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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

OCTOBER 1932
Vol. XII, No. 1

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Published in October, December, February, April, and June by the Department of Elementary School Principals of the National Education Association of the United States.

The payment of \$3 active membership dues entitles a member to attend all meetings of the Department, to hold office, and to receive the Bulletin. Two dollars of each membership fee is for a year's subscription to the Bulletin. Subscription to nonmembers is \$3 per year; single copies, 50 cents; and Yearbook, \$2.

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

Executive and Editorial Offices, 1201 Sixteenth Street, Northwest, Washington, D. C.,
Eva G. Pinkston, Editor.

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Editor,
Dear Sir,

Through the Editor's Specs

WITH this issue the Bulletin of the Department of Elementary School Principals enters upon a new policy:

(1) There will be five, instead of four, numbers of the Bulletin—October, December, February, April, and June. The April issue continues as the yearbook.

(2) Each issue (except the yearbook) will be thirty-two pages.

(3) The Bulletin will give increasing attention to professional news, departmental affairs, activities of local and state groups, and national movements in education. This plan makes it necessary to present in briefer form the usual articles on administration, supervision, and similar topics.

(4) The printing form and styles of type will be as unique as our efforts to economize will permit.

(5) The executive secretary of the Department becomes the editor of the Bulletin and will be responsible for the October, December, February, and June issues. The Editorial Committee will have charge of the April (yearbook) number.

The above plan is an outcome of the mature thinking of the Executive Committee. For some time your officers have been discussing ways to make the Bulletin more readable, more useful, and more attractive to the members of the Department. We do not want our official organ to be "just another publication."

Although much of the responsibility for the Bulletin rests upon your executive secretary, she asks each member of the Department to feel that he has important obligations. Send in news items regularly about the activities of your local and state associations. Prepare articles on topics of interest to princi-

pals. Write letters of constructive criticism on the organization, the presentation, and the viewpoint of the Bulletin's contents. Urge other principals to take an interest in the improvement of our publication.

The new "Specs" has been receiving many letters asking for articles about present-day national problems; asking for a question box to promote the exchange of ideas; urging that the Bulletin give book reviews and abstracts of articles; suggesting that a few good poems be printed in each issue; and wanting articles on the management and adjustment of schools in a changing civilization. You see from these requests that the Bulletin should be built around the work we do.

The Resolutions Committee has decided that it would be much better for the Department if you would send suggestions all through the year. This is a genuine request and should not be ignored. Headquarters will transmit your letters to the Committee.

Since economy is the order of the day, be sure that you do not fail to read all of our one and a half cent letters and postals. This Department is "tightening the screws" and if you aren't careful you will miss much valuable information which will be coming to you through these new channels.

It is the purpose of the Bulletin to provide a wholesome interchange of ideas and suggestions. Let's start right now! How do you like this first issue under its new policies? We welcome your letters.—E. G. P.

GOING FORWARD

President Elizabeth McCormick

AS THE Department of Elementary School Principals enters upon its twelfth year of existence your president sends greetings to every elementary principal.

I am aware of the great honor you have given me. I thank you for it. I am more conscious of the great responsibility you have placed upon me. May I so discharge my duties that when the year draws to a close I may continue to deserve your confidence. I ask your hearty cooperation and generous assistance, not only that the outstanding record of our Department, of which we may well be proud, may be maintained, but that we may continue to move forward in ever-widening circles of service to elementary education.

For a most inspiring meeting of the National Education Association held at Atlantic City in June of this year, Florence Hale, president, used the slogan "Looking Forward." Moving one step further I offer "Going Forward" for the motto of our Department this year. Going forward in membership! Going forward in service! Going forward in creative activities!

Without vision nothing worthwhile is accomplished. We must not only study past accomplishments of the Department and weigh the values of present activities, but we must dream of a greater future. Then we must act to make the dream come true.

In spite of salary cuts and frozen assets, and depression manifesting itself in various ways, I believe that with determination and a little self-sacrifice on the part of every elementary principal, this year may be made the greatest year in the history of the Department.



Elizabeth McCormick

I should like to say much more at this time; to tell you something about the splendid yearbook devoted to elementary-school libraries, which will come out this year; to discuss with you interesting matter that will be found in the bulletins; to try to convince you that you cannot afford *not* to belong to the Department; and to comment on a number of other important affairs connected with our program; but space will not permit.

In Washington, D. C., we have an executive secretary, Eva G. Pinkston, who is ready and willing to do a lot of things for you. Get in touch with her for all sorts of educational information.

I shall be glad to hear from you, too, in my own home town, Superior, Wisconsin.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



EDUCATION possesses the elements of strength which will enable it to rise above the present emergency and to assume again its forward progress. We can count upon the devotion of every teacher, the intelligent activity of our professional associations, the greater efficiency of tested methods, the dynamic energy of trained leadership, and the support of laymen.

Your Department has stood for leadership which has vision, which demands action, and which has been marked by courage. You are asking that every principal be trained and business-like on his job. Through your contacts with our Division of Research you have directed the clear light of pertinent facts upon problems and policies. The work you have already accomplished suggests that the scientific approach to educational problems will ultimately stand as one of your greatest achievements. This tool will help you to broaden and deepen your knowledge of educational processes, achievements, and shortcomings. It is the only road to a substantial public respect and support for the schools. Its achievements are only beginning, therefore, educational research in the future will attack resolutely, co-operatively, continuously, and skillfully the urgent problems basic to educational planning.

It is now time to do more careful planning in the light of facts and needs. The leadership of the profession was never better prepared for its task. Pow-

erful lay support is available in every community for the support of sound educational programs.

What has been done is merely a suggestion of what must be done if the schools are to hold their own and to move forward to the policies and the development demanded by the new conditions of American life. The time has come for a new point of view in educational interpretation. We ask you to join with Headquarters during the coming year in advancing these activities:

1. *Every teacher a dynamic agent for educational interpretation*—Our schools depend ultimately on public understanding and support. Let teachers in their social and business contacts show citizens the necessity and effectiveness of our educational program. Enlist parents and others in achieving the school's objectives.

2. *Every teacher a student of economic problems*—We have allowed others to do so much thinking for us in connection with financial matters. Let us now discover the fundamentals of investment, the necessity of personal budgets, the sources of governmental revenues, and the possibilities of adequate school support.

3. *Every teacher at work on her own professional problems*—We have evidence that the members of our Association have responded to the urge that they study and experiment with their own teaching problems. Let us continue the good work.

With the progress which the Department of Elementary School Principals has made you should now move forward to face the new responsibilities through which we are passing.

—J. W. Crabtree.

MEMBERSHIP CHATTER

Eva G. Pinkston

THERE is a dear old lady in Nashville who often visits with the students who are on the campus at George Peabody College for Teachers. She will quietly join a group who are discussing some problem and listen as they talk. If she doesn't become interested in the discussion she goes away grumbling, but if she has enjoyed herself she always lets it be known by telling some member as she leaves. One day she joined a group of elementary principals and her ejaculation as she left was, "Them's folks"—meaning to pay them the very highest of compliments.

During the coming year "Them Folks" will have many new and heavier responsibilities. The whole United States must know that we are accepting this increased burden cheerfully. But forces must be united and experiences pooled if the possibilities of our strategic positions are to be realized. Closer co-operation and more help will be needed than ever before.

The Enrolment Committee feels that Dr. A. E. Winship, the seer of American education, was correct when he said: "The best chance of improving the elementary schools of America is to improve the elementary principals of America." Dr. Edwin C. Broome, superintendent of schools of Philadelphia, supplements the above statement by saying: "A department such as yours serves a valuable purpose in developing solidarity among the principals of the country and establishing high professional standards and in giving proper recognition to the important position of the principals."

The individual principal is powerless in this period of economic change. The Department of Elementary School

Principals is devoted to safeguarding the interests of principals of the nation, and the Enrolment Committee asks for your help in getting all to become group-conscious. We are told that there are about 25,000 elementary principals and assistant principals in the United States. Our enrolment of nearly 5,000 shows that our publications reach only one-fifth of the group. The Enrolment Committee feels that the other four-fifths need to be made aware of their responsibility to the organized profession. We are asking each member of our Department and our present Enrolment Committee to help enlist those who do not now appreciate the contribution which they can make to education through professional group activity.

The analysis of the membership chart in the July Bulletin shows that eighteen states felt this urge of membership and forged ahead to "new highs." All other states are to be congratulated for holding ground. The whole country is experiencing the same economic difficulties, therefore it behooves us to move forward in a solid phalanx so that the disintegrating forces in education cannot bring disaster. Those who are members of the Department receive the bulletins and yearbooks which are stabilizing forces in these times of stress.

Each year the national Department of Elementary School Principals builds up a National Enrolment Committee. This group consists primarily of one outstanding elementary-school principal in each state. This principal is known as the state chairman. The state chairman in turn selects as many of the city and county chairmen as is necessary to carry on the membership program.

- The following principals have accepted the appointment as state chairman:
- Alabama—Robert C. Johnston, 2030 Magnolia Ave., S., Birmingham.
 - Arizona—Salome Townsend, 520 E. Fourth St., Tucson.
 - Arkansas—Ralph B. Jones, Peabody School, Ft. Smith.
 - California—Irwin O. Addicott, 2425 Fresno St., Fresno.
 - Colorado—Mrs. Margaret Mendenhall Smith, Ebert School, Denver.
 - Delaware—A. M. Easterbrook, Richardson Park School, Richardson Park.
 - District of Columbia—Mary H. Llufrío, 3213 Adams Mill Rd., N. W.
 - Florida—Frank M. Foulkes, 404 E. Ross Ave., Tampa.
 - Georgia—Maude A. Rhodes, 185 Westminster Dr., N. E., Atlanta.
 - Idaho—J. Ellis Black, Route 2, Boise.
 - Illinois—Mary Margaret Roach, 439 W. Wood St., Decatur.
 - Indiana—Cecelia Galvin, 23 N. Rural St., Indianapolis.
 - Iowa—Frances Umpleby, 2936 Brattleboro, Des Moines.
 - Kansas—Mrs. Winnie Thornburg, 817 S. Spruce, Wichita.
 - Kentucky—Roy J. Bell, 121 S. 41st St., Louisville.
 - Louisiana—L. S. Rugg, 2023 Polk St., Alexandria.
 - Maine—William M. Cullen, 178 College St., Lewiston.
 - Maryland—L. Adele Talbott, 4206 Roland Ave., Baltimore.
 - Massachusetts—Effie Grace Higgins, 27 Marianne Rd., Waltham.
 - Minnesota—Helen J. Mather, Hiawatha School, Minneapolis.
 - Mississippi—Bess Clement, 1219 22nd Ave., Meridian.
 - Missouri—Isabel Tucker, Shenandoah School, St. Louis.
 - Montana—Mrs. Zella K. Flores, Box 412, Lewistown.
 - Nevada—K. O. Knudson, 216 N. Sixth St., Las Vegas.
 - New Hampshire—Agnes Merriam, Box 506, Groveton.
 - New Jersey—Mason A. Stratton, Brighton Ave. School, Atlantic City.
 - New Mexico—Stella Kiker, 240 S. Fifth St., Raton.
 - New York—A. Earle Hemstreet, Public School 54, Main St. at Leroy Ave., Buffalo.
 - North Carolina—A. B. Caldwell, 2364 Okalina Ave., Winston-Salem.
 - North Dakota—Signe Hanson, Jefferson School, Fargo.
 - Ohio—L. Daisy Hammond, Patterson School, Dayton.
 - Oklahoma—O. C. Griggs, 43 N. Wheeling, Tulsa.
 - Oregon—Carl S. Zook, Route 2, Milwaukie.
 - Pennsylvania—Roland T. MacLaren, George Washington School, Williamsport.
 - Rhode Island—Herman G. Patt, John Clarke School, Newport.
 - South Carolina—C. A. Weinheimer, James Simons School, Charleston.
 - South Dakota—Ruth Wagner, 704 S. Edmonds St., Mitchell.
 - Utah—Zeta Morris, 223 West North Temple, Salt Lake City.
 - Vermont—Mabel H. Gleason, 50 S. Main St., Rutland.
 - Virginia—Lucy Mason Holt, Ocean View School, Norfolk.
 - West Virginia—Ernest L. Markley, 3700 Wood St., Wheeling.
 - Alaska—A. E. Karnes, Supt. of Schools, Box A-10, Ketchikan.
 - Hawaii—E. A. Brown, Kuhio School, Honolulu.
 - Philippine Islands—Leoncio Quindigao, Lingig, Surigao.



U. S. DEPARTMENT OF INTERIOR OFFICE of EDUCATION

EIGHT divisions in the Office of Education are at work helping you to solve your school problems.

American Schools Division

What the law says about compulsory attendance, how to bridge the gap between kindergarten and primary grades, where to get classroom material, how to make a new course of study, and supervisory materials that are effective—these are only a few of the problems facing a school administrator on which the staff of the American Schools Division collects and prepares materials.

Special Problems Division

The elementary-school principal's task includes those pupils who are blind and partially sighted, deaf and hard of hearing, crippled, backward, and gifted. The Special Problems Division carries on studies and supplies material to school officials interested in the education of these children.

Statistical Division

When you read in the papers that twenty-three and one-half million elementary-school students went back to school this fall; that a million teachers, doctors, psychologists, and other officers started to work at the same time; that education costs more than three billion dollars annually; that the median elementary-school principal's salary is about \$2,500, you are probably reading figures from this division.

Division of Collegiate and Professional Education

Problems of higher education are represented by the year or so added on to modern high schools, by advanced professional training, and by the professional or technical training to which even elementary-school pupils look forward. The Division works in these fields.

Foreign Schools Division

This division has its sights set to catch the important progressive movements in education in other countries and to interpret them for us.

Service, Library, and Editorial Divisions

In a variety of fields—adult education, recreation, radio, visual education, and others suggested by their names—these divisions are at your command.

What They Have for Your Use

Last year more than 8,000 principals filled in our questionnaire for the national survey of the education of teachers. What they reported will be found in a bulletin soon to come from the press (Leaflet No. 43, *Elementary School Principals*).

Leaflet No. 41, *Report Cards*, showing ways of using this device with parents, is also available.

Address the Office of Education for free copies of these leaflets.

—Bess Goodykoontz.

WHY DO WE CHASE PANACEAS IN EDUCATION?*

Frank W. Hubbard

A PANACEA is taken to mean the uncritical acceptance and the universal application of a teaching device to all perplexing educational problems. This "panacea" phenomenon is not peculiar to education. History reports many illustrations in science, government, and economics. For example, the search for the Fountain of Youth, the early attempts to change base metals into gold, and the "get-rich-quick" schemes of recent years illustrate the desire for a universal, all-satisfying formula.

In our search for "sovereign remedies" we lose the perspective of a truly progressive educator. We tend to confuse means with ends. We are stampeded by "ballyhoo," the band wagon, and jeers of our social gallery. Often we throw away the tested methods which experience and professional preparation have given us. After the excitement has subsided, we find it necessary to reconstruct our teaching in the light of reality and facts.

Vertical penmanship and manual training may be taken as illustrations of devices which were credited with "cure-all" properties. The speeches, reports, and activities of both educators and laymen about 1900 indicate the expectancy that these two devices would solve many problems of posture, hygiene of the eyes, will-power, manual dexterity, mental alertness, and even the problems of capital and labor. Both vertical penmanship and manual training contained many useful elements, but they have largely passed away because exaggerated claims led to disillusionment and ultimately to discard.

We need to remember that education seeks to bring about *child growth* and that the particular method is subordinate to this end. An effort to force any teacher to reject her tested methods for the so-called "best" method of the hour is in my way of thinking an attempt to attribute panacea powers to the new technics. To avoid misunderstanding, let me say that I am not opposed to changes or improvements which come about after due research and meditation. It is toward the irrational, emotionalized, and sovereign remedies which build up false hopes and result in losses that these critical remarks are directed.

In avoiding even temporary losses in professional knowledge and in looking forward to the future we note the possibility of several stabilizing influences. These influences of particular interest to principals are:

- (a) *Advanced professional preparation*—a training of such type and length as will foster mature thinking.
- (b) *Professional association*—local, state, and national groups wherein principals may discuss informally all aspects of educational problems.
- (c) *Research and experimentation*—the attitude and skill which will lead principals to submit all technics to critical and thorough examination.
- (d) *Meditation*—the taking of time for reflection upon facts and thinking through to sound conclusions.

Aided by these stabilizing influences principals should become master workmen who know the uses and limitations of educational devices. They will not lead nor be led in stampedes after panaceas in education.

*Abstract of statement given before the Department of Elementary School Principals, Chelsea Hotel, Atlantic City, N. J., Monday afternoon, June 27, 1932.

LOOKING AHEAD WITH AN ENRICHED CURRICULUM*

Lois Coffey Mossman

A REAL supervisor exercises an influence upon the teachers which is conducive to richness of experiencing which in turn is productive of growth. He knows how to share fruitfully some of his own personal interests and thus awakens new interests in the teachers. His hobbies may prove stimulating. It is his privilege to suggest lines of action, raise stimulating questions, go with teachers on excursions, encourage further study and travel, and in many ways be a source of stimulus and suggestion which will encourage teachers to go on and make attempts at things which they would otherwise scarcely have felt possible. To see possibilities in another is a gift. To help one realize the possible lying within him is a great service. To lead one to do that which to him seems impossible is genuine leadership.

The teachers now in our schools did not in their preparation for their work have the opportunity to acquire all the abilities herein suggested, but many of these can yet be developed. A good teacher is one who is himself growing. The work of the supervisor is to stimulate this growth along lines that will be fruitful in fostering greater abilities and that will enable the teacher to find greater richness in living.

We have in recent years given considerable thought to ways in which those who would supervise may conduct the work so as to be effective in helping the teacher. Most of the attention has centered on class visitation, observation of instruction, the conduct of the conference with the teacher, all supple-

mented by teachers' meetings for demonstration lessons and discussion of educational theory. All these have values that must be conserved.

One of the difficulties in these attempts to help teachers lies in the fact that we have not always found a way to avoid what may be termed scrappiness in these enterprises. The lesson observed is often in no vital way connected with other things the supervisor attempts with that teacher. The demonstration lesson or the discussion of educational theory is treated too often as a separate entity. The supervisory help lacks the continuity necessary for producing growth. In the things supervisors have been doing to help teachers there is need for more continuity. If one can observe a teacher at her work but four times, three of these would profitably be consecutive. This would make possible a supervisor's seeing a lesson taught and following the same day with a discussion not by way of criticism, but by way of planning the next lesson, the teacher and supervisor planning it together. The teaching of this second lesson is then observed by the supervisor but the observer has a much more sympathetic interest in it because of his part in the planning. The discussion following will also have a different emphasis. By some such continuity the supervisor can help the teacher to learn how to prepare for her work from day to day. Careful planning of the right sort is one of the best ways to improve teaching.

**Abstract of statement given before the Department of Elementary School Principals, Chelsea Hotel, Atlantic City, N. J., Monday afternoon, June 27, 1932.*

MAKING A METROPOLIS HEALTH CONSCIOUS*

Dorothy Bildersee

MUCH credit is due the schools for the improvement of health conditions. The principal is responsible for organizing and supervising the health program in her school while it is the teacher's duty to see that the program is carried on both at home and in the school.

Teachers and principals are impressing parents more and more with the importance of having children examined before they enter school. Although teachers have no trouble in getting pupils to formulate health habits, due to home influence it is often difficult to have them carried out.

In 1928 the New York Principals' Association organized a committee on health. The Committee was divided into fourteen sub-committees, each with a problem to study.

The Sub-Committee on Mental Hygiene plans to have teachers and principals make a deeper study of the problem child by consulting with behavior clinics.

The Sub-Committee on Parent Cooperation stresses the importance of cooperation between the school and home in order to further health education.

The Sub-Committee on the Visiting Teacher is attempting to have at least a part-time visiting teacher for every principal.

The Sub-Committee on the School Plant is trying to bring before the public the necessity for modern standards of cleanliness.

The Sub-Committee on Health Day advocates a day in each school for checking up on physical defects of children.

The Sub-Committee on Safety will publish a book for the protection of children, to be distributed to the teachers.

The Sub-Committee on Cooperation with the Department of Health, Medical Associations, and other Agencies is endeavoring to establish closer cooperation between these organizations and the schools.

The Sub-Committee on Health Counselors will attempt to make possible, through an additional teaching position in each school, the functioning of the counselor.

The Sub-Committee on the Health of the Teaching Staff hopes to convey to the teachers the importance of yearly physical examinations.

The Sub-Committee on Playgrounds and Recreation will work for increased recreational facilities.

The Sub-Committee on Teacher Training plans on making the students of teacher-training colleges health conscious.

The Sub-Committee on Health Education in Elementary Schools is studying methods of health and safety habits now in use.

The Sub-Committee on Administrative Problems will publish a book on Administrative Problems in Health Education.

For four years the Committee on Health has been studying the needs of the schools, gathering and distributing information on health education, evaluating the health programs of individual schools, and endeavoring to coordinate the many elements in the school health programs.

*Abstract of statement given before the Department of Elementary School Principals, Chelsea Hotel, Atlantic City, N. J., Wednesday afternoon, June 29, 1932.

GEOGRAPHY WITH MEANING L. D. Ohdner

GEOGRAPHY begins at home. From the moment we enter this world we are in contact with its geography. Its fields, its streams, its hills, its raw material, its people and their products—all in one way or another greet us at our birth.

Instead of using standard textbooks covering the geography of the world with special emphasis on American geography, why don't we devote the first few years of our child's geography course to a study of the geography of his home community—the place the child understands and the place in which he is interested?

He doesn't want to memorize the products, population, rivers and mountains of Ceylon, because until he sees Ceylon from an angle of what these things mean to his own community, they are just so many cold, dead facts to him.

Suppose that we started our geography course by teaching the child the geography of his own little borough or township or perhaps city. Once he has grasped the idea of figures he would know what it means when we tell him that there are three thousand people in Merchantville, the town in which he lives—and later he would have a better idea of the size of the population of Ceylon when he understands that with its three million inhabitants, it has enough population to make a thousand communities the size of Merchantville. Then let us teach him that the level country with its sandy soil, surrounding Merchantville, is a coastal plain, and later he will really know what is meant by a coastal plain whenever it occurs in

the geography of the world. Then teach him about the products of the soil of the coastal plains surrounding Merchantville, and he will have something by which he can compare or contrast the products of the soil of other parts of the world.

Next he will learn that Merchantville is a residential town and that every morning his father and hundreds of others from Merchantville go to work in Camden and Philadelphia. Camden, he will find is part of Camden County, in which Merchantville is located, and both Merchantville and Camden are part of the Philadelphia metropolitan area. He will thus learn about his county and the metropolitan area. We must bear in mind that the metropolitan area is a subject that must be taught in geography today, if we do not wish to fall hopelessly behind the times. The metropolitan area today is of more importance than the city, the county, or any mere arbitrary boundaries.

Having learned that his little Merchantville is a part of something, the natural curiosity of the child leads him to want to know something of that next larger unit of which his little town is a part. Also, today, with all of our automobiles, our child frequently travels through the other parts of the county and metropolitan area in which he lives.

Here is our opportunity to teach him what his county and metropolitan area produce and what products they use. Here is where we can make world geography live!

Genuine civic pride is nothing more or less than community self-respect and

*Abstract of statement given before the Department of Elementary School Principals, Chelsea Hotel, Atlantic City, N. J., Monday afternoon, June 27, 1932.

self-confidence. A community without self-respect commands no respect or esteem from anyone, just as a man without self-respect commands no respect or consideration from others. Community self-respect expresses itself in pride in what the community has done and is capable of doing. Communities possessing such pride undertake projects and attract inhabitants that contribute towards its growth. Communities lacking it lose even the little which they have. Civic pride—community self-respect—cannot be instilled into pupils who do not know their community, nor by teachers who do not know it.

Why are we in this world? We are here for only one reason whether we like it or not and that is to be of use to our fellow-man.

How do we prepare ourselves to be of use to our fellow-man? First, we keep our minds and bodies in sound and healthy condition. If we do not do that we are a drain on our community, not a help. Then we house, feed, clothe, and educate our families. Failure to do that makes our families community liabilities, not assets. Following our family comes the town in which we live. If we make the town active and prosperous it contributes toward the state. If we do not it becomes a satellite on the commonwealth.

To maintain our community as a productive force, contributing both spiritual and material wealth to the state, is the truest form of patriotism. It means far more to our country than demonstrations and parades. Without civic pride—community self-respect—this cannot be done, and so again I emphasize the responsibility of the schools in developing this community self-respect through teaching their pupils to know their local communities thoroughly.

MENTAL HYGIENE'S CHALLENGE TO OUR SCHOOLS*

Harvey Zorbaugh

AS the findings of the White House Conference find their way into print, we are realizing that those individuals who can't or won't meet the demands of adult life constitute the greatest problem of our civilization. There are 500,000 persons in American institutions for the anti-social and inadequate. The cost of their care is three times the federal income tax, three times the total cost of public education.

Programs for adult readjustment have met with little success, but study of maladjusted adults reveals that the great majority of them were maladjusted in childhood.

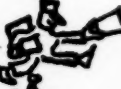
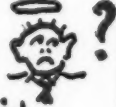
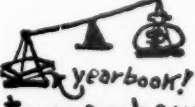
What are the schools doing for the maladjusted pupil? Little or nothing, until we adopt a philosophy of education that makes the emotional stability and social adequacy of the child its cardinal aim; until administrators realize that the program of the individual child must inevitably vary with his potentialities and handicaps; until teachers are trained to see the whole child, and are admitted to the classroom only when they are themselves wholesome personalities and safe for children to live with.

There is a philosophy slowly working its way into educational practise, the philosophy of education as adjustment. This philosophy is neither curriculum-centered nor child-centered, but life-centered. It views education as a process of learning to live and getting along with others. It sees education as a process of socialization, and the school's function as one of continual guidance. It would measure its success solely in terms of the effectiveness of the personalities of the children who have grown up in its schools.

*Abstract of statement given at Atlantic City, N. J., June 29, 1932.

A Principal's Almanack

*One Today is worth two Tomorrows,
and farther, If you have somewhat to
do Tomorrow, do it Today.*

1. Sept.	Membership year begins.  Great!
15. Oct.	Bulletin mailed to members.
1. Nov.	Last date for sending yearbook articles. 
7-13.	American Education Week. 
15. Dec.	Bulletin mailed. 
25.	Christmas.  Merrie!
1. Jan.	New Year resolutions.  ?
15. Feb.	Bulletin mailed. 😊 dues paid. ☹️ dues not paid.
25. Feb. } 2. Mar. }	Winter meeting - Minneapolis.
25. Mar.	Last date to get names in directory of yearbook. 
1. Apr.	"The absent are never without fault, nor the present without excuse." P.P.
20.	Yearbook mailed.  yearbook!
15. Je.	Last bulletin mailed to members.
1-7 Jl.	Summer meeting - Chicago.

*This page in your date-book paste,
Enjoy the year - no fuss, no haste!*

NECESSARY CHANGES IN THE ELEMENTARY CURRICULUM

Charlotte Estes

UP to this period in education there has existed too great a gap between the American community and the school curriculum. It is the earnest desire of those interested in the development of childhood to see this gap obliterated as much as possible. This change can be accomplished best by the reconstruction of the school curriculum, so as to enable each child to learn to express himself in terms of an ever-changing environment and in appreciation of the cultural life with which he comes in contact. The making of better courses of study should be one of the fundamental aims of modern education and our traditional educational material must be remade in order to bring about a new ideal of individual and social development.

The new school starts with the present life of the children themselves, with all their interests and desires. A number of changes are stressed in order to fulfill these broader requirements; (a) the pupils must see a purpose in what they do; (b) concomitant learnings must go hand in hand with other learning—and attitudes must constantly be built; (c) the learnings that are encouraged should be the ones that children need at present; and (d) the curriculum must be a series of guided experiences, one leading to, and enriching the other. School-measures, up to the present time, have been largely concerned with the efficiency of pupils in the three R's, isolated from their purposes in real life. The new schools believe that the efficiency of the school should be measured in terms of the acts of pupils in real life, rather than in terms of the traditional school subjects, for we now know that progress in edu-

cation does not consist in doing the old things better than they were done before but in the creating of new standards so that the schools may be aware of the desirable social changes that are continually going on around us.

The curriculum should consist of all the experiences which all the children are most likely to have out of school, and in which they engage in school. It should be a continuing stream of child activities and should represent the whole life of the school. It must develop the skills, the content core and the creative activities under a teacher who is both scientist and artist. The selection of purposes in the curriculum should be twofold, by individuals and by groups, because boys and girls pursue both individual and group purposes. In the individual purpose it is a cooperative matter between the individual pupil and the teacher, while the group purposing involves a group of individuals, among whom the teacher is one. In the group selection all take part and each one feels free to make any suggestions that he would like the group to pursue. These the group take up for discussion, and select one for group participation. This method of attack, in the new curriculum, promises to further the children's growth, and enables them to meet changing conditions as they arise. This is why the curriculum should be selected directly from the purposes, needs, and activities of boys and girls in real life. It is a part of the whole educative process in which the learner's past, present, and future states must be considered. Learning and life must go hand in hand, for the right kind of learning helps one to live better, and it is for

the fullest and best kind of life that we wish to fit our pupils. So it is necessary to know: (a) how we may best learn these things; (b) how learning improves living; and (c) what constitutes the "good life."

The Function of the Teacher and Pupil Participation

The teacher should be so well-trained that the curriculum is only a guide to the most worthwhile experiences which should meet the needs of children. Here is where the new artist-teacher can most efficiently function, in bringing out the best that is in each child and in encouraging him to create. This teacher must understand the meaning of culture, and of child and adult life, in its fullest and richest sense. Under the new curriculum the function of the teacher, in guiding children in the selection of purposes, is to provide a school environment which suggests many and varied child experiences and to allow the children under her guidance freedom to choose wisely. In this way their outlook is broadened, thus enabling them to make further wise choices, with the teacher always in the background acting as an intelligent and sympathetic guide. Interference on the part of the teacher should come only at those points where the pupils have exhausted every means possible at their command. The planning, executing, and criticizing should come from the pupils as far as practicable. The teacher, however, should (a) supply sources of reference materials; (b) suggest indirectly by questioning, ways of overcoming difficulties; and (c) approve or disapprove work in the process of accomplishing the purpose. The individual or the group should always be held responsible. In either case, the teacher

must keep in mind that pupil activity is the key to successful learning.

In working out plans for any particular unit, the pupils should be thrown on their own, thereby making their own decisions, and be allowed to make use of all available sources of information. They should be encouraged to work out first a tentative plan for experimentation. As units differ greatly in kind, no one formal plan can be laid out in advance. The important point is that the plan should fit the project, rather than the project fit the plan. It is also important that the teacher know the kind of projects in which children normally engage. She must also understand practical administration of school-room work, so as to enable children to work together in active handwork projects, in quiet story projects, and in group activity, or in play projects as the case may be. In order to get active expression, children should be allowed freedom to participate in the carrying out of all types of work. This freedom, however, should stress responsibility and self-control. Constructive criticism should include checking to see if plans are followed carefully and if workmanship is mastered as carefully as possible. In other words, the child should make the finished product tally with the purpose for which it is to serve. Under the new curriculum the teacher must see if the child is ready for the learning; she must provide conditions favorable to success; and she must watch his efforts and encourage repetition in order to facilitate his learning.

Curriculum-Making and Content of the Curriculum

In the making of the curriculum the cooperation of experienced teachers should be secured together with that

of specialists. Curriculum-study should be carried on comprehensively and revision should be made from time to time along the lines of broad views of life. This means that the personnel of committees should be made up of persons of broad and varied interests. For one thing, they must possess more awareness of world affairs. It is impossible to initiate pupils into an intelligent understanding of international relations without acquainting them with the facts and movements of diplomacy, world trade, nationalism, internationalism, natural resources, and economic conditions. These facts are in many places taught as the separate subjects of geography, history, economics, and civics. How much better instruction would be if these facts were grouped into broader units of natural relationships based on the needs of the learner. Efforts are being made to reconstruct the curriculum in terms of purposes and activities, rather than in terms of subjects. Many experts feel that the barriers between school subjects hinder true learning rather than promote it, in that they isolate meanings and principles, which to be fully understood must be studied in the close relationships of their natural settings.

There must be more research and experimentation done before it can be decided whether or not the curriculum should be made in advance. In view of the fact that the future is always uncertain and changing we know that too much planning has been done in the past. All we can do is to experiment as we go along, letting the results determine the solution to the problem. There should be some sort of a guide, how-

ever, to enable teachers to keep a balance among the large and varied units of work.

Conclusion

The school must be a place where children learn to live with others. If learning does not improve living, then we can say that our curriculum has failed. It is not only the knowledge of the different subjects that is important, but also habits of speech, courtesy, attitudes of openmindedness, respect for personality, tolerance and an unselfish regard for the common good. Various authorities state that these ideals have arisen out of severe struggles in the past, and today their values are realized more than ever before, for they represent fundamental cultural values of greater importance than the knowledge of specified subjects and they should belong to the curriculum of the public school. Fulfilling an ideal may sometimes prove of more value to a person than the mastery of some factual knowledge. It causes us to stop and reflect when we read a statement from Mr. Lowie's book *Are We Civilized?*, namely, that we have advanced only materially, and that, altruistically speaking, we are little better off today than the stone-age savage; and that it is the intellectuals who are the worst delinquents in the backsliding of learning. It is surely time that something be done to change the order of things in this process known as education. What we need is a more humanized curriculum, and broader culture and scholarship on the part of educators, especially along the line of the new humanities, so that social living may be improved, through the agency of the school.

According to present plans, the Nicollet Hotel in Minneapolis is to be the headquarters of the Department at the winter meeting, February 25 - March 2, 1933.

THE STATUS OF THE MICHIGAN PRINCIPALSHIP*

John S. Thomas

IN the spring of 1931 the author sent inquiry forms to 415 elementary-school principals in Michigan cities over 25,000 in population. The form asked for answers to thirty-seven specific questions, each of which was so arranged that the answer could be indicated by drawing a circle around the one number in a series that most nearly answered that question for the principal who checked the form. Two hundred eighty-one, or 68 percent, of the forms were returned. Principals in the following cities cooperated to make the study possible: Ann Arbor, Battle Creek, Bay City, Dearborn, Detroit, Flint, Grand Rapids, Hamtramck, Highland Park, Jackson, Kalamazoo, Lansing, Muskegon, Pontiac, Port Huron, Saginaw, and Wyandotte.

The questions asked on the inquiry form divided into three major groupings: (a) training, (b) experience, and (c) description of school. The purpose of this article is to present a summary or survey of the study for comparison with the *Seventh Yearbook* (1928) and similar studies published by the national Department.

Age of Principals

The *Seventh Yearbook* reported the median age for men principals in the United States as 43 years and for women principals, 49 years. In the present study in Michigan the median age for men principals is 45 years and for women principals it is 47 years. The median ages for both men and women principals vary little between cities of the first, second, and third

classes, except that it is 54 years for men in cities of the second class.

Degrees Held by Principals

Slightly less than 50 percent of the principals in the seventeen Michigan cities hold the bachelor's degree, and only 13 percent have earned the master's degree. Only one principal holds the degree of doctor of philosophy. The *Seventh Yearbook* reports that at least 46 percent of the principals who returned the questionnaires hold some kind of college degree. The North Carolina study indicates that 54 percent of the elementary-school principals in that state hold college degrees.

Special Training for the Principalship

What percent of the city principals of Michigan have had courses of specific application to elementary education or to the elementary-school principalship? The replies of Michigan principals to the above question indicate that over 30 percent have had no courses which applied to training for the principalship. About 36 percent report five or more undergraduate courses in elementary education, and 13 percent report five or more graduate courses.

Recent Training Secured by Principals

Thirty-six percent of the Michigan principals took extension, or "in-service," courses during the year 1931. About one-fourth attended summer school in 1930. The data indicate that there is a growing tendency to study

*Since the nationwide study of the status of the principalship in the 1928 yearbook, the Department has published brief reports of studies made in North Carolina (*Bulletin*, July 1929), and New Mexico (*Bulletin*, July 1930).

since more principals have taken courses during each of the last three years included in this survey. The *Seventh Yearbook* reported 52 percent of the supervising principals as having attended summer school within three years previous to 1928. This study of Michigan principals shows 42 percent with summer-school years during the three years prior to 1931.

Summary of Training

Data of this Michigan study show that the median number of years of training above the high-school level of elementary principals in Michigan is four years. This varies only slightly between the largest and smallest cities. Principals report a median of three years training in normal schools and a median of two years training in universities or colleges.

Education was the subject reported as the major study by 39 percent of all Michigan principals in the cities co-operating. The remaining 61 percent either indicated no major subject or were divided among the other major subjects.

Of the 41 percent of the principals who reported that they were doing graduate study, 34 percent were conducting that study as a major in education, while the remaining 7 percent were studying in education as a minor.

The general training received by Michigan elementary-school principals is equal to that shown by other studies. About half of them hold bachelors' degrees, 70 percent of them have taken one or more courses applying to elementary education, over 50 percent have taken courses during the last three years either during the year or at summer schools. The median of their training above the high school is four years, and

most of them make study in education their major activity.

Teaching Experience

As might be expected the major portion of the teaching experience of Michigan principals has been in the elementary-school field. More than three-fourths of those replying to the inquiry have had no experience in either the junior or the senior high-school fields. Of the principals who report elementary-school teaching experience, the median is thirteen years.

Experience As a Non-Teaching Principal

Freedom from full-time teaching assignments has been one of the important steps in the development of the new principalship. The median for non-teaching principals in Michigan is six years experience. Table 10 of the *Seventh Yearbook* gives a median experience for supervising principals, a group equivalent to the non-teaching group here discussed. The median number of years of experience of both teaching and non-teaching principals is nine, which is still below that for the supervising principals in the 1928 yearbook.

Tenure of Principals

The *Seventh Yearbook* points out that case studies of successful principals indicated that they remained in their present positions for periods from ten to twenty years. The question is raised as to whether or not a principal can make an impression in his school district in a shorter time. Table 13 of the *Seventh Yearbook* gives a median of about six years for principals in their present positions. The New Mexico study shows the greatest number of principals in that state to have been in their present posi-

tion between two and four years. The median for the Michigan study is slightly over six years. More significant is the median of nineteen years experience in the city in which the principal is at present.

Summary of Experience

In addition to the experience of Michigan principals reported above, replies indicated that about 28 percent have had previous experience as superintendents or principals of high schools. About 67 percent of the principals in first class (largest) cities in the study have had from one to fifteen years experience as assistant principals, while less than 10 percent in second and third class (smallest) cities had such experience.

The median experience of all kinds in school work reported was twenty-five years, while the first quartile was about eighteen years. This seems to indicate rather a long experience in school work for the principals who replied to the inquiry. The *Seventh Yearbook* gives medians of twenty years for teaching principals and twenty-four years for supervising principals for total experience in school work.

The most outstanding observation that can be made of the principals reported in the present study is that as a

general rule they are teachers of wide experience.

Size of Schools

Five principals failed to report the enrolment of their schools. The median enrolment for the remaining 276 schools is 658 which is slightly higher than the 632 reported in the *Seventh Yearbook* in 1928. The first quartile in the present study is 406 pupils and the third quartile is 949 pupils.

Salaries

The general characteristics of the salaries paid to city principals in Michigan are shown in Table 1. As commonly asserted the better paid positions are to be found in the largest cities. Undoubtedly this factor of salaries is closely associated with the enrolments. The *Seventh Yearbook* gives a median salary paid to supervising principals in 1926-27 of \$2710. This lower sum may be due to the earlier year in which the data were gathered. The North Carolina study gives an annual salary of \$2200 for the typical principal. The New Mexico report shows that thirty-six of the eighty-eight principals receive salaries between \$1500 and \$2000 and that only seven principals receive salaries over \$2000.

TABLE I—SALARIES PAID CITY PRINCIPALS IN MICHIGAN IN 1931

Yearly Salary Received	Size of Cities			All Cities
	Large	Medium	Small	
(1)	(2)	(3)	(4)	(5)
Lowest	\$2600	\$1850	\$1900	\$1850
Highest	4800	4400	4800	4800
Range	3300	2550	2900	2950
First Quartile	3259.93	2396.83	2186.34	2410.37
Median	3594.75	2626.00	2412.29	2872.34
Third Quartile	4105.78	2836.23	2876.00	3582.52

Assistance for the Principals

The median number of teachers in the schools of Michigan principals in first class cities is twenty-two. The median number of teachers in all of the city schools participating in the study is eighteen.

In the first class cities, principals have the help of assistant principals in all of the schools. In the smaller cities, there are fewer assistant principals in 7 percent of the schools in second class cities, and 13 percent of the schools in third class cities. About 48 percent of the assistant principals in the first class cities devote full time to teaching. The remaining 52 percent teach varying amounts of time; 12 percent of this group do no teaching.

When all of the cities of the study are grouped together, the median number of clerks is less than one. Again, most of the clerical assistance provided the principal is in the first class city. The median number of clerks is one to a school in the largest city.

Summary

The typical elementary-school principal in Michigan is a person of long experience in the elementary school, most of which experience has been gained in the city in which he now works. While about half of the principals hold college degrees, attendance at summer schools and other classes indicates a constantly raising standard of training. Michigan principals in all three phases of this study compare favorably with the nationwide survey reported in the *Seventh Yearbook*. All indications are that the principals of the state are keeping abreast of the development of the new principalship.

DO YOU KNOW

THAT the Department was first organized at Atlantic City in February 1921 as the National Association of Elementary School Principals. The group became a Department of the National Education Association at Des Moines in June 1921.

THAT the first president Leonard Power is now assistant superintendent of schools in Tulsa, Oklahoma. John L. Bracken, the first corresponding secretary, is now superintendent in Clayton, Missouri. Courtland V. Davis the first (and only!) treasurer is now a principal in Plainfield, New Jersey.

THAT the first yearbook in 1922 was on the technic of supervision. It was the *first* yearbook published by any department in the field of supervision.

THAT the 1922 yearbook contained 142 pages as compared with 621 pages in 1932.

THAT the first yearbook published a list of 669 members, while the 1932 yearbook contained the names of 4600 members. Seven times over in eleven years!

THAT the first two yearbooks were edited by special committees; the 1924, 1925, 1926, 1927, and 1929 were edited by Arthur S. Gist (now president of the Arcata State Teachers College, California); the 1928 volume was prepared by a special committee with the help of the Research Division; the 1930, 1931, and 1932 yearbooks have been compiled by the Editorial Committee in cooperation with the Research Division.

THAT the State of New York in 1931-32 had over 400 members in the Department. California, Michigan, Ohio, Pennsylvania, and Massachusetts follow in this order.

WITH THE LOCAL AND STATE GROUPS

Stella Holmes, former state enrollment chairman of Nebraska, has been made president of the Elementary School Principals' Club of Omaha.

Lillian Towne, second vicepresident of the Department of Elementary School Principals, is vicepresident of the Boston Elementary Principals' Association.

Aaron Kline, chairman of the *Eleventh Yearbook* of the national Department, is president of the Chicago Principals' Club.

The officers of the elementary-principals' section of the Minnesota State Association for the coming year are as follows: president, Maude Irle, Groveland Park School, St. Paul; vicepresident, Frances C. Elgar, Lester Park School, Duluth; and secretary, Anne Brezler, Garfield School, Minneapolis. The elementary-principals' section will join with the secondary principals in their section program at the state meeting in St. Paul, October 27-29. They will be addressed by Philip W. L. Cox, professor of education of New York University, and Dr. Morris Fishbein, executive secretary of the American Medical Association.

The Association of Women Principals of the Public Schools of the City of New York has merged with the New York Principals' Association. Arthur Bowie, principal of P. S. 206, Brooklyn, is president of the association.

Mary McSkimmon, principal of the Pierce School, Brookline, Massachusetts, retires this year from active teaching, after serving 39 years in the Pierce School. Miss McSkimmon was president of the National Education Association in 1925.

Mildred English, assistant superintendent, writes that the Raleigh, N. C.,

principals will soon have their first yearbook off the press.

Katherine C. McDonnell, president of the Boston Elementary Principals' Association is the leader in a move to secure more time for each Boston principal, irrespective of his pupil enrollment, by providing efficient clerical assistants.

The Texas Elementary Principals' and Supervisors' Association hope to have their first yearbook, *Emphasizing Elementary Education*, completed about November 1. Thomas E. Pierce, Abilene, is president of the association for the coming year, and George P. Mecham, Corsicana, is editor of the yearbook.

Harry A. Maass, Nokomis Junior High School, is president of the Minneapolis Principals' Forum for the year.

A brief account of the program of the New York Principals' Association for 1932-33 is as follows: "At least six dinner meetings will be held; other meetings will be called as the need arises. The first dinner of the year will be a social one. There will be guests of honor, including a newly appointed commissioner of education, the superintendent of schools, and the president of the board of education."

The members of the Principals' Club of Atlanta, Georgia, will discuss the 1932 national yearbook at their October and November meetings. Topics of other meetings include: worthwhile books, trends of the times, modern music, and fine arts. Rusha Wesley is president for the school year 1932-33.

The New Jersey Principals' Association will meet at Atlantic City on November 12th. There will be a general session in the morning and a luncheon and group meetings in the afternoon. Ann Troy is president.

AMERICAN EDUCATION WEEK November 7-13, 1932

THE twelfth annual American Education Week will be observed November 7 to 13. Since this nationwide celebration began, a generation of young people has passed thru the schools and there has been unprecedented growth in the demand for educational service with a corresponding extension of educational opportunity. Today there are thirty million young people in the schools of the United States, including five million in the high schools and another million in the colleges. This devotion to education is the expression of a mighty faith. It is recognition by the parenthood of America that children come first.

The general theme for 1932 is "*The Schools and the Nation's Founders.*" The following topics are suggested for day-by-day programs:

- Monday, November 7—"The Homes of the Pioneers."
Tuesday, November 8—"The Schools of the Pioneers."
Wednesday, November 9—"Two Centuries of Progress in New-World Schools."
Thursday, November 10—"The Schools and Equality of Opportunity."
Friday, November 11—"The Schools and American Ideals."
Saturday, November 12—"The Schools and Progressive Living."
Sunday, November 13—"The Schools and the Things of the Spirit."

Each state and each locality will adapt the program to its needs and conditions. It is especially important that teachers, pupils, parents, and citizens think of their individual schools in concrete terms; that they appreciate what their school has meant to their community and to their children; that they understand what it costs as compared with

the other factors in their personal and community budgets. It is also important that they understand the history of the schools, their philosophy, their relation to life, character, citizenship, and national progress.

The 1932 platform and resolutions of the National Education Association, which appear in the October issue of the *Journal*, may well be made the basis of special study and discussion. Earlier issues of the *Journal*, the *Proceedings*, and the *Research Bulletins* of the National Education Association are filled with material which can be adapted for use on this occasion. Posters, leaflets for parents, and a handbook of American Education Week activities may be obtained from Headquarters for a nominal sum.

The Executive Committee at Atlantic City decided to appoint a committee on necrology. The names of many deceased members of the Department have been reported to Headquarters. It is the wish of the committee to print a complete list in the December issue of the Bulletin. Will all members of the Department please notify Headquarters of any principals who have passed away during the past year.

The president has appointed the following committees: Committee on International Relations, Mason A. Stratton (Chairman), Earl Laing, and Cassie Roys; Committee on Necrology, M. Emma Brookes (Chairman), Herbert Hansen, and Margaret Mackintosh; Committee on Resolutions, A. B. Heacock (Chairman), Lillian M. Towne, and H. B. Norton.

EDITORIAL COMMITTEE

THE Editorial Committee of the Department consists at present of the following members: Helen B. Shove, Minnehaha School, Minneapolis, Minnesota; Aaron Kline, Pullman Public School, Chicago, Illinois; and John S. Thomas, Clippert School, Detroit, Michigan.

1932 Yearbook

The 1932 volume, "The Principal and His Community," was prepared by a committee of which Mr. Kline was chairman. It was a pioneer attempt to examine systematically a field known to every socially-minded principal. One chapter reports the contacts that a thousand typical schools have had with various non-school agencies. Other chapters deal with the juvenile court relationships, school publicity, parent-teacher associations, and civic club contacts. A number of professional magazines have given favorable reviews to the yearbook. Many inquiries have been received from various non-school groups.

1933 Yearbook

The yearbook on "The Principal and the Libraries" is now being prepared under the chairmanship of Helen B. Shove. Articles have been prepared by librarians as well as by principals and teachers. It is expected that this volume will do much to promote effective relationships between schools and public librarians. More cooperation between these groups is of importance at this time not only in the interests of better teaching, but in the promotion of better utilization of tax-supported institutions. Other chapters will treat the

problems of library organization and administration, the training of school librarians, the integration of the classroom and the library, extension of the library's services, rural school library practises, and the evaluation of library services.

Persons interested in offering articles for the 1933 yearbook should communicate immediately with a member of the Editorial Committee. Since finished manuscripts are due on November 1, 1932, it is exceedingly important that potential contributors should move with all possible speed.

The Committee expects to receive about one hundred articles. There will be considerable duplication in the topics treated, necessitating the shortening or elimination of a number of contributions. To do this, members of the Editorial Committee must spend many hours examining articles and choosing those most useful for the yearbook. In this difficult task the Committee usually has the complete and friendly cooperation of the authors. The Research Division of the National Education Association finally edits the manuscripts for publication.

1934 Yearbook

According to present plans the 1934 volume will deal with the problems involved in the school use of visual and auditory devices. Mr. Thomas of Detroit will be chairman during the preparation of this yearbook. The specific topics to be treated have not been selected as yet. Members of the Department are urged to send their suggestions before December 1, 1932, to the Editorial Committee. How can this yearbook be made most helpful to you?

SECRETARY'S REPORT ATLANTIC CITY MEETING

Maude A. Rhodes

The Department of Elementary School Principals held two general sessions in Westminster Hall, Chelsea Hotel.

A splendid musical program, composed of elementary-school children, under the direction of Beulah Young, was presented at each of these meetings. The topics and speakers for the meetings were as follows:

First Session—June 27

GREETINGS

Ann Troy, president, Elementary Principals Division of the New Jersey Teachers Association, Park School, Nutley, New Jersey

WHY DO WE CHASE PANACEAS IN EDUCATION?

Frank W. Hubbard, associate director of research, National Education Association, Washington, D. C.

GEOGRAPHY WITH MEANING

L. D. Ohdner, secretary, Chamber of Commerce, Camden, New Jersey

LOOKING AHEAD WITH AN ENRICHED CURRICULUM

Lois Coffey Mossman, professor of education, Teachers College, Columbia University, New York, New York

Second Session—June 29

GREETINGS

Florence Hale, president, National Education Association, Augusta, Maine

INTERESTING THE COMMUNITY IN CHARACTER BUILDING

Mrs. B. F. Langworthy, vicepresident, National Congress of Parents and Teachers 832 Bryant Avenue, Winnetka, Illinois

WHAT THE PRINCIPALS IN THE NEW YORK CITY PUBLIC SCHOOLS ARE DOING FOR HEALTH WORK

Dorothy Bildersee, principal, Public School Number 80, Manhattan, New York, New York

MENTAL HYGIENE—A CHALLENGE TO OUR SCHOOLS

Harvey Zorbaugh, professor of education, New York University, New York, New York

Two breakfasts were held, Monday and Tuesday mornings respectively, in the solarium, Hotel Jefferson. A cordial invitation extended to all principals to join in these family get-togethers was accepted, judging from the large attendance. President Earl Laing called particular attention to the yearbooks of the Department, stressing the fine services of the Editorial Committee and urging members of the Department to send in articles.

The semi-annual dinner was held at 6 p. m. Tuesday, June 28, in the large dining room of Hotel Madison and was well attended. Superintendent Lester A. Rodes, Cape May, New Jersey, accompanied by Dorothy Turner, Ventnor, New Jersey, rendered two beautiful solos. The invocation was given by Reverend Walter Bruggeman, Ventnor, New Jersey, and Dr. Harry Clark, superintendent of schools, Knoxville, Tennessee, gave the address of the evening, "Social Aspects of Community Life."

At the business meeting on Wednesday afternoon, the following resolutions presented by Elizabeth McCormick, chairman of the Resolutions Committee, were adopted:

Resolved, That the Department of Elementary School Principals of the National Education Association in convention assembled:

1. Pledges hearty support to the National Committee on Education by Radio in its effort to secure for the people of the United States the right to suitable air privilege, and in its plan to improve the quality of the broadcast.

2. Regrets the cuts in teachers' salaries and urges that boards of education secure scientific surveys on the cost of living, and that the adjustment of salaries be in proportion to the reduction in cost of living.

3. Favors higher standards of work in the profession and commends each state that is at the present time raising its requirements for teachers' credentials.

4. Recognizes that economic and social conditions have brought with them difficult educational problems that challenge the highest type of professional effort.

5. Declares that children should not be allowed to suffer educationally because of the economic crisis.

6. Asks parents and other citizens to consider where their children may be and what they may be doing in their leisure hours outside the school day.

7. Deeply appreciates the fine hospitality of the principals of Atlantic City and of the principals of the State of New Jersey and thanks them for their personal service in making this meeting most profitable and enjoyable.

W. T. Longshore, Kansas City, Missouri

Margaret M. Smith, Denver, Colorado

Elizabeth McCormick, Superior, Wisconsin, *Chairman*

A motion was made by J. D. Williams and seconded by E. O. Sanders that the proposed revisions to the constitution, listed elsewhere in these minutes, be accepted. Motion carried.

On motion of Mr. Hansen, chairman of the Nominating Committee, seconded by W. C. Ozier, officers were elected for the ensuing year. (Their names are printed on the front inside cover page of this bulletin.)

Minutes of the Executive Committee

June 27, 1932

The first meeting of the Executive Committee of the Department of Elementary School Principals of the National Education Association was held Monday morning, in department headquarters, Crane Building, Atlantic City, New Jersey.

The following persons were present: Earl R. Laing, president; Elizabeth Sands, representing Harley W. Lyon, second vicepresident; Lillian M. Towne, third vicepresident; Elizabeth McCormick, fifth vicepresident; M. Emma Brookes and Herbert C. Hansen of the Executive Committee; Frank W. Hubbard, associate director of research of the National Education Association; Eva G. Pinkston, special secretary; and Maude A. Rhodes, secretary.

The minutes of the Washington meeting were read and approved.

There was a discussion of ways to make the Bulletin more useful and interesting to members of the Department. On motion of Mr. Hansen, seconded by Miss Brookes, it was voted to make the following changes:

1. That the Bulletin shall be issued five times per year, with four issues of approximately thirty-two pages each, in the months of October, December, February, and June.

2. That the April issue shall continue to be a yearbook.

Motion carried.

A motion was made by Miss McCormick and seconded by Miss Towne, that the special secretary shall be the editor of the four issues of the Bulletin and that the Editorial Committee shall continue to issue the yearbook. Motion carried.

A motion was made by Mr. Hansen and seconded by Miss Brookes that the title of the Bulletin shall be changed to *The National Elementary Principal*. Motion carried.

On motion of Miss Towne, seconded by Miss Sands, it was voted to present to the general session certain proposed revisions to the constitution of the Department.

They were as follows:

Article III Section 1—amend to read: "The officers of the Department shall be a president and five vicepresidents, each holding office for a period of one year from date of election. An executive secretary shall be appointed by the Executive Committee."

Article III Section 2—leave out the words "except the secretary."

Elsewhere in the constitution and bylaws where the words "the secretary of the Department" occur, change to read "executive secretary." These changes will occur in Article III Section 5, Article V Section 3 of the constitution and in Article II and Article III Section 3 of the bylaws.

Article V Section 2 (Bylaws)—amend to read: "The fiscal year of the Department shall coincide with that of the National Education Association. The membership year shall run from September 1 to August 31."

Motion carried and these proposed changes were prepared for first reading at the general session on Monday afternoon, June 27, 1932, and for formal adoption at the general session on Wednesday afternoon, June 29, 1932. Meeting adjourned.

June 28, 1932

The second meeting of the Executive Committee of the Department of Elementary School Principals of the National Education Association was held Tuesday morning in department headquarters, Crane Building, Atlantic City, New Jersey.

The following persons were present: Earl R. Laing, president; Elizabeth Sands, representing Harley W. Lyon, second vicepresident; Lillian M. Towne, third vicepresident; Elizabeth McCormick, fifth vicepresident; M. Emma Brookes and Herbert C. Hansen of the Executive Committee; Frank W. Hubbard, associate director of research of the National Education Association; Eva G. Pinkston, special secretary; and Maude A. Rhodes, secretary.

After hearing a report of the work done at Headquarters during the year a motion was made by Mr. Hansen and seconded by Miss Towne that a vote of appreciation be given to the special secretary, Eva G. Pinkston, for the splendid way in which she has been able to integrate the affairs of the Department with the work at Headquarters. Motion carried.

A motion was made by Miss McCormick and seconded by Miss Sands that the secretary express to Mr. Crabtree, secretary of the National Education Association, and through him to the entire Headquarters Staff, the sincere appreciation of the Executive Committee for the cooperation extended the special secretary during her first year of service. Motion carried.

A motion was made by Miss McCormick and seconded by Miss Towne that the policies regarding the Editorial Committee, as read by the special secretary, be adopted and that a copy of said policies be sent to each member of the Editorial Committee and to each new member as he is elected. Motion carried.

A motion was made by Miss Brookes and seconded by Mr. Hansen that the accrued interest from the permanent fund be kept in the checking account. Motion carried.

Because of the large amount of mail received daily by most principals, a motion was made by Miss Towne and seconded by Miss McCormick that the Executive Committee instruct the special secretary to let the addressograph plates be used only for the official business of the Department. Motion carried.

A motion was made by Mr. Hansen and seconded by Miss Brookes that the new president appoint a committee on necrology. Motion carried.

A motion was made by Miss Brookes and seconded by Miss Towne that Earl R. Laing, retiring president, be named as a member of the National Council of Education to succeed John A. Spargo, who is now assistant commissioner of education of New Jersey. Motion carried.

A vote of appreciation by the Executive Committee was extended to Dr. Frank W. Hubbard for his cooperation and untiring help in furthering the interests of the Department.

A motion was made by Miss McCormick and seconded by Mr. Hansen that an expression of appreciation be extended the special secretary for the efficient work she has been able to accomplish for the organization during her first year of service. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Brookes, that the budget as presented by Mr. Hansen be adopted. Motion carried.

A motion was made by Mr. Hansen and seconded by Miss Towne that a vote of appreciation be given the president and secretary for the splendid work which they had done during the year. Motion carried. Meeting adjourned.

CONSTITUTION AND BYLAWS

Department of Elementary School Principals

Adopted July 7, 1927, at Seattle. Amended July 3, 1928, at Minneapolis. Amended February 26, 1930, at Atlantic City. Amended June 29, 1932, at Atlantic City.

A great majority of our future citizens receive all their formal education in the elementary school. To it is intrusted 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 meet the responsibilities of elementary education with a united mind and purpose, to study the problems of the elementary school with a broad and sympathetic outlook, to enlist the aid of educational forces everywhere, and, in general, to give to the elementary child the advantages of united effort, we do hereby form the Department of Elementary School Principals of the National Education Association and adopt the following:

CONSTITUTION

ARTICLE I. NAME

The name of the organization shall be the Department of Elementary School Principals of the National Education Association.

ARTICLE II. MEMBERSHIP

Section 1. Membership in the Department of Elementary School Principals shall be of two classes: Active members and associate members.

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

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

ARTICLE III. OFFICERS

Section 1. The officers of the Department shall be the president and five vicepresidents, each holding office for a period of one year from date of election. An executive secretary shall be appointed by the Executive Committee.

Section 2. No elective officer may hold the same office for more than one term until the lapse of a period of one year or more.

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

Section 4. Members at large shall hold office for four years, one member retiring each year. The member receiving the largest number of votes at the first election shall serve for four years, and the others, three, two, and one respectively, according to the number of votes received.

Section 5. The president of the Department shall be chairman of the Executive Committee and the executive secretary of the Department shall be the secretary of the Executive Committee.

ARTICLE IV. ELECTIONS

Section 1. Election of officers and Executive Committee shall take place in the business session held during the summer meeting of the National Education Association.

Section 2. Election shall be by ballot.

Section 3. Active members only are entitled to vote.

Section 4. The Nominating Committee shall be appointed by the president at the first session of the summer meeting or earlier. The committee shall consist of not less than five

members, of whom two or more shall be members of the Executive Committee. The Nominating Committee shall nominate one candidate for each office to be filled. Nominations from the floor shall be permitted.

ARTICLE V. DUTIES OF OFFICERS

Section 1. The president shall preside at all meetings of the Department and of the Executive Committee; appoint all committees not otherwise provided for; call meetings of the Executive Committee at his pleasure or upon written request of four of its members; sign all orders on the treasury; 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.

Section 2. In the absence of the president of the Department, the vicepresidents in order shall perform all the duties of that office.

Section 3. The executive secretary shall keep a careful record of the proceedings of the Department and of all its committees, and he shall be responsible for their preservation. Within thirty days after any meeting of the Department and within ten days after any meeting of the Executive Committee, the executive secretary shall furnish a copy of the minutes to each member of the Executive Committee. He shall prepare and keep an accurate list of the members of the Department with their postoffice addresses, and perform such other duties as may, from time to time, devolve upon him.

Section 4. The Executive Committee shall be the administrative body of the Department, subject to the call of the president, except as otherwise provided for in the Constitution. To supplement and assist the president in the conduct of his office, the Executive Committee shall, by a majority vote of all its members, fill all vacancies, except that of the president. The president or Executive Committee shall prepare in advance a program for each meeting of the Department, and shall cause the same to be published prior to the meeting.

Section 5. The annual report shall contain a list of officers and committees of the Department, a list of members of the Department, together with their addresses and such other matter as the Executive Committee may direct. This report may be printed as a yearbook of the Department.

BYLAWS

ARTICLE I.

There shall be the following standing committees and such other special committees as the president may appoint: Committee on International Relations, Committee on Resolutions, Committee on Enrolment, Editorial Committee, Necrology Committee.

ARTICLE II. ORGANIZATION AND CONDUCT OF COMMITTEES

The first meeting of a committee shall be called by the first-named member thereof, who shall be its chairman. Minutes of the proceedings of each standing committee shall be kept and a copy thereof, certified by the chairman and secretary, shall be promptly furnished to the executive secretary of the Department. All standing committees shall report to the Department in writing at least annually and oftener if the president so directs. Vacancies on all committees except the Executive Committee shall be filled by the president of the Department.

ARTICLE III. COMMITTEES

Section 1. Committee on International Relations. The Committee on International Relations shall consist of three or more persons appointed by the president. This Committee shall bring before the Department all matters pertaining to international understanding, friendship, and world peace and shall cause the same to be widely disseminated.

Section 2. Committee on Resolutions. All resolutions offered at a regular meeting of the Department shall be referred to the Committee on Resolutions, unless otherwise ordered by the Department. This Committee shall submit to the Department for its consideration such resolutions as they may deem advisable.

Section 3. Committee on Enrolment. The Committee on Enrolment shall consist of not less than one member from each state, but additional members may be appointed by

the president of the Department. This Committee shall secure members for the Department, collect the annual dues and pay them to the executive secretary, furnishing him therewith a list of the names and postoffice addresses of members from whom such dues have been collected, and giving each member the secretary's receipt, countersigned by a member of the Committee.

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

Section 5. Necrology Committee. A Committee on Necrology shall be appointed by the president.

ARTICLE IV. BOOKS, RECORDS, PAPERS, AND PROPERTY

Section 1. The records and accounts of the Department and of its officers, committees, departments, sections, and divisions, shall be kept in books provided by the Department, which shall be the property of the Department.

Section 2. All books, papers, records, and accounts of the Department and its officers, committees, departments, sections, and divisions, shall be open at all times to the inspection of the Executive Committee or any member thereof.

Section 3. Every officer, member, committee, department, section, or division of the Department having funds, papers, books, records, or property of any description belonging to the Department shall give up the same on demand to his or their successors in office, or to the person authorized by the Department or its Executive Committee to receive the same. All such material and property is to be delivered in good condition.

ARTICLE V. DUES

Section 1. The annual fee for membership shall be three dollars (\$3).

Section 2. The fiscal year of the Department shall coincide with that of the National Education Association. The membership year shall run from September 1 to August 31.

ARTICLE VI. PERMANENT FUND

Ten cents from the membership fee of each member annually shall be set aside as a permanent Reserve Fund of the Department. This Fund shall be placed in charge of the Board of Trustees of the National Education Association to be invested and conserved in securities that are legal. The Board of Trustees of the National Education Association shall be the Trustees of said Reserve Fund. At each annual summer meeting of the Department the Trustees shall report in detail the condition of said Fund and shall apportion the income to such uses as may seem to the Department of Elementary School Principals, advisable. No part of the principal of said Fund shall be spent except after the unanimous recommendation of the Executive Committee of the Department of Elementary School Principals duly ratified by a two-thirds vote of the members present at a stated annual summer meeting of the Department.

ARTICLE VII. ROBERTS' RULES OF ORDER

Roberts' *Rules of Order*, insofar as they are not inconsistent with this Constitution, shall govern the meetings of the Department and its committees.

ARTICLE VIII. RULES ON DEBATE

The Department shall be governed by the ruling of the National Education Association that in debate each speaker shall be limited to five minutes unless otherwise ordered.

ARTICLE IX. AMENDING THE CONSTITUTION

Section 1. An amendment to the Constitution or Bylaws may be proposed by the Executive Committee or by a petition of at least ten regular members of the Department.

Section 2. The proposed amendment shall be read in regular session at least twenty-four hours before a vote is taken upon it.

Section 3. Two-thirds of the votes of the members present in a regular session will be necessary to make the proposed amendment part of the Constitution.

ARTICLE X

This instrument shall become operative from and after the last meeting of the summer session of the year 1927.

WITH THE AUTHORS—

Elizabeth McCormick, (p. 2) president of the Department of Elementary School Principals, is principal of the Howe School, Superior, Wisconsin. Miss McCormick has been an active leader in the Department and the National Education Association for many years.

James W. Crabtree, (p. 3) secretary of the National Education Association, has had a long and useful career in public education. He has served in many school positions, including those of one-room school teacher and state superintendent. During his secretaryship the N. E. A. has increased from 10,000 to 220,000 members.

Bess Goodykoontz, (p. 6) is the assistant commissioner of the Office of Education, U. S. Department of Interior. Dr. Goodykoontz is welcomed as a regular contributor who will keep principals informed as to federal activities in elementary education.

Frank W. Hubbard, (p. 7) associate director of research of the National Education Association, was at one time an elementary-school principal in Fresno, California. For the past six years he has planned and edited the yearbooks of the Department. Dr. Hubbard has been helpful in preparing this issue of the Bulletin in its more attractive style.

Lois Coffey Mossman, (p. 8) assistant professor of education, Teachers College, Columbia University, New York City, is well known to many elementary-school principals. Dr. Mossman has the unique ability of practising the teaching principles which she preaches.

Dorothy Bilderssee, (p. 9) principal of Public School 80, Manhattan, has been one of the active leaders in health education among the New York principals.

L. D. Ohdner (p. 10) is secretary of the Camden County Chamber of Commerce, Camden, New Jersey.

Harvey Zorbaugh (p. 11) is associate professor of education at New York University, New York City.

Charlotte Estes (p. 13) is principal of West Portal School in San Francisco. Miss Estes has had the honor of serving as acting director of kindergarten-primary education in her school system.

John S. Thomas, (p. 16) principal of the Clippert School, Detroit, Michigan, is a member of the Editorial Committee of the Department. He will be chairman for the 1934 yearbook on visual and auditory teaching aids. Mr. Thomas has been active for years among the Michigan principals.

Maude A. Rhodes, (p. 23) principal of the Whitefoord School of Atlanta, Georgia, was secretary of the Department for the year 1931-32.