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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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CONTENTS IN BRIEF

Editorial, p. 29

Article: "The Forgotten Child," p. 30

N. E. A. Headquarters, p. 31

Membership News, p. 32-33

Office of Education, p. 34

Article: "Health Instruction, the Best
Social Insurance," p. 35-38

Article: "The Principal and the Prog-
ress of Education," p. 39-40

Article: "We Need a Program for
Character Education," p. 41-43

Article: "The Deaf Child," p. 45-47

Local and State Associations, p. 48-50

In Memoriam, p. 56

Through the Editor's Specs

ONCE in a blue moon we get a letter with some such statement as this: "I do not mind paying dues to the Department, but why should I pay N. E. A. dues also?" Not being ostriches we believe in facing such questions frankly, standing up straight. In the first place we should pay our N. E. A. dues because that is one of the conditions under which we obtained departmental status. We voluntarily joined forces with the general association "for better or for worse." Our word should be just as good in penny-pinching times as it is in periods of prosperity. But there is an even better—though more selfish—reason. It *pays* us to have this partnership. The bookkeeping of the Department, its printing services, and its research activities at Headquarters are paid for by the National Education Association. It provides a well-equipped office without charge to the Department for rent, heat, light, and telephone. To provide these same services the Department's staff and the annual dues would have to be much increased. As it is now our departmental levy and the N. E. A. dues amount to only five dollars annually. It's a bargain.



A few principals have the idea that the Department of Elementary School Principals is an office in Washington, D. C. That's a myopic slant. Let us think straight. Our Department is that principal of the small, cross-roads

school. His problems are the problems of the Department; his enthusiasm for education, its spirit; and his hopes, its objectives. In like manner, the challenges and opportunities of the principal of the large city school are those of our entire group. A house is not a home, a temple is not religion, nor is a senate a government. The office in Washington is but the outward manifestation of our faith in the principalship. Working, thinking, and fighting *together* for our objectives—we are a department.



We hear much talk today about the Forgotten Man. As principals we are much more concerned about the Forgotten Child. Men and Women are important to our Nation—but children are indispensable. We are wondering about the effects of these distressing times upon the child who is without proper food. We are concerned about the effects of so-called economy upon our efforts to help the deafened child and those with speech, visual, mental, and other defects. We are alarmed to see curtailment of our attempts to straighten out the tangled lives of juvenile delinquents. Can our Nation afford to balance budgets with the happiness and welfare of children?



Don't lose the successful procedures that you use in your school—write brief descriptions for the Bulletin or the Yearbook of the Department.—E.G.P.

THE FORGOTTEN CHILD

Lucy Mason Holt

IN these days when it is absolutely necessary for us to feed our children we are delighted with the numbers that we feed. Like the Pharisees of old we are raising our voices to give out our statistics. But what about the child?

That we have many who must get their main meal at school, nobody can deny. There are those who can come under the head of professional paupers. Though they are very young, the twig has been bent.

There are others who are proud, their parents are proud. They are our seed corn for tomorrow. When we give a child a lunch ticket one of two things happens:

First, he accepts. He thinks nothing of it or if he does, he thinks it is his due. In that child's mind we have laid a path for him to become a pauper later on. We are training citizens, and a pauper is not a citizen.

Second, when you give him the ticket, though he accepts, it hurts. It leaves a scar. He never lives long enough to forget that it hurt him when he was little and in the rounding out of his character the scar stays. That is not right.

So how are we handling it? Nobody has a right to investigate a case unless he has the understanding heart that asks little but finds out much. Put yourself in that mother's place. If you are a man, in the father's place. A little brother was playing with his sisters one day and he too wanted a doll baby. In the argument their mother said "Son, let them have the babies for they are little mothers." Not satisfied he replied, "Well ain't I goin' to be a papa?"

Men in the profession, that's you.

MY TREASURE

My heart holds dear a little boy—
But see him—you ne'er can.
For when you look, you see in him
A careworn, thoughtful man.
But when I hear his footstep near
I see again my baby dear
With toddling step come to my knee
And lift his big blue eyes to me
While lisping—"I lov' 'oo."

And when the gray shall shade his brow
I still shall see the *then* in *now*
And feel my heart stir, as when he
My baby was—and looked to me
For all of happiness and good
As every dimpled baby should
And when I find life hard—no choice—
I still shall hear the baby voice
Say in my ear—"I lov' 'oo." L. M. H.

Unless you have a father's heart and can spare the children—get out and let another man come who can.

Is it possible in our lunchrooms to let the children work for their lunches? There are many little tasks that they can do. When a child has learned to work for what he gets, a fine start is made in character training. But there are still little ones who are not able to work. Can't we manage their lunches through their homes? Can't they receive that ticket from their own mothers or the teachers at the request of the mother?

Every child has a right to expect the impossible from somebody. Every little boy thinks his daddy is the finest and strongest man in the world and his mama, the sweetest and prettiest of them all. Is there anything worse for a little child than to learn that his mother and father have failed him? So can't we, his teachers, save his faith?

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



THIS is a time of severe testing for elementary-school principals as it is for all school executives. Boys and girls are being advised to postpone entry into gainful occupations and to stay in school so that the huge ranks of the unemployed may not be further augmented by youthful job seekers. This advice when followed means larger enrolments in all units of our public-school system. It means that too many children are being crowded into a single classroom; that overloaded teachers are breaking under the strain, while long waiting lists of qualified teachers, denied a place in the teaching force, are added to the ranks of the unemployed. Moreover, children are coming to school without proper food and clothing; supplies needed in the classrooms are not forthcoming; lost and tattered textbooks are not being replaced. The problem of the principal is to do a bigger job with less resources. Obviously, this is no easy task. It requires courage to meet this new emergency in education.

Evidently educational leadership of a high order is needed. Where is it to be found? Experience proves that individual leadership alone is not sufficient, that we must pool our interests and experiences and band together for the common good. It was no accident when more than a decade ago farsighted leaders organized the Department of

Elementary School Principals and later moved its headquarters to Washington. They felt the influence on their own work of powerful forces with which, single-handed, they could not cope. They sensed the value of professional contacts beyond local and state boundaries. The national organization which they built has developed in strength and usefulness as the need has increased. Today it has an executive secretary of its own and a loyal membership in every state.

"The Principal Holds the Key" is the slogan of your Department. Facts in support of this statement are many. Has the superintendent a program worthwhile? Then it is the principals who are depended upon to put it through. Are parents and taxpayers turning searching eyes on the schools? The principal is the community leader who must bear the brunt of the attack. Is the school to achieve its high purposes in the lives of children? On the principal is placed the immediate responsibility for conditions in the classroom.

In the ideal school system the principals and the superintendent work together on things worth doing. That a similar situation may exist between our two national departments is more than a pious hope. It is a working fact.—*Sherwood D. Shankland, Executive Secretary, Department of Superintendence.*

EACH mail has brought lovely statements about memberships. Here is one of them: "Enclosed find my check. Because of illness I couldn't be a member last year, but now that I'm well I want to be included." Another writes: "I read, wrote, licked, stamped, and mailed as per your laconic request. Success in 1932-33." A third statement: "That is the best and most intriguing piece of advertising I have seen in many years. It fairly 'walked' a check out of my check book."

The state enrolment chairmen have been just as busy as the campaign managers in our recent national election, selling the Department of Elementary School Principals to the 20,000 persons eligible for membership. The city chairmen have been on their toes trying to persuade the last member of their groups to send in his dues. Because of this hearty cooperation of state and city enrolment chairmen and helping friends of the Department, I am happy to report that today our membership record shows a steady increase as it has

MEMBERSHIP CHATTER

in the past. We are moving our steps upward at the same rate as we did last year.

The state chairmen are quoting and enclosing letters from prominent principals whom they are asking to help in this important campaign. These letters say:

The principals in District 75, Evanston, are all members of the National Department of Elementary School Principals, or will be within a week, which will make us 100 percent.—R. E. R.

You may expect Indianapolis to be 100 percent as usual.—C. G.

The Dayton principals will receive their first full check November 11, at which time you should begin to get enrolments.—L. D. H.

The Department of Elementary School Principals, organized in 1921, through its bulletins, its eleven yearbooks, and its two semi-annual meetings, has done more to establish the status of the elementary principal than any other educational organization.—T. W. B.

Now who could help feeling enthusiastic when such cities as Indianapolis, Atlanta, Seattle, Sioux City, Oakland, Denver, and others, didn't wait for our new enrolment blanks? And who could help feeling thrilled to their finger tips when letters come with requests to "please rush seventy-five of those new blanks" or "send me enough enrolment blanks so that every superintendent of my state can have one or more to give to his principals"? To Milwaukee goes the honor of being first to return our new group-enrolment blank.

From all parts of the country the news comes that our state chairmen have been on their jobs. They have spoken on state convention programs or have sent their representatives. The



news comes from Massachusetts that Effie Grace Higgins represented the Department before the state convention. We had a letter from Texas saying that our former state enrolment chairman, Arvin N. Donner, who is now a junior-high principal, had for his subject, "Cooperating with the National Elementary Principals' Association." From Irwin O. Addicott of California we learn that representatives will be on the programs of each section meeting when that state holds its conventions. Maude A. Rhodes of Georgia is scheduled to represent us when her state convention meets in the spring. Mason Stratton, state enrolment chairman, recently spoke on the New Jersey state program. We have heard of many other state programs where our representatives have been or are to be. Is it any wonder that our Department goes forward so rapidly when there is teamwork everywhere?

Let's all unite this year and be one big enrolment committee. Let's not leave all the work to the state and city chairmen to do. The above quotations show they are more than doing their bit; and since each person who has sent in his dues owns *shares* in the Department, let's see how much bigger, better, and more valuable we can make the *stock*. We need you!

Here are big hurrahs for Kansas City, Kansas; Elmhurst, Illinois; and Aberdeen, South Dakota! Even though Aberdeen has a Scotch name she is one of the first cities to report 100 percent enrolment. Now let's see how many 100 percenters we can report in the February issue of the Bulletin.

Don't forget that this December issue of the Bulletin is the last one which will be sent to all members whose dues are not paid for the year 1932-33. We



suggest that you send your checks to us at once dated for any date up to February 15. We will not cash your check until a day or so after the date indicated thereon. If we receive these postdated checks by February 1 we will be able to order your copy of the February Bulletin from the printer.

A few of the states didn't have the names of their enrolment chairmen in the October Bulletin. The following principals have accepted appointments: Michigan—Bert Ellsworth, Ives School, Detroit.

Texas—Thomas E. Pierce, 1141 Beech St., Abilene.

Washington—Charlotte Graham, Emerson School, Seattle.

Wisconsin—Thomas W. Boyce, Cass Street Rotary School, Milwaukee.

Porto Rico—Josefa Cuadrado, 9 Pacific Ave., Santurce.





U. S. DEPARTMENT OF INTERIOR OFFICE OF EDUCATION

A GENERAL view of the activities of the Office was presented in the October number. This time we are informed of several specific projects in health education:

To aid in discovering satisfactory or unsatisfactory physical development of school children, various types of score cards and record cards have been devised. One of the most familiar of these is the *Classroom Weight Record* published by the Office of Education; the number of these records which have been used is nearing the two million mark. This form records the height and weight of the child through only one school year. It does not give a graphic picture of the relation of weight to height and, of course, it does not show the progress in growth from year to year. To fulfill these two purposes the Office has recently issued an *Individual Record of Growth* on which the height and weight may be recorded from the child's fifth to his eighteenth year; it shows at a glance how growth is progressing.

At the end of the school year the classroom record is thrown aside and in beginning a new record neither the teacher nor anyone else knows what has happened in the growth of Johnny Jones during the previous year. But even if we have the figures before us we cannot tell at a glance whether Johnny

is progressing as we should expect. It would take an expert to figure this out. While we have never been so foolish as to try to make all children the same height, it has not been long since we were taught that all children should approximate a given weight for height. If they did not, they were labeled "underweight" or "overweight." Whether stout or slender, or of average weight for height, all normal children grow with a fair degree of regularity, and it is the regularity or irregularity of growth which is pictured on the new *Individual Growth Chart*. A sample of these record forms may be had free.

If the health of his pupils is of first concern in his educational plans, the school principal will be interested in some means of determining whether in every detail his school plant and program foster health, both physical and mental. The Office of Education has just issued a *Self-Survey Form* consisting of a series of questions which the principal can ask himself. The interrogations cover: (a) the physical condition of the school plant, (b) mental conditions of the school influencing health, (c) bodily conditions of the child, and (d) the teaching staff. This self-survey outline may be obtained from the Office of Education on request.—James F. Rogers.

HEALTH INSTRUCTION THE BEST SOCIAL INSURANCE

Ray Lyman Wilbur

YOU and I are units in a great living mechanism we call civilization. Our lives are particles in a flowing stream of human energy which goes on indefinitely; but to each of us is granted but a brief period in which we must pass through infancy, adolescence, maturity, and senescence. Whether we go through the whole individual cycle or drop out by the way, whether we contribute or are carried along depends upon the inherent vital forces with which we are endowed by birth and the incidental happenings which come our way. Health is a term we use to express a state of well-being and a capacity to do. It means more than the absence of evident disease. The presence of health in mind and body determines the height to which individuals may climb and nations aspire. Each conscious person has the day-to-day task of living in a certain physical frame. He cannot transfer to a new one. He cannot be sent back to the factory for new and up-to-date parts. The surgeon gets along better taking things out than putting them in. Each person must work with what he has in the way of body equipment. By understanding his own body, and by knowledge of pertinent facts, it is possible for each to steer a course with the minimum of friction and the maximum of results. Organized groups of individuals either as families, communities, or nations, may likewise use facts in going forward. We no longer consider ourselves mere creatures responsive to gods and demons requiring propitiation.

The entrails of animals tell us today the hard facts of science, and guide us in the control of living organisms which are harmful to us. We no longer look to them for an augury of good or evil.

Through centuries of patient and clear-eyed study we find ourselves custodians of information that has made a new world possible. The grip of terror that has held man tight since the dawn of life has been loosened for what we call civilized peoples, but it has by no means been eliminated. We have many of our enemies classified and named, but in each of us lurks the savage with his fears and credulity. The label on a patent-medicine bottle is as soothing as the advertisement is provocative. We want to believe that a few ground up husks in a handsome carton will give us health for a few cents instead of earning well-being by care, sane conduct, and the use of expert information.

In the forefront in the advance of science has been the physician seeking to use each new discovery for the relief of the pain and distress of those calling upon him for help. Discovery has been added to discovery. With well-digested experience and a multitude of clinical observations, there has been an astounding growth of fact knowledge for the guidance of society in the domain of sickness and health. In the unraveling of the tangled and confused manifestations of disease we were fortunate enough to find certain weak spots subject to mass attack. Instead of permitting a community to acquire immunity

to the typhoid bacillus through the tragedy of illness, we destroy that organism in drinking water with chlorine and control it by heat and measures of cleanliness in milk and other food products. We destroy the mosquito that gives us malaria, we let the calf provide us with vaccine to control smallpox, and meet and conquer natural enemies in a thousand fields. Each year there is a growth of this fact knowledge with a constant change in emphasis and in method as we learn more and more.

In spite of the prodigious progress in the field of public and of private health, in spite of anesthesia and modern surgery, we find a considerable number of our people refractory to the opportunities given them by science. Our organization for the application of knowledge to the immediate needs of an individual or of a community is still inadequate and has never been founded on a sound basis of economics. Besides, in each of us there still remains some remnant of the old belief in magic, and in a certain number of us, magic completely replaces science.

If society is to advance through the advance of health, we must prepare the minds of our boys and girls so that they will know not only what to expect but be able to distinguish the genuine from the false. This can be done through the teaching of health and hygiene. This is an easy phrase to say, but it describes one of the most difficult forms of education. Each human being is a law unto himself. There is great variation in the topographical anatomy of the body, in the physical resistance to disease, to drugs and to narcotics, in the tone of the muscular system, and in the power of the nervous system to control the body and to handle itself. For each, many of the lessons of health and hy-

giene must be separately learned. There are, of course, many conditions which are practically universal, which are favorable or unfavorable to the health of the body. The removal of unsatisfactory and dangerous conditions in environment, the development of sound health habits, the understanding of proper body nutrition, all can be taught with confidence and success. Hygiene is no longer a series of *don'ts*. It now must be lived as *do's*. It must be positive, not purely negative. The wide margins which the body possesses so that it will have the capacity to undergo strain, must be understood, but must not be taken advantage of. Knowledge must replace precept. Physiology must be simple and understood. One does not need to become conscious of everything that his body does, or to develop into a hypochondriac, but he should know the whys and wherefores of ill health so that he can avoid sickness and build up natural strength.

The community can well arrange to have a health survey of all of the facilities that it provides and also of the health condition of each of its citizens. Whether this is brought about by volunteer effort, through industry, through the public school, or all working in unison, is not so important as it is to have a complete physical examination of the community and of each of its citizens at various intervals. This examination, if properly handled and interpreted, is the best source of health education. The health department can constantly educate the community by the way in which it does its work and by the publicity given to it.

We have come a long way from the period when the nose was considered the best way to discover the source of disease, but ignorance is still the great-

est opponent of sound personal and public health. If in our public school we can teach the facts of health, we can see a new generation facing with understanding the problems of the body and free from those fears that have haunted the human race throughout the ages. Health education should be approached from the standpoint of health rather than from that of disease. Fortunately, we can rest on basic scientific discoveries; we can get down to fundamentals. I am reminded of the story that came out of the State of New York at the time of the Food Administration in Washington. In one of the debates before a committee a man from upstate New York who was tired of voluminous but somewhat vague discussion said: "Up in our part of the State we have a theory that the man who sleeps on the floor cannot roll out of bed." I think it is about time for us to get down to the floor on this topic which we are discussing. That there are firm foundations is not appreciated by all. Too many of our people become mentally fuzzy in their discussion of health problems; too many of them consider themselves experts, since they have had the experience of living with and operating an active living unit for a certain number of years. They feel that their experience can be a universal guide. But science is a better one.

As I have already said, the great variability between individuals makes it necessary to deal in broad terms and in averages in connection with much health instruction, health advice, and health services. We can look into the past and see how the physician has steadily risen on the backs of thousands of men like Franklin, Pasteur, Koch, Jenner, and Edison, until today he can look out over much conquered territory in

spite of the blurred horizon where our research workers are busy. We no longer need to speculate and guess in many fields of health. We know, for science has taught us. It is true that we must present an ever changing front as new information comes in. Most important of all, our children should get a biological viewpoint in looking at life.

Probably our greatest difficulty is that there is no way to account for much of human behavior. There is no way to tell what a human being will do the next minute, or what he is going to do in the future. Each action is a creation of the moment. Health becomes, then, not a study of the mathematics of structures, but of the control of forces. This applies not only to the individual but also to the social organism. Perhaps the best contribution that can come from health instruction is associated, not only with the receptivity of the prepared mind of which we have spoken, but with ability to see and to understand.

From the standpoint of public health, there is much that can be done for the public. There is, however, much that the public alone can do for themselves. How much the public will do depends upon how much they know. How much they will be able to absorb of the existing knowledge depends upon the kind of training they have had in the schools. Unless they have learned to recognize the significance of fact it is not likely that they can be guided in the right channel. It is true that through the law and public health administration we can use the method of "don't" or "*verboten*" in handling many health problems, but that way is only partially effective. The control of units, whose actions are individual and under the steering power of but one will, can

be brought about only by a true understanding of facts. In other words, we can say that where "George can do it," public health is well done, but where the person must do his share the problem is and will remain one of great difficulty.

Looking at the various forces operating in our country for the improvement and advance of our society we naturally turn to education as the most dependable method to get results. We are grasping the fact that education is not a mere transfer of information from one mind to another, but that it is a manifold process by which a growing person learns how to operate under his own power and will. Particularly in the sphere of health, we must learn by doing, and what we do must be done with understanding. It is impossible to picture what might come to us as a race if we could take full advantage of all that is now known and usable in the control of public health and in the promotion of personal health and well-being. It is inevitable that we will drag along a considerable remnant of past thinking, of old fears and inhibitions, but with widespread health education this residue need not be controlling.

Reason, example, experiment, observation in the field of nature study and biology will lay that solid basis for health which is needed. Society can get greater dividends in happiness, comfort, security of home and community from applied health knowledge than in any other way.

A few reports to the Necrology Committee were received after this issue went to press. These names may be printed in the near future. Notices for the Bulletin should reach the Editor 15 days before the month of publication.

MINNEAPOLIS CONVENTION

February 25-March 2

PRESIDENT Elizabeth McCormick is preparing an interesting program for the winter meeting at Minneapolis, February 25-March 2, 1933. The general convention theme is "New Frontiers for American Life."

President Milton C. Potter of the Department of Superintendence, in commenting recently on the convention theme, wrote:

It is fitting that the schools of America should send their chief stewards to the annual convocation for renewal of courage and faith in America and her institutions. On the northwestern frontier will come confidence in the ability of our citizens to restate their faith in terms of adventure and goodwill to mankind. In the spirit of our forefathers we will there gird our loins for the long struggle on the new frontiers where beast and savage and storm are replaced by greed and envy and sloth. They may threaten destruction, but never achieve it because of the matchless qualities which have gone into our making, generated on recurrent frontiers and stored up for direct need in such a day as this.

Tentative arrangements include the following speakers: Dr. Bess Goodykoontz, assistant commissioner, Office of Education; Frank Holt, Wisconsin State University; Julia Anderson, Public Schools of Superior; and William O. Knoelk, assistant superintendent, Milwaukee. Several other prominent speakers are being sought.

Zada A. White, principal of the Lake Harriet School, Minneapolis, is in charge of the local arrangements for breakfasts and the semi-annual dinner. Every effort is being made to obtain these events at minimum prices. The breakfasts will be held at the Nicollet Hotel. Complete details will be announced in the February Bulletin.

THE PRINCIPAL AND THE PROGRESS OF EDUCATION*

Leonard Power

THE progressive elementary-school principal will direct the currents of life through his school. He will not wait to be forced into participation by some extraordinary event. He will see that the children have the best in current juvenile periodicals, travel magazines, and weekly news publications. His group will see that there is much less lag between the birth of an event and its inclusion in the curriculum. His group will be the wires connecting life with school, contacting reality. There is perhaps less lag between the birth of an event and its inclusion in the curriculum than there is between the death of a social custom and its exclusion from the curriculum. This expiration lag is most serious. It requires a courageous educator to quit teaching certain ways and means of doing things before being forced to do so by the weight of non-professional public opinion. Textbook makers have not dared more than to transfer the most obviously dead material to an appendix.

The modern elementary-school principal will see that these larger and truer social evaluations reach the children in the school through a rich library reading program. He will participate in the selection of books and he will see that the budget for the system includes funds for their purchase. He will also direct the classroom teaching in such a manner that the spirit of goodwill toward all men will guide in the careful selection of what contents of the textbook are to be stressed.

Progressive elementary-school principals must courageously attack problems raised by commercialized entertainment on those problems related to childhood. The children's theater and movies in the schools are a first step in that direction. The inclusion of a daily auditorium period will help. But the real solution will result when mass satisfactions are raised to a higher level. That is the problem of education. So long as school activities are distasteful there will remain an attitude of hostility toward what it recommends. With school and home relationship limited to report cards, occasional school entertainments, and P. T. A. meetings, the schools will not assume a position of leadership. While principals and teachers live in other districts than that of their school their local community influence will remain too small to counteract destructive influences. Schools in which teachers and principals feel they can discharge their responsibilities by hearing lessons and recording marks will fail to stem the rising tide of social disintegration. The progressive elementary-school principals and teachers will exercise real community leadership to develop a more wholesome community environment for youth. They should retain membership in every social group now organized for social betterment.

The elementary-school principal will belong to every organization that is bearing the load of professional program. The researches of principals in

*Abstract of a talk which the author has given with effectiveness to principals' clubs in various states.

the field of elementary education will shed light on the solution of problems of elementary education. These researches will reach the entire group through the Bulletin and the Yearbook of the Department of Elementary School Principals of the National Education Association.

The factory system which produces such uniform and standard products in industry has entered the schools. The measurable elements of reading are rate and comprehension. The best application of the standard is individual application by the pupil who wants to improve his own record. This he charts while the teacher charts the record for the class, the principal charts the record for the school, and the supervisor charts the record for the system. Until we know more about such school environment, comparisons between schools are valueless. Until we know more about each teacher's environment, comparisons between classes are absurd. Until we know more about each pupil's environment, comparisons between pupils are often cruel. The principal must serve as a check on the use that is made of any of the modern measurements. It will be his responsibility to see the immeasurable qualities of educative activities. These lie hidden deep within the emotional lives of the children. They are the only qualities which can never be mechanized and standardized. They are the only qualities which will make for individual advancement. The love for what is read must give rise to the desire to read more. The taste for reading cannot be cultivated by scales. The principal must look ahead to a generation of readers that will choose something above a pretty face or figure on the cover and paragraphic drivel on the inner pages.

The elementary-school principal needs strong convictions and the strength to champion them. Without the lash of competition to whip him on and without material rewards he must have a deeper faith and a more virile courage. The knowledge that he has must be clear; his faith in mankind must be deep; his will to do must be strong. He champions childhood. Childhood holds the promise of the future.

Youth does not ask for easy jobs because they are easy, or for sugar-coated jobs because they are sweet. The vast reservoir of potential spiritual, mental, and physical strength of childhood is not being tapped by school tasks. The unnaturalness of the tasks is causing the child to set up defensive mechanics against them. Sham and deceit vie with exhibitionism in classrooms. The half-hearted manner of the teacher, the mediocre contents of the text, and the sheer nonsense of most of the activities are more evident to the pupil than to the teacher. When the child works for marks or to avoid parental disfavor or to gain teacher praise, he is not sufficiently evaluating his activities for them to affect his personality. No devices or tricks of classroom technic can ever be substituted for inspiration. No inspiration and fervor can flow from a teacher who regards himself as a cog in a machine. Enthusiasms release spiritual energy, and enthusiasms are as much caught as taught.

Our best teachers colleges are sending us teachers with enthusiasms which will inspire youth. Perhaps the greatest part the elementary-school principal plays in the progress of elementary education is that elusive intangible quality defined as inspiration.

WE NEED A PROGRAM FOR CHARACTER EDUCATION*

John P. Milligan

FEW will deny that our present social order is the result of drifting. While individuals have achieved enormous success, society has lagged behind. I see no essential contradiction between the individual good and the social good. Most of our successful individuals have had a philosophy and a plan—a program. It seems logical to suppose that society with a program might succeed better. The word *program* implies that what we intend to do has been thought out and set down in order. From intellectual order to practical order may not be certain, but, to quote Dewey, "... if past history teaches us anything, it is that with intellectual order we have the surest possible promise of advancement to practical order."

The character education movement now afoot, seeks a program for realizing the highest good to the greatest number for the longest time. If the idea is old, the emphasis upon it is, at least, being reawakened. Such a broad aim must take account of all factors possible. As workers in the elementary school, we must utilize every possible means toward realizing this aim. But we cannot control most of the influential factors—for a long time this has been our excuse for doing nothing. I propose now that we accept a program which will include as many factors as possible.

Now it seems to me, as an elementary-school principal, that the factors of which I can make most effective use—factors subject to my control, at least

partially—are three: teacher, subject-matter and school life. Others—the home, for example—are more important; but I would like to discuss these three, and to propose that each elementary principal set up a program which will take account of them. Admittedly they are interrelated, but let us look at each separately.

First, the teacher. From my own experience as a schoolboy, I think I can summon an example of almost any type of teacher that ever existed. I have but to close my eyes to see the parade. As they pass by I accept or reject them as good or bad. You can do the same. Now let us take our best teacher and look at him in our imaginations. What have we? The answer is: *balance*. Most of the time, there he was, meeting the present situation and thinking ahead—for us. In short he was one who desired the highest good for the most people for the longest time. For our program, then, we need teachers with balanced personalities. But how shall we make them?

We can't. But let us do what we can. In this regard, I have two suggestions: First, try always to be the example yourself; and, second, set up with your teachers a teachers' creed. In the working out of this creed you will have occasion to introduce them to good books on mental hygiene. These things will help in lining up our first and most important factor: the teacher.

In approaching the second factor I confess myself to be in somewhat of a

*An address given at the November Meeting of the New Jersey State Principals' Association at Atlantic City.

quandary. To paraphrase an old hymn, I want to be progressive and with progressives stand. But I can't go with them all the way and keep my job. Nor am I at all sure I would go even if I could hold my job. Let Stanwood Cobb state my position on that score: "If progressive education is to be at all a universal movement it must satisfy the current demand for skills and technics; and for an intellectual discipline, whether arrived at from within or without, which trains youth to carry through the task assigned regardless of interest or desire. As long as the world is constituted as it is this training is necessary." So I would not throw subject-matter overboard altogether to load up with the large unit. Rather, I would utilize both in my program. I would teach the skill subjects effectively; and in doing so I would aim specifically at character growth; namely, the ability "to carry through the task assigned regardless of interest or desire"; nor would I fail to aim at the development of such important habits as accuracy and neatness.

But I cannot use the skill subjects with the old conception of grade placement of subjectmatter. I must find some effective means of allowing the pupil to proceed at his own rate. I am able to say from my experience thus far that this may be done without altering the administrative set-up.

I have said that I would use the subjectmatter approach and the unit approach as well. It seems to me that subjects like history, geography, nature study, and civics might well be fused into one and taught on an activity basis. Here the character values to be realized should be such as these: (1) working with and for the group; (2) planning independently; and (3) finding life in-

terests. The mental discipline that needs to be injected into the classroom by the teacher, can be done with the skill subjects. In the activity subjects it seems to me that it would kill the necessary interest and enthusiasm. If it should be important for the pupils to learn a group of facts in these subjects, let the teacher declare it and proceed to teach them as he would a skill subject. Then he may go on with the activity which is the field for realizing such objectives as have been named above. In experimenting in this field, it will probably be unwise to attempt to integrate all at once.

We come now to the third factor—school life. It is hard to separate this from the other factors, but from my point of view there is a difference. For one thing, the other factors concern themselves with subjectmatter, however it may be taught, and with teachers which we have always had in our schools. But the realization of the importance of school contacts to the individual pupil has only recently begun to be appreciated—and some will say that it is not now appreciated. Perhaps the implications here might rest under the term "social science"; indeed it is so styled and included in the curriculum at Fresno, California. I wish, particularly, to lay emphasis on these values arising from pupil government in the home room and in the school. This involves an organization and perhaps a guiding outline for the teacher. It would take account of and provide a time for the discussion of problems arising concerning the personal and group relations of the pupils. It would attempt to get pupils thinking about right and wrong. It would attempt to make the pupils see school as their life.

It would attempt to inspire the boy and the girl to higher social living.

In laying before you these three factors: the teacher, the subjectmatter, and the school life, I have said nothing new or original. I have simply talked to you out of my all-too-brief experience. I hope I have made clear *the need for a program* for character education. This program need not be, must not be, mechanistic. It should not harden into a course of study. It should never lose sight of the fact that however valuable knowledge is, yet "out of the heart are the issues of life."

In *The Soviet Challenge to America*, George Counts says: "There is, in the Soviet Union today, a sensitiveness to the more fundamental human wrongs and a passion for social justice that simply cannot be matched in any other quarter of the globe." It is a sad comment that an American must say that of another country when our own was founded to promote social justice. This tribute has been paid to the Soviet Union because their leaders have had the courage to use their educational facilities for the realization of their program. Whether their program is worth realizing is beside the question. We can, at least, learn enough from them to make our program and attempt to carry it out. Can we state any higher aim for our program than that set forth in the *Tenth Yearbook* of the Department of Superintendence? "The objective remains the discovery or creation of a way of living which conserves and produces as many values as possible for as many persons as possible over as long a time as possible. Character education is the facilitation of this way of life." There is the philosophy, but a plan for its realization is needed to complete the program.

DO YOU KNOW THAT—

THE yearbook which you will receive next April will contain a list of publications for the principal's professional library. This list was prepared through the cooperation of thirty principals.

Three of the last ten presidents of the National Education Association were elementary-school principals at the time of their election. They were: Olive Jones (1924); Mary McSkimmon (1926); and E. Ruth Pyrtle (1930).

The cost of public education in the United States is only ten cents per day for every person of voting age. These and similar data may be obtained from the statistical publications of the Office of Education.

The Research Division of the National Education Association is making a survey of teachers' salaries in city school systems. The data will be available as a research bulletin next May.

The 1933 yearbook of our Department will include annotated references of about seventy booklists. If you wish to establish or to improve your school library contact with these booklists will conserve your time.

The median salary of teachers in the United States was \$635 in 1917 and \$1440 in 1931. The National Education Association has been credited by a well-known economist with being a major influence in this advance.

There are 5042 life members enrolled in the National Education Association. The one hundred dollars paid by each life member is deposited in the permanent fund where it cannot be used for current expenses. These master builders of our profession have made possible the useful building which houses the activities of Headquarters.

CHINOOK

William J. Laramy

This story of how Chinook became known to a group of pupils in Haverford Township, Delaware County, Pennsylvania, illustrates the inspiration and guidance to be found in the 1933 yearbook. You will receive this useful yearbook next April as a part of the Department's services.

IT all started with a trip to the White Mountains. In August 1930 a teacher at the Oakmont School visited Arthur Walden at his farm in Wonalancet, New Hampshire. There she saw all his dogs in "Dogtown," his sleds and harness used on the Byrd Antarctic Expedition, the clothes worn in the Antarctic, and other souvenirs of the trip. She purchased a copy of the book *Chinook and His Family* by Eva Brunnell Seeley and Martha A. L. Lane. Both Mrs. Seeley and Mr. Walden autographed the book and Mr. Walden gave her several pictures. One photograph was of Chinook, the sled dog that gave his life on the expedition. The book *Chinook and His Family* is a collection of true stories about the famous sled dog and the dogs of his family.

Parts of the book were read to the children, the story of the visit to the Walden farm was told, and the pictures shown. The children were very much interested and there was a great demand for the story.

During the winter Mr. Walden and his dogs were a feature of the Sportsman's Show in Philadelphia. A group of thirty boys and girls with the principal went to the Show one afternoon. Knowing that this visit was to be made, about fifty letters were written in Eng-

lish class and delivered to Mr. Walden. He gave his young visitors a real welcome. Some of them saw little else at the Show, for Mr. Walden allowed them to pet the dogs and to fondle the puppies. The copy of *Chinook and His Family* went along too. With the children gathered around, Mr. Walden went through the volume telling stories and checking the pictures of the dogs that went to the Antarctic.

The children were given a piece of rope from a sled which was used by the Byrd Expedition and many photographs. All these trophies were taken back to school to be mounted for exhibit in the school library. Immediately two more copies of *Chinook and His Family* had to be purchased for the library.

After Mr. Walden returned to his farm he sent postcards of his dogs to each of the children who had sent letters to him at the Show. The following December the pupils made for Mr. Walden a large scrapbook of their pictures, letters, Christmas greetings, original stories and poems. The arrival of his letter was an exciting event.

One day in March 1932 a stranger came to see us. He said that Mr. Walden had sent him with a large picture of a sled dog and another of a dog team and sled. It was only necessary to show the picture to the class to bring forth exclamations, "Chinook!" The pictures were framed for the library and letters were sent to Mr. Walden.

As a result of these experiences there is at least one book in our library that really lives for each pupil.

WHAT ABOUT THE DEAF CHILD?

Mabel Ellery Adams

THERE are many misunderstandings and peculiar ideas connected with the education of the deaf and the teaching of lip reading to the hard of hearing. If the consequences of these hazy ideas were not so disastrous, the ideas would be ludicrous. When we realize that a child's whole future may be made or marred by right school placement, the lack of comprehension of the special needs of a particular child among educators, social workers, nurses, and some otologists, becomes pathetic.

A child born deaf, who has never spoken a word in his life, who doesn't even know that the world about him talks, who has no language to think with, is often dragged into a lip-reading class with the explanation: "The doctor at such and such a clinic advises lip reading." Now, the children in that lip-reading class can often talk normally and understand spoken language if they are near enough to the speaker to hear it. Their minds work normally, by means of language, and they would be all right if they could hear perfectly. These children *need* lip reading to help out their hearing, but they do not need special education. They belong in an ordinary school, among ordinary children, except for the time they are receiving special instruction in lip reading by a teacher specially trained to give that instruction.

What about the child who is born deaf? He may be brought to the lip-reading class by a bewildered mother who is following the advice of somebody at an ear clinic. When the teacher tells

the mother that the child doesn't belong in her class, the mother says: "Why not? They told me he would have to learn lip reading." They were quite right. He will have to learn it along with many other things already known to the more fortunate pupils in the lip-reading class, but he belongs in a school for the deaf where the things he *needs* are taught.

From the day of his birth a *normal* child begins to hear spoken language. Even before he "takes notice," thousands, perhaps millions of words have been spoken in his presence and have been recorded on the appropriate area of his brain. In a few months he is beginning to understand what he hears. He looks toward the door when his mother says, "Daddy's coming." His eyes follow the cat when she says, "See the kitty." In short, the baby passes through that entrancing period when every member of the family tells you that "the baby is going to talk any day now, for he knows every word you say."

Then comes the thrilling moment when he says his first word; a word, mind you, that he has heard over and over again. From that first word on, he talks, builds up a vocabulary, shapes words and phrases toward the usual phraseology of his family, until at five or six his language is normal and serves him as well as yours or mine. He is ready now to go forward from kindergarten to college using his naturally acquired language as a tool.

What about the little deaf brother or sister? No sounds or words have

been recorded on his brain. When the mother has talked to him and tried to attract his attention to his food, to members of the family, or to pets and playthings, she has found him strangely unresponsive, and wondered if there was anything the matter with him. Probably she has dimly feared feeble-mindedness, but has not dared to put her fear into words. Usually the condition of deafness is not discovered until a child is two years old, and often much older. Accurate testing is difficult, and physicians dread to tell the family the truth. This delay is not an unmixed evil, because up to the time of discovery, the deaf child has been treated naturally, like his brothers and sisters, and has not been set apart from them as he is likely to be as soon as the family learns he is deaf.

If the deaf child is bright, and the family is normally intelligent, a crude system of communication is established in the household. There develops a system of beckoning and pointing, of imitative signs, and head-shaking, until a pantomimic sign language serves as a medium of communication between the deaf child and his hearing family. Such a language is a poor and scanty substitute for the mother tongue; but it helps the child to make known his wants and roughly to express his likes and dislikes. Many deaf children brought to a school for the deaf do not have even this poor substitute. Their families, finding they do not understand spoken language, jump to the conclusion they are feeble-minded and make little effort to establish communication with them.

When a deaf child such as has been described above enters the beginners' class in a school for the deaf, he needs a kind of teaching quite beyond the

powers of a teacher trained for ordinary schools. It is true that in the pioneer days of the oral teaching of the deaf many an untrained teacher felt her way and accomplished splendid results with deaf pupils. In most cases there was one teacher to one pupil, and the pupil who had been born with hearing had learned a natural language. After some devastating illness had caused deafness, the child needed to have the natural language preserved, to be taught lip reading, and to go on with the usual subjects of education. This problem is different from that of beginning with a deaf child who has never spoken a word and who doesn't even know that people speak to one another or call one another by name. The teacher must build up a vocabulary a word at a time, must illustrate with pictures and actions, and must teach the forty-two sounds of the English language mechanically so that the child may speak them intelligibly.

To do this work properly a teacher needs the same basic education which the teacher of normal children needs—graduation from a normal school, teachers college or university, and, in addition, at least a year's training in special methods of teaching the deaf. Clarke School at Northampton has such a training class, the State of Michigan maintains one at Ypsilanti, California has one, Central Institute in St. Louis has a famous private training class affiliated with Washington University, and there are seven or eight others scattered over the United States. There is a crying need for more of these special training schools for teachers of the deaf. Undoubtedly, with time others will come into existence in connection with universities and teachers colleges.

The professional needs of teachers for

lip-reading classes are not by any means identical with those of teachers for deaf pupils. A good teacher of the deaf often makes a good teacher of lip reading for the hard of hearing. The teacher of the deaf, with her background of deaf pupils' language difficulties, and her slow patient methods of building up vocabularies, understands the hard-of-hearing child's troubles where a teacher of normal children would not recognize that troubles exist. Nevertheless, an experienced teacher of normal children, who has had a college course in the teaching of lip reading and adapts herself to new conditions, makes a very acceptable teacher of lip reading for the hard-of-hearing classes. A course covering six points or ninety hours under a competent instructor ought to be a sufficient preparation for any teacher holding a bachelor's degree from a teachers college.

There are, of course, many borderline cases of children who do not fall naturally into either of the two classes defined. These must be judged on their merits, and each one placed carefully according to his predominating needs.

*If it takes a fifty-thousand-dollar
man to*

Guide a client,

Develop a coal mine,

Put a corporation on its feet;

*What is the teacher worth, who takes
that boy of yours,*

Guides him,

Develops him,

Puts him on his feet, and

Makes a man of him?

POEMS*

JUST BEFORE LIGHTS

Oft when the sky is cloudy
And it's just pouring, too,
I listen to my sister play,
For there's nothing else to do.

The room is dark—so dark;
Growly bears, I think,
And witches in the shadows hide;
In gloom they rise and sink.

The music chimes with the rain
(I thought a goblin's head
Was popping out again—
But it's just a chair instead).

Why doesn't Mother come!
And we haven't had our tea;
I wish that Anne would light the
lights—
I'm sleepy as can be.

Beatrice Wadhams.

WE MEET AGAIN

With half a laugh of hearty zest
I strip me of my coat and vest.

Then, heeding not the frigid air,
I fling away my underwear,

So, having nothing else to doff,
I rip my epidermis off.

More secrets to acquaint you with,
I pare my bones to strips of pith

And when the exposé is done
I hang, a cobweb skeleton. . . .

While there you sit, aloof, remote,
And will not shed your overcoat.

Tom Prideaux.

**The two poems above are by students
of the Lincoln School, New York City, re-
printed by permission from "Creative
Youth" by Hughes Mearns (Doubleday).*

WITH THE LOCAL AND STATE GROUPS

CEDAR RAPIDS, Iowa, reports for 1932-33 an interesting program for its Principals' and Supervisors' Club. Among the speakers are State Superintendent Agnes Samuelson and Dean Kay of the State University. The Club is sponsoring a series of five lectures on Dante to be given by Dr. Edward H. Griggs of New York.

The Jersey City Women Principals' Association are to hear Dr. Julia C. Harney on the history of the local school system and a report by Adeline Pringle of a study to determine the effect of book reviews on children's reading.

The officers of the Newark Principals' Association are: Raymond B. Gurley, president; Gray Moreland, vicepresident; Harold Steward, treasurer; and Harold H. Phillips, secretary.

The Topeka, Kansas, Principals' Club had a dinner on October 26 which was addressed by Dr. T. L. Collier of Washburn College, Topeka. The Club meets every six weeks. S. H. Stark, Curtis Junior High School, is president.

The Principals' Club of Tampa, Florida, is cooperating with the other professional groups of the city to acquaint the citizens with the local school program. Last spring the Club prepared a booklet describing the work in each school. This booklet was distributed to the principals of other school systems at the meeting of the state teachers' association.

The Louisville Principals' Club is making a study of "Some Unfamiliar Phases of Economy." They are trying to determine the cost to each pupil of athletic activities, tickets, club assessments, class rings, and similar items.

The Club is also considering the problem of failures and promotions, possible methods of economizing, and school marks. In an effort to put down standardized administrative procedures in definite form the Club is developing a "Sample Book" of the bulletins and record forms of the school system.

The Battle Creek Principals' Club cooperated with the Elementary Teachers' Club in bringing a speaker from New York to a recent teachers' meeting. A number of the principals are cooperating with the P. T. A. workers in supplying food to undernourished children.

The Philadelphia Principals' Club has developed a series of discussion groups in connection with the local normal school. The conferences are scheduled for an hour, from 4 to 5 p.m. These meetings are in no sense courses with credits, quizzes, and tests. The sole purpose is to provide an opportunity for stimulating discussion and professional growth. Among the topics of the conferences are: safety education, supervision of an activities program, cooperative supervision, supervision of character education, supervision of social studies, community relationships, and current educational thought. In December the Club is holding its semi-annual luncheon at which time Dr. Henry Neumann of New York will make an address.

The Canton, Ohio, Principals' Club is to discuss the effects of the economic situation upon the status of the principals at its December meeting. In March the topic will be classroom program revision.

The Hartford Principals' Club is

studying the articulation of the course of study in the junior and senior high schools. They are giving a series of lectures on foreign affairs for the teachers and general public. China will be discussed by Dr. T. Z. Koo, Japan by Dr. Roy H. Akagi, and Latin America by Dr. Stephen P. Duggan. The Club also sponsors a course for kindergarten and primary teachers by an instructor from Teachers College, Columbia University.

The Boston Elementary Principals' Association began its monthly meetings on October 18. The guest speaker on that occasion was Dr. Augusta F. Bronner whose topic was "Child Guidance Clinic, Its Purposes and Methods." At the November meeting Reverend Leonard Feeney of Boston College will discuss "University Education in England."

The New Bedford Primary Principals' Club recently elected Sophie T. Anthony, president, and Kate Moore, secretary. At each meeting of the Club a committee presents a program of educational interests followed by a round-table discussion.

The Erie Principals' and Supervisors' Association is planning to discuss charity problems, curriculum changes, safety education, probation problems, and the program of the state teachers' convention. At some of these meetings the Association expects to have outside speakers who are authorities in their respective fields. The president is Mary O'Connor and the secretary is Ann L. Wilkins.

The Raleigh Elementary School Principals' Association has prepared a mimeographed study program of twenty-eight pages. The Bulletin contains a directory of the membership, a message from the president, and an outline for

each meeting. Members of the Club will lead the discussion on each topic and summarize the conclusions at the end of the meeting.

The Program Committee of the Association of Elementary School Principals of the White Schools of the District of Columbia has announced that the topics of the year will be "Activity" and "Integration." The first three meetings will consist of talks by outside speakers. In January, demonstrations will be given in connection with the meetings.

The Fresno Elementary Principals' Conference meets every two weeks on Friday between 8 a.m. and 10:30 a.m. Between 8 and 9:30 the principals discuss professional problems and then for an hour give their attention to routine school matters.

The Revere Elementary School Principals' Club is offering a medal each year for the high-school pupil who wins the speaking contest. This medal is in memory of a former principal. The president of the Club is Marion L. Bartlett.

The principals of South Bend, Indiana, are planning to study the findings as brought out in the Bulletin and yearbooks of the national Department. The chairman of the group is Lillian Anderson and the president is Edythe J. Brown.

Recently the Women Principals of Syracuse gave a dinner and social for Amelia Morris and Minnie Parker, two principals who retired in June. Miss Parker was formerly a principal in Cleveland.

A few weeks ago the Elementary School Principals of the Central District of the New York State Teachers' Association met in their own section.

C. A. Pugsley of Buffalo State Teachers College spoke on "The Challenge which 1932-33 Makes to the Elementary School Principal."

The Schoolmasters' Club of Quincy, Massachusetts, meets once a month for dinner and educational discussions. Some of the topics which will be considered at the meetings this year are: physical education, trade schools, and elementary education. The president is Frank E. MacDonald and the secretary is Harold Kidder.

The New York Principals' Association had two speakers on their November 5 program. A criminologist and an elementary-school principal discussed the problems of crime prevention from the viewpoint of their respective fields. A committee has been formed to study the problem of juvenile delinquency.

The Chicago Principals' Club is playing a major role in solving the financial difficulties of that city. Aaron Kline is pushing the Club's program ahead by interviews, conferences, committee meetings, speeches, and other contacts with lay and professional groups. The Club is continuing its radio program. The new club rooms are in the Medical and Dental Arts Building, 185 N. Wabash Ave.

The Elementary School Principals' Club of the Northern Panhandle, West Virginia, met for dinner on October 15. The principal speaker was a well-known attorney. The president is Jennie McGown. Minnie K. Lohse of Wheeling is secretary-treasurer.

A. B. Heacock reports that the southern section of the California Elementary School Principals' Association met with the District Superintendents at Pasadena on November 5. The conference was called by the California State Department of Education. There

were at least five hundred in attendance at the meeting. Helen Heffernan of the State Department presented a general discussion of the philosophy of elementary education. She was followed by principals speaking briefly on the following topics: (1) Health as the Basic Objective, (2) Training for Participation in Social Relationships, (3) Habits of Critical Thinking, (4) Acquisition of the Common Knowledges and Skills, and (5) The Awakening of Desire To Seek for Beauty.

The New Jersey Elementary School Principals' Association is very much interested in elementary-school newspaper work. At the meeting on November 12, principals and other interested educators discussed the problem. It is expected that some sort of an elementary-school newspaper association will grow out of these discussions.

O. C. Griggs, president of the Oklahoma Elementary School Principals' Association, reports that the winter meeting will be held at the same time as the state teachers' association meeting. The program includes the visiting of schools in the morning, a luncheon at noon with laymen, and a professional program in the afternoon. The secretary of the state principals' group is Mayme Goodin, Muskogee.

The California State Principals' Association is divided into five sections. Each section has its own officers and a program for the school year 1932-33. Among the topics which will be considered at the various sections are character education and supervision. The Central Coast Section prints a news magazine of interest to elementary-school principals. The state association cooperates with the State Department of Education in producing the *California Journal of Elementary Education*.

A FEW BOUQUETS

WITH the October issue the Bulletin of the Department appeared in new form. Articles were shorter, modernized type was used, and other steps taken to make the Bulletin more readable and interesting. A number of our friends noted these changes and wrote to tell us about them:

The Bulletin came just before I left and this is just a note to say that I think it is grand. You certainly have made it both useful and attractive. More power to you. I think the small cuts are lovely and the Almanack is a triumph.—*Bess Goodykoontz, assistant commissioner, Office of Education.*

I want to tell you how splendid the Bulletin is in content and form. I thoroughly enjoyed reading it.—*Belle Torrey Scott, principal, Columbus, Ohio.*

Congratulations on the form and content.—*J. Cayce Morrison, state commissioner for elementary education, State Department, New York.*

I wish to commend you for the recent Bulletin received from the Department of Elementary School Principals. I liked the new arrangement and plan very much. The Department is to be commended for its forward-looking program.—*Arthur S. Gist, president, Humboldt State Teachers College, California.*

The new form of the Bulletin is just splendid. The page from the Office of Education makes it a most practical help. The cartoons and captions are interest-gaining and the type and set-up is clever too. There seems to be life added to the old type of Bulletin.—*Mason A. Stratton, principal, Atlantic City, New Jersey.*

The Bulletin came this morning and it is a great improvement. How I wish we could afford to put a sample copy in the hands of principals who are not members! Just once—and then I know it would bring in memberships.—*Isabel Tucker, principal, Saint Louis, Missouri.*

The new Bulletin is a decided success in every way. It is one of the best things we have done to date.—*Herbert C. Hansen, principal, Chicago, Illinois.*

Have received the Bulletin. I like the change both outside and inside. Have read the articles "Through the Editor's Specs" and "Membership Chatter." The former is aptly illustrated, newsy, and has good suggestions.—*A. B. Heacock, principal, Hollywood, California.*

The first copy of the Bulletin is at hand. I have read it and found it very interesting and wish to congratulate you upon it. One thing that appealed to me particularly, is the conciseness of the articles.—*Robert B. Abbott, principal, Fresno, California.*

The new "national principal" is a splendid Bulletin. I like the set-up, its clear boldness, and I like the type of organization. The definite connection with the Office of Education is a fine thing.—*Helen B. Shove, principal, Minneapolis, Minnesota.*

The above comments and numerous others have been most encouraging. We need letters similar to these—and also vigorous criticism—in order to prepare bulletins which will be helpful to members of the Department. While it is true that those of us who are representing you at Headquarters are strategically placed to view educational movements and events, our interpretations may become fixed. Flexibility can only be preserved by criticism, suggestions, and praise from principals who are on the job. Every member of the Department should feel that he will get a hearing in Washington whenever he sends us a communication. Every letter received from members of the Department will be carefully and thoughtfully read.

THE PRINCIPAL AND AIDS TO TEACHING

1934 Yearbook

THE Editorial Committee has selected "The Principal and Aids to Teaching" as the topic for the 1934 yearbook. It is the belief of the Committee that principals follow many fine practises in their direction of the visual, auditory, and other devices that serve as aids to teaching. Many thousands of dollars have been invested in equipment to provide well-rounded teaching and the future investment will be large.

Many very important questions will be answered by the 1934 yearbook. Descriptions of uses should be of assistance to other principals. The Editorial Committee expects to announce a detailed outline of the proposed yearbook about March 1, 1933.

- I. *Brief treatment of method; the meaning of devices.* (Prepared by Editorial Committee)
- II. *Types of teaching aids.* (Prepared by Editorial Committee)
- III. *Maps, globes, charts, etc.* What maps, globes, and charts should be provided in the typical school? How can this equipment be maintained in good condition and repair? Where should these devices be stored so as to get the maximum of use?
- IV. *Mounted pictures, newspaper clippings, and magazine illustrations.*

Where can useful pictures be obtained? How should pictures be mounted. How should mounted pictures be filed? How can mounted pictures be used in connection with the various subjects in the school curriculum? What evidence is there that children learn from the systematic use of mounted pictures?

V. *Posters, exhibits, and displays.*

How can posters be used in connection with teaching in the various subjects of the school curriculum? What use can be made of exhibits and displays? How are the items in an exhibit best collected?

VI. *Trips, excursions, and lectures.*

In connection with what subjects are trips and excursions most helpful? What are some of the excursions which might be taken in the typical urban community, in the typical rural community? What steps should be taken to prepare for excursions? How can trips and excursions be handled with the minimum of cost and the maximum of learning? How can one check upon the value of excursions to pupils?

VII. *Duplicating and mimeographing devices.*

What duplicating devices are needed in the typical school? How may teachers use these duplicating devices? What administrative arrangements must be made to make the maximum of use of duplicators?

VIII. *Stereopticons, balopticons, and lanterns.*

How can stereopticons be used in connection with the elementary-school teaching? What equipment is desirable in the typical school? How can teachers be encouraged to use the lanterns in connection with the classroom work?

IX. *Phonographs.*

What type of phonograph is most useful in the elementary school? Can the phonograph be used to teach the various subjects and activities of the school curriculum? Is the phonograph limited to the teaching of music

appreciation? What administrative steps are necessary to insure the maximum use of the school's phonograph?

X. Silent and talking motion pictures.

How can silent motion pictures be used in connection with classroom work? Of what use are talking motion pictures in the elementary school? Are motion pictures most effective in auditorium programs or in connection with classrooms? What equipment and safeguards are necessary in connection with the use of motion pictures?

XI. Radios.

What is the minimum equipment necessary in an elementary school? How can the principal keep informed as to broadcasting programs? How can the programs be integrated with the school's schedule? What steps are necessary to make radio listening effective?

The questions under each of the above topics are designed to stimulate thinking, not to limit the articles of contributors. Each article should include basic parts describing equipment, administrative and supervisory direction, instructional use, and evaluation of use.

Examine the outline and start the preparation of your contribution now. Send your manuscripts to the Committee not later than November 1, 1933. Address communications to: Editorial Committee, Department of Elementary School Principals, 1201 Sixteenth St., N. W., Washington, D. C., or communicate with John S. Thomas, chairman of the 1934 yearbook, Clippert School, Detroit, Michigan; Helen B. Shove, 3116 Clinton Ave., Minneapolis, Minnesota; or Bess Clement, Eliza Clark School, Clarksdale, Mississippi.

SPECIAL NOTICES

According to present plans, copies of the February issue of the Bulletin will not be sent to members who do not pay their dues by February 1, 1933. The membership fee is payable October 1. Although a number have not paid their dues yet, the October and December issues have been sent to all who were members in 1931-32. The Department has done this to show its new Bulletin and to ease the many demands upon principals.

This notice is an appeal to all unpaid members to help us conserve our funds by a prompt remittance. Tardy payments make it necessary to send reminders, bills, and letters. With your help in reducing these costs to a minimum, we are able to devote more of our finances to the bulletins and the yearbook. Better publications are dividends returning to every member.

If you wish, make your checks for January 1, February 1, or any other convenient date. Your check will not be cashed until after the date specified. But please—send your check at once. In this way your officers will be able to place printing orders with less waste, and they will be able to turn the activities of our limited staff to better service to all members. Kindly pass this notice along to our friends. Let us cooperate this year in cutting administrative costs and in making our Department more effective.

Viceprincipals will be interested in the September-October issue of the BULLETIN OF EDUCATION, Baltimore, Maryland. In this Bulletin several viceprincipals tell of their duties and responsibilities. Our Department has extended the privilege of membership to assistant principals and has consistently urged principals to magnify the opportunities of their assistants.

BOOKS EXTEND OUR HORIZONS

WHAT a dazzling deluge of publications to overwhelm us today! There are books on many phases of teaching to improve our professional tools. Books to extend our knowledge of history, economics, and otherwise to contribute to our general culture. And then other books like frigates "to take us lands away." Principals—being rather balanced mortals—should find time to take a "look-see" at each type of recreation and inspiration.

A Few New Tools

As Principals—lo, these many eons ago—we used to wonder how best to provide for the mentally handicapped child. We hopped from simple facts to handwork and back again—never quite sure of our methods or our principles of teaching. Now Featherstone has come along and tied down some of our nebulae with his *Curriculum of the Special Class; Its Underlying Principles* (1). The bulletin *Children's Reading*, prepared by the White House Conference on Child Health and Protection, has brought together much that we should like to know about voluntary reading interests (2). Many studies of the how, why, and what of children's reading have been briefly summarized. (Incidentally, this bulletin resembles a chapter in the next year-book of the Department. Members should look forward to April 1933.) Another paper-bound publication is *Behavior Problems of School Children*, prepared by the National Committee for Mental Hygiene (3). Many principals will find the suggestions on the "bad boy" and the "nervous child"

rather elementary, but it is a grand basis for several teachers' meetings. Useful suggestions on the training of children in fire prevention are found in a four-page leaflet, single copies of which may be obtained free from the U. S. Chamber of Commerce (4). The September *Research Bulletin* of the National Education Association, "Crime Prevention through Education," has brought favorable comments from a number of principals (5). This bulletin compares crime costs with school costs, discusses factors underlying crime, and suggests ways in which schools may be helpful in crime prevention. Another *Research Bulletin*, "Facts on School Costs," was published in November (6). It's a short, snappy treatment of the dizzy problems of public-school finance. Principals need these facts in meeting the pseudo-solid tirades of the local taxpayer. Finally, space permits us to refer to only one more, *To-day's Boy and To-day's Problems* (7). O'Neil, the author, is headmaster of a school for boys and a junior high school in Connecticut. He tries the difficult, delicate, and delirious task of writing directly to boys. It will be a useful tool in guiding boys of the junior high-school age in matters of courtesy, vocational interests, choosing a mate, and similar problems.

Cultivating Culture

Many of your questions about the social-economic problems have been answered by Counts in *Bolshevism, Fascism, and Capitalism* (8). Before you get these problems all nicely settled it will be well to get stirred up again by

Thunder and Dawn (9). In this book Glenn Frank, president of the University of Wisconsin, appraises the outlook for western civilization. Stuart Chase's *A New Deal* (10) and Cole's *A Guide through World Chaos* (11) may help to answer some of the questions raised by Glenn Frank. But as for us, we would rather go down to the sea with William Beebe, and look at the fish. In his new book, *Nonsuch: Land of Water* (12) he tells of his experiences in the Bermudas.

Fast Frigates for Freedom

After looking under the sea with Beebe let's sail across the sea to China in Pearl S. Buck's new book, *Sons* (13). It's a best seller.

Publications Listed

1. Featherstone, William G. *The Curriculum of the Special Class; It's Underlying Principles*. Contributions to Education, No. 544. New York: Teachers College, Columbia University, 1932. 157 p.
2. White House Conference on Child Health and Protection. *Children's Reading*. New York: Century Co., 1932. 90 p.
3. National Committee for Mental Hygiene. *Behavior Problems of School Children*. New York: the Committee, 1931. 20 p.
4. U. S. Chamber of Commerce, Insurance Department. "Training Children in Fire Prevention." *Fire Prevention Bulletin*, No. 42. Washington, D. C.: the Chamber, 1932. 4 p.
5. National Education Association, Research Division. "Crime Prevention through Education." *Research Bulletin* 10: 131-202; September, 1932. Washington, D. C.: the Association.
6. National Education Association, "Facts on School Costs." *Research Bulletin* 10: 201-26; November, 1932. Washington, D. C.: the Association.
7. O'Neil, Jerold. *To-day's Boy and To-day's Problems*. New York: Sears Publishing Co., 1932. 257 p.
8. Counts, George S. and Others. *Bolshevism, Fascism, and Capitalism*. New Haven: Yale University Press, 1932. 274 p.
9. Frank, Glenn. *Thunder and Dawn*. New York: Macmillan Co., 1932. 404 p.
10. Chase, Stuart. *A New Deal*. New York: Macmillan Co., 1932. 257 p.
11. Cole, George D. H. *A Guide through World Chaos*. New York: Knopf Co., 1932. 554 p.
12. Beebe, William. *Nonsuch: Land of Water*. New York: Brewer, Warren, and Putnam Co., 1932. 259 p.
13. Buck, Pearl S. *Sons*. New York: John Day Co., 1932. 467 p.

The American Newspaper Publishers' Association recently canvassed the reading habits of a representative group of men. The results confirm popular impressions on the subject. Nearly every man in the group reads newspapers for an average of forty-five minutes a day. Three-quarters of the men read magazines for an average of twenty-five minutes a day. One-half of the men average slightly less than one book a month. When these figures are duly "weighted," it would appear that the American people spends twice as much time on magazines as on books and five or six times as much time on newspapers as on books.

This would be the state of things so frequently deplored in the interests of our national culture. So much time devoted to the trivial and the ephemeral, so little time to the permanent and the significant! But the matter is not quite so simple, and the situation is not quite so dark. There are newspapers and newspapers, and there are books and books.—*New York Times*.

IN MEMORIAM

THE Department has lost a number of active members and friends since January 1931. Those reported to Headquarters are:

Baker, C. W., Los Angeles, Calif.
 Barnes, Harold, Philadelphia, Pa.
 Beenk, Minnie F., Cedar Rapids, Ia.
 Brett, Helen K., Cleveland, Ohio.
 Bursk, J. N., Cincinnati, Ohio.
 Coffman, C. Louise, Dayton, Ohio.
 Coleman, J. H., Kansas City, Mo.
 Craig, Maude L., Denver, Colo.
 Darrow, Grace, Youngstown, Ohio.
 Davis, Emmie, Decatur, Ga.
 Devanna, Mary E., New Canaan, Conn.
 Du Bois, Solomon E., New York, N. Y.
 Edwards, Anne, Norwood, Ohio.
 Erwin, Joseph M., Denver, Colo.
 Fink, Mrs. Jessie M., Grand Rapids, Mich.
 Fitz Roy, Jennie E., Bridgeport, Conn.
 Fleming, Sarah A., Chicago, Ill.
 Garrette, Corrine, Cedar Rapids, Ia.
 Gemmell, Fred M., Tacoma, Wash.
 Gifford, Emma L., Passaic, N. J.
 Goldrick, Mrs. Nellie M., Cleveland, Ohio.
 Greene, Julia A., New York, N. Y.
 Gregory, Lillian, Jersey City, N. J.
 Haas, John T., Wyckoff, N. J.
 Hamm, Franklin P., Newark, N. J.
 Hand, Susan C., Hempstead, N. Y.
 Harchem, B. J., Dubuque, Ia.
 Holtzman, Clarence L., Chicago, Ill.
 Hydorn, M. L., Frederica, Del.
 Jones, H. W., Topeka, Kans.
 Kleis, Milford, Buffalo, N. Y.
 Kroening, Frank, Milwaukee, Wis.
 Lamson, Mrs. Gertrude, Battle Creek, Mich.
 Lentz, Clarence A., Chicago, Ill.
 Lucas, Mary, Dubuque, Ia.

MY SWAN SONG

And so I close the book in which I have been writing for more than two-score years. I have written not with pen and ink upon parchment and paper, but I have written with word and deed upon human character and human destiny. I shall look upon its pages again when, in the fullness of time, the Angel of the Resurrection will open the book in the presence of the Judge of all the earth. May He find more to commend than to condemn. If so it be, then shall I receive a teacher's lasting compensation—the consciousness that I have given to the world at least a little more than I have received from it.

So may the book have been worth the writing.—*H. W. Jones, late principal in Topeka, Kansas. This note was written a short time before his death.*

McCarthy, Nora I., Erie, Pa.
 Moriarty, Katherine E., Yonkers, N. Y.
 Newman, Annie, Chicago, Ill.
 O'Keefe, Mary W., Chicago, Ill.
 Porter, Fannie, Oregon City, Ore.
 Rawlins, William, Salt Lake City, Utah.
 Ricketts, Mrs. Lulu B., Hutchinson, Kans.
 Rutherford, Mrs. R. B., Jacksonville, Fla.
 Schultz, Arthur F., Detroit, Mich.
 Shenefield, Burton, South Bend, Ind.
 Sheridan, Margaret L., St. Louis, Mo.
 Smith, Ella F., Neptune, N. J.
 Snavely, Robert, Roanoke, Va.
 Sweeney, Edw. J., Bayonne, N. J.
 Tudor, Isabel C., Baltimore, Md.
 Walker, Mary J., Lakewood, Ohio.
 Ward, M. Antoinette, Jersey City, N. J.
 Weintrob, Joseph, Atlantic City, N. J.
 Whatley, Calvin A., Dallas, Tex.
 Wilson, A. M., Kansas City, Mo.
 Wiswall, Zilla, Madison, Wis.
 Wolfe, E. A., Union Bridge, Md.

WITH THE AUTHORS—

Lucy Mason Holt (p. 30) is principal of the Ocean View School, Norfolk, Virginia. Miss Holt's talk at the Atlantic City meeting last summer on the size of class from the teacher's viewpoint was as effective as it was clever. Look it up in the *Proceedings*, 1932, p. 145-46. Miss Holt is president of the Virginia Education Association.

Sherwood D. Shankland (p. 31) is the active executive secretary of the Department of Superintendence. Over ten years ago our Department was left like a step-child on Mr. Shankland's doorstep. He took us in and cared for us until we could establish an executive secretary of our own at Headquarters. He is never too busy to help us now as he has done in his article.

James F. Rogers (p. 34) is special consultant in hygiene at the Office of Education. He holds the M. D. degree from Yale University. His experience includes the teaching of physical education, physiology, and hygiene in public schools and colleges.

Ray Lyman Wilbur (p. 35) is Secretary of the Interior in the President's Cabinet. He is president of Stanford University, California, and has been on leave for several years while occupying the Cabinet post. As Secretary of the Interior he has contributed much to the success of the White House Conference on Child Health and Protection and other federal activities for child welfare.

Leonard Power (p. 39) is assistant superintendent of schools in Tulsa, Oklahoma. He was the first president of our Department. His experience and interests have made him a frequent speaker at principals' conferences.

John P. Milligan (p. 41) is principal of the Campbell School, South River, New Jersey. Mr. Milligan gave one of the challenging addresses at the recent meeting of the New Jersey State Principals' Association.

William J. Laramy (p. 44) is principal of the Oakmont School, Haverford Township School District, Delaware County, Pennsylvania. Chinook was introduced to the pupils by Miss Rhoda Hauck, teacher of English and librarian of the school.

Mabel Ellery Adams (p. 45) is principal of the Horace Mann School for the Deaf in Boston. Miss Adams writes from her many years of experience with the exceptional child. We are indebted to Lillian M. Towne, principal, Thomas Gardner District of Boston, and second vicepresident of our Department, for obtaining this article for the Bulletin.