anderson: "Recreation Should Be Re-Creation"

Not many say right out loud, "I want to teach."

Recreation first serves health.

1. Too much sitting in spectator's seats.
2. Too much emphasis on team, not participation.
3. We need an escape from worry and hurry.
4. We need a new name for the "working class" leisure class?
5. Have we wold our "birthright for a mess of pottage" e.i.,

sold work for leisure?

Self-expression among children is overdone. In New Zealand, adults are still worth listening to.

We need crafts shops where amateurs can begin to sing, act, speak, and make "terrible baskets." Crafts and skill need to seep through to life.

School is so much fun we can't attract children to ordinary pursuits. There should be more fun in family units.

"Where there is no vision, people die."

12. Emmett Betts: "Acres of Diamonds"

The important element of reading is the thinking. The range of reading ability widens as pupils progress. There are many reading failures. College people are among those having reading difficulties. We have failed. Reading must begin at the level where we find pupils. Learn the child first. Listening is the first stage. We must not confuse sounds with meaning, which is essential to writing and spelling. We have less

than 50-50 chance to learn spelling by phonetics. There is a natural sequence in language: listening, speaking, reading, writing. These are facets of a diamond which are held in the setting of experience. Listening is cut and polished in the home; speaking is cut in the school and play ground; reading in the school, and writing usually in the school. The value of kindergarten is in the listening and speaking. There are acres of diamonds to be cut and polished.

13. Walter Judd: We are politically immature. Other nations defeat us repeatedly in statesmanship. We have focused upon the frontier. There are four steps in educating for government service:

1. Better education of the nature of the world.
  - a. Get relationships within constellations
  - b. Develop wholesome individuals
2. Education in government
  - a. Knowledge of semantics. A method of attack is through debasing vocabulary.
  - b. Clear issues between totalitarianism and democracy from bottom up or top down.
  - c. Use the freedom to create
  - d. Many of our activities and rights are concerned with keeping the government from injuring the individual.
3. We need to educate the emotions both for control and to promote desirable practices with enthusiasm.
  - a. We need men who dedicate their powers to America and progress.

## APPENDIX A

14.

Minersville, Utah

April 22, 1957

Mr. Emil Nyman  
Garfield School  
Salt Lake City, Utah

Dear Mr. Nyman:

Here is the story. It is long, so feel free to use any part of it. Anything less could not have done justice to a wonderful trip.

Thank you for helping to make us all feel so wanted and necessary.

Sincerely yours,

Lillian McKnight

## SPOKANA

From the land of Salty Waters  
From the land of mighty Utah  
Gathered all the tribe together  
Gathered in the morning hours  
Yawning, blinking at each other  
Gathered they with chills upon them  
For the morning hours were dampish.

From the distant parts they gathered,  
Southward from the land of Beavers  
Northward to the cold Uintahs  
From the land of muddy waters  
Straightway to the train assembled  
Laughing, talking to each other.

Many hearts were palpitating  
For the train was early leaving  
From their wigwam, Lee and Helen  
Worried lest the train would leave them  
Ere they reached the U. P. Station  
For their phone was out of order.

Then the train was headed northward  
Toward the mighty Blackfoot Nation  
Toward the land of the Shoshones.

Then before the tribe upstanding  
All alone came Emil Nyman  
Chieftain of the tribe from Utah  
Food he brought unto his people  
Apples from the land of Brigham  
Candy from the marts of white man.

Then he straightway started music  
Music from the music Masters  
And the sound came slow and stately  
Though it should be fast and lively.  
With the help of warrior Joseph  
Music hastened from the record.

When the tribe was nicely settled  
Laughing, talking to each other  
Straightway Chieftain Harold Ashman  
Started making introductions.  
Of all the tribe he learned their weakness  
Learned their names and all their secrets

Where they hid themselves in winter  
 Where they build their summer wigwams  
 Talked with them whene'er he met them  
 Called them Emil Nyman's children.  
 Many stories were forth-coming  
 Stories dry and stories dry-cleaned.

Then was called the daily pow-pow  
 Chanting, singing with each other  
 Many voices blended into--  
 Into what? You may well ask us.

So the train passed through the valley  
 Twisting, turning through the farmlands  
 By the shores of the great river  
 By the muddy, snaky river.  
 The Chieftain, the Great Nyman  
 Called the scattered tribes together,  
 Called them Strong minds, Lon Go Taysee  
 Called them thinkers Son Go Me Ha  
 So the tribal thinkers gathered  
 Put their futile thoughts together  
 Tried to solve the Papoose problems  
 Tried and failed the same as usual.

Then the smaller tribal leaders  
 Learned of all the quests, the answers  
 Learned the gimmicks and devices  
 Learned the pros and cons of teaching  
 So the small Papoose would listen  
 And in listening, learn the spelling.

And the sun sank in the river  
 Rippling, shining in the river,  
 So was called the time of feasting  
 Fasting for some food was lousy  
 Though that word was not accepted.

As the train rushed through the darkness  
 Sounds rose up among the sleepers  
 Tired Elmo Turner whispered,  
 "What is that! Oh friend from Milford?"  
 "It is but the sound of sleepers,  
 talking in their native language,  
 Snoring, snorting at each other,"  
 So the sounds ascended heavenward.  
 'Till in the weary morning hours  
 Victor passed the morning papers.

When the learned Utah warriors  
 Reached the village of the Klamath

City on the Spokane River,  
 Hastened they to find a teepee  
 Loud their cries were heard around them  
 For their teepees did not suit them.  
 Then their Chieftain Emil Nyman  
 Searched around for signs and symbols  
 These he showed unto the desk clerk  
 And the teepees were forthcoming.

Many days the tribesmen feasted  
 Celebrating all together,  
 Feasted they on words of wisdom,  
 Brought from Eastward and from Westward,  
 Drinking from the founts of learning  
 'Till the time of their departure.

Then the tired Utah warriors  
 Went again unto the station  
 Gathered though the rain was falling.  
 In the train they changed the seating,  
 So their legs could be stretched outward,  
 Settled they at last together.  
 As the train was leaving Spokane  
 Up stood Chieftain Emil Nyman  
 From the rack above the sitters  
 Drew he forth a brown-wrapped package,  
 From its folds he brought forth roses  
 Lovely long-stemmed tight red rose buds  
 Helen, Lillian and Katie  
 Laughed because their hearts were happy  
 For the gift of lovely roses.

Then the train rushed through the darkness  
 'Till the engine hissed and rumbled  
 Stopped with all its cars together  
 Stopped and waited in the mountains  
 'Till the burning box was mended.  
 All along the way of travel  
 How they feasted and exulted,  
 For their hearts were turning homeward  
 How they sang and told their stories  
 Talking, planning for the future,  
 All their testimonies bore they,  
 And their hearts were sad at parting.

So they came unto their homeland  
 Back to loved ones waiting for them,  
 Back to teepees warm with welcome.  
 So we leave them with the parting,  
 "He who talketh by the yardstick  
 and who thinketh by the inches  
 Should be kicketh by the footeth."

Greetings All of You  
 L. McKnight

(5)

## CONVENTION TRAIN

15.

My husband said, "Say, Mary, it is my turn this year  
 To go to Spokane, will you go with me, my dear?"  
 Two reasons I had for going--both seemed to me quite sane  
 I'd see two more new states, and get to sleep on a train.  
 Quickly I packed, before he could think to change his mind,  
 And two train seats were bought--the reclining chair kind.

Not trusting our alarm clock, we asked Morris to call  
 And wake us Monday morn, tho' we'd not slept at all.  
 There were five from our district to get on at Salt Lake  
 Three principals, two wives, and what luggage we could take.  
 Getting settled, Glen soon found his forgotten tickets just fine.  
 With a sigh, we were off, as the train left right on time.

Underway, we were introduced, but as we looked up and down,  
 We found most of the wives had been left back in town.  
 M. C.'s were flustered about several of the jokes for the day.  
 Tho' they washed them, some were a little tattle-tale grey.  
 So to refresh us and the atmosphere, as we left Pocatello city,  
 We were presented a beautiful red rose from the presiding  
 committee.

Afternoon, Bingo started. Double games for very low rates.  
 But Henry insisted it was illegal in 43 states.  
 Then we practiced singing some new and some real good old  
 tunes,  
 'Til time to turn our sitting room coach into sitting  
 bedrooms.  
 With plenty of pillow punching and advice to avoid kinking  
 our backs  
 Our dimly lit forms were grotesque enough for a "museum  
 of wax."

Porters pondered on going over or under legs stretched in  
 the aisle  
 As with weird groans and whistles we crawled on mile  
 after mile.  
 Henry's sleep-talking and exercising and trying to lock  
 his heels,  
 Kept Morris dodging back and forth, as in slapstick  
 movie reels.  
 Then just as we firmly closed our eyes--to get some sleeping done,  
 "Rose Park" Goodman breezed in with "Oh, George, that was  
 Pendleton."

A fast square dance call from Earl next awakened us before five;  
 We admired those able to untwist and look about--alive.  
 As visions of spring-filled mattresses still danced on in  
 our heads,  
 We would be ready and really grateful for any Y.M.C. beds.

Looking forward to Spokane, we silently cross our fingers  
and hearts,  
Collecting our bags, and we do mean bags, a search for  
rooms now starts.

You know, I've come to this conclusion, that wherever I may  
roam,  
For a decent, restful, peaceful night--that train's surely  
not like home.

Mary Soffe Parkin (5)



Attempts to Hold Northwest Convention in Utah

March 30, 1955

Mr. Arch Sims, President  
Utah Elementary School Principals Association  
Willard, Utah

Dear Arch:

Approximately two weeks ago, Mr. Lester J. Nielson contacted Mr. Lloyd Nielson and Mr. Lee Gourley, of Ogden Elementary Principals Assoc. relative to bringing the Spokane Conference to Ogden next year. Other principals in Weber and Davis Districts were contacted by Mr. Nielson relative to this same proposition. It was proposed that the Districts in Region #2 act as a host and make the necessary preparations to tender a formal bid for the convention for next year. The suggestion was made that the principals in each of the three districts be given a chance to react to the idea. According to Mr. Nielson the idea for this change in location came about at the recent National Convention at which Mr. Nielson was present.

At our recent administrators conference in Salt Lake City, Mr. Nielson presented the proposal to the assembly of principals from Ogden, Davis, and Weber. At that time a new director was elected, Mr. Wheatly Taylor from Weber. Mr. Nielson instructed Mr. Taylor to get busy and assume responsibility of organizing the forces in the Region so that a formal bid for the convention could be made.

After consultation with the presidents of the three local districts organizations in Region #2, it was decided to form a central committee of two principals from each district plus Mr. Wheatly Taylor, the new director

elect and myself as the current director from Region #2. We were to go back to our own local organizations and hold meetings to determine the thinking of our groups and meet Wednesday, March 30 to make a decision on a course of action. Mr. Taylor indicated that he would contact civic and city officials to determine their reaction.

The committee met today, Wednesday, March 30, at the Weber County Board of Education Offices. Mr. Taylor reported he had contacted the Chamber of Commerce and city officials and each were wholeheartedly in favor of the project and would cooperate fully. A survey indicated Ogden could take care of the convention with regards to housing, meeting places, etc.

Reports from each of the districts indicated an acceptance of the idea of the convention's coming to Ogden by the members of local groups with some questions and reservations being stated. It was felt that an incorrect procedure had taken place in the manner of presentation of this proposal to our Region. We felt that the state organization should have been the sponsor of the convention and the officers should have asked our Region to merely host the convention rather than assume full responsibility in the entire matter. We questioned whether the Spokane group would consider coming to Region #2 of the Utah Elementary School Principals Association.

As the result of the meeting and discussion which took place, the following motion was made and accepted:

That the committee notify the Utah Elementary School Principals Association that we are in favor of the general idea of making a bid for the Northwest Principals Association Conference, and that we would be willing to serve as host for this convention providing the state association

would sponsor the convention. Further, that the state association should underwrite the financial aspects, that the state association make the contact with the Northwest Principals Association to lay the groundwork to make a bid for offering and invitation to hold this convention in Ogden; further that unless the state association would accept the above provisions, the members of the committee from Region #2 were not in favor of assuming the sponsorship of this convention.

Region #2 will not do any more until further communication for some action is received from the officers of the Utah Elementary School Principals Association.

Sincerely,

Byron T. Moore  
Director, Region #2 (27)

Weber - Wheatly J. Taylor, Wallace M. Knight, Earl B. Cragun

Ogden - Lee Gourley, Clyde Bartonek, Byron Moore

Davis - Lamar Stark, Henry Rampton

A motion was made by Earl Cragun seconded by Lamar Stuart that the above committee notify the Utah State Principals Association that we are in favor of the general idea of making a bid for the Northwest Principals Association conference, and that we would be willing to serve as host for this convention providing the state association will sponsor the convention. Further that the state association should underwrite the financial aspects, that the state association administer the convention, and that the state association make the contact with the Northwest Principals Association to lay the groundwork to make a bid for offering an invitation to hold this convention in Ogden. Further that unless the state association will accept the above

provisions the members of the committee from district two are not in favor of assuming the sponsorship of this convention.

This motion carried. (27)

#### APPENDIX A

#### 11. QUESTIONNAIRE TO UTAH ELEMENTARY PRINCIPALS AND SUPERVISORS CONCERNING PLANS FOR THE SUMMER WORKSHOP OF THE INLAND EMPIRE ASSOCIATION

##### Personal Data

##### For Principals

1. What is your status-- Non-teaching principal? \_\_\_\_\_  
Half-time teaching? \_\_\_\_\_  
Full-time teaching? \_\_\_\_\_
2. How many teachers in your school? \_\_\_\_\_

##### For Supervisors

1. What is your status-- General Elementary Supervisor? \_\_\_\_\_  
Primary Grades Supervisor? \_\_\_\_\_  
Intermediate Grades Supervisor? \_\_\_\_\_  
Special Supervisor? \_\_\_\_\_  
(Name subject or area)
2. How many schools do you serve? \_\_\_\_\_
3. How many teachers do you serve? \_\_\_\_\_

##### Opinions and Suggestions

Proposed General Theme for the 1956 Inland Empire Association Summer Workshop:

"Professionalizing the Administration and Supervision of Elementary Education through Cooperative Pre-service and In-service Training Programs."

Assuming that problems pertinent to the theme of the conference will be identified through this questionnaire and in the early sessions of the workshop, to what extent do you think the following procedures should be used in seeking solutions to the problems? (Place check marks in appropriate columns.)

Procedure	Use Considerably	Use Moderately	Use Sparingly	Do Not Use
Lectures				
Panel Discussions				
Seminars				
Field Trips				
Group Study				
Individual Study				
Reports				
(Suggest others)				

What do you consider are the most difficult problems you are confronted with as you attempt to perform your work as principal or supervisor on a high professional level?

What do you consider to be greatest hindrances to your achieving the kind of in-service growth you would like to make personally?

What do you think are the major weaknesses in the professional preparation (graduate profession study) of future principals and supervisors?

What suggestions do you have for developing greater cooperation between the public schools and schools of education in the preparation and in-service growth of principals and supervisors?

Thank you very much for your help.

Please return the questionnaire to:

Caseel D. Burke  
Department of Education  
Utah State Agricultural College  
Logan, Utah

## APPENDIX A

18.

UTAH ELEMENTARY SCHOOL PRINCIPALS  
ASSOCIATION

December 30, 1954

Dear Superintendent:

The Elementary School Principals of Utah congratulate you and your Boards of Education for your favorable attitude toward the welfare and improvement of your elementary school principals. I'm sure that we are unanimous in our feeling that as the elementary school principals improve, so will the schools.

As we attend our December and March Administrative Conferences in Salt Lake City, we see an ever-increasing number of elementary school principals in attendance. Much credit for this is due the superintendents who are willing to provide release time for these rich experiences.

Another event, which is rated by all who have participated in it as the outstanding event of the year is our Northwest Elementary School Principals conference held at Spokane, Washington. This year the conference will be held the week of April 4 and 8.

Briefly, this is the history of this convention. In 1948, the National Elementary Principals Association in Washington, D. C. conceived the idea of dividing the U. S. into districts. Oregon, Washington, Montana, Idaho, and Utah were grouped together to form the Northwest Region. Their annual convention was set up in conjunction with the "Inland Empire Education Association" which covers the same geographic area except Utah and Southern Idaho.

Utah has been a leading group in this region since 1948. We started with about 40 members and last year 70 of us attended. In 1956 we bring the summer workshop for this group to Utah.

This convention takes about one week's time and is relatively inexpensive. The Superintendents and Boards of Education who allow approximately \$65 per delegate are meeting the essential cost of the trip. We charter a special railroad car for each 35 delegates.

Only a very few districts in Utah are still not participating in this convention. We feel sure they are missing a real opportunity. If you have not yet had a delegate from your district attend the Spokane convention, we hope you will give it special consideration this year. In the near future, you no doubt will be receiving requests for the convention, or be offering opportunities to the principals in your district to attend it. We appreciate your cooperation and attitude in the past and hope it continues to grow in the future.

Yours for better leadership,

Arch Sims, President  
Utah Elementary School Principals Ass'n<sup>1</sup>

---

<sup>1</sup>Taken from personal file of Arch Sims, 1957.

NORTHWEST CONFERENCE ON PREPARATION FOR THE PRINCIPALSHIP  
STUDY GUIDE (1956)

Are These the Behavioral Competencies Needed by Principals?

1. The principal must be able to build and maintain good human relations
  - a. What understandings and knowledge must a principal possess in order to have a constructive influence on human relations within the school setting?
  - b. What behavior would characterize the principal who is building and maintaining good human relations within a staff, a student body, between school and parents and school and community?
2. The principal must be able to influence constructive program development within the individual school
  - a. What understandings and information must a principal possess in order to give leadership to program implementation and improvements?
  - b. What behavior will characterize the principal who is exercising effective leadership in program development within an individual school?
3. The principal must be able to exercise a guiding influence within the individual school
  - a. What guidance information, understandings and skills should a principal possess?
  - b. What behavior would characterize the principal who is effectively exercising his guidance function?



4. The principal must be able to handle management matters in such a way as to realize the objectives of the school.
  - a. What understandings and information must a principal possess about management of a school?
  - b. What behavior must characterize the principal who is a good manager?
5. The principal must be able to give some of the technical assistance needed by teachers, pupils, parents and personnel of the central office
  - a. What understandings, information and skills must a principal possess in order to be able to assist others?
  - b. What behavior would characterize the principal who serves as a resource helper to:
    - (1) teachers
    - (2) pupils
    - (3) parents
    - (4) other administrative and supervising personnel
6. The principal must be able to assist in the selection and utilization of learning and instructional aids
  - a. What understandings and information must a principal possess in order to help with resource use in the classroom?
  - b. What behavior would characterize the principal who is effectively helping teachers and others with the selection and utilization of teaching and learning resources?
7. The principal must be able to develop a cooperative relationship between the school and the community
  - a. What information and understanding must a person have in order

to develop cooperation between school and community?

- b. What behavior would characterize the principal who is building and maintaining cooperative relationships between the school and the community?

8. The principal must be able to exercise the type of leadership which results in an effective accomplishment of the objectives of the school

- a. What must a principal understand and know about the leadership function? leadership skills?
- b. What behavior would characterize the principal who is serving as an effective educational leader?

What Action Can Be Taken in the Northwest States to Improve Programs of Preparation?

1. In the particular situation in which you work as a principal--or as a professor, a superintendent, a supervisor, et cetera--what are the needs and the opportunities you see for developing improved pre-service and in-service programs for principals?

2. What are some of the activities that might reasonably and effectively be undertaken by: local school systems, state departments of education, colleges and universities; professional associations--at the local level, at the state level, at the national level?

3. What activities might be undertaken, or at least initiated, by an individual--professor? principal? other? What kinds of activities would immediately involve cooperative action in order to be successful? What kinds of activities might be initiated by one group but later involve other groups?

4. What current programs, designed to improve the principal's competence, are proving effective and offer suggestions for other communities?

5. Who should be involved in deciding desirable steps for developing improved preparation programs?
6. What information is needed as a basis for determining next steps?
7. How can unnecessary duplication of activities be avoided?
8. What are the existing channels through which groups might work?
9. In a cooperative program, what are the respective roles of the cooperating groups?

#### APPENDIX A

"We went to Spokane together." It is said that to get to know a person, go camping together, travel together, or live in a dormitory together. This is the way, "The trip to Spokane" is affecting the professional life of the elementary school principals of Utah. We are getting to know each other, to know the situations of work, problems of school administration, hobbies, likes and dislikes, the sorrows and happiness of each principal. This all adds up to an understanding of our co-workers that ties us together and sends us to our individual school communities with a new enthusiasm for the great job that is ours.

"Spokane" is the symbol of inspiration and new life for all of the elementary principals of the northwest region.<sup>1</sup>

---

<sup>1</sup>Taken from the files of the Elementary Principals Association

## APPENDIX B

## THE STATUS OF THE ELEMENTARY SCHOOL PRINCIPALSHIP IN UTAH

\*\*\*

Prepared for Utah State Elementary Principals Association

by

Sherman Hansen

The following is a description of the typical 1951-1952 principalship and the typical principal holding this position. It is based on tabulations made from questionnaires received from 275 of the 368 elementary school principals of the state. The description is made on the basis of medians or central tendencies. It is done for the state as a whole and also with a state-wide point of view as to the supervisory status of the principals as to teaching, part-time teaching, and supervising principals.

The "supervising" principal is defined as one with 75 per cent or more of his time free from regular teaching duties; a "part-time teaching" principal as one with more than one-fourth to one-half of his time given to teaching; and a "teaching" principal as one with more than one-half of his time spent in teaching.

The Typical Principal in Utah

On the basis of the data presented, the probabilities are that in 1951-1952, the "typical" principal was a full-time teaching individual who had but one school under his jurisdiction. This school included the grades 1 through 6, with an enrollment of 241 pupils. The school building where he worked was likely to have been built some time before 1917--over 35 years ago-- and had 8.58 regular classrooms. Special rooms in addition to regular classrooms were not likely to be found.

His administration unit was found most likely to consist of space for an office and a general supply room.

In addition to 7.41 classroom teachers, the "typical" principal's staff included one cook and one janitor, or engineer. The general supervisor and the school nurse were technical workers who were available to the principal "on call."

He was a married man about 43.2 years of age, and had over 3 dependents. He received a salary of \$4,027.18 for a contract year of 9 months, with an additional earning, over and above his contract salary, of \$405.13.

He was living in a home he either owned or was in the process of buying. This home was located in the school district, but less likely to be in the community which was served by his school.

The professional training of the "typical" principal consisted of 234.77 credit hours of college work including a bachelor's degree. He was most likely to possess an administration certificate issued by the Utah State Department of Public Instruction which was either the General Administrative Certificate or the Administrative-Supervisory Certificate for elementary schools.

The "typical" principal had 8.67 years of experience in this administrative office, 4.59 years of which had been in the position he held during the school year 1951-1952. He had 2.1 years of experience as a teacher in the elementary school before accepting his first principalship, but lacked any teaching experience in the junior or senior high school.

There was almost a fifty-fifty chance that the "typical" elementary principal was recruited from the ranks of teacher in the elementary schools.

The "typical" principal was an active member in professional educational organizations, holding membership in the National Education Association, Utah Education Association, the Utah Elementary School Principals Association, and his local Education Association.

He was a participating, working member of his church and an active member in community service organizations whenever he resided in communities where such groups were organized.

#### The Typical Supervising Principal

On the basis of the data presented, the probabilities are that in 1951-1952 the "typical" supervising principal had but one school under his jurisdiction, which included the grades kindergarten through sixth, with an enrollment of 610 pupils. The school building where he worked was likely to have been built some time before 1927--over 26 years ago--and had 17.96 regular classrooms. His building was most likely to have a first-aid room and a library in addition to the regular classrooms.

His administration unit was found most likely to consist of space for a private office and a general supply room.

His teaching staff, in addition to over 18 classroom teachers, included one full-time, plus one or more part-time, janitors or engineers.

He was a married man about 46.9 years of age and had 2.93 dependents. He received a salary of \$4,691.89 for a contract year of 10 months, and an additional earning (over and above his contract salary) of \$350.

He was living in a home owned by himself, which was located in the school district, but not likely to be in the community in which his school was situated.

His professional preparation for the principalship consisted of 250.53 credit hours of college work and a master's degree. He was most

likely to possess a General Administrative Certificate issued by the Utah State Department of Public Instruction.

The "typical" supervising principal had had 12.33 years of experience in this administrative office, 4.6 years of which had been in the position he held during the school year of 1951-1952.

He had had 1.74 years of experience as a teacher in the elementary school prior to accepting his first principalship. He had had no prior experience as a teacher in the junior or senior high school.

There was a slightly better than 4 to 6 chance that the "typical" elementary supervising principal was recruited from the ranks of teachers in the elementary school. The remaining came from the junior or senior high school, or direct from college.

He was an active member in professional-education organizations, holding membership in the National Education Association, Utah Education Association, National Department of Elementary School Principals, Utah Elementary School Principals Association, and his local education association. He was also a member of at least one other educational group.

There was about a fifty-fifty chance that he was a participating member in some form of community civic organization and a 6 to 4 chance that he was actively engaged in some form of work in his church.

#### The Typical Part-time Teaching Principal

On the basis of the data presented, the probabilities are that in 1951-1952 the "typical" part-time teaching principal had but one school under his jurisdiction, which included the grades kindergarten through sixth, with an enrollment of 314 pupils. The school building he worked in was likely to have been built 36 or more years ago, and had 10 rooms for classroom instruction. It was most likely to have a lunch room and a library in addition to the regular classrooms.

His administration unit consisted of space for a private office and general supply room.

His teaching staff, in addition to 11 classroom teachers, included one full-time janitor or engineer, and two or more full-time cooks.

He was a married man about 44.1 years of age and had 3 or more dependents. He received a salary of \$4,243.90 for a contract year of 9 months, and earned \$577.78 over and above his contract salary.

He lived in a home, owned by himself, which was located in the school district, as well as in the community area served by his school.

His professional preparation for the principalship consisted of 238.46 credit hours of college work, and a bachelor's degree. He was most likely to possess a General Administrative Certificate, issued by the Utah State Department of Public Instruction.

The "typical" part-time teaching principal had had 13.75 years of experience in the principalship, 6.79 years of which had been in the position he held during the 1951-1952 school year.

He had had 2.17 years of experience as a teacher in the elementary school prior to accepting his first administrative office. He had no prior experience as a teacher in the junior or senior high school.

There is a fifty-fifty chance that the "typical" part-time teaching principal was recruited from the ranks of teachers in the elementary school.

He was an active member in professional-educational organizations, holding membership in the National Education Association, Utah Education Association, National Department of Elementary School Principals, Utah Elementary School Principals Association, and his local education association.

There was a slightly better than a 3 to 7 chance that he was a participating member in some form of community civic organization; and slightly better than a 3 to 1 chance that he was actively engaged in some form of work in his church.

#### The Typical Teaching Principal

On the basis of the data presented the probabilities are that in 1951-1952 the "typical" teaching principal had one school under his jurisdiction which included the grades 1 through 6 with an enrollment of 86 pupils.

The building he works in was built 36 or more years ago and had 4.17 classrooms. Special rooms in addition to regular classrooms were not apt to be found. The administration unit was found most likely to consist of only a general supply room. No principal's office was likely to be found.

His staff included 3.83 regular teachers (including himself), 1 full-time janitor or engineer, and 1 or 2 full-time cooks.

The "typical" teaching principal was a married man about 38.9 years of age and had over 3 dependents. He received a salary of \$3,369.23 for a contract year of 9 months. His outside earnings, over and above his contract salary, were \$362.50.

There was better than a 4 to 6 chance that he owned his own home which was located in the school district and also the community served by his school.

The professional training of the "typical" teaching principal consisted of 213.18 credit hours of college work and a bachelor's degree. There was slightly better than a 3 to 7 chance that he possessed either a General Administrative Certificate or the Administrative-Supervisory Certificate for elementary schools that had been issued by the Utah State



Department of Public Instruction. There was also a 3 to 7 chance that he held no state administrative certificate of any kind.

The "typical" teaching principal had 4.17 years of experience, 2.73 years of which had been in the position he held during the 1951-1952 school year. He had 1.23 years of experience as a teacher in the elementary school before accepting his first principalship, but lacks any teaching experience in the junior or senior high schools.

There was slightly less than a fifty-fifty chance that he was recruited from the ranks of elementary school teachers and just less than a 3 to 7 chance that he was recruited directly after graduation from college with no prior teaching experience.

The "typical" teaching principal was an active member in professional-educational organizations, holding membership in the National Education Association, Utah Education Association, and his local education association. There was also a fifty-fifty chance that he belonged to the Utah Elementary School Principals Association, but he was not a member of the National Department of Elementary School Principals.

The "typical" teaching principal did not hold membership in community civic organizations, but was an active worker in his church.



**WHAT IS THE JOB OF THE ELEMENTARY SCHOOL PRINCIPAL?**  
 Address given by H. R. Staheli at the Administrators Conference,  
 March 29, 1956

It seems to me that the job of the elementary school principal could and should be second to none in the field of education. Why? I submit seven reasons for this assumption:

1. Next to the home, the elementary school has the child in his most impressionable age. Personalities are formed early. Psychologists are agreed 100% on the extreme importance of the early years in the child's life.

2. The elementary school keeps the child longer than any other public school.

3. The elementary school must cooperate closely with the home. Many children find it difficult to leave the sheltering influence of their parents. It takes understanding adults at school to help bridge the gap smoothly.

4. The elementary school child is growing faster physically and mentally percentage-wise than he will ever grow again. Great care is needed by adults in handling children during these fast-growing crucial years.

5. The teacher in the self-contained classroom which is so popular these days should be an expert in many fields. And because her job is so difficult and yet so important, she needs a principal who is an expert in many areas to supplement her with his strength.

6. The elementary school principal should know young people of all ages, but he should be able to blue-print a first-class educational program for children 5 to 12 years old.

7. He should be able to build, administer, and supervise the program he has been able to chart.

In order to accomplish the last two named, here are a few of the qualifications he should have. He needs:

- a. To be highly intelligent
- b. An attractive, wholesome, well-rounded personality
- c. To like and be liked by children
- d. To have an abiding faith in children and what they may, with proper training, accomplish
- e. To understand children
- f. To know their needs--physically, mentally, socially, emotionally
- g. To know how to adapt the educational program to fit these needs, individually

- h. To be able to earn the respect of others
- i. To keep well-informed in all fields of education--broadly in the general fields--broadly and specifically in the elementary
- j. To be able to inspire and lead teachers and other adults in guiding children
- k. To know the hazards of mental illness and how to prevent it in its many and varied forms
- l. To know good budgetary practices
- m. To know statutory enactments as they affect education and youngsters.
- n. To know how to adapt the educational program to the school plant; and perhaps to actively help plan new plants

George Goebel would say, "You can't hardly get that kind any more." And he might be right. But I, for one, don't believe it. There are a lot of mighty fine elementary principals right now and a lot more are climbing up the ladder. However, the present group is not as good as we could be. You know every last one of us could improve. As for the new crop who have not yet been appointed--Where are they? Are they teaching in the elementary schools? Or still students in high school or college? When one considers the haphazard methods of training and recruitment, it is a wonder elementary school principals succeed as well as they do.

It has been said that a school is as the shadow on one person--and that person--the principal. If it is up to us to improve the schools by improving ourselves, and our profession, then let's get started. I am going to make some suggestions. You may think them highly controversial. I hope you may not treat them too unkindly.

First,--"Let us win prestige by deserving it more." Let us study our jobs as we have never done before. Let us decide now to do things as they should be done instead of staying in the groove cut deep by habit. We can change ourselves if we can change our self-concepts in our jobs and our concepts of our profession. I'm going to talk to you about salaries. I'll list that suggestion as:

Number Two: Let me quote, "...principals won't really be people, won't attain the prestige we deserve, until we're paid enough to live in dignity in our communities. People will always look askance at professionals who must turn milkman in the summer in order to buy food for their children."

We must work, and fight if need be, for a single salary schedule for all public school principals. By the single salary schedule I mean that a principal be paid on the basis of personal value and not on the basis of the size of the school or the size of the children. A group of school people who play second fiddle to some other group and accept being the objects of discrimination on a salary schedule need to do more self-appraisal. Surely the elementary school principal with the most important job should get as much pay as a secondary school principal. That is, if he is as good in his job as the secondary man is in his job.

Nobody has ever convinced me that being a teacher or principal in a secondary school is in and of itself a harder or bigger job than corresponding jobs with younger children. If we admit our job is smaller or less important it seems to me that it is because we are blind or deaf or both. Let me repeat again that the first seven years of a child's life are the important years. Give him an excellent seven years' start and he won't go far wrong afterwards. Let us sensitize ourselves to the huge possibilities of our jobs.

"The N. E. A. has been on record for more than 30 years in favor of single salary schedules for classroom teachers. Schedules of all other types, for classroom teachers, are almost obsolete."

Why is the thing good for teachers and not for principals? Your N. E. A. Department of Elementary Principals has adopted formal resolutions that recommend the single salary schedule for the principalship, with equal pay for principals of equal qualifications." --Robt. Eves, Ex. Sec., Dept. Elementary School Principals.

The single salary schedule for teachers has stopped the loss of good teachers from elementary schools by so called promotions to secondary schools. I, for one, have no patience with the practice of exacting the life blood from elementary schools by pseudo-promotions of principals to secondary jobs--whatever they be.

Another factor is payment for service. Why the widespread discrimination against the principal of the small school? Why do we supinely accept a system which tends to make a rat race out of our profession? In the school where I work a teacher has a small room with 18 pupils. The teacher next door with similar qualifications teaches 37 children of the same age, and both are paid the same salary. Yet, year after year, principals submit to seeing their comrades moved from school to school as a sort of promotional parade. In my book, the child in the small school, like the child in the small classroom, is entitled to a good principal. These points are all controversial. So what? They are controversial.

Number Three: How about working conditions? Is the situation in which you work conducive to your optimum growth as a principal. Do you have time to administer your school and practice high class educational leadership? It is so easy to spend part of the day teaching and the other part accounting for school lunch pennies. It is so much harder to be a principal than to be a combination teacher-money changer-errand boy.

Do you know that your district receives an allotment of money from the state for the purpose of taking you out of the classroom? This amounts to one distribution unit for the principal. We have never had it so good, if we would only take advantage of our opportunities. For us as a professional group, we have a statutory windfall. Why do some of us still accept the decisions, which, by being pennywise and pound foolish, keep the principal a prisoner in a classroom? The longer we study our job and for our job, the bigger it becomes. If we consider the elementary school principalship a small job it is because we don't know much about it. Don't be chained

to a classroom. Let's free ourselves so we will have time to learn to be principals.

What about your clerical help? If you spend your time doing clerical work, there is something wrong. Either you or your Board doesn't value your time very highly. The chances are that a better office clerk than you are can be hired for less than half of your salary. Write down a few figures on paper. You'll see what I mean. There are numerous other items we could talk about under the heading of working conditions if we had the time. But let's move on and finish by talking for a moment on my number four item: Training the Principal.

Much of what I have said you have looked upon as revolutionary. I call it evolutionary, but that doesn't matter. Now, there are some ideas about recruitment of principals to our profession which may not be new to our thinking, but may be strange to common practice.

In my opinion, there ought to be a special category of training peculiar to the preparation for the elementary school principalship. There needs to be better screening of applicants for training in the first place. Look into university registrations and see where the bulk of the smart, attractive young fellows go. You guessed it--not into education. And since there seems to be no category named elementary school administration, which might sound attractive we just don't get them. Things are getting worse, too, with the rewards being offered now in the sciences. There may be, and there are, exceptions; but you can't build a profession on exceptions. We'll have to offer these top-grade individuals something better than a starvation teaching job for an indefinite period or they will just simply look in the other direction.

After they have been screened and we get a superior group, let's give them specialized training. The colleges will do it if we make it a must. Some of the qualities of the principalship and good teaching are the same. So far, so good. After they are completed, we need to be trained in the specialized elements peculiar to the job of the elementary school principal. After the theory courses these cadets need to be trained by good principals on the job as the teachers are trained by good teachers.

Then, when State Certification is given for the special job of the elementary school principalship, and the young principal is awarded a job, let it be for a probationary period under close supervision by an experienced elementary school principal until his professional group is ready to grant him journeyman status. This accomplished, he is just then ready to start to study and grow in his job through his in-service training. Every subsequent year should find him a finer individual and a better principal. Indeed, the person of the right calibre will keep on the frontiers of all the new developments in his field and will do his share in extending them.

One thing we must always cherish and never forget: The job of the elementary school principal is bigger potentially than any of us have ever dared to think or even to dream.

April 27, 1956

TO : Elementary Supervisors and Principals  
FROM : Lue Groesbeck, Director of Elementary Education  
SUBJECT: Lizabeth Eubank's Talk on the Navaho Indian

Enclosed you will find a copy of Lizabeth Eubank's speech made during the afternoon session of the Spring Elementary Supervisors' and Elementary Principals' Study Conference.

As you read it through I hope you will re-live the rich experience we all had that afternoon. She was very generous with her information about the Navaho Indian.

In order that you may have a little background information about Mrs. Eubank, I have enclosed a copy of Dr. Robertson's introduction.

The tape from which this typewritten speech was taken is an excellent recording. If any of you care to use it with your teachers next year, please contact me.

We were unable to get a recording of the panel that participated during the morning session.

Thanks for the fine support you are giving to these conferences.

LG/kc

Enclosure

(27)

## THE RELATIONSHIP OF PRESSURES TO AMERICA'S NUMBER ONE

### PROBLEM----MENTAL HEALTH

Dr. Sam McLaughlin  
University of Utah

(Address delivered to Utah Elementary Principals in Salt Lake City,  
October 13, 1955)

Now, more than at any other time in the past three decades, we must protect the children under our direction from the pressures and frustrations which everyone knows leads to poor mental health. We were asked by ignorant people--that is ignorant of our profession--to do things to children and to treat them in ways which all intelligent educators, clinical psychologists, pediatricians, psychiatrists, mental health experts, authorities in family living, etc. know to be to the detriment of children. We have to have the wisdom and the courage to protect children. We can't engage in double talk, straddle the fence, or hide under our desks. We can't even be satisfied merely to hold the fort. Children are too precious. They are America's future.

Mental health is America's number one problem. More than half of the hospital beds are currently occupied by the mentally and emotionally ill--more than the victims of polio, cancer, heart disease, and all other illnesses combined. According to a recent survey in the Western States, beds for mentally ill patients need to be increased 40 per cent to provide merely for present needs. In addition to those in hospitals are hundreds of thousands who consult psychiatrists and hundreds of thousands more of us who should. However, in the Intermountain area, psychiatric help is appallingly lacking. In fact California has two-thirds of all the psychiatrists in the entire West. We heard last week that while physical hazards of employment have been greatly reduced in recent years, emotional ill health has greatly increased. As a result the most important industrial disease today is "industrial neurasthenia." We can't afford to add our children to a rapidly increasing total of mental misfits.

I expect that all of us in our ignorance have produced more than our share of emotionally disturbed people as well as thousands of pessimistic "sad sacks" who consider life a tough ordeal. Much of it is due to the fact that we are easily led astray by loud noises from small groups and to the fact that educators who do know have been negligent in their responsibility to acquaint parents--those who pay the bill--with the true facts of child development and education. Then, too, educators are the slowest of all in the professions to adopt new documented ideas. For instance, even our criticized Modern Methods in Reading are about thirty years behind documented research. Too few teachers and administrators keep even reasonably informed about their profession and the related behavioral sciences. They can read but they don't. We don't accept the education and direction of precious children as a sacred trust, which would keep even the intelligent teacher and administrator on the jump to keep reasonably informed. Then, too, when administrators do take courses, they take more and more about material things--linoleum and toilets, and



practically nothing about their subject--children. It's a bit like a doctor devoting most of his study to movable beds and bed pans and little about anatomy. Let's get on the ball!

Dr. Menninger of the Menninger Clinic and Foundation of Topeka who had charge of about 15,000,000 men in World War II has told us repeatedly that the case histories of emotionally disturbed people and the insecure indicates irrefutably that, "the only conceivable aim of education should be to prepare the individual for social living. A primary objective would be to help the student understand himself, his capabilities, and limitations. Both vocational training and preparation for college as basic objectives are merely decorative."

It is my considered judgment, after some thirty years of study, observation, research and experience that the school develops more emotional disturbance than does the home. We have helped appreciably to lower the ulcer age. It was once 40 to 45 years. Now, ulcers in children have become so prevalent that the American Academy of Pediatrics meeting in Washington, D. C. devoted sessions to the problem. To quote, "Nervous tensions, worry and anxiety can cause them just as in grown-ups. The children who are pressured are the ones who are likely to become so tense that they develop an ulcer." Many school programs frustrate children and develop all sorts of emotional problems. Practices such as autocratic rather than cooperative atmosphere, competitive human relationships, isolated activities, dull, stereotyped, academic, unrealistic, abstract curricula, reporting systems which cause loss of status and label children, discipline policies which invite and encourage hostility, academic exercises which cause frustration and hence aggression, school routine and school furniture which contradict the basic facts of physical development, and often association with teachers and principals who know nothing about child development or mental hygiene, or who themselves need the help of a psychiatrist. Six concentrated hours a day of the above obviously shapes a child's behavior. If six organized hours a day do not affect children, we should discontinue education.

At the moment, we need intelligence, courage, insight and unusual facility in public relations to withstand the impact of those ignorant of children's needs and development who would go all out for dull formalism and neglect some of the most basic goals of education such as mental health, sensitivity in human relationships, etc. We can't let it happen! Whenever we let children be maltreated by those oblivious of all the facts in the behavioral sciences, we display the crudest kind of cowardice.

I want to discuss some simple documented reasons why children can't be bulldozed without seriously affecting their emotional patterns. The research has been done at the University of Michigan, Yale University, and the University of Chicago.

Each child has a rhythm of growth all his own. There is no one else like him. In broad outline each individual passes through the same successive stages in very much the same sequence. However, some have the time clock running rapidly, and the sequences are compressed into a narrower portion of the life span. In others, physiological time is slower

and the sequence of events is stretched out over a longer period. It has nothing to do with intelligence. The individual himself and the adults about him have little control over physiological time. Wise nurture, therefore, in both physical care and education, makes no attempt to alter the individual's rate of growth and development. There is no evidence that parents and teachers can hasten progress through the stages of growth. There are rapid growers and there are slow growers; again, it has nothing to do with intelligence. It is difficult for many persons to adjust themselves to the idea that they should pace the developing child instead of forcing him. Experience should be supplied as the child is ready, as he seeks, and as he learns happily and successfully. Thus frustration would be reduced, and consequences in avoidance reactions would be less likely to occur. The child will still love to learn. He is still curious. It's no fact of which to be proud that a person can read but doesn't. To me the term "non-reader" has much significance.

Children differ greatly in their readiness at age 6. Learning the relationship of the verbal statement and the symbolic representation is a natural and easy process for the child who is mature enough. The danger is that the parent and teacher will conceive of reading as primarily a problem of formal instruction rather than of experience or growth. When a child is ready, nothing can stop him. If he isn't ready, he is remarkable in his ability to resist teaching, and much time and effort are wasted. When a child is ready, he will tell you; you will know it. He becomes willing to spend time with pictures and books. He asks questions about letters and words and numbers. He pretends to read and to write. He takes suggestions and help, and asks for more. He wants to read!

In a very real sense the child who is faced with content which is too difficult and which is uninteresting is actually a deprived child, and his growth may be expected to suffer greatly.

No child follows the theoretical average, which is one year of gain of reading age for instance for one year of living. Children grow more unlike in reading ages as the years go on. Good teaching will make the range greater. Give children a chance to live their lives. Let them be 4 when they are 4, 8 when they are 8, 15 when they are 15, etc. They'll be old all too soon. We often do our best to discourage creativity, vitality and curiosity. We need those assets.

Let's not tread on our children! Find someone our size! Furthermore let's protect them from adult society which believes more education is required to raise cattle than to raise children. America's future is its children!

Based on research of Willard Olson, University of Michigan.



UTAH ELEMENTARY SCHOOL PRINCIPALS ... NEWSLETTER  
 (of Utah Elementary School Principals Association)  
 U. E. A.

Ray S. Merrill  
 Pres., U.E.S.P.A.  
 Sylmas Jessop  
 Vice-President  
 Earl G. Beck  
 Sec. & Treasurer

Leon F. Christiansen  
 2nd Vice-president  
 Lynn Hales  
 Director  
 Drayton B. Nuttall  
 Director

AN INFORMED  
 "Elementary School Principal is  
 THE KEY TO ELEMENTARY EDUCATION"

Second edition  
 of Newsletter  
 sponsored by  
 Box Elder Elementary  
 Principals Ass'n.

Ralph M. Baird  
 Editor  
 J.D. Gunderson, Oscar  
 Hulet, Committee

Vol. 1

February 1948

No. 2

Inland Empire Meetings to be held at Spokane, April 6, 7, and 8. Now is the time to be planning for this Convention and making reservations. For further information see pp. four and five of this issue of NEWSLETTER.

WE HAVE THE BALL ROLLING!!!

Pres. Ray Merrill and other officers of the U.E.S.P.A. met with other officers and principals in a Salt Lake Regional Meeting at the Madison School, Thursday, Feb. 12 at 4:30 P.M. This is another step in the gradual establishment of regional groups throughout the State.

\*\*\*\*\*

The Principals of the Cache School District are the hosts to a Regional Meeting for the Principals in the northern end of the State on Friday, February 27, 1948. We are looking forward to this meeting with much interest.

\*\*\*\*\*

BOX ELDER HOLDS MONTHLY MEETING

During the past month the Box Elder Principals have held their monthly meeting, and discussed many of the problems which have been of special interest to the principals in the administration functioning of our schools.

The athletic committee with J. D. Gunderson as spokesman reported the results of their thinking and study, and made several recommendations which were accepted by the group and referred to the Board of Education for further study.

Another committee has been making a study of libraries. They gave their findings and also made several recommendations which brought up further discussion and problems due to the fact that the schools in our district are so different in size and problems, and scattered over such a large area. Several problems were again referred back to the committee for further study.

The subjects of field trips and excursions were discussed which also developed into considerable thinking. The request was made that this committee select and organize a list of worthwhile places within our country that school children should see and experience.

A committee is studying and planning for a report and an organized discussion of problem of salaries and advancement, a problem we feel needs clarification and understanding for unity within the organization.

Some of our members are making plans to attend the Principals' Convention in April at Spokane. A good per cent of our members are also planning to meet in Logan at the Regional Convention Friday, February 27.

We are wishing the best for one of our new members, the Principal of Portage School, Eric Thorpe, who came from England, and who is having the experience of adopting a new country and new customs, and even a new language in some respects, so he tells me.

Our well-known friend, J. D. Gunderson, is the new President of the Brigham Chamber of Commerce, the first time that this honor has ever been given to one of our teachers in Brigham City.

"Congratulations Doug."

#### IN ORGANIZATION THERE IS POWER

The Nebo Elementary Principals have organized into an Elementary Association. Willis Hill was elected as their President.--

"Congratulations Willis"

The Nebo Principals' Association have voted to go to the Inland meeting in Spokane in April. It was decided in the meeting last night that we would ask the Board of Education to allow all who would want to go to be allowed and also to pay traveling and other expenses.

It was decided that a monthly meeting would be held at the time of the regular Principals meeting called by the Superintendent--one hour before.

\*\*\*\*\*

From up Logan way we read: In Logan City our Principals' Organization has been rather loosely organized in the past due to the fact that there are four elementary principals in the Logan Schools and one at the Whittier, connected with the college, and frequent meetings called by the Supervisor or Superintendent have afforded ample opportunity for us to discuss our problems jointly as we meet. We have, however, this past week, effected an Elementary Principals' organization of Logan City including the five Principals. We desire to perpetuate the organization and to land our efforts in helping to support as we have done in the past, the State Association.

In news items, Logan City Principals are 100 per cent enrolled in the state organization and 50 per cent in the national. We hope to make that 100 per cent also before the end of the year. We are working as an organization toward the following goals:

First, the school board and the P. T. A. organizations are aiding us in provision of visual education equipment, in the form of sound projectors and opaque projectors to enrich the classroom programs. We realize there is more to the visual aid program than just the provision of the equipment. We are desirous of becoming more skilled in the wide use of these teaching aids.

Second, to supplement our work in the other field mentioned above, the School Board is helping us build professional libraries in our schools. A recent addition of several new books will make this offering much greater than we formerly had.

Third, it should be noted that with this school year 1947-48, all elementary principals in Logan are given one-half time daily for supervisory work, teaching the other one-half time. The principal at the Whittier is a full-time supervisor.

Logan's organization elects:

Sherman Hansen . . . . .	President
Henry R. Cooper . . . . .	Secretary
Hazel Adams . . . . .	Corresponding Secretary

\*\*\*\*\*

#### OGDEN

The Ogden Elementary Principals' Association has been holding its regular monthly meetings in the various buildings. We meet at 10:30 A. M. in the designated building, look around and compare notes for an hour, and then sit down for a discussion of our mutual problems. We find it a stimulating experience to see another school in action.

\*\*\*\*\*

## SEVIER DISTRICT

## SEVIER PRINCIPALS HAVE PROJECT FOR THE YEAR

At the beginning of the school year many requests for textbooks, workbooks, and supplies were received by Supt. A. J. Ashman, and Supervisor Mary Nielsen. These requests were far in excess of the amount budgeted by the Board.

The Elementary Principals of Sevier, upon the suggestion of their supervisor and under her direction, decided to undertake the project of studying the elementary program and decide upon the kinds of books, materials, supplies, equipment, etc., which are needed to carry on the type of program considered desirable for Sevier School District.

A committee was chosen to outline the project. This committee consisted of Mary Nielsen, Clarice Roberts, Ellis M. Wade, Lula Carson, and Moroni L. Jensen. This group suggested that the first thing we must do is to accept values as the basis for program building. Teachers and some patrons were asked to answer a questionnaire which would give them an incentive to think about, review and discuss these values. The responses were summarized and used as a point of reference in the program building and in the determining of adequate and appropriate supplies and equipment.

Teachers who asked to work on committees using a guide, suggested by consultants, read and discuss the State Teaching Guide and supplements and other curriculum guides to get their recommendations.

A list of supplies and equipment were to be listed which would serve our program. Improvements of buildings and grounds to serve the school's community center were also to be listed.

The clerk of the board was asked to meet with the Principals and give them the budget as it pertains to this question and to give the expenditures for these items.

We realize if we are to see our project completed, it will take a long term plan of improvement because all our recommended supplies, equipment, and changes cannot be made in our budget period. It is necessary for us to decide those things that we need for the next year and get them.

It is our plan to prepare a guide for teachers in the use of supplies and materials. This would be in the form of a bulletin to accompany samples of supplies and materials so each teacher will know what to request and use for various school purposes. This should help both teachers and children to use materials wisely and to carry on a more adequate program of experiences in the schools of Sevier District.

\*\*\*\*\*

## PROVO

It is a small but active group of Principals we have in Provo. They have never seen the need for a formally organized group, since they have only four principals. Fred C. Strate says: 'We have not seen the necessity of forming an organization, since our Supt. and Board of Education are so liberal with us in everything we need in the way of supplies, books, equipment, etc., to make our schools as good as we know how to make them. Then too the Supt. and the Board for many years had a wonderful attitude toward us which has been reflected in our salaries.

The Supt. and Board are anxious that we all have our Masters' Degrees. Two of our number now have them and the other two are working on them with aims set for graduation in the coming June.

In the past whenever Supervisors or Administrators' Conferences were to be held in the State we always knew that we were welcome to attend. Some of us have been assisted with expense money when we have attended National Conferences.

We feel that we were greatly benefited last spring when the Board voted to make all four of us Supervising Principals, with no regular teaching responsibilities.

## SALT LAKE CITY DISTRICT

As reported by Emil Nyman: The Salt Lake Principals are not two groups as in most districts. Consequently the Elementary Principals have very few activities where the secondary people are not included.

Through the initiative of Supt. M. Lynn Bennion, a workshop in supervision was recently held with Dr. Melbo as consultant. Teachers were given a chance to hear Dr. Melbo in a half-day institute. Everyone enjoyed this cheerful, scholarly personality. The workshop was easy to take.

The Principals are now drawing up recommendations for new techniques in course of study construction---in-service training, school organization, and problems of personnel.

At noon Friday, January 16, the principals and supervisors met at dinner in honor of Dr. J. T. Worlton, recently retired assistant supt., and Mr. Earnest M. Hansen, elected superintendent of Pueblo Schools. Many anecdotes recalling long and pleasant associations were recounted. Mark Lloyd, president of the Salt Lake group presided with distinction. Dan Baker, Principal of West High School, presented a ring to Mr. Hansen from the association. Miss Margaret Morgon presented Dr. Worlton a traveling bag.

The presentation speeches were works of literary art.

PROGRAM OF THE INLAND EMPIRE MEETING AT SPOKANE

Announcing

THE "FIVE STAR, FIVE STATE" PROGRAM

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS  
NATIONAL EDUCATION ASSOCIATION

In Cooperation with

The Inland Empire Education Association

Spokane, April 6, 7, 8, 1948

Headquarters, Davenport Hotel

The Stars

Eva Gene Pinkston

Willard Goslin

Glenn Barnett

Gertrude Hildreth

James Hamilton

The States

Utah, Idaho, Montana, Oregon, Washington

The Events

1. Tuesday, April 6, 6:30 Banquet, Isabella Room, Davenport Hotel  
Speakers: Miss Eva G. Pinkston, Executive Secretary  
D. E. S. P., Washington, D. C.  
  
Mr. Willard Goslin, Superintendent of Schools  
Minneapolis, Minnesota (New President A.A.S.A.)  
  
Toastmaster, Mr. L. J. Nielson, Utah
2. Tuesday, April 6, Post Banquet "Jam Session:"  
Leaders from "Five States," Chairman: Miss Susan  
Lacy, State of Washington  
Recorded statement of issues raised.
3. Wednesday, April 7, 1:30 P. M. Meeting, Lewis and Clark High School  
Speaker: Dr. Glenn Barnett, University of California, Berkeley  
Writer of "Education for All American Children,"  
the latest book of the Educational Policies Com-  
mission, just off the press.

Panel of Discussion Leaders - The "Five State" Supervisors  
of Elementary Education

Idaho -- Miss Rita Hanson	Montana--Mrs. Lillian Peterson
Oregon-- Miss Florence Beardsley	Utah --Mrs. Jennie Campbell
Washington -- Miss Susan Lacy	

4. Thursday, 12:00 Luncheon -- Elizabethan Room, Davenport Hotel  
 Speaker: Dr. Gertrude Hildreth--Specialist in Elementary Education, Teachers College, Columbia University
5. Thursday, 1:30 P. M. -- Elizabethan Room, Davenport Hotel  
 Speaker: Mr. James T. Hamilton, Author "6000 Kids from 46 States." Supt., Vanport City Schools

Panel of Discussion Leaders-- The "Five State" Presidents of E.S.P.A.'s  
 Idaho - not yet appointed  
 Montana - Mr. Bill Johnstone (Invited)  
 Oregon -- Mr. H. Wayne Herald, President  
 Utah -- Mr. Ray S. Merrill, President  
 Washington -- Mr. Dick Hudson, President

#### RESERVATIONS

If you want help about a place to stay, send your request to Miss Bess R. Turner, 2012 W. Third Avenue, Spokane. There is no official housing bureau for Inland Association but she will help our group to find accommodations. Get your reservations in early.

Only 175 persons can be accommodated at the Tuesday Banquet, so first come, first served. Buy your tickets at the door that night--also be ready to pay the registration fee \$1.00, to help cover expenses.

#### The Invitation

Spirits are high, everyone will be there, reports are coming in from all sides; all elementary school principals, and other friends of elementary education are on our gilt-edged invitation list.

Laura Kellar, General Chairman  
 Vanport City Schools  
 2117 N. Watts, Portland 3, Oregon  
 Telephone, Murdock 7239



UTAH ELEMENTARY SCHOOL PRINCIPALS...NEWSLETTER  
of Utah Elementary School Principals Association  
U. E. A.

Ray S. Merrill  
Pres. D.E.S.P.A.  
Sylmas Jessop  
Vice-president  
Earl S. Beck  
Sec. & Treasurer

AN INFORMED  
"ELEMENTARY SCHOOL PRINCIPAL  
IS THE KEY TO ELEMENTARY EDUCATION"

L. J. Nielson  
Editor  
J. D. Gunderson  
Committee  
Oscar Hulet  
Committee

Vol. 1

January, 1948

No. 1

PREFACE

At the December 6 meeting of the Utah Elementary School Principals Association held at the State Capitol, it was decided that one of the urgent needs of the Association was for some medium for circulating news and ideas among the members of the group. A monthly newsletter was finally decided on as the best way at this time to promote our professional in-service activities. This is the first of the series and it is hoped that each club will follow up with contributions to each monthly issue so that the material will represent the activities of the state-wide organization.....Editor

PRESIDENT'S MESSAGE

The Elementary School Principal should be the greatest single individual in the educational process. No other individual can so directly affect the attitudes of the elementary school teachers, who so much shape the attitudes and behavior of children. It is the Elementary School Principal who determines what the physical surroundings will offer, and what the cultural attitudes shall be. The spiritual values of the whole school are largely those of the principal and his regards to reverence.

Over the arch leading to one of the excavated Palaestra was engraved the phrase, "Strip or Retire." Every Greek boy knew what this meant and based upon this theory of life, Greece gave the world the Golden Era. Get into the game, be a participant, a doer, or leave at once. This is basically a sound philosophy today. We should expose ourselves to new challenges, be creators, keep our "hat in the ring."

Let each of us ask ourselves, "Is mine a good school?" "A good community?" "Am I doing my part in assuming the role of leadership I should?" If each of us do our part in full we will have the recognition we desire. The necessary time will be given us for supervision, community relations, etc., and salary increases will be forthcoming.

May the New Year find us wholly resolved that the school over which we preside will offer to each child who attends a full and complete school life. One of the best ways to do this is to affiliate with local, state, and national organizations, and assure yourself of the helps they provide,



to make your job, as an elementary school principal what all would like it to be.

Ray S. Merrill, President  
Utah Elementary School Principals Assn.

### DECEMBER CONFERENCE REPORT

We agree with President Merrill as to the possibilities of the Elementary School Principalship, and also with his program of activities. One of the first steps that each local club should take in "keeping our hats in the ring" is the careful study of the report released by the State Department covering the group activities and recommendations at the December Conference. It is in the mail to principals and supervisors at the present time and Miss McMillan is asking for a "Valentine" from each of us after a full discussion of the report by the various school faculties.

The Report says, among other things, "That whenever major changes are considered in relation to policies of evaluation, the parents should help in planning the changes." Also, "Male members of our group recommended that the basis for state allocation of funds for average daily attendance should be reversed for elementary and high school, 20 pupils per elementary classroom and 30 per high school unit." Again, "We move toward an ungraded system with caution and wisdom, based upon a common philosophy among teachers, administrators, and parents with the hope of obtaining such a system sometime in the future." "Every school district in the state should be urged to adopt and make the State Cumulative record functional." "Salt Lake City has served notice, that, beginning September 1 of the school year during which they seek entrance in first grade." Interesting is the sex problem. "Two-thirds of the retentions in the Salt Lake City Schools, June 1, 1947, were boys."

The report further contains this: "How can we stimulate wider participation in drafting our programs of evaluation of school progress? Pupils, parents, teachers, principals, and supervisors all need to work cooperatively in defining purposes or objectives of the schools' experiences, and in devising measures whereby progress in the direction of the achievement of these purposes can be measured." Do you agree with this?

It is interesting to note that the words INDIVIDUAL and RETENTION were used prominently in the report, that the words GROWTH and READING are the next in frequency. This perhaps points out the direction of the thinking of Utah educators.

Principals will be interested in the statement, "In order to provide a wide and varied experience for children, we recommend that more attention be given in selecting a balanced personnel in each school. Should the principals have more voice in selecting teachers?" I am sure that the principals have an answer for this question.

This Report is most challenging and we wish to express our appreciation to Miss McMillan and to Miss Campbell for their efforts. Don't forget the "Valentine" due Miss McMillan in February.

### NEWS FROM THE FIELD

As we go to press, material of interest is coming in from you people in the field. From J. D. Gunderson of the Box Elder Elementary School Principals Club is a report of a full program of projects now being processed; visual aids and art extension classes, purchasing sound equipment, evaluation of library facilities, County Fair, Peach Day, joint action with the Box Elder Teachers' Association on a salary schedule. Know Your County campaign promoted through field trips, etc. They are preparing to visit the Freedom Train and have a goal of 50% enrollment in the National Department. They will have representatives at the Spokane Regional Conference and at Cleveland N. E. A. The Box Elder Club meets the first Monday of each month at Tremonton.

President Baxter of the Alpine Elementary School Principals' Club reports a study of library uses, especially the per capita allotment; educational supplies at the elementary school level, in-service classes, studies of modern trends in school buildings, etc. The Central Utah Regional Group meets regularly at Provo. This group includes principals of Alpine, Nebo, Provo, Juab, Tooele, and Wasatch and they are at work on salary schedules and tenure. Pres. Merrill reported today that they met January 14 last and that they are on record recommending a single salary schedule for principals of all schools, elementary and secondary. Meetings of a regional nature will be held soon in Logan, Cedar City, Ogden, Price, Richfield, St. George and in the Salt Lake area. There are 155 members of the State Association who have paid their dues out of 336 principals listed in the State Directory. Pres. Charles Soelberg has announced a social for the Granite Club to be held February 11. He also reports 100 per cent affiliation with local, state, and national organizations. Congratulations, Charles!

Oscar Hulet, committeeman from Cedar City, is making contacts in his area and expects to work out a plan with Vern Worthen of St. George, Frank Patton of Parowan, and Code Foster of Kaurra. They are exploring the possibilities of regional meetings in the southern part of the state. Getting the release of principals to attend the meetings is the main problem faced by this group, reports Mr. Hulet. The next edition of the Newsletter will carry more announcements on this problem as a committee has been appointed by Superintendent Bateman of the State Department to work out ways in which the principals can participate more actively at Regional and State meetings.

### FIRST REGIONAL MEETING, D.E.S.P. SPOKANE, WASHINGTON, APRIL 6-9

Plans are progressing rapidly for the outstanding Elementary School Principals' Conference in connection with the Inland Empire Association meetings at Spokane, beginning Tuesday, April 6. Principal Laura Keller, Vice-president, D.E.S.P. and principal at Portland, is making arrangements

for the conference. She reports that President Willard Goslin, of the American Association of School Administrators and Superintendent of Minneapolis Public Schools, will be the speaker at our opening meeting. He is the highlight of the Inland Empire meetings and will have a message for every elementary school principal of the five western states. A "Jam Session" will follow this meeting at which time Eva G. Pinkston, Executive Secretary of D.E.S.P. and national authority on the elementary school principalship will set off the tempo of the three days' conference. Gertrude Hildreth, authority in the reading program, will participate also. Other national leaders will be a part of this conference in addition to the material that is under survey in the five western states at this time.

The U. E. A. Review will cover the complete departmental meetings and a housing bureau if being organized to assist members in making reservations. Use the form and send to the Utah Elementary Principals Association, P. O. Box 338, Pleasant Grove, Utah. Do not send any money at this time. You will need to let Laura Kellar know soon so that she can plan for Utah participants on the panels and discussion groups. Pres. Merrill has just reported to me that 26 Utah principals have already notified the Association of their intentions to go, and in his district the Board of Education has granted permission for half of the principals to attend this year, and the other half next year. The Spokane meeting will set the pattern for the national meetings, I believe.

#### PROBLEMS FOR STUDY

Dr. Roald Campbell understands the problems of the elementary school administrator and in the December issue of the U. E. A. Review, he poses certain problems for the "supervising principalship." This article should be reviewed by every local group and his plan for time, clerical help, salary base, improvement of professional relationships, as well as the plea for local autonomy to experiment and build schools around local needs should be built upon. His quotation from O. G. Brimm, that, "The Elementary School Principal is a leader able to organize teachers into dynamic working groups" is a gem. His review of Lane, that the principal must be able to "talk as an expert in the areas of school plant, child growth, school finance, etc." surely provides a curriculum for local elementary school principals' clubs of Utah.





the

# leader

ELEMENTARY  
SCHOOL  
PRINCIPAL'S  
ASSOCIATION

THE ELEMENTARY SCHOOL PRINCIPAL - THE EDUCATIONAL LEADER IN THE COMMUNITY

Vol. III No.1, November 1955

Fellow Principals:

Will the spring of 1956 find our schools better off than they are now because of our activities in the Utah Elementary Principals Association. Ultimately, our organization can only justify if the answer to this question is a perennial YES. Let, if we are to say yes next spring, then we must do some things between now and then. (This is no less true this year than in years past. Each year some of the specific leadership changes, but the program of the association is continuous.)

Your Executive Committee thinks there are some things we can do. We propose to try and maintain the high standard set last year by implementing our Nine Point Program (Reported elsewhere in this newsletter). The Executive Committee can set the stage; we can pull the strings; we can tune the instruments and fill the air with music, but if the answer next spring is to be YES, then each of us must, like the beginner learning to swim, dive in and get wet in Association activity.

We will see YOU at the December Administration Conference!

--Miller

## OPINIONS

After studying the possibilities, the Board of Directors decided to concentrate on the following needs for the current term:

1. Continue the regional meetings and include the Superintendents.
2. Encourage the State Administrators Conferences in December and June.

3. Continue the publication of the Leader.
  4. Promote the Spokane trek emphasizing its morale building effects.
  5. Get more people to participate in the action program of the Association.
  6. Inform the training institutions of the professional advantages of a state association.
  7. Expand the membership with special appeal to the ladies of the Salt Lake group.
  8. Develop the small group meetings so that more can be heard and more to feel included in planning.
  9. Draw individual members out in their various talents; speech, writing, music, art, dancing, sports, hobbies, etc., this to stimulate individual growth.
- Committee

## HIGHWAY COURTESY?

Many of the Utah elementary principals have heard about "Russ" Goodman's many trips by car to Alaska. Here is a short report on an observation of highway courtesy made by Russ through the period of six years as he has been driving up and down that road.

During the first trip with Nymans in 1949, we all were very conscious of the courtesy and consideration shown each traveler by others along the road. There seemed to be an



Part  
missing

unwritten law at that time one tourist or truck driver did not pass a stationary vehicle without stopping to inquire about the need for assistance. In return a person would receive the usual response of an earnest wave or the exchange of a friendly word expressing an appreciation of the courtesy extended from one person to another. Even I have enjoyed the help of others during these trips.

The road has been improved, the speed limit increased, the automobile can stand the trip with fewer breakdowns, the drivers have become more self reliant and the friendly act and courtesy have nearly disappeared. Most drivers now act much the same as people on the highways in the States act toward each other. Yes, the good old courtesy of the road has vanished from the Alaska Highway the same as it left highways in the States until the situation arose this summer when a tourist did not stop, did not slow down, did not give the friendly wave, did not exchange the friendly greeting but drove on in such an independent manner the result was the death of a child who was playing near the stationary vehicle.

The school principal has two definite ways he can aid in preventing a child being injured on our highways, first by emphasizing safe practices through the educational methods in the school, second by stressing the need for more highway courtesy among the adult groups with which he comes in contact.

Let's return to the good old "Courtesy of the Road."

--Goodman

OPINION

Maybe Johnny can't read. But Tom, Dick and Harry can, so can

Alice, Betty and Connie. We don't teach Johnny to read by scolding and quarreling about it. Now, you have told us to use phonics to help. Let us tell you what you can do as parents and employers.

First, supply school districts enough revenue by which to employ special teachers to give Johnny one half hour a day of individual help; also to train teachers for special techniques for non readers.

Second, see that Johnny has a reading IQ of 75 or more. There is a small percentage of our population who can no more read than can a horse or a cat.

Third, surround Johnny with love, recognition, and acceptance so that he is not emotionally upset and blocked in his social approaches. Give him security, status and confidence. That will help his competence.

Fourth, do some reading yourself in order to give some incentive to children in the home. If everyone at home spends his time at TV, radio and cards, where is the incentive for people to learn to read?

Fifth, have someone in the family listen to Johnny while he holds a book, looks at pictures and attempts to call words. It takes time, sure. A teacher's time is worth 5¢ a minute too.

Sixth, what does your doctor think of Johnny? Are his eyes OK? Is his hearing good? How are his speech organs? How is his nervous system?

Seventh, see that Johnny is not so indulged that he feels he never has to make any effort. Learning takes work. If grand parents do everything for the child he soon learns to just wait or take a temper tantrum and all obstacles are removed. Many children come to water but they won't drink. We do so much for children these days that they are spoiled and their

least wish is at once granted.  
They do not have to do anything.

Eighth, you may be expecting Johnny to keep up with some older brother, neighbor or friend. It is not fair to make comparisons. No two people are alike and for you to expect all your children to be brilliant is hard on some of them.

Ninth, although Johnny can't read he may be able to use his hands which is an important ability in a mechanical age. He may be the one to invent a machine to read for him. And moreover, he might have the heart that will give you the greatest comfort.

--Editor

#### CURRENT OFFICERS:

George Miller, President  
Provo City Schools

Emil Nyman, Vice Pres., Editor  
Garfield School, Salt Lake

Glen R. Brown, Secretary  
Provost School, Provo

L. J. Nielsen, DESP Director  
Mill Creek School, Granite

Ezra Tobler, Pres. N.W. Ass'n.  
Woodrow Wilson School, Granite

Darrell W. Hyde, Dir. District 1  
Benson School, Smithfield

Wheatley J. Taylor, Dir. Dist. 2  
Washington Terrace Sch., Ogden

Joseph Jenkins, Dir. District 3  
Highland Park School, Salt Lake

Moroni Oveson, Dir. District 3  
Tod Park School, Tooele

Elwood Baxter, Dir. District 4  
Lindon School, Alpine

John Blaine, Dir. District 5  
Roosevelt School, Duchesne

Russell S. Williams, Dir. Dist. 6  
Price Central School, Carbon

Garth R. Beacham, Dir. Dist. 7  
Monroe School, Sevier

Thomas J. Abplanalp, Dir. Dist. 8  
Cedar East School, Iron

Joseph E. Beard, Dir. Dist. 9  
Coalville School, North Summit

#### NEWS ITEMS

Boyd McAfee, former principal of the Grandview School of Provo, has recently returned from a two year duty in Iran. Reports state that he did an exceptionally fine job in helping to redirect the educational program there. This year, he is teaching in the Department of Education at the Brigham Young University. We expect him back in the Provo District next year.

Marion Olsen, Principal of the Maeser School of Provo, has returned from a year's exchange in Hawaii. Although he was tempted with flattery and high salary both in Hawaii and California, we are glad to have "Pete" back with us this year.

#### U.E.A. INVOCATION - Rabbi Podet

Father of us all, our Guide and our Goal: Through the centuries that mankind has sought Thee, Thou hast provided pathfinders to show Thy children the proper way. Statesmen and warriors have been among the chosen agents of Thy will.

But Thou are a God of truth and, therefore, teachers have been Thy most exalted and best remembered messengers. The statesman's foresight becomes obsolete. The warrior's victory is forgotten. But the lessons of Thy inspired teachers are reverently passed from generation to generation.

Let Thy spirit rest on this assembly of teachers. May those



who are gathered here win new strength, new insight and new reverence for those potentialities whose destiny is in their hands. Bless these teachers that through them, truth-earthly and sublime-- may be breathed into the children of men.

Grant every teacher such wisdom and devotion, that through him or her, Thy holy service of enlightenment may be perfected.

May these teachers, as thy willing and perceptive messengers, bring nearer by their teaching that age of universal peace and well-being, that sublime aspiration which Thy prophets taught us in Thy name.

Amen.

#### RESPONSIBILITIES

Today as never before, the position of the Elementary School Principal calls for effective leadership. It has often been truly said, "As the Principal, so the school." I think it was General Grant who said, "There are no poor regiments, only poor Colonels." True, there are competent teachers in every staff who do a good job in teaching but it requires the skilled leadership of a competent principal to coordinate the work of all teachers, to encourage and to give direction in continuous cooperative service. Whether he likes it or not, or whatever his preparation may be,

he must accept the challenge to learn how to improve the work of teachers in-service. Perhaps, never before has the challenge been so keenly directed toward leadership in the improvement of instruction as it is today. Criticisms directed at the schools generally, as well as in the local areas, requires directed effort to meet the challenge by taking another look at the type of leadership we, as principals, are providing our teachers in helping them to achieve the goals desired in public education.

The role of the leader is to direct and stimulate active participation in the improvement of teaching and learning. This can best be done through the democratic process where teachers feel free to work together in the solution of a problem.

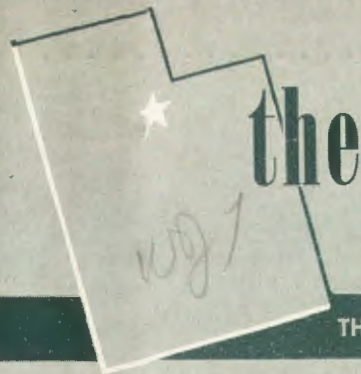
In order that the principal may qualify himself for the type of leadership his position demands and requires, he must develop in himself the capacity to envision the educational needs of his school and recognize his teachers as professional trained individuals qualified to render superior educational service in the curriculum and instructional areas.

--Tobler

*Utah  
Cody  
South Cody  
Washington Terrace School  
Mr. Wesley J. Taylor*







# the leader

UTAH  
ELEMENTARY  
SCHOOL  
PRINCIPAL'S  
ASSOCIATION

THE ELEMENTARY SCHOOL PRINCIPAL - THE EDUCATIONAL LEADER IN THE COMMUNITY

VOLUME III

FEBRUARY 1956

No.2

## OFFICERS

The officers of the Utah Elementary School Principals Association are as follows:

George Miller .....Provo City Schools  
Emil Nyman, Editor and Vice Pres. ....Salt Lake City  
Earl Brown, Secretary, .....Provost School, Provo

## DECEMBER CONFERENCE

The December Elementary Principals and Supervisors Conference was packed with ideas from giants. An observer was able to see the influence of careful planning and hours of preparation. The experiment in Iron County should give education a boost all over the country. There was not a dull moment in the discussion groups. Much thanks and credit are due leaders of the conference.

## TRIBUTE

Only about once in ten years, does the conceited male bow to the little woman. One such occasion was the time when Madam Chiang Kai Chek addressed Congress. That little spark of intellectual power speaking before the most astute body in the world and at the same time having her voice magnified a million times was truly emotional to a sensitive observer.

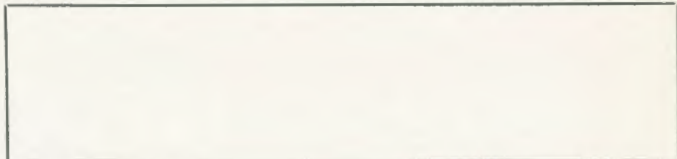
As Mary McMillan engineered the December Administrators' Conference, again an emotional chill tickled ones spine and soul. Her part in the Iron County experiment was no mean achievement. Then presenting it to the conference in an interesting, dramatic way was again note worthy. Her sharing with others is almost divine.

Mary gathered around her some other lights, all of whom deserve tributes. Some are Lue Groesbeck, Naomi Rowan, Miss Ambrose, Marie Hughes, Alta Miller and others.

## SPOKANE

It is time to be getting your bid in to your Superintendent for time out for the annual trek to Spokane, April first. No one could have devised a better morale builder and work shop than the Spokane pilgrimage. It is a cheap vacation and a cheap form of travel in the most delightful surroundings.

There are several types of experience which contribute to tying people together: (1) Singing is used



universally by churches and clubs to develop affection; (2) Sitting around the dining table has a similar welding effect; (3) Laughing at the same stories and pranks give people understandings not otherwise revealed; (4) Experiencing emotional thrills either negative or positive, develops rapport in the home, in camp, in church and in conferences.

These are the techniques for developing fraternal feelings when the Utah people get into a railroad coach for a twenty-four hour journey.

## UAC

Can we get together one hundred elementary principals for the two weeks on the UAC campus next summer? This will be a morale builder, too, but better a training experience to do a better professional job. The Utah Elementary Principal holds a unique, important position in education and in the community. He needs some special training for it and a special inspiration to give him satisfaction. Dr. Burke and aids are exerting themselves to meet our needs. AC for summer of 1956.

## MEMBERSHIP

If you have not paid your dues of three dollars, please send them to Glen Brown, Secretary, Provost School, Provo, Utah. The Elementary Principals letter does not cost much in money, but it takes time on the part of officers to assemble the material and edit it. The rest of you guys come through with some news and opinions and your three bucks. We have two hundred members now.

## EDUCATION

Education, like salvation, is an eternal becoming. It begins at birth and continues until life ends, and probably beyond. It is the sum of all the experiences which make up our life. Education never ceases. The constant, yet continuing process of learning, obtaining knowledge, or information can be called revelation; uncovering that which has heretofore been hidden.



*Need*, a felt need, on the part of an individual or a group provides the motivation in most cases to acquire the knowledge necessary to provide the items to satisfy that need, whether it be a need for a better mouse-trap, a new drug to save a life or relieve pain, or the formulae (principles) which, when applied, make life more enjoyable by providing the items that add comfort and luxury to it.

A need provokes an *interest*, whether it be a need for a better car or a soul-satisfying song or an epic poem. Anything that people require to make life more enjoyable will eventually be provided through education.

*Recognition*: the ego-filling necessity of all men should come in for much consideration in the scheme of things. The struggle to "be somebody", the admiration and respect of our fellows, occupies much of our thinking and the ways and means to obtain it.

*Value Climate*: Education, the obtaining of knowledge, should and does consider its dissemination and use in a value climate. The spiritual and moral implications of all learning is of prime concern to all educators in a Democracy. The use to which knowledge is put provides a social goal which all educators (and incidentally all good citizens) are joining to achieve.

Perhaps Educators need to pay more attention to a factor which they know and recognize, and are trying to do something about, but which, because of overcrowded class-rooms, fall short of their intentions: the problem of *individual differences*. Grouping in class helps, but there is no substitute for individual teacher-pupil contact over a period of time. All the fundamental skills; reading, writing, arithmetic, etc. must be learned by the individual himself. And he must master the fundamentals to the point where he, himself can use them. Parents and teachers working together can solve these problems.

*Public Relations*: Educators do not live in an ivory tower or a glass house. Our schools are workshops where we live, play, and work together and where the parents and the public should come and assist in the entire educational program, from its inception to its culmination. The answer: intelligent teacher-parent-community cooperation.

—Fitzgerald

## TEACHERS

The child is mirrored in the man;  
His hopes, desires, his life-long plan  
Emerges as the years roll by,  
Because his teachers said, "Come, try!"  
His faith in them, his life's ambition;  
"I want to teach," became his mission.  
"I want to deal in things of worth,  
Most valuable in all the earth.  
To mold the living, human clay  
Of boys and girls, to show the way  
To better things, to worthwhile goals  
Returns rewards to all our souls."

A teacher's calling is the best,  
If in it you put all your zest,  
If from your teaching you get fun,  
Your inner-self will say, "well done."

—John W. Fitzgerald

## CLASSROOM LIVING

Closing Remarks at Final Group Session of the STATE ADMINISTRATOR'S CONFERENCE — Dec. 1955 — Naoma Rowan.

Throughout the day, we have attempted to take a deeper look at social living in the classroom, at inter-group relations. In so doing, we have, in a way, ignored subject matter, but not really ignored it.

I feel sure we would agree that we want children to learn to read, but not *just* to read. How foolish it would be for us to teach children to read, and supply only crime stories and comics. Along with reading, we would have them learn that there is more inspiration, adventure and romance in the real lives of great men and women than can ever be found in the make-believe.

We would have children learn arithmetic, but not *just* arithmetic. Figures can be used to cheat your fellowman. We would have children learn the worth of numerical figures, but along with that, we would have them learn the worth of the individual — the worth of humanity. We would have them learn that the power of one person alone is not enough, but the cooperation of a courageous people will solve more problems more surely and more rapidly than one person could ever do alone.

We would have children learn to write; but a person who can write can also forge a check or ridicule sacred tradition in his writings. We would have them learn to write that they might communicate with their fellowmen, that history might be recorded, that the wonderful facts of the world might be shared, that we might have reference material when memories fail and first-hand information is out of reach.

We desire many things for children but basically we have one great fundamental concern for them. Can we so live with them today that they will be up to the demands of the tomorrow they face? So that they will be able to live happily and effectively and usefully, with satisfaction to themselves and to others?

This is a new world today's children face. It has force in it, speed in it, power in it — a capacity for bounty and a capacity for death more wonderful and more terrible than we know.

This is a new world with an unpredictable future. That is our one big fact — unpredictability. This unpredictability determines what we must do for children. They will need courage — and faith in themselves and faith in others! They will not be prepared for tomorrow if they are frightened, or if they are made unhappy by the lives they lead today.

We have the right to wonder if our homes and schools can build into children the security and serenity that will stand the strain of an unpredictable future.

We think we know how to give children this courage and faith they need. We think we know how to help people to meet change. The way to do it is simple to say — but *not nearly* so easy or so simple to arrange: we help children live *well* in the present. Then they can best take whatever the future may bring.

(Continued on page 4)



## TEACHING MATERIALS

### HOLLADAY SCHOOL BRINGS FLEXIBILITY AND INCREASED USE OF THEIR REFERENCE BOOKS BY PLACING THEM ON WHEELS.

Surveys have revealed that children in the Utah schools lack ability to use reference books effectively. To meet this problem the faculty and the principal looked into reference books and called in an authority on reference books. They found that an individual set of reference books in a room did not provide sufficient source material. When project work was done more than one set was necessary if all children were to have a profitable experience.

The machinery to provide the answer to the problem and add accessibility to the reference books in the school was found in the use of mobile units provided through the World Book representative. These units seemed to solve the problem by enabling one room to have several sets in that room at the same time. A simple checking out method made this possible.

The teachers are very enthusiastic about this system. The real accessibility and mobility and simplicity of the program lends itself so well to the on-going classroom activities and makes them more meaningful without frustrating complexities.

FRANK BAILEY  
Principal Holladay  
School — Granite District

## OPINION

### HOW OLD ARE YOU?

"There is so much good in the worst of us,  
And so much bad in the best of us,  
It hardly behooves any of us to talk about the  
rest of us."

At a time when West can meet East in an effort to reach common understandings; at a time when desegregation is a going program for black and white; at a time when even an average thinker can cope with international problems; at a time when charities are organized on "United" lines; when men, like Junius Salk, wish to give their discoveries to all children, not merely white children or Protestant children or literate children; at a time when intellectuals accept truths from all philosophies: Buddhism, Confucianism, Islam and Christian, to make a philosophy of life, it is time for the rest of us lesser citizens to grow up and think on a higher plane, define our lives in broader terms, and form our loyalties on bigger concepts.

There is no more "one only church"; there is no more a chosen race; there is no more a chosen people. We are all seeking "perfection", what difference does the vehicle in which we ride make or the route we take. We probably will get there more surely if we go hand in hand.

Let us break down our antiquated, emotional prejudices and accept an individual for worth whatever his personal beliefs and family traditions. He may have a way of life that is worth exemplifying; he may have a way of teaching neighbors that places him along with Christ. His beliefs are merely the result of conditioning and indoctrination that he cannot help. There is no

middle line that separates one group of people from another, no more than there are ghosts. We are all alike in most characteristics. In any division of groups there are extremists at either end but the large majority are clustered around their common ideas and practices. Thus we come to play on the same team.

Problems cannot be solved by people calling each other fools of ignoramuses. Security cannot be attained by finding enemies and differences. Maturity cannot be ours when we play childish and primitive games.

By setting up opposing factions, creeds and hates, we deprive ourselves a great freedom, that of choosing ones neighbors, co-workers and relatives.

It is time to break down the barriers between the "in" group and the "out" group; it is time to change the idea of the "haves" and the "have nots." Quarrels will cease when we can "reason together." Too many of us accept ideas and customs uncritically because the group we belong to think that way. Thus, we lose a freedom because organizations still cling to the authoritarian process.

Let individuals differ. One may be a Galileo or a Lincoln.

There is one great freedom implicit in that great introduction to the constitution "We the people."

—EDITOR

## DENVER CONVENTION

In less than three months, elementary school educators from coast to coast will gather in Denver for the Annual Meeting of the Department of Elementary School Principals, NEA. Preparations are well under way for what we hope will be the finest conference the Department has ever held.

The conference theme is "The Principal's Role in Instructional Leadership" — the same theme which is currently being developed in the Department magazine. General sessions, panel discussions, and discussion groups offer participants a varied program with much opportunity to take an active part in discussions on topics of special interest to them.

Topics selected for the discussion groups are these: Deciding What to Teach — Evaluating the Instructional Program — Working With Individual Teachers — Group Planning for Instructional Leadership — Keeping Up With Materials of Instruction — Using Specialist Resources — Administrative Phases of Instructional Leadership, and Preparation for Instructional Leadership. The latter group will follow through on the special conferences on preparation for the principalship held during the previous two Annual Meetings.

Speakers scheduled for the general sessions include the following: Lawrence Haskew, Dean of the School of Education, University of Texas, Austin; Frank Clement, Governor of Tennessee; James Gail, elementary school teacher, Denver; Beatrice O'Brien, elementary school principal, Los Angeles.

Registration will begin at 10:00 a.m. March 7 in the Denver Municipal Auditorium. Registration fee for members is \$4.00; for non-members, \$6.00. Please present your membership card when you register.

Three hotels — the Brown Palace, Cosmopolitan, and Shirley-Savoy — have been designated as head-



quarters for the conference. Information desks will be located in each of these hotels.

The press room and office headquarters for the Department will be in the Auditorium and will open at 2:00 p.m. on March 6.

General sessions will be held in the Auditorium. Other meetings will be held in the Auditorium and in several hotels. A map showing the location of the Auditorium and the various hotels is sent to each Department member with his membership card.

A special feature of the 1956 Annual Meeting will be five assemblies covering the subject matter areas of arithmetic — language arts — reading — science — social studies. These assemblies will be held simultaneously but they will be repeated so that everyone will have an opportunity to attend two of them.

A brief talk by an outstanding authority in each of these fields will focus attention on subject matter areas and pave the way for a panel discussion and audience participation. Speakers highlighting this new feature include Nila Banton Smith, Director, The Reading Institute, New York University; Glenn Blogh, Associate Professor of Education, University of Maryland; John U. Michaelis, Professor of Education, University of California; Esther J. Swenson, Chairman, Department of Elementary Education, University of Alabama; and Helen K. Macintosh, Chief, Elementary Schools Section, U. S. Office of Education.

Special conferences are being planned for: Presidents of state elementary school principals' associations and state representatives to the national Department; officers of elementary school principals' associations in large cities — 400,000 population and over; principals of laboratory schools on college campuses.

Those who will participate in these special conferences have received or will receive all necessary information as to time, meeting place, and program plans.

Thursday morning, March 8, has been set aside for school visits, and conference participants will have an opportunity to observe definite phases of the school program in action. Specific information about these school visits will be available at the time of registration.

An outstanding display of educational materials will be a part of our conference again this year. A rich assortment of valuable educational aids and instructional materials will be on exhibit at the Auditorium. Exhibitors were so well pleased with our group in Chicago last year that they have taken space with us again this year, and a number of firms not represented last year will be with us in Denver. Participants are urged to take advantage of this interesting and educational display.

Exhibits will open at 10:00 p.m., Wednesday. They will be open each day — Wednesday, Thursday, and Friday — until 6:00 p.m.

To complement the business sessions, a rich social program is being arranged for your entertainment pleasure.

Friday afternoon has been left open for sightseeing to points of interest in and around the Denver area. Specific information as to cost, time of departure, and time of return will be available at the hospitality desks in the Auditorium and in the three headquarters hotels.

(Continued from page 2)

We may fail a little with reading; we may not teach every child to write beautifully or compute the most difficult problems, but if we fail to help children to live together harmoniously, then we have really failed them. For if we fail in learning to live together, we have shut off further communication; we have stifled the urge to learn and know. And this new world may be one in which the skills we now teach may be outmoded, but the deep, deep desire to go on learning will count a lot.

We are using a word in education today — classroom-climate. It seems to mean a combination of atmosphere, human relations, and emotional comfort. It was Mauree Applegate who described it as "a feeling among a group that can change mud puddles to stardust!" It is the essence of living together in harmony. It is the great concern of education!

How shall we go back, then, and pursue the desire you surely must feel to do something more with the social living, human relations aspect of school life?

We might recognize that, for the most part, children operate on a *feeling* basis. It isn't so much "what is" that counts, but how they see "what is" and how they feel about it.

All of us operate on a feeling basis to a greater extent than we sometimes think. And under most circumstances, in most situations, we, like everyone else, resent being told to change our feelings.

Remarks like these are familiar to all of us:

"Tell your mother not to feel hurt. No one intended to leave her out."

"Bob, you ought to feel ashamed. Think how careless and lazy you have been."

"Mary, you go up on that stage and feel right proud. Then you won't forget your piece."

"Don't ever feel angry when you are teased. If you don't get angry, you won't call names and fight."

"Fred, I know that the situation humiliated you. However, the only thing for you to do is to put your feelings aside, hold up your head, and try again."

(From: *Feelings Are Facts*, by Margaret M. Heaton.)

Well, you are going back to teachers who are not "cold" on the subject, yet they have not had the "shot-in-the-arm" which you have received today and yesterday. You will want to, and will know how to build readiness and interest; for, as you well know again, to offer something to someone who is not concerned or personally enthused is like trying to sell aspirins to someone who doesn't have a headache.

I would like to pass on the word of encouragement from the Social Studies Committee to return to your districts and build from where you are. *You will find ways*, and we, as a committee, would like to hear about them and about the results you are getting, the experiences you are finding of interest. We request you to write us about them — either Lue Groesbeck or Alta Miller, who is chairman of the committee.

I have heard salesmen encouraged to work in the following manner: "He who covers chair instead of territory is on bottom most of time."

NAOMA ROWAN





# the leader

UTAH  
ELEMENTARY  
SCHOOL  
PRINCIPAL'S  
ASSOCIATION

THE ELEMENTARY SCHOOL PRINCIPAL — THE EDUCATIONAL LEADER IN THE COMMUNITY

Volume III

May 1956

No. 3

## OFFICERS

The officers of the Utah Elementary School Principals are:

George Miller, President ...Provo, Utah  
Emil Nyman, Editor, Vice President  
Salt Lake City  
Glen Brown, Secretary..... Provo, Utah

## THE PRESIDENT SPEAKS

Time Marches On! This is the cold hard fact. What is not fact is that we keep up in perfect step with time. Have the Utah Elementary Principals, with chins up and heads high, marched resolutely on a little ahead of time? Or, has relentless time outdistanced us a little on the way? Likely the answer comes proudly YES or hesitant No, depending on the particular aspect placed in focus. May I focus for a moment on a pessimistic phase?

We have just returned from another grand trek to Spokane. In many ways it seemed to me to have been the finest of the four conferences I have attended. (All of us must go once. After that, we should go as often as it is our turn.) Looking back a week or two in retrospect at the tumbling hours together on the train, spent in comradeship with old and new found friends, brings a glow of pride and satisfaction.

Some six or seven years ago, I was also at Spokane. Then I thought it was the Utah group who led the way. We were on the march. They sought us out to see what was the latest in the works. We seemed to hold the initiative for bringing better education to the kids in schools.

Thinking back over the 1956 convention in Spokane, I am not sure that this is still true. I am afraid that Oregon, and also Washington, has seized the initiative. For instance, Oregon elementary principals have already been at work for a year try-

ing to write a careful definition of the principal's job as the necessary first step in raising standards and doing a better job for boys and girls. The study should result in real improvement for Oregon principals. Washington principals are very carefully spelling out their certification requirements. Both states have for some time required the Master's Degree for certification of the Elementary School Principal. To me, there also seemed to be other evidences of their dynamic leadership in bringing better education to their schools.

I hope that I am wrong when I think we in Utah have lost some of our spark. I hope my worry is more explainable as excessive self criticism rather than as fact. But in case I am right, we might take a look at what we are doing and where we are going.

Are we really crusading to bring better education to the children in our schools? Or, are we merely reliving last year's experience again and again?

Are we really students of education in touch with the latest research, their implications, and the new insights coming out of educational psychology, social psychology, anthropology, sociology, and biology? Or, are our conclusions, and thus our decisions, based upon what was thought to be true ten, twenty or thirty years ago, on the one hand, or upon isolated, narrow, subjective, anecdotal experiences on the other?

Can we really take apart such junk as



peddled by Rudolph Flesch and show it up for what it is? Or, is our grasp of education so meager or so out-moded that we half believe it ourselves?

Shouldn't the Utah Elementary Principals Association take the offensive with a new enthusiasm and a new unity? Shouldn't we write out and validate a careful definition of the work of the principal? If not us, who else?

As we bring to a close the school year, 1955-56, may I invite each of us to calculate for ourselves whether we march on ahead of time or back of it.

Time marches on. Do we?

MILLER

#### EDUCATORS FROM UTAH

We are all educators here from Utah  
Here from Utah, here from Utah  
We are all educators here from Utah  
A more influential group cannot be found

#### Chorus

Look at all the fun we have  
Look at all the fun we have  
Laughing and singing gaily on the way  
Look at all the fun we have  
Look at all the fun we have  
And we hope that we'll be coming back  
some day.

We are leaving tonight for the inland  
For the inland, for the inland  
We are leaving tonight for the inland  
For the Inland Empire Convention we  
are bound

With old friends and new we become  
acquainted  
Become acquainted, become acquainted  
With old friends and new we become  
acquainted  
And new ideas are passed all around.

We laugh and we sing and are merry  
And are merry, and are merry  
We laugh and we sing and are merry  
And jokes for every occasion may be  
found.

(To be sung to the tune of  
Listen to the Mocking Bird)

NICOL

Dr. D. C. Burke

Dr. C. D. Burke from the Agricultural College accompanied the principals to Spokane and won the affection of all. He is responsible for the workshop this summer, which serves all five states. Preparing men and women for the Elementary Principalship is a problem for all training institutions. That problem increases in difficulty when training comes through experience, laboratories and individual instruction. All ideas will be considered at the A. C. Workshop.

#### LOST AND FOUND

A gaberdine top-coat was found on the Union Pacific chair car after the Spokane trip. The owner may claim it from Emil by paying the cost of this ad.

#### CRUMBS FROM THE SPOKANE TREK

You must not forget that your first public is children. Your first competency is teaching and teaching means understanding.

NICOL

A principal, in addition to other skills and qualities, likes his professional brothers. I like the the men and ladies on this trip.

ALLEN

I am proud to be an educator. I am proud of education in Utah. I am proud of Utah and the way its people took their roles in this conference.

MARBLE

There are three ways to reach Spokane: private car, bus and train. The last is the best. We might try a plane once. The Utah association should have more active members.

HANDLEY



Preston Robison gave a good talk .  
It should be broadcast to the nation.  
The seven purposes make a challenge.

BAXTER

All the talks at the convention  
give glimpses of what we might be-  
come. We have a lot to live up to  
and great goals to strive for.

PETERSON

We all should have rooms in one  
hotel and make more of the Utah  
Headquarters.

GROTEGUT

I have been in education twenty  
seven years and have seen the in-  
creased responsibility of the prin-  
cipal grow. I should enjoy another  
trip to Spokane.

DAVIS

There is a great power in the  
idea of WE in education and among  
principals. Mr. Lindsay gave out the  
important idea of gauging instruction  
to the ability of the pupil. We must  
study and understand people.

IVAN PERRY

We are going home changed people.  
We will never be the same. We have  
sharpened our tools; we have broad-  
ened our visions. We are not dated,  
except into the future.

NIELSON

Let us be positive. We have no  
apologies for our methods in Utah.

SNARR

I want to pay tribute to our Utah  
leaders. Our morale is great. I  
appreciate the friendships that have  
developed here.

HULET

I am proud of the Utah group.  
Each one has fine personal habits  
which my wife appreciates, too.  
Thank you all for a good time.

DEBS

Each member should carry his  
share of responsibility on a trip.  
He who shows others a good time  
has a good time himself.

TAYLOR

## SPOKANE

Three men from Utah took lead parts  
in the Inland Empire Education conven-  
tion April 3 - 5 at Spokane. They did  
it with distinction and dignity. The  
forty delegates who accompanied them  
were proud of their leadership.

Ezra Tobler was the president the  
Northwest group of principals and  
helped work out a panel discussion  
that was remarkable. Arch Sims worked  
on this same committee and represents  
us on the national executive board.  
George Miller, our president, contri-  
buted to the executive sessions of the  
Northwest Association.

Lester J. Nielson is our D.E.S.P.  
representative and accompanied the  
delegation, contributing his fine  
thinking and experience to our im-  
provement and entertainment. His sax  
was a real aid for the harmonizers.  
.. Russell Goodman had the difficult  
spot of being the clown which he did  
to the gratitude and pleasure of all.

The seven ladies who braved the  
stories and pranks of thirty three  
men, added much flavor to the four  
day party. The good sports were:  
Mrs. Hulet from Cedar City, Mrs. Debs  
from Salt Lake, Mrs. Tobler from  
Salt Lake, Mrs. Willardson from Salt L  
Lake, Mrs. Baxter from Alpine, and  
Mrs. Marble from Brigham City.

## THE PROBLEM

The problem for the principals was:  
"What skills must a good principal  
have and how does he acquire them,"  
Some of the competencies mentioned in  
workshops and discussions were:

1. Teaching children and teachers
2. Understanding children and people
3. Developing a curriculum
4. Developing cooperation
5. Using group processes
6. Measuring outcomes



7. Keeping peace in troubled areas
8. Getting along with people
9. Keeping up enthusiasm
10. Knowing world and community trends
11. Practising a modern, high-level system of values
12. Seeing the positive and the good
13. Maintaining an interest in people
14. Protecting his community
15. Ever widening his community interests
16. Researching for new facts and principles
17. Participating in public affairs
18. Expressing his ideas effectively
19. Inspiring others to better work
20. Keeping himself charming and balanced

#### THE HEXAGON

After some thinking and talking, the gang came up with the following rubric as the six phase role of the principal:

- Purposer - Originator
- Proposer - Communicator
- Planner - Engineer
- Participator - Mixer
- Producer - Epeditor
- Promotor - Progressor

#### LOVE

Many things contribute to the current crumbling of the home and the family. The home is the foundation of our cul-



Remember me? I'm Jimmy Webb, you met me last fall. My Dad is F. George Webb who's in the Audio-Visual business, and is now representing the A. J. NYSTROM CO. MAP, GLOBE, AND CHART publishers. Let him help you with your map needs.

We're pleased to meet you on the LEADER. Look for us again next year, and be sure to have a reel good summer.

**F. GEORGE WEBB SALES CO.**  
AUDIO-VISUAL SPECIALIST

ture and nation. It must be preserved. Love is the cement which binds this many celled organism into a unity. When a man and a woman marry there should exist a strong kindredness of spirit that will weather the storms of failure, sickness, and hardship. After the marriage there should transpire a sufficiently many emotional experiences that the two might have many feelings and ideas in common. The birth of a little one is such an experience. A severe illness by any one in the family draws every one into a solid unit. Picnics, excursions, and celebrations have the effect of tying people to gether. One of the great values of praying together is the two way communication which takes place around the home altar.

There is another love which should be explained as a factor to wholesome living. That is a fine, good love of ones self; not egotism or selfishness, but a respect and confidence which grows into a great love for others. This love is the driving force behind ones improvement and progress. It is waht saves one from neurosis and nervous disorders, one should be proud of his body and even feel it to be sacred. Much more should he feel about the integrity of his personality. Self love in not ignobæe, but noble; not ignorance but intelligence.

EDITOR

*Pupils  
Teachers  
Parents  
Administration  
Profession  
Himself*

2204 East 3705 South  
Salt Lake City, Utah

HUnter 4-5705



## APPENDIX C

DECALOGUE OF ELEMENTARY SCHOOL PRACTICES  
THAT PERHAPS ARE IN NEED OF STUDY AND RECOMMENDATION

To be discussed at the Salt Lake City  
Elementary Principals Regional Convention.

Time: Saturday, March 6, 1948, at 10:00 A. M.

Place: Salt Lake City Administration Bldg., 440 E. 1st South

Your presence is needed; please be there.

1. Birth Certificate for all children entering the elementary school for the first time.
2. Age five years as of September 1, for kindergarten children and six years of age as of September 1, for first-grade children.
3. A 4½-hour session for first-grade children allowing one full hour of preparation between opening and closing of school for the first-grade teachers.
4. In view of the A. D. A. policy with respect to school revenue, the possible advisability of guidance and counseling service in the elementary school is raised.
5. Building maintenance and repair factors are perhaps at a lower level than the more modern upper-grade building and such factors as water fountain pressure, etc. need "effective follow-through."
6. The visual and auditory aid program which is available in the elementary school "has scarcely been scratched."
7. In our teacher-training institutions, too few individuals are choosing the elementary school level as a career as contrasted to other school divisions.
8. The salaries of elementary school teachers should be directed toward the U. E. A. recommendation of \$2,400 minimum, and the N. E. A. maximum of \$6,000. Single salary schedule is recommended for all teachers.
9. The elementary school principal's salary should be based on the "principal as a dynamic influence in the community." A person who is not known but felt," for such a person is worthy of his hire--the hire should be high enough to attract intelligent progressive individuals who have professional fight, professional spirit, and who is willing to work for their teachers, their pupils, parents, and the whole community in which they function. The base for the principal's salary schedule could well begin at the teachers' maximum and include increments on the basis of training experience, period length of contract, etc.

10. Elementary school public relations in terms of school costs might well be centered on the per family unit cost which is amazingly low. In Denver, for example, the cost to educate the average family per month is \$3.56, which includes grades kindergarten to 12. Now if in Utah, we could tell our families how much it costs them per month and compare it with their phone bill, their light bill, etc. Instead of depending on parent' reading \$1,500,000 granted to the schools, we could get perhaps more parents more enthused about the financial aspect of education.
11. We are in need of many more supplies and teaching materials in the elementary school and we should work toward the betterment of this aspect in our educational system.
12. The training of teachers in our elementary school buildings is a vital function. It is amazing what can be done by meeting with the teachers on a grade-level basis once a week before school for 30 minutes.
13. The elementary schools in the state are at great variance in a number of practices which might well be standardized, such as the method of marking report cards, etc., which causes confusion when a child is transferring from school to school.
14. Some elementary school buildings in the state are outstanding in their use of labor-saving devices and the establishment of routines; the information of this would no doubt be helpful to all of us.
15. Please study over these items and feel free to recommend others you would like discussed.

The above-mentioned practices are only a few, but perhaps will serve as a starting point for this regional meeting.

Charles Soelberg (26)

## UTAH ELEMENTARY PRINCIPALS ASSOCIATION

"The Elementary Principal -- The Educational Leader In the Community"

Salt Lake City, Utah

January 4, 1950

Dear Elementary School Principal:

Season's greetings, may the New Year bring, under your leadership, increased growth, development, and understanding of the needs of children in the school and community where it is your privilege to act in the capacity of Educational Leader.

Tentative plans have been made to hold five regional conferences for elementary school principals during January and February. The theme for these conferences will be "The Elementary Principal--The Educational Leader in the Community." Following is the schedule:

- |            |   |
|------------|---|
| Region I   | BRIGHAM CITY -- Monday, January 23, 1950                                    |
| Includes:  | Box Elder, Cache, and Logan Districts                                       |
| Director:  | Spencer Griffen, Principal, Providence School                               |
| Region II  | OGDEN -- Monday, January 30, 1950   |
| Includes:  | Davis, Morgan, Ogden, and Weber Districts.                                  |
| Director:  | Lorin M. Peterson, Principal, Mound Fort School                             |
| Region III | MURRAY -- Monday, February 13, 1950   |
| Includes:  | Granite, Jordan, Murray, Park City, Salt Lake, Summit, and Tooele Districts |
| Director:  | E. Brent Gaufin, Principal, South Jordan School                             |
| Region IV  | SPANISH FORK -- Monday, January 16, 1950                                    |
| Includes:  | Alpine, Juab, Nebo, Provo, Tintic, and Wasatch Districts                    |
| Director:  | Elwood Baxter, Principal, Lindon School                                     |
| Region V   | RICHFIELD -- Monday, February 20, 1950                                      |
| Includes:  | Garfield, Piute, Sevier, and South Sanpete Districts                        |
| Director:  | J. E. Christensen, Principal, Richfield School                              |

More complete plans such as time, place of meeting, and participants will come to you from your regional representative and your local regional officers. This is our opportunity to get together and discuss some of the important problems with which the Elementary Principal is faced. You may have an opportunity to think about and perhaps do a little research on some of these problems. A few are listed for your convenience:

1. How can the principal evaluate pupil and teacher growth?
2. How can the principal help to meet the emotional, social, and economic needs of children?
3. What are the planning techniques and labor-saving devices the use of which will enable the principal to more adequately serve as the Educational Leader in his school and community?

We have sent out a letter to all Superintendents inviting them to attend these conferences. We congratulated those who have cooperated in sending principals to Spokane and have urged that other Superintendents do so.

If you would like to have our secretary's autograph and be an official member of our organization, which today has more members than ever before, send in your check for \$3.

Here are a few quotes from Dr. M. Lynn Bennion's speech to the Elementary Principals and Supervisors at the December Conference.

"The schools are expected to care for the whole child-- the emotional and social problems of youth. Parents think these problems are more important than scholastic achievement and rightly so. They expect the school to help solve the personal problems of children. If parents expect this, they must give us the facilities to do it.

"Relations to other staff members weigh more than any other factor whether a teacher is a satisfied or disgruntled worker.

"Many teachers are impervious to the emotional needs of children and are contributing to their maladjustments.

"It is the Principal's job to meet the total needs of the teachers; help them with their personality and their emotions."

We recommend that you purchase and read Dr. Willard C. Olson's book CHILD DEVELOPMENT published by D. C. Heath and Company, San Francisco, California. Dr. Olson will be the consultant at the Principals' and Supervisors' Conference to be held in March at the State Capitol.

If there is any way we can be of service to you or if you have any suggestions as to how your state organization may be more effective, please communicate to us.

Sincerely,

Lynn Hales, President  
UTAH ELEMENTARY PRINCIPALS ASSN.<sup>22</sup>

LH:sw

---

<sup>22</sup>Open letter to school principals dated January 4, 1950, and written by Lynn Hales.



## REPORT OF THE RESEARCH COMMITTEE

L. J. Nielson, Chairman

In February, 1939, prior to the committee organization, a questionnaire was sent to all elementary school principals through the fine cooperation of the State Department of Public Instruction, and under the sponsorship of President Frank B. Stevens. It was the purpose of this survey to determine the 1939 status of the principalship and to inaugurate a systematic program of improvement. This report is your record of the returns of that survey, in brief. A more complete report is being provided the Association for the continuous studies which will be made.

The questionnaire was divided into five main headings: (1) School classification and organization, (2) Professional training, (3) General information, (4) Personal and economic factors, and (5) Comments and suggestions. The form was similar to the Wisconsin Elementary Principals' survey form and contained suggestions from the Department of Elementary School Principals. The returns are comparable with other studies in the field. One hundred eighty-nine principals returned the form by March 1.

The summary presented here is of necessity short, and recommendations and conclusions are omitted.

(1) The returns revealed that the title, elementary school, can mean many things in Utah. The chances are even that it will be a six-grade school or an eight-grade school. The number of supervising principals reporting was 9.5 per cent of the total responses. The (average) school has 4.8 teachers and a (student) population of 200. The size of the community supporting the typical school is 1500 population.

The typical elementary principal is a full-time teacher doing his clerical work, administration, and supervision on pupil time or after hours. He spends 30 hours per week in classroom instruction. He has an office in most instances, with some equipment, but little privacy in which to operate. His administrative responsibilities press most heavily on him and he feels the need for 10.6 hours per week of additional help in administration, if he is to achieve some degree of efficiency.

At the time of the survey (1939) the elementary principal had little authority in hiring his teachers. So many qualifications entered into the returns as to render them unreliable. The tendency is, however, to "consult" with the superintendent and supervisors in the matter. The same holds with regards to grade placement of teachers and transfers. The picture is more hopeful with regards to hiring custodians, but the responsibility here also is vague.

(2) The professional training of the Utah elementary principal is indirect, in the main. Principals come along through the teaching corps. Training institutions had provided little opportunity for the preparation of elementary administrators. Thirty-five per cent of those reporting had less than the college degree of training; 18 per cent were at work with life certificates of grammar grade, and most of the degrees had been earned since the initial employment as a principal.

Certification varied widely among those responding and high school certification was most common. Twenty-four of the responses listed the administrative certificate and little relationship is noted between the size of school and the type of certification held; 14.8 per cent reporting were trained in elementary school subject matter. Many special certificates were listed; among them were coaching, music, coordinating and supervision credentials.

(3) The elementary principal feels greatest his need for some assistance in the field of general administration. He is troubled by the lack of definition of his duties and responsibilities. The lack of stability in the field causes him to be alarmed. In some instances he feels in conflict with the administration and supervisory agencies in his district. In some instances the Board of Education dominates his work entirely.

This group is professional in outlook, being enrolled in both state and national organizations of teachers. Fifty-one principals reported membership in the Utah Elementary Principals Association and 26 were enrolled in the Department of Elementary School Principals.

(4) The principalship in Utah is predominantly male, 80 per cent being married and supporting 2.81 dependents. His median age is 34.9 years. Sixty-two per cent of those reporting had been employed in their present position since 1935. The median salary of the group was \$1385.50 and the highest salary ever received as a principal was \$1386.50. Seventy-two per cent of the elementary principals live in the community in which they teach, spending approximately as much time in community and church activities as they do in the supervision of instruction within the respective schools. Thirty-six per cent of them are in the process of buying their own home.

(5) Among the comments most frequently noted in the returns was the need for salary adjustment, so as to provide for equality between the secondary and elementary school fields of administration. Principals of elementary schools feel that there is too great a gap between the two levels in the amount spent per school child, and that the public has not been sufficiently "sold" upon the importance of the elementary school's job. Little comment was made regarding the needs in supervision except to request curriculum building assistance. This latter request was very general and indefinite.

We wish to thank Superintendent Gourley and the members of the State Department who cooperated in the study, also the Wisconsin Principals and the Department of Elementary School Principals for the assistance which they rendered. To those of you who responded so splendidly we can only hope that the study did cause you to evaluate your position critically. It is the plan of the committee to use the materials gathered for determining the future programs of the Association in building professionally the elementary school principalship in Utah.

It would seem from the evidence given that no one could question the sincerity of the Utah Elementary Principals Association to improve the status of the entire group. No longer can it be referred to as a "dead horse."

Much credit is to be given those members who have foreseen with keen wisdom that to have an active association, one must move ahead along lines of professional development.

I have been a member of local, state and national for a number of years, and in my own recollections, I can see that great growth has taken place. The Association is recognized as a leader in the state. We are out to achieve. We are there to follow up with the planning that has been so well done by previous administrations.



## APPENDIX C

Committee on Preparation for LeadershipState Leadership

1. Every state should have a state elementary school principals association.
2. This organization should have a standing committee on training (for the principalship)
3. The training committee should guide and coordinate the local committees on preparation for the principalship.
4. The state association should suggest content of college course for prospective administrators and on-the-job training and define the competencies for the elementary principalship.
5. The Association should hold conferences on "Doing a Better Job."
6. The Association should use the state department and college resources in its training program.
7. This Association should recommend standards to the state department including certification requirements.
8. It should promote a program of laboratory, field, or experience training in the local areas.

Local Leadership

1. Every elementary principal should have the opportunity to belong and participate in a local organization of principals. That local organization should attempt to train its membership in the following qualities of leadership:
  - (a) Goal setting--planning
  - (b) Collecting information--observing
  - (c) Communication --expressing

- (d) Initiating action--starting
  - (e) Organizing--delegating
  - (f) Expediting--oiling
  - (g) Evaluating--standardizing
3. The local organization should help set up standards and credentials for selection.
  4. It should have a part in selecting potential leaders.
  5. It should help the local district set up a system of apprenticeship training.
  6. It should encourage training institutions to organize classes for principalship.
  7. It should sponsor short orientation workshops for beginning principals.
  8. It should meet frequently to develop morale and enthusiasm and to disseminate new ideas.
  9. It should work cooperatively with the state association, both principals' associations and educational associations, the Department of Public Instruction, the training institutions, and the local administration for the improvement of education.<sup>1</sup>

---

<sup>1</sup>Taken from the files of the Elementary Principals Association

## APPENDIX D

## THE STATE OF UTAH

Department of Public Instruction

January 17, 1938

Mr. L. J. Nielson  
Sherman School  
2nd South and 23rd East  
Salt Lake City, Utah

Dear Mr. Nielson:

The enclosed tentative program for our April Conference was sent to our office by Mr. Redefer with the idea that we make any suggestive changes. Superintendent Skidmore is calling a meeting to consider such changes for Thursday, January 20, at 3 P. M. in the State School office.

He is anxious that you as a committee member be present if it is at all possible. Please feel free to invite anyone else whom you feel ought to be at the meeting.

Sincerely yours,

Jennie Campbell  
Director of Primary Education

(5)

JC:gf

Enc.

## STATE ELEMENTARY SUPERVISORS AND PRINCIPALS MEETING

March 25, 26, 27, 1948

Thursday, March 25

7:00 - 9:30 p.m.

Auditorium, Tribune-Telegram Building, 143  
 South Main, Elementary Principals Organization  
 Salt Lake School Board Auditorium, 440 East  
 First South, Elementary Supervisors Organization

Friday, March 26

9:00 - 9:30 a.m.

Tribune-Telegram Building, 143 South Main  
 Purpose of the Conference - Jennie Campbell

9:30 - 12:00 noon

Discussion Groups

2:00 - 4:00 p.m.

The Conference will be divided into eight discussion groups. Each group will have a leader and two resource people. The purpose of the group discussions will be to formulate principles or criteria for evaluating the elementary schools of the state and in-service training programs; and make recommendations for a plan of action for improvement.

Groups 1 to 4: An evaluation of the elementary school

1. What should be the bases of evaluation?
2. What are the physical conditions necessary for a good elementary school?
3. What are the personnel conditions necessary for a good elementary school?

## Suggested Bibliography:

McGaughy, An Evaluation of the Elementary School.

Bobbs-Merrill, 1937

Educational Policies Commission, The Purposes of Education in American Democracy, 1938.

N.E.A., The White House Conference on Rural Education. 1945

A.S.C.D. 1947 Yearbook, Organizing the Elementary School for Living and Learning. Current magazine, such as: Childhood Education, A.C.E., Educational Leadership, A.S.C.D.

Groups 5 to 8: An In-service program for the elementary school personnel

1. What comprises an In-service program?
2. What organization and planning is necessary in relationship to personnel?
3. What organization and planning is necessary in relationship to time allotment?

## Suggested Bibliography:

National Elementary Principal, Twenty-first Yearbook, In-Service Growth of School Personnel, 1942.

Department of Supervision and Curriculum Development, 1946 Yearbook, Leadership through Supervision.

Current magazines, such as: Childhood Education, A.C.E., Educational Leadership, A.S.C.D.

Saturday, March 27

9:00 - 12:00 Noon

Tribune-Telegram Building

Reports, Discussion, Recommendations.

The time Saturday morning will be used for a pooling of the ideas of the discussion groups. There will be two panels made up of selected individuals from the groups. Each group will select two persons to represent them on the panels. The eight people selected from the four groups discussing the in-service programs will make up the second panel. As each panel rounds out its discussion the audience will be encouraged to participate.

(26)

## UTAH ELEMENTARY PRINCIPALS AND SUPERVISORS

## CONFERENCE PROGRAM

Dilworth School, 1953 South 21st East

Thursday, October 12, 1950

8:30 - 9:30

Registration and Tour of Dilworth School

9:30 - 10:15

General Meeting in School Auditorium

Introduction of guests and group leaders

Address: "Elementary Education in a Troubled World"

Hazel Brockbank Bowen, Teacher Reese School  
Nebo District

10:15 - 12:00

Discussion Groups

Group One: School-Community Relations, Room 10

Chairman, George Miller, Principal, Wasatch School  
Provo District

## Discussants:

W. D. Hammond  
Scout Executive  
Salt Lake CouncilHelen Oberg, President  
Salt Lake Council  
Parent Teacher Assn.Myrtle Schwan, Supervisor  
Salt Lake CityWesley A. Sorenson  
Manager, Doll House  
Salt Lake City

Group Two: Where to From Report Cards? Library

Chairman, Alta Miller, Supervisor, Jordan District

## Discussants:

Dorothy Candlund  
Elementary Education, BYUVernon Larsen  
State Director  
Guidance ServicesArchie Sims, Principal  
Corinne School  
Box Elder DistrictBoyd Squires, Principal  
Oquirrh School  
Salt Lake City



Group Three: Professionalizing the Elementary School  
Principalship, Teachers Room

Chairman: Dr. Paul C. Fawley, Professor  
Educational Administration  
University of Utah

Discussants:

Jennie Campbell State Elementary Supervisor	Delbert M. Lamb, Principal Hawthorne School Salt Lake City
Ray S. Merrill President, U. E. A.	Lester J. Nielson Principal Roosevelt School Granite District
Joe Timmons, Principal Summit School Smithfield, Utah	

Group Four: Special Problems of the Teaching Principal,  
Room 8

Chairman: Arthur E. Peterson, Supt. of Jordan, District

Discussants:

Alma Fisher, Teacher Stoker School Davis District	Lyle Tregaskis, Prin. Alpine School Alpine, Utah
W. Meeks Halliday, Prin. Lake Shore School Nebo District	Virginia Merrill Elementary Supervisor Davis District
Walter S. Joseph, Prin. Belknap School Beaver, Utah	

Group Five: Emotional Stability of the Elementary School  
Child, Room 7

Chairman: Mrs. Marie M. Hughes, Principal, Stewart  
Training School, University of Utah, Salt Lake

Discussants:

Dr. Camilla M. Anderson Arlington School Murray District	Cleo Wright, Parent Murray District
Henry Cooper, Prin. Woodruff School Logan, Utah	Vera Christensen, Social Case Worker, Salt Lake

## Discussants (Continued)

Emil Nyman, Principal  
Lafayette School  
Salt Lake City

Group Six: World Relations in the Elementary School  
Room 31

Chairman: Mary Padgen, Principal, Lowell School  
Salt Lake City

## Discussants:

Hazel Brockbank Bowen  
Teacher, Reese School  
Nebo District

Lloyd K. Nielsen  
Principal, Madison School  
Ogden, Utah

Mrs. F. E. Higginbotham  
Asst. State Director  
UNESCO

Wallace F. Toronto  
Former President  
Czechoslovakian Mission

Group Seven: Bulging School Houses, Room 24

Chairman: J. D. Gunderson, Principal, Central Lincoln  
School, Box Elder District

## Discussants:

E. Allen Bateman  
State Supt.  
Public Instruction

Eva Mae Green, Super-  
visor Primary Grades  
Salt Lake City

Lorin M. Peterson, Prin.  
Grant School  
Ogden, Utah

Margaret Williams  
Supervisor  
Granite District

12:15 Luncheon Meeting -- Beacon Ward (Opposite Dilworth)

Chairman: Harvey Stahell, Principal, Timpanogas School

Vocal Solo A and B Number: Miss Jewell Johnson

Introduction of Guest Speaker: Dr. Roald Campbell

Address: Dr. Robert H. Dalton, Head of Department of  
Child development and Family Relations,  
Cornell University

2:00 Principals Business Meeting and Election - Dilworth  
School Auditorium

President's Report: Lynn Hales

Dept. of Elementary School Principals: Lester J.  
Nielson, State Representative D.E.S.P.

Report by Secretary-Treasurer: Russell Bjorklund

Report of Nominating Committee: Spencer Griffin

2:00 Supervisors Business Meeting - Dilworth School  
Library

## UTAH ELEMENTARY PRINCIPALS ASSOCIATION

Salt Lake City, Utah

Dilworth School

1953 South 21st East

September 27, 1950

Dear Principal, Supervisor, or Superintendent:

We are mailing you a copy of the program planned for Thursday, October 12, at the Dilworth School, 1953 South 21st East. Read it carefully. We are sure you will enjoy every minute of the day from the time you register and tour the building until after the business meetings in the afternoon.

Here are a few highlights:

1. Address by Hazel Brockbank Bowen
2. Seven panel discussions on seven vital problems with key people from all over the state participating.
3. A real home-cooked meal served in the New Beacon Ward amusement hall.
4. The Luncheon Address by Dr. Robert H. Dalton, Head of the Department of Child Development and Family Relations of Cornell University.

Arrangements have been made with your U. E. A. officers to have registration forms and official U. E. A. programs available at the Dilworth School.

We will be prepared to receive dues for

UTAH ELEMENTARY PRINCIPALS ASSOCIATION . . . . .	\$3.00
NATIONAL DEPT. OF ELEMENTARY SCHOOL PRINCIPALS . . .	5.00
LUNCHEON TICKETS . . . . .	2.00

You may either mail these to the Dilworth School (this will save time all around), pay to your local principals' association officers, or pay when you come to institute.

The post card reservations must be mailed by October 6, in order for us to know how many luncheons to serve. Please mail today.

Very truly yours,

Lynn Hales, President  
UTAH ELEMENTARY PRINCIPALS ASSN.

LH:sw  
Enclosures

(26)

## ELEMENTARY PRINCIPALS' AND SUPERVISORS' STUDY CONFERENCE

December 3 and 4, 1953

Theme: "Role of the Elementary School Principal as a Supervisor of Instruction"

Leader: Margaret Johnson                      GROUP VI                      Recorder: Glen C. Oldroyd

The group meeting was opened by a brief introduction by Miss Johnson. Each member of the group introduced himself and mentioned a problem he was interested in having the group discuss and come up with some possible solution. Our group consisted of 25 members. The meeting was very informal and everyone was at ease during the meeting. Listed below are the problems mentioned by this group.

1. What are the working relations necessary in order to handle a large faculty in order to have work in harmony.
2. How to handle the school and do a good job and still be a full-time teacher.
3. The best way of carrying through of policy set up by the district.
4. A plan of evaluation for our schools.
5. Ways and means of evaluating teachers' work other than by conferences.
6. Making faculty meetings an instrument of supervision.
7. Selecting and making available the best professional material to do an adequate job of supervision.
8. How time can be provided so a teacher can be free a few minutes each day.

9. How to present and make known techniques of instruction to the faculty.

10. Working out a good public relations program.

11. Ways of establishing a sense of freedom of the teacher and the establishing of rapport among teacher, principal, and supervisor.

After considering the above problems, the group leader organized these problems into four main problems which are as follows:

1. Faculty meetings

2. Role and function of evaluation in the school

3. How to distribute material and introduce it most effectively to the school.

4. What is the relationship of the district to the principal and his work.

In considering these problems the importance of the local organization in assisting to solve these problems was stressed. It was also thought important to bring the Board of Education in to assist. The group felt that too often the Board of Education is not always as well informed on some school matters as they should be. Through strong local organization and a feeling of oneness with every one participating in harmony can problems confronting the schools be solved.

The group leader gave four people in the group parts to discuss which was to show the role of a principal, the role of the supervisor, and the role of the teacher with two teachers participating. It was the group's responsibility to see if the four people accomplished the things their job should accomplish. The main problem solved was the place of workbooks in the school.

The principal presented the problem to the supervisor. In this particular case, the principal was too dominant and the supervisor did not



help too much in the solution. The principal presented the teacher's side for the use of workbooks in the school. Some of the reasons for workbooks are: It serves as a supplement to the book; gives the student a variety of work connected with the book; and it helped the teacher know where she was trying to lead the children and the things that were expected to be accomplished. Some of the reasons the principal had against workbooks are: They destroy creative ability; they are used too much as a crutch; and a teacher might lose the drive that is needed as a teacher.

After the problem presentation, the group made the following comments:

1. The principal cannot be too dominant. A more democratic process should be used.
2. Establishing of rapport essential in working out problems.
3. Study and research should be given to the problem before any conclusions should be drawn.
4. The importance of faculty enthusiasm vital in solving problems.

The meeting was closed with this important statement: Group thinking and their decisions are very important in solving problems. School problems are ours and we should solve them. (26)

## SUGGESTIONS FOR INTRODUCING AND USING THE LANGUAGE ARTS

## SUPPLEMENT IN THE SCHOOLS OF THE STATE

(Recommended by members of the Work Groups during the March 1954 Elementary Supervisors' and Principals' Study Conference)

1. Begin now to capitalize on the enthusiasm of the Conference. Carry your enthusiasm to the various districts. Get teachers thinking about language arts.
2. Guard against the cooling of our own interest in the program. We have a legal obligation and responsibility to lead out in putting this program into practice in the schools of Utah.
3. Point out interesting and useful sections of the Supplement to the teachers, in an effort to stimulate interest and arouse a sincere desire to study the Supplement.
4. Arouse the interest of the teachers through well-planned meetings on the district and local school levels. Role playing is one good technique because personalities can be kept out, and the main ideas can be emphasized dramatically. The vignettes used during the Conference are a good example.
5. Use the Supplement as a springboard for further study in the field of language arts.
6. Read the Supplement thoughtfully from beginning to end. Leaders on all levels should assume the responsibility of becoming thoroughly familiar with its content and value.
7. All educators in the State of Utah should make a special effort to improve their own language usage as part of the total language arts program.
8. Each individual teacher will need to take the guide and adopt the

suggestions given therein to strengthen and better build his language arts program. The Supplement is merely a plan for something that yet has to be built.

9. Create a need for the Supplement by evaluating your existing program to discover where you are in the field of language arts. Build from there.
10. Have teachers make a list of problems in the language arts field, and then later use the Supplement to find the answers to these problems.
11. Collect samples of work from all age levels. Carry on discussions around the material collected. As the year progresses, have teachers come together often to evaluate their progress. Shared experiences stimulate interest and develop a greater acceptance of the program.
12. Find out what the people in our communities need in the way of language arts and be guided by the local situation. Begin the program where the children are.
13. The principal should be the key person in making plans for ways and means of introducing the new Supplement to the teachers. Teachers should be used in planning for the introduction of the new Supplement.
14. Each school should take the necessary steps to see that Supplements are available, used, and remain in the school for use of teachers.
15. Since the year 1953-54 did not afford ample time for a complete study of the Supplement, fall institutes might be devoted to further consideration of its use.
16. Present the Supplement as a whole.
17. Carry on an in-service training program to consider a more detailed study of the Supplement.
18. Hold correlation meetings with junior and senior high school faculties so that we may better understand our philosophy.

19. Include parent groups in the study, only after supervisors, principals, and teachers have a thorough understanding of the Supplement.
20. Have another meeting at the state level to evaluate our use of the Supplement.
21. There should be complete cooperation on the state, district, and local levels in the introduction and use of the new Supplement. (26)

\*\*\*\*\*

#### SELF-DEVELOPMENT

##### Are you a Boss or a Leader?

The boss drives his men; the leader coaches them.

The boss depends upon authority; the leader on good will.

The boss inspires fear; the leader inspires enthusiasm.

The boss says "I"; the leader says "We."

The boss assigns the tasks; the leader sets the pace.

The boss says "get here on time;"the leader gets there before time.

The boss fixes the blame for the breakdown; the leader fixes the  
breakdown.

The boss knows how it is done; the leader shows how it is done.

The boss makes work a drudgery; the leader makes work a game.

--Contributed by one of the group leaders

HOW CAN THE SCHOOLS OF THE STATE BEST USE THE LANGUAGE ARTS  
SUPPLEMENT?

(Notes taken from discussion of the afternoon panel, Elementary Supervisors' and Principals' Study Conference held March 26, 1954)

The success of this instrument definitely depends upon the enthusiasm, down-to-earth knowledge and interpretation that we as educational leaders give to it as we work with our teachers.

We can use this supplement with what we already have, instead of taking something entirely new, because teaching groups have much in sight already.

Will one initial introduction to this book be enough, or do we need to see how to go on in a continuous way? What follow-up plan do we have after initial introduction? Things come slowly. We will not get this message overnight. We must launch this with good judgment and sense of timing. Timing is important. Certainly it will not be done with one presentation.

Look to its philosophy in terms of our own. You cannot give people a philosophy. They must acquire it. We should read and study to develop a philosophy.

Training schools should provide an opportunity for all student teachers to have a chance to use the Supplement.

The use of both written and oral language is important. Literature can do many grand and glorious things for you. We should study the Supplement carefully and it will become more meaningful.

Our key purpose in introducing this Supplement and using it in our schools is to lift what is contained in the book out of the book and into the minds of people.

In order to present this book in the proper manner, we must know it intimately. We should read, think, digest, and see its application.

Three things that won't work are: (1) Pass it out to the teachers to look over. (2) Have it available in the library. (3) Have a report in faculty meeting on each part.

The only way that we can learn together is to work together. Every day when you leave the classroom you should say, "What have I done today? What could I do that is better?" Approach your work from a problem point of view.

It is extremely important that we do consistent evaluation of our programs, day by day, month by month, year by year. (20)

November 9, 1955

Fellow Principal:

Here is a copy of Dr. McLaughlin's speech that he delivered at the Newhouse Hotel, Thursday, October 13 (as you requested). Also below is reproduced a copy of the letter which your association has sent to your Superintendent.

See you in December.

George L. Miller  
President

Dear Superintendent:

We realize that much of the time our continuing slogan, "The Elementary School Principal - The Educational Leader in the Community" is an expression of hope rather than of fact. However, we cannot see education playing its proper role in the community (immediate school neighborhood) until the elementary principal performs well his inherent leadership role. Good as it may already be, America must have improved leadership in the elementary schools!

In keeping with the State Association's major objective, we solicit your help in improving the quality of our leadership. We urge you to help us train ourselves to do a better job by encouraging the elementary principals in your district to attend the December and March Administrators' Conferences held by the State Department of Education. This program is planned jointly by the State Department and by supervisors and principals. We think it offers excellent in-service training year after year. (I can personally testify that I have received fine training here over the past six or eight years.)

Also, in order to help improve the quality of our leadership, we suggest that you begin planning early for sending a delegation of your elementary principals to the Spokane Convention held the first week in April. Those of us who have seen the effects of this trip on principals think that it can hardly be praised too highly.

Enclosed please find a copy of Samuel McLaughlin's speech which he delivered to our association, Thursday, October 13, 1955, which you may find informative and helpful.

If you have suggestions which may help the Utah Elementary Principals Association to be of greater service in the schools in Utah, will



you please take the time to pass them along to us.

Thank you kindly for your consideration.

Yours truly,

George Miller (26)

STATE OF UTAH  
DEPARTMENT OF PUBLIC INSTRUCTION

E. Allen Bateman, Superintendent  
Division of Elementary Education

Lue Groesbeck, Director

ELEMENTARY SUPERVISORS' AND PRINCIPALS' STUDY CONFERENCE

Thursday, December 2

2:00 - 5:00 P. M. Elementary Supervisors Study Session

U.E.A. Library  
312 E. South Temple

7:30 P. M. Joint meeting of all Superintendents, Elementary  
Adult Blind Center Principals. "An Hour of Reverie." Music Depart-  
309 East 1st South ment demonstration by Jordan District. Supt.  
Arthur E. Peterson in charge.

Friday, December 3

GENERAL THEME: "Music to Grow On"

Theme for the morning session: "Children Grow Musically"

9:00-10:45 A. M. General Meeting

Adult Blind Center Chairman: Arch Sims, President of Elementary Prin-  
390 East 1st South cipals

Invocation

Introduction - Lewis Rawlinson, Chairman of Elemen-  
tary Music Curriculum committee

Demonstrations: "How Children Grow Musically"

11:00-12:00 A. M. Discussion Groups

Topic: "Are Our Children Growing Musically?"

<u>Group</u>	<u>Leader</u>	<u>Recorder</u>	<u>Room</u>
Group I	Clarence Wendel	Eleanor Schmidt	Dining Room
Group II	Lew Wallace	Lloyd I. Alvord	Reading Room
Group III	Vernon LeeMaster	Earl Beck	Braile Room
Group IV	Edna Cook	Sherman Hansen	Sales Room
Group V	Nephi Manning	Leland Wilde	Sewing Room
Group VI	Melvin Beckstrand	Carl Taylor	Stage
Group VII	Lillian Fjeldsted	Morgan K. Lund	Auditorium
Group VIII	Margaret Erickson	W. Earl Calderwood	Auditorium
Group IX	Gertrude Western	Earl Cragun	U.E.A. Library
Group X	J. Grant Kilfoyle	Reho F. Thorum	U.E.A. Committee Room A
Group XI	Margaret Williams	LaZell Borg	U.E.A. Committee Room B

April 14, 1956

Mr. Wheatley Taylor, Principal  
Washington Terrace School  
South Ogden, Utah

Dear Mr. Taylor:

Please accept my sincere appreciation for the splendid planning you did for our recent Administrators' Conference. Everyone seemed to enjoy it and many have indicated that it was one of our most outstanding conferences.

The recording we took of Mrs. Eubank's afternoon talk was excellent. We are in the process of typing it up for distribution, and you will receive a copy of it as soon as we can get it ready.

Thanks again for the generous use of your time.

Sincerely,

Lue Groesbeck  
Director of Elementary Education

(27)

February 16, 1956

TO : Elementary Supervisors and Principals  
FROM : Lue Groesbeck, Director of Elementary Education  
SUBJECT : Spring Administrators' Conference

The spring meeting of School Administrators and Supervisors will be held in Salt Lake City, Thursday evening and Friday, March 29 and 30, 1956. These meetings include superintendents, secondary principals, elementary school principals, and supervisors. A detailed program of the meetings you will be interested in will be sent at a later date.

It will be well for you to plan with your superintendent, in the near future, regarding representation from your district. All administrators and supervisors are invited to be in attendance.

kc

(26)

APPENDIX E  
RECOMMENDED FORMULA  
TO DETERMINE THE SALARY FOR A PROPERLY CERTIFICATED PRINCIPAL

Factor	Percentage Allowance
<u>Basic Salary Allowance:</u>	The regular salary scheduled to be paid a classroom teacher with equivalent academic training and experience - 100 per cent.
<u>Administrative Responsibility:</u>	Elementary School Principal - 5 per cent of the Basic Salary Allowance.  Junior High School Principal - 10 per cent of the Basic Salary Allowance.  Senior High School Principal - 15 per cent of the Basic Salary Allowance.
<u>School Size:</u>	To be determined on the following table:

Size as Measured by		Per Cent Allowed
Total Staff	Pupils Enrolled	
0 to 4	0 to 99	5%
5 to 10	100 to 299	7
11 to 20	300 to 599	9
21 to 33	600 to 999	11
34 to 50	1,000 to 1,500	13
Over 50	Over 1,500	15

<u>Administrative Experience:</u>	Four Per cent (4%) of the Basic Salary Allowance for each year of successful experience as a school administrator; but not to exceed a maximum of 20 per cent for any one person for this formula factor.
<u>Extended Working Year:</u>	Ten Per cent (10%) of the salary paid for the regular school year for each month of additional service required.

A. Basic Salary Allowance. The basic salary allowance to be paid school principals should be the salary scheduled to be paid the classroom teacher with equivalent training and experience. In addition to the salary provided in the basic district schedule, the principals should receive additional remuneration for the following four items: Administrative Responsibility, Administrative Experience, School Size, and if required, an Extended Working Year.

The ratios to be allowed for each of these special responsibility factors are discussed in detail below. It is the belief of the Committee that recognition for teaching experience and academic training are adequately covered in the basic district schedule, and that no special allowance for these items should be provided school principals.

B. Administrative Responsibility. The recommended formula provides an allowance equal to: five per cent of the Basic Salary Allowance for elementary principals; ten per cent of the Basic Salary Allowance for junior high school principals; and fifteen per cent of the Basic Salary Allowance for high school principals. These percentages are included to recognize and measure differences in job responsibility. It is our opinion that there are some variations among the principals in responsibility and length of normal working day that can best be measured by the grade level assignment. The work that accompanies supervision of dances, ball games and other extra-curricular activities, as well as a wider scope of personnel problems, is usually greater in the secondary grades, and therefore justifies a larger responsibility index for principals in these schools. Grade level assignment alone should not be the determining factor in the salary paid a school principal. Because of differences in the complexity of the assignment, however, it is believed that the added administrative responsibility on the higher grade levels should be recognized.



In schools which have combined grade level attendance, the percentage ratio producing the highest salary should be used.

C. Administrative Experience. Just as it is true that the quality of instruction improves with experience for classroom teachers, it is our belief that quality of services performed by a principal improves with experience. As a consequence, for each year of successful administrative experience, there should be an allowance equal to four per cent of the Basic Salary Allowance up to a maximum allowance of twenty per cent for this formula factor. A principal with no administrative experience would receive no allowance for this factor, while a principal with five or more years of successful experience would receive the maximum twenty per cent for this item.

D. School Size. It was assumed, when designing the principals' formula, that as the size of a school increases, the complexity of problems and accompanying responsibility also increases. The allowance for this factor should be the highest percentage that would apply in the school for which the salary was being determined. In order to arrive at the percentage allowance to be used in each school, the following table should be used:

Size as Measured by		Per Cent Allowed
Total Staff	Pupils Enrolled	
0 to 4	0 to 99	5%
5 to 10	100 to 299	7
11 to 20	300 to 599	9
21 to 33	600 to 999	11
34 to 50	1,000 to 1,500	13
Over 50	Over 1,500	15

To determine the size of the staff, the full-time equivalent of all persons under the direction and supervision of the principal should be included. These people would include not only professional educators on the school staff, but also secretaries, custodians, school lunch workers, etc.

E. Extended Working Year. The salary determined by the above-mentioned formula factors including: the Basic Salary Allowance; Administrative Responsibility; Administrative Experience; and School Size, are to be used to determine the salary that should be paid for the regular school year. If service beyond the normal school year is required, then it is recommended that ten per cent of the principal's annual salary (for the regular school year) should be paid for each month of additional service required and actually performed by a school principal.

It is the belief that the above-proposed formula should be paid for a certificated professional principal. Furthermore, that the principal should be provided with adequate clerical and stenographic help so that he will be able to devote his full time to utilization of his professional skills.

Study of activities actually performed by many principals in Utah leads us to the conclusion that there are too many instances of non-specialized work on the part of highly trained professional personnel who are actually clerical workers. The principal's time should be spent in such activities as: (1) the supervision of the maintenance and operation of the building; (2) coordination and implementation of the educational program; (3) aiding and supervising the professional staff of the school; (4) coordinating the efforts of all of the staff of the school to improve the educational program in the school; (5) individual child guidance; and (6) school-community relations.

We believe that each district should carefully examine the work that is actually being done by their principals to ascertain whether or not they are utilizing the professional skills of their principals. It is poor economy to pay a professionally trained administrator to perform duties that can adequately be done by lesser trained and lower paid employees. Better utilization of the services of principals will result in more efficient use of the school dollar and a significant improvement in the quality of education provided the youngsters in each Utah school. (5)

APPENDIX F  
 TOPICS DISCUSSED AND SPEAKERS  
 ANNUAL MEETINGS OF UTAH ELEMENTARY PRINCIPALS  
 in connection with  
 UTAH STATE EDUCATION ASSOCIATION

Year	Topic Discussed	Lecturer
1949, Ray S. Merrill President	A Challenge to the Elementary School Principal	Dr. Roald Campbell, Director, Stewart Training School, U. of U.
1950, Lynn Hales President	Growing Up in the 50's	Dr. Robert H. Dalton, Head, Dept. of Child Development & Family Relations, Cornell U., Ithaca, N. Y.
1951, Harvey R. Staheli, President	Background Lecture. The Changing Elementary School Principal	Dr. E. A. Jacobsen, Dean, School of Edu- cation, U.S.A.C.
1952, Sherman Hansen, President	Panel: Report of the Utah Public School Survey as Applied to the Elementary School	Dr. Adam S. Bennion Chairman of Commission Salt Lake City
	Language Arts and the Growth of Children	Dr. Dora V. Smith, Director, National Council of Teachers of English
1953, Glenn Thomas President Elementary Supervisors also	Good Practices in Modern Elementary School Leader- ship	Dr. George H. Reavis, Field Enterprises
1954, Ezra Tobler, President, Elementary Supervisors also	No Subject given	Dr. Ernest O. Melby, Dean, College of Edu- cation, N.Y. University
	Cooperation between Ele- mentary Schools, High Schools and Colleges	Dr. Ernest L. Wilkinson, President, Brigham Young University

---

Year	Topic Discussed	Lecturer
1955, Arch Sims, President	No Subject or Speaker Given	
1956, George Miller President	What Are the Behavioral Com- petencies needed by the Ele- mentary School Principal?	Dr. Roald F. Campbell
1957, Emil Nyman President	Acquiring the Competencies of a Good Elementary Prin- cipal	Dr. Samuel J. McLaughlin, U. of U.

(8)