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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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Through the Editor's Specs

TEACHERS in general and principals in particular should be better informed about the financial aspects of education. The property tax, as the chief means of public revenue, has shown its inadequacy. Governmental activities of the future will have to be supported by a comprehensive program, including income, sales, severance, corporation, and other kinds of taxes. The distribution of funds to various functions is also under examination.

There is a need for the distribution among teachers of facts about taxation, school costs, and finance. These same facts should be passed on to the general public. In local, state, and national groups teachers should discuss these matters, and take the steps necessary to guarantee a square deal to children. A principal who does not familiarize himself with the publications of the N. E. A. and the Office of Education is exhibiting shortsightedness not in keeping with the strategic position which he holds.

Yet with all of our earnest effort along the lines outlined above, we should not forget that our *primary* function is teaching. It is not desirable to have first-grade teachers standing before their classes with Seligman's *Essays in Taxation* in one hand and a primer in the other. It is not wise for principals to become so involved in public finance as to cause administrative ineffectiveness in their respective schools. Somewhere between, there is a golden mean. Let us be sure that we do our regular tasks efficiently.

It came in a very plain envelope. Just this message: "I have retired from active service and cannot join the Department this year." We read these lines through again and again—each time trying to visualize the sender. Yes—there we see a gray-haired woman at her desk, she rises slowly, glances for the last time about the office, and then passes from view. Or—an elderly man shuffles across our thoughts, closes the school door behind himself, shrugs a bit at the click of the lock, and steps out into oblivion. Whether men or women—the same tragic elements are present.

Is this our much vaunted business efficiency? We yearn for something less business-like. Is this the eternal struggle between youth and age? We look forward to a better planned social order. Is this an expediency born of the depression? Then may society not forget to make restitution at the earliest opportunity.

We are loathe to see the retired principal dropped from the rolls of our Department. We should regret it even more if he lost touch with the elementary-school principalship. We invite him to give us the benefit of his rich experiences through articles in the year-books and this Bulletin. We urge local principals' clubs to make a place for the retired principal in their activities. Retirement should not mean inactivity, atrophy, and oblivion for those who have served with us.—E. G. P.



U. S. DEPARTMENT OF INTERIOR OFFICE OF EDUCATION

AS THE GREEKS went to Delphi for information, so modern Americans come to Washington, D. C. At the federal "fount" adding machines substitute for inspirational Hellenic gases. Suppliants of Potomac sibyls seldom depart empty handed. Instead of cryptic answers in verse they receive neat statistical documents which many find quite as intriguing to a persevering intellect as were their Delphic precursors.

However, those who have made their way to the Office of Education niche frequently return to ask us another. In our way we try to parallel the performance of a sister service except that we report the *educational* weather. Suppose you were to ask the Office of Education, What is an elementary-school principal? Hiding behind the pages of *Elementary School Principals: Some Data on Their Education, Experience, and Salaries* (Walter S. Deffenbaugh, Leaflet No. 43), we answer in a deep, authoritative voice thus:

Before us rise the shapes of ten typical principals. You may know them. Four are men. Six are women. These ten are well along the road of life. Not one is under thirty years of age. The eldest is a principal in a great city. She is sixty years old. Five have said farewell to fifty-five. These men and women have devoted most of their adult years to the education of young children. Half of them have taught or admin-

istered schools for twenty-two years. Indeed, three have served thirty years or more.

Three of them, probably the eldest, are principals in great cities. Three more are employed in cities ranging from the size of Goshen, Indiana, to El Paso, Texas. One is head of a rural school, two are in villages, and one is in a city of about 5000 population.

Only one of the six women is married. She is principal of a rural school. But three of the men are married. Among the men, the bachelor administers a rural school. He is a young chap on a small salary, a college graduate, starting near the bottom of the educational ladder.

Educationally the group is largely made up of college-made men and experience-made women. One of the men has had graduate work; two others have had three or more years of college. Only half of the women have had training beyond two years normal school. One woman principal has had only one year beyond high school.

This group reveals a change that has come over public education. The elderly women principals belong to the period when the successful classroom teacher with a normal school certificate was advanced when positions became open. The men, mostly younger, belong to our later period, when principalship is recognized as a specialized administrative task and also the tryout grounds for future superintendents.

Thus we answer. For further information deposit five cents with the Superintendent of Documents, Washington, D. C., and ask for Leaflet No. 43.

N. B.: For literary purposes statistical surgery has been avoided above. For quarters, tenths, and halves of principals see the leaflet.—*W. D. Boutwell.*

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



A THREE-MINUTE glance at Headquarters! At the entrance we find ourselves facing a heroic-sized figure of Horace Mann. It is a replica of the statue in front of the State House in Boston.

Let us start with the Secretary's Office. From here are sent hundreds of letters—words of praise and advice. No one can begin to measure this outpouring of new courage. Here also originate the efforts which have enrolled over five thousand life members.

Retracing our steps we enter the Business Office. On the counter we pick up a leaflet describing the exhibit to be held at Minneapolis. It was no small task to convince some 140 business groups that they should show their wares at the convention.

Hurrying to the second floor we find the Department of Superintendence preparing for the convention at Minneapolis. This preparation requires hundreds of letters and an ability to foresee and to prevent difficulties. Next we step into a room where we find the Membership Division. A quick inspection of the labor-saving devices and the cost-clipping machinery convinces us that the records are efficiently cared for. Across the way we find our own executive secretary directing the many activities of elementary principals. Down the hall is the Division of Accounts where the books of the Associa-

tion are kept so as to win the unstinted praise of public accountants. Nearby the Field Division keeps up contacts with many lay associations.

On the third floor we visit the Classroom Service Division. From here are sent many letters to individual teachers and local teachers' associations. Next door the representative of the Deans of Women guides the program of this department. On this floor is the Division of Publications which prepares *The Journal* and helps with all departmental publications. It sends clip sheets to newspapers, conducts radio programs, and directs American Education Week. This year, in connection with the latter project, more than 220,000 pieces of literature were distributed.

The fourth floor is occupied by the Research Division. Every month this unit answers hundreds of letters from members. Here are compiled the year-books of the Departments of Superintendence, Elementary School Principals, and Classroom Teachers. Information is prepared for state teachers' associations, particularly in connection with legislative programs. One of the present projects is the compilation of teachers' salaries paid in 1932-33.

As we reach the first floor we pause before Horace Mann's statue to recall the words from his last address: "Be ashamed to die before you have won some victory for humanity."

SUPERINTENDENT David E. Weglein of Baltimore has characterized the financial problem of some boards of education by telling this story:

At a colored church vestry meeting the preacher said: "Bredren, we must do something to remedy de *status quo*."

"Brudder Smith," asked a vestryman, "What am de *status quo*?"

"Dat, my brudder," said the preacher, "am de Latin foh de mess we's in."

School finance is in a mess along with private management and the general government. Salaries have been slashed and services drastically reduced. Many of us feel so blue that we are almost ready to surrender. But we dare not! It is true that we're in a mess, but the need is not for despair. The cry is for workers who will "fight it out on this line if it takes all summer." More than ever before we need to band together so as "to save the pieces" and to commence the reconstruction.

Our records show that *many* of our present members have been members continuously since they first joined. Why can't we get thousands who have never joined? We can, if our folk out in the field will assume personal responsibility for interesting others in the activities of the Department. The success or failure of our group rests upon the shoulders of each individual. His membership is an investment. If he wants that investment to continue to enhance in value, then he must help build. He can do this by bringing or sending new members to join. The state chairmen have chosen their city and county chairmen well, but these fine people can't take the whole load upon

MEMBERSHIP CHATTER

their shoulders. They must be supplemented by you and other influential members.

We here at headquarters are just your clearing-house. We are your switchboard by which *you* may get service. The Department is not just an office in Washington. Benefits to members come from contacts at the convention. Better thinking comes from the conflicts of opinions in our publications. Clarification of thinking comes from preparation of articles for the yearbooks. Improvement of methods develops from imitating the successful practises described by others. The Department is a thinking, working, and cooperating group of principals, not merely an office. Every principal of the country has been invited by the Editorial Committee to make a contribution for the yearbook by writing on some particular phase of the subject chosen for each year. Each has his forte, maybe yours is not writing. Perhaps your contribution should be that of helping your city or county chairman to secure a 100 percent membership in your locality.

The principal as an active participant in a professional group is so ably stated in the *Research Bulletin* (p. 144), "The Principal at Work on His Problems," that I quote:

Much of the growth in recent years of professional consciousness and solidarity has been due to educational organizations. These groups offer the individual educator countless opportunities for unselfish contributions to the social welfare. Superintendent Frank Cody has stated this viewpoint, as follows:

"The organizations most instrumental in the development of this growing consciousness and unselfish ideal of social service

may be considered as the national, state, and local bodies with their great teacher membership. Roosevelt, that great American leader and teacher, rightfully said that every person owes some of his time to the upbuilding of his profession. We go a step further and declare that every teacher owes it to himself and to his community to give not only a little of his time but a little of his money as well in the effort to advance the profession of teaching."

Many of the superintendents realizing the worthwhileness of our organization are urging their principals to send in their dues now. Let me quote from the bulletin which Dr. Willis A. Sutton sent to his principals in Atlanta, Georgia, on January 12:

I wish to call attention of the principals to their duty to affiliate with the Department of Elementary School Principals or the Department of Secondary School Principals. These departments of the National Education Association can never successfully do their work without a large enrolment and interest on the part of the individual school principals. I trust you will find it convenient to join. The publications alone are worth the cost.

I am glad to report that even in this terrible crisis of education our membership has not lagged behind as much as has been reported in other organizations. Salaries have been cut, schools closed, and burdens increased, yet 3000 of your principals have stayed faithful to the Department. You have sent in your memberships and by so doing you indicate you want the latest news, methods, and ideas. You want to keep abreast of the times. But you want to do more than just get news, methods, and ideas at a time like this. You want to pool the strength of education against the policies of rabid politicians who have spent the schools' money and now in order to balance budgets demand fur-

ther salary cuts. This solid front can only be obtained by every member getting new members or persuading dilatory members to send in their dues.

This office has been instrumental in securing places on the state convention programs for twenty-seven of our state or city chairmen. This spring many more of these fine folk will tell the state assembly about our national organization, for we have heard from thirty-three of the forty-eight states. The principals of this nation have untold strength if they will organize, and to do this means a membership fee of only \$3.00. It has been estimated that there are 25,000 elementary-school principals. Think of the great number of people that these folk influence!

In the Citizens Conference on the Crisis in Education held in January, it was interesting to note that one of the Washington papers expressed surprise that "the educators of the group seemed to be aroused for they actually got up and talked." It is time that educators make themselves heard. Let elementary principals come to the front in mass formation. We can do this if each one will sense his duty and see that our membership is enlarged. You don't have to give your acquaintance, your friend, or your neighbor a remittance blank. All he needs to do is to send his check for \$3.00 to the Department of Elementary School Principals, 1201 Sixteenth Street, Northwest, Washington, D. C.

We are glad to announce that the following principals have accepted appointments as enrolment chairmen:

Tennessee—Alice Reilly, 225 Pasadena Place, Memphis.

Wyoming—Margaret Chambers, Grant School, Casper.

DIVIDENDS

Aaron Kline

HOW WELL we remember the arrogance of the business man during the late lamented period of prosperity! We school people were constantly urged to consider the efficiency of the business world. School graduates were criticized as unprepared and not what the efficient business man had a right to expect from the costly educational system. We were told how these efficient big business men had eliminated waste and cut the cost of production.

In Chicago and other cities, within recent years it has been seriously proposed that business men be elected to the superintendency. The proponents of this plan argue that a *business* (note that a great school system was classed as a business) spending ninety million dollars a year should be headed by an efficient business executive rather than a professional man.

The prosperous days are gone, and with them has gone some of the arrogance of the "big and efficient" business man. The mask of efficiency has been stripped from business. The cloak of righteousness has fallen from its shoulders and its rottenness is exposed to public gaze.

In a recent article in *School Management*, Dr. John K. Norton calls attention to the fact that "the consumption of woolen and worsted fabrics in 1927, in the United States amounted to approximately \$600,000,000 as compared with a manufacturing capacity of \$1,800,000,000." In other words, this industry, in the prosperous year of 1927, was 200 percent overbuilt! Business efficiency? If the schools had fol-

lowed this example of the woolen and worsted fabric manufacturers, we would today have three seats for each child in our school systems!

What about dividends? They are not common to the business world today. Most investors no longer discuss dividends. The efficient business world is suffering from a severe headache and would rather not have the subject of dividends mentioned. I shall respect their wishes so far as the business world is concerned. I wish, however, to give considerable space here to the dividends paid by public education.

We educators have talked for a long time about the cost of public education. We have given comparative costs of luxuries, tobacco, cosmetics, and war, to convince the business world and financial lords that the cost of education has not been excessive. The fact that the United States spent two billion for education and two billion for tobacco in 1930, should convince anyone that public education is not too costly. But many of the barons of business are not impressed.

Since the presentation of data on school costs is not entirely effective in holding the lines for public education, would it not be sensible to emphasize dividends? Investors are not so much interested in costs as they are in safety of investments and in returns. The public has invested in education. Was this a good investment? Has the investment paid dividends?

The idea of universal taxation to support free public education was not universally accepted in the United States

until 1850. Horace Mann, Henry Barnard, and hosts of pioneer educators had to convince the American public that the success of a democratic form of government depended upon a literate population. This idea was so firmly established that it has not been seriously challenged until very recently.

From 1850 to 1890 the schools served to educate boys and girls for the professions and gave to all who came and endured, the ability to read and write a little. The schools functioned so effectively that in spite of the great American frontier that moved constantly westward and called for sturdy bodies rather than schooled minds, and in spite of the necessity of clearing the farms and draining the swamps, the United States compared favorably with other countries on the percent of literate people. As unsatisfactory as they were for our complex democratic civilization, the schools paid a greater dividend in the form of a literate population than could have reasonably been expected from the amount invested.

About 1890 Dr. Eliot of Harvard University, expressing the growing need of our people, demanded that public school curriculums be liberalized and expanded. We were in need of engineers, architects, scientists, and leaders in other fields. The schools responded to this demand. The sciences were added, more mathematics was added, and less classical work required in the courses. Preparation for varied fields of activity called for not one but many courses in our high schools and colleges. The number of high-school courses quickly increased from one or two until today in our large high schools we have many courses.

The public invested additional funds

in this new idea. They were not lavish in their support, but every cent was made to count in a style characteristic of educational leaders. The preparation of thousands of young people for the fields of science, engineering, and architectural work went forward so successfully that by the time of the outbreak of the World War the United States had astounded the world with its great buildings, its bridges, and other engineering feats. Science and invention had been given such an impetus that the world was astonished at almost daily announcements of new discoveries. This work in science and invention continued during and after the War with such speed that we are now so far ahead mechanically and scientifically of what we are economically and morally, that new and undreamed of problems have arisen.

Dr. Eliot suggested a new program for public education. Educational leaders responded and public education undertook the job. The people with faith in their public schools increased their investment. Public education, together with private research, paid such dividends in scientific discoveries that the entire civilized world has changed in a generation. Drudgery was lifted from the backs of men and placed upon powerful machines. In fact, invention has gone on until we have created a problem of men or machines for labor.

In an address at Springfield last year Dr. Rugg said, "There are enough blue prints for new machines, in addition to the machines already built, to produce all of the goods the world can use, in a twelve-hour week." We can safely challenge any efficient business corporation any place in the world to show half as many dividends for such investments.

During the early history of this country it was difficult to produce sufficient food to feed our people. New and productive land added yearly to the farming area scarcely kept pace with the demands of a rapidly increasing population. Everywhere leaders were seriously concerned lest the day would come when our farms would not produce enough for our needs. Farmers were constantly urged to improve the quality of both cereals and animals produced on the farm. Public funds in every state were invested in schools of agriculture. Courses in agriculture were introduced in our high schools and by 1910 in many of our elementary schools. Educators everywhere accepted the problem of teaching a new generation to produce more and better food.

The public invested additional funds in their public schools for this purpose. Educators made the increased investment count toward the solution of the problem. Again public education paid such a dividend that today the farmers of the United States, without any emphasis on intensive farming, could feed half of the world. Indeed, they can and do produce so much that a large part of it is not gathered or sold because of low prices.

By 1915 medical science had made great strides in discovering the germs that cause children's diseases and serums to immunize children against these diseases. Food chemists had discovered so much about proper foods and their relation to health that the question of preventive treatment of diseases came to the fore. Again it was necessary to go to the public schools to get this new knowledge across to the people. Educators everywhere accepted this new task. The old-fashioned physiology with its

emphasis on blood and bone changed to body care and health habits.

The new germ theory as a cause of disease and its prevention by serum treatment became common knowledge in every American home. Teeth, eyes, and tonsils were examined and corrections made. Schoolhouses became centers for medical and dental examinations, and for the immunizing of children against deadly diseases. Every schoolroom became a center for information about proper food and proper health habits. Teachers constantly checked with the children on the actual progress made in developing proper and regular health habits. Here again the schools paid in human life a dividend far beyond anything expected by the most optimistic proponents of this work. The average span of life was raised from the thirties to the fifties. Much of this increased span was due to the saving of children from diseases that had taken a heavy toll yearly.

The mechanical age had put upon our city streets and country roads high-powered and high-speed automobiles. Human life, especially child life, was being sacrificed at an alarming rate. Laws regulating speed failed to halt the rapidly increasing number of deaths due to automobile accidents. Again a new job was handed to the American teachers. Officials everywhere appealed to the schools to teach safety education. Educators, accustomed to tackling new problems, accepted the challenge. Teachers went to work with a will. Schoolboy patrols appeared on our city streets. Slogans were written and learned by the children. Songs of safety sung just before noon and evening dismissals fixed in the children's minds the idea of carefulness. So well has the

work been done that another dividend in human life has been paid to the public. This dividend is so great that a large part of the cost of public education could be paid out of wealth produced during the lives of these thousands of children who would otherwise have been sacrificed to our carelessness in driving. In a survey of schools enrolling 246,000 pupils it was found that accidents to children in homes were twice as many as accidents to children at schools and on the way to and from school. That is, children were twice as safe in school and on the way to and from school as in the home.

When the industrial changes about 1920 made child labor no longer profitable, the efficient business world turned thousands of young boys and girls into the streets. Industry and business wanted them no longer. Machine production was cheaper and more efficient. What were these children to do? With no labor they would become a menace to society. The public school was asked again to protect society. Again the educators did not fail. They took these children cast out by an "efficient" business world. In droves they came—school buildings were too small to accommodate them. Courses of study were too narrow and too bookish to interest them but none were turned away. Industry was glad to help to raise the compulsory age to compel these children to go to school, so that they would not become a menace to society. Junior and senior high-school enrolments increased by leaps and bounds. One high school in Chicago now has nearly ten thousand pupils. This high school had a 10 percent increase in membership in 1932-33. For this increase not a single additional teacher was assigned to the

system. In many other cities there have been large increases in enrolment but not a proportionate increase in the number of teachers.

Educators were driven by increased enrolments to find new types of organization. High schools were organized in three or four shifts with an extended day so that a building might accommodate two or three times its normal capacity. Courses of study were expanded to include hundreds of subjects of interest to these thousands of young men and young women rejected by a mechanized industry. Again public education paid, in useful citizenship and in preventing from lives of crime, many of America's young men and young women. Crime has increased—no doubt—but what would the increase have been had the schools like the business world denied these young people a place?

I am aware that in each of these fields that I have mentioned, the public schools had the cooperation of public-spirited citizens and of civic groups. However, if you would subtract the work done through public education in any or all of the cases cited the results would have been meager.

We are in the present crisis not because of the failure of public education. If the schools contributed at all as a cause it was because of the tremendous unexpected and unprepared-for success of public education.

The way out is not to destroy or to handicap our public-school system, but rather to give it new problems to solve. For example, while we are so superior in our ability to produce goods of every kind, we are still in the "dark ages" in our ability to distribute these goods. Food rots on the farm while people

starve in the city only fifty miles away. Milk is two cents a quart in Wisconsin and eleven cents a quart in Chicago, only fifty miles away. Illinois is taxing itself millions of dollars to feed the cities' unemployed with food bought at prices that give a profit to a few middle men, while farmers are selling the same food at less than one-third that price to pay the tax. This situation is idiotic and unworthy of educated people. A sane solution of this problem could be worked out in a very short time. The public schools could and would carry to every home information about the new plan and solicit the needed cooperation. In other words, public education can lead us out of this mess brought on by the utter failure of an efficient business world. The school is the only governmental function that has never failed. It is the only avenue of public investment that has never failed to pay dividends.

I have mentioned but a few of the many problems brought upon us by a machine age. However, public education can help to solve them all if given a free hand. We educators are too modest except in our own groups. We should tell the world less about cost and more about dividends.

My plea is for an educational offensive. Tell our people what public education has *achieved* in every age of our national history. Make the public forget the costs by focusing attention on the results. The enemies of public education are highly organized and have unlimited financial resources. We must not wait for further attacks. We must attack with redoubled force all along the line.

(Mr. Kline is to be one of the speakers at the Minneapolis meeting.)

POLICIES

A FEW of the statements of policy of the recent Citizens Conference on the Crisis in Education follow:

Education is a necessity not a luxury since the growth of the child cannot be halted or postponed during an economic emergency. Therefore, educational service should be accorded a high degree of priority in determining the purposes and services which shall be supported by the states during a depression.

The major wastes in education should be eliminated through the abolition of control over, and interference with, education by politicians, of political appointments and of political corruption.

Local governments and local school districts should be reorganized and consolidated.

Administrative control of the schools must be centralized in the superintendent.

State administrative organization of education must be reorganized through the creation of a non-political and professional agency for the administration of the educational policies of the state, where such agency does not already exist.

The state must assume the responsibility within its means of assuring adequate public education to all local communities, irrespective of their financial condition.

We especially urge law-making bodies to give priority to legislation which will alleviate conditions in communities now being required to make injurious curtailments in their school programs because of unusual burdens, inequitable tax systems, or faulty fiscal machinery.

We urge Congress to provide for federal assistance through emergency loans for a limited period to such states as may make an adequate showing of their inability to maintain reasonable standards of support for public-school education.

All governments, local, state, and national, should direct attention to the immediate reformation of the system of taxation.

The above policies are taken from the report of proceedings, a fourteen-page bulletin which may be obtained for twenty-five cents from the American Council on Education, 744 Jackson Place, Washington, D. C. Principals should obtain the full report and make its contents available to citizens generally.

THE ELEMENTARY PRINCIPAL IN ARKANSAS

C. M. Reinoehl and R. A. Cooper

ARKANSAS had 5118 school districts in 1920. In 1930 there were 3475, a reduction of 1643 within the decade. Sixty-eight of the consolidations were made during the last two years of the period. The elimination of about 1600 small, inefficient school districts is "an outstanding achievement of recent years."

Status of the Principalship

How have these rapid changes altered the status of the elementary-school principal? What effect has school district consolidation had upon his work? Data were obtained from the elementary-school principals in twenty representative consolidated counties and twenty typical non-consolidated counties. A consolidated county was defined as one in which 60 percent of the white children were attending a school that offered standard elementary- and high-school advantages under the control of one school board, and that constituted a single unit for school purposes. A principal was defined as a person in charge of a school of at least two teachers besides himself. An elementary school was taken to mean the six lower grades, although schools with higher grades were included, if the principal was in direct charge of the elementary work.

Information was obtained for 1930 for 116 principals, through the aid of Dr. Dawson, director of research and surveys, of the state department. No principals were included from the large city school systems. The study may be

considered as representative of the principals in rural or village communities. In presenting a summary of the Arkansas study, reference has been made to a New York study and a national report, both of which are listed at the end of this article.

Sex—Of 116 Arkansas principals ninety-eight or 84 percent were men, thirteen or 11 percent were women, and five did not report. In the United States as a whole the ratios are 45 percent men and 55 percent women (1).

Age—The median age for the group of Arkansas principals was thirty-three years, or about two years lower than that for the United States as a whole. The range of ages in Arkansas is from twenty-one to sixty-eight years, showing that possibly a few of the "old-type" principals are still on the job. In consolidated counties the median age of principals is thirty-two years and in non-consolidated counties it is thirty-eight. It is possible that the consolidated counties offer more attractive positions to the younger and more aggressive principals.

Training—Ninety-five of the 116 principals reported on their college training. The median amount of college experience is four years. Ten percent have had less than two years. Of those with four years of preparation, one-fourth has been in professional subjects and three-fourths in academic subjects.

Only forty-four, or 38 percent of all principals, attended college within the past two years. In consolidated counties 40 percent attended college within

the past two years, while 34 percent of the principals in non-consolidated counties had taken professional work within this period.

Only 46 percent of all principals reported attendance at summer school the year preceding their reports. Approximately one-half of these attended ten or more weeks. Consolidation appears to encourage summer-school attendance since 53 percent of the principals in consolidated counties contrasted with 35 percent in non-consolidated counties attended summer school.

Certification—One hundred and eleven principals reported on type of certificates held. Twenty-three (21 percent) held life certificates, thirty-nine (35 percent) have professional certificates, while thirty-seven held county first-grade certificates. Arkansas, with 56 percent of its elementary principals holding a professional or higher grade of certificate, is far behind New York state where 92 percent of the principals do as well (2). The professional or higher certificate is held by 50 percent of the principals in consolidated counties and by 60 percent of those in non-consolidated counties.

Contracts—The number of months in which principals are under contract varies from eight to twelve. There are practically no ten-months' contracts. Out of every ten contracts there are approximately three for eight months, four for nine months, and three for twelve months.

Experience—One hundred and four principals reported on years of teaching experience. The range was from none to thirty-six years. The median for all principals in both types of counties was ten years. The median for the state of New York was 19.1 years, while for

the United States as a whole it was 25.7 years. The Arkansas principal has not one-half as much teaching experience as the principal in the United States as a whole.

Grades taught—Of 105 principals replying to the type of work done sixty-seven reported high-school work only; thirteen both high-school and grade work; and twenty-five elementary work only. The principal of an elementary school was usually a high-school principal, teaching high-school subjects in three-fourths of the cases studied. Only one principal in four is free from high-school duties.

Tenure—The tenure reported by the Arkansas principals was short. The range was from one to eighteen years, with the median for the state at 3.3 years. That of New York state was 7.2 years, and the median for the United States as a whole has been reported as 6.9 years.

Salaries—The range in the 1930 salaries for the elementary principal was from \$680 to \$3600 a year. The median was \$1430. This amount was higher by \$21 than the median for teaching principals in cities of 2500 to 5000 population in the United States (3). The Office of Education reported a national median of \$1382 for principals with elementary grades only, and \$2038 for those with grades and high schools in communities under 2500 in population (4). The median salary for a principal in consolidated counties is \$15 lower than the median salary for a principal in non-consolidated counties. Salary is not favored by consolidation.

Length of term—With one exception all schools included in this study had eight or nine months of school.

The nine months' term was found in 65 percent of the schools. There was no appreciable difference in the length of term in consolidated and non-consolidated counties.

Number of grades—Of 116 schools reporting only seven were without one or more years of work in grades beyond the eighth. Sixty-eight percent of the schools were twelve-year schools. There were approximately four times as many elementary schools with eight grades as with six grades. Consolidation increased the number of years of high-school work offered. Seventy percent of the schools in consolidated counties and 63 percent of those in non-consolidated counties had four-year high schools.

Enrolments—The number of pupils enrolled in the 116 schools under consideration varies greatly. The range is from 52 to 991 pupils. The average number of pupils in all grades was 257; in grades one to six it was 191. Schools in consolidated counties were slightly larger than schools in non-consolidated counties, but neither the average nor the median shows much difference.

Teachers—The range in number of teachers to a school was from three to fifteen. The median was 5.3 teachers. The median for cities in the United States under 5000 population has been reported as 8.7 teachers. Schools with six grades have more teachers than schools with eight grades. The average of twenty-two schools with six grades is 8.4 teachers, while the average of eighty-six schools with eight grades is 4.9 teachers. Schools in consolidated counties have more teachers than schools in non-consolidated counties. In schools of six grades the average numbers are 9.9 and 6.6 teachers, and in schools of

eight grades the average numbers are 5.1 and 4.8 teachers respectively.

Pupils per teacher—The average number of pupils per teacher was 37.7 in six-year schools and 31.8 in eight-year schools. There was no significant difference between consolidated and non-consolidated counties.

Summary of Findings

The typical rural Arkansas elementary-school principal, within the limits of this study, is a man thirty-three years of age. He has had ten years of teaching experience, but only three and one-third years in his present position. He is essentially a high-school principal, teaching in the high school and having charge of the elementary grades in the same building. The chances are almost equally good for him to be under contract for eight, nine, or twelve months, with compensation at \$1450. He holds a state first-grade or professional certificate. He has earned enough college credit to have senior standing, lacking only one semester of graduation in the four-year college. Three-fourths of his college work has been in academic subjects. He tends to continue his college work slowly, seeking some summer work, at least in alternate years. In two cases out of three he teaches a nine-months' term in a school enrolling all twelve grades. His is a small school with only 257 pupils enrolled and with only five and one-half teachers. His school is organized on the traditional eight-four plan, each elementary teacher having from thirty-two to thirty-eight pupils.

If he teaches in a consolidated county rather than in a non-consolidated county, he will, in all probability, be a man younger by six years than the above

average; have two less years of teaching experience; attend summer school more frequently; and teach for a shorter time in a school with more pupils and teachers, and more grades or years of school work provided.

In contrast with principals in New York state and the United States as a whole, the Arkansas elementary-school principal is a man who holds a lower grade of certificate, who has taught only one-half as many years, and who has been only one-half as long in the same position.

References

- (1) National Education Association, Department of Elementary School Principals. *Fifth Yearbook*. Washington, D. C.: the Department, 1926. Chapter II, "The Status of the Elementary School Principal," by Roy A. Crouch, p. 207-76.
- (2) New York State Department. *Status of the Elementary School Principal in New York State*. Bulletin 926. Albany: University of the State of New York, 1929. 18 p.
- (3) National Education Association, Research Division. "Salaries in City School Systems in 1930-31." *Research Bulletin* 9: 161-228; May, 1931.
- (4) U. S. Department of Interior, Office of Education. *Status of Teachers and Principals Employed in Rural Schools of the United States*. Bulletin 1932, No. 3. Washington, D. C.: Government Printing Office, 1932. p. 43.

Our nation faces the acute responsibility of providing a right of way for the American child. In spite of our economic, social, and governmental difficulties, our future citizens must be built up now. We may delay other problems but we cannot delay the day-to-day care and instruction of our children.—President Hoover.

FIRE THRILL

WE have borrowed the following story from the *Chicago Principals' Club Reporter*. It seems to us that this was a fire thrill, fire mill, or a fire spill—but not a fire drill. Here goes:

One of Chicago's elementary schools is named for a great humorist so it is singularly appropriate that the melodrama related here should have happened (as it really did) in that school.

The boy who was both the victim and the hero was, in addition, the villain who slid down the bannisters with matches and a celluloid comb in his back pocket—but the fact that he was in active combustion was known only to the principal who ran down the corridor after him yelling for the boy to lie down and roll over (see First Aid Instructions).

A level-headed teacher, who was out of her room for the moment (and that sometimes happens with the level-headed), ran to the nurse's office. The doctor was also in and his new overcoat lay over a chair. The nurse, grasping the situation and the doctor's overcoat at the same moment, attempted to throw the coat about the inflamed boy. Thereupon, the doctor went to the rescue of his coat and while one pulled east the other pulled west—with no marked effect either on the coat or the boy.

The commotion roused the kindergarten teachers. It is always easier for a kindergarten teacher to show presence of mind inasmuch as she has a partner who will handle the general hubbub while she devotes herself to special emergencies. The aforesaid kindergarten teacher grabbed up a pail of sand and rushed to the boy of the burning deck—and threw the sand. Whatever can be said of relative motion should be used here to tell that the doctor and nurse received the sand face to face.

Meanwhile the incandescent boy, despairing of any assistance, sat down in the water fountain—the scene ending in a burst of steam.

Please address all protests to the Chicago Principals Club!

A DAILY REMINDER

Robert H. Lane

TODAY the elementary-school principalship is recognized in all modern school systems as the most responsible position in our educational scheme in view of its unequaled opportunities for service and its comparative freedom from those limitations which are placed on teacher and superintendent alike. In the face of our economic depression and our uncertain future, it is well to inquire what our most responsible school executive should believe about his job and to help him define his responsibilities toward it. For the sake of convenience let us arrange our thoughts in somewhat dogmatic fashion as follows:

(1) The principal should realize that he is living in a changing world and because of the fact should be sensitive to its demands upon the schools. This is, of course, the Kilpatrick thesis, but it will bear repetition. Too many principals today are living back in the "gay nineties" and operating schools which are more than reminiscent of the dull "eighties." Insistence on formal discipline, insistence on facts for their own sake rather than for their usefulness, meticulous and ridiculous attention to detail and worship of precedents, rules, forms and other devices—all these are signs of atrophied growth.

(2) The principal should realize that he is educating his children for an uncertain future. If we knew exactly what the future held for the younger generation we could, of course, prepare definitely for it. Since we do not know what changes even the next five years will bring to us, our power to

give specific training is limited. Will not the principal be giving his students the best preparation possible if he emphasizes and magnifies health of body and mind, keenness of vision, open-mindedness, a restrained and reasoned judgment, common sense, a sense of humor and, above all, the ability and desire to lead a happy and successful group life? This is, of course, the Dewey thesis but one which is often given only lip-service.

(3) The principal should have an educational philosophy and put it into daily practise. As a rule we tend to lean heavily on the thoughts and judgments of other people and so are blown about by every kind of doctrine. Let us have some kind of faith to tie to and make it a usable, useful, comforting, and supporting guide in our daily actions.

(4) The principal should have a mind of his own. Too many people lead second-hand lives and educators are peculiarly susceptible to propaganda. By all means, let us learn from books and people and from life's experiences but not forget that all we receive is the raw material of thought and out of it must come something which is our own immediate and personal possession. A recent ponderous book on the principal's job tells us that "in an unpublished master's thesis 'so and so' found that children of grades three to six have a decided tendency to associate in recreational activities consisting of games, sports, and club projects." Shades of Tom Sawyer! Did we have to wait for an "unpublished master's thesis" to find out that boys like to play baseball?

There is altogether too much of the current idea that we cannot have any educational belief until someone has made a "scientific" study of the subject.

(5) Having a mind of his own the principal should have the courage to express it. Saint Paul reminds us that there is a time for everything. One does not want to inflict his ideas upon the public at inopportune seasons but the fatal hour comes when a man must speak up or be forever disgraced before his God. Let us hope that when that time comes we will have courage to speak and words to express our convictions.

(6) If the principal is given responsibility may he be worthy of the vocation whereunto he is called. If a decision is to be made, let him make it thoughtfully and after he has heard all sides of the case. Then let him have the intestinal fortitude to stand by his decision. The old games of "side-stepping," "passing the buck," and hiding behind rules and precedents have no place in this changing world.

(7) Finally, let the principal remember that he is a citizen of no mean country. May he remember that while he is evolving a generation of fine human beings in his school, they must be, as well, the finest Americans. Possibly this new generation may be given in school the lofty desire to recapture our country in adult life from Splitz, Vitale, Capone, et al., and make it again "Our America."

The list of members in the year-book is a directory of leaders in elementary education. If your name is to be printed this year membership dues should be received in Washington, D. C., not later than March 10.

DO YOU KNOW THAT—

AT THE first meeting of the National Teachers' Association in 1857 there were only forty-two persons present. Recent conventions have registered as many as 10,000 persons.

The N. E. A. is broadcasting a series of radio programs every Sunday under the direction of Florence Hale, first vicepresident of the Association. These programs are sent out by the nationwide NBC network at 6:30 p. m., Eastern Standard Time. Why not hold a teaparty every Sunday evening for your friends?

The National Congress of Parents and Teachers had 1,393,454 members in 1932. The local parent-teacher organization is one of the most important allies of every principal.

The advertisements in *The Journal of the National Education Association* help the Association to produce this important publication. Members should mention *The Journal* when writing to advertisers.

The January issue of the *Research Bulletin* is for school board members. If you want to do a service for friends on boards of education present them with copies of this unique and practical document.

The 1933 yearbook of our Department will contain a list of local and state principals' organizations. Be sure that your local group is represented on this list by sending immediately the names of the officers.

A word from you to the principal of the nearby school, who is not a member of the Department, will do more than many letters from Washington. Please do your bit—enlist one member by March 1.

FORWARD TO MINNEAPOLIS!

February 25 - March 2

THE Department of Superintendence assembles in Minneapolis this month to discuss "New Frontiers for American Life." Prominent leaders will be there to consider the current perplexing social, economic, and educational problems. A number of the departments, including the Department of Elementary School Principals, will present other vital programs.

A Presidential Message

A letter of vital interest to all members of the Department has just been received from President Elizabeth McCormick. Her challenge: "Forward to Minneapolis!" should make us willing to sacrifice, even more than we have done in the past few months, to reach the convention city. Our president writes:

My Friends:

I hope all of you are looking forward to spending February 25-March 2 in Minneapolis. Everything possible has been done to make the meeting outstanding. We promise that those in attendance will get their money's worth.

Our general theme this time is "Elementary Education—Forward!" We are fortunate indeed in having on our programs some of the most progressive people in American education. At our banquet we shall have the pleasure of hearing Dr. Charles H. Judd. At the regular sessions we shall hear the following:

- (1) Dr. Bess Goodykoontz, assistant commissioner, federal Office of Education.
- (2) Dr. Frank Holt, registrar, University of Wisconsin.
- (3) Ross N. Young, principal, Marshall High School, Minneapolis.
- (4) Orville G. Pratt, superintendent, Spokane, Washington.

- (5) Helen B. Shove, principal, Minnehaha School, Minneapolis.
- (6) William C. Knoelk, assistant superintendent, Milwaukee.
- (7) Julia Anderson, classroom teacher, Superior, Wisconsin, and president of the grade teachers' club in that city.
- (8) Aaron Kline, principal, Pullman School, Chicago.
- (9) Dr. Charles C. Weidemann, director of educational research, State University, Lincoln, Nebraska.
- (10) John S. Thomas, principal, Clippert School, Detroit.

Special music by the pupils of the Minneapolis schools is being prepared for us.

The Minneapolis principals are sparing no pains to make plans for the breakfasts on Monday and Tuesday mornings of convention week. These events and the Tuesday evening banquet will be greatly enjoyed and long remembered.

The present depression has affected all. Let us forget the latest fashions in clothes and come determined to have a good time socially and a profitable professional experience. Forward to Minneapolis! Please meet me at headquarters at the Nicollet Hotel any time after February 25.

Elizabeth McCormick.

Outstanding Features

President Milton C. Potter of the Department of Superintendence has prepared a program of rare excellence. The world-famous St. Olaf's choir will sing at the opening vesper service. A feature of the Wednesday evening program will be the Minneapolis Symphony Orchestra.

Among the speakers are: President Lotus D. Coffman of the University of Minnesota, Dr. Charles H. Mayo of Rochester, Minnesota, President Glenn Frank of the University of Wisconsin, President Robert M. Hutchins of the

University of Chicago, and Howard Scott of Technocracy fame.

A highly valued feature of the convention is the annual exhibit of educational equipment, books, and supplies. At no other time do principals have the opportunity to see such a varied and extensive display. Exhibits are in charge of persons competent to demonstrate their wares and to give assistance with school problems. Many superintendents spend hours in the exhibit selecting suitable equipment. Why should not principals be present to assist in this important work?

Among the departments and allied organizations which will present programs of interest to principals are the following: American Educational Research Association, Department of Rural Education, Department of Supervisors and Directors of Instruction.

Take Special Notice

Railroad tickets to Minneapolis may be obtained for one and one-half fares between February 19 and 27. These are good for thirty days in returning. To buy these tickets you should have an identification certificate which N. E. A. members may obtain from Secretary J. W. Crabtree, 1201 Sixteenth St., N. W., Washington, D. C.

Many good, double, hotel rooms are available, but single rooms with bath are exhausted. For accommodations address C. H. Chadbourn, chairman, Hotel Committee, Hotel Vendome, Minneapolis.

Headquarters for the Department of Elementary School Principals will be in the Nicollet Hotel. All principals should plan to visit there at least once during the convention to register and to meet the national officers.

CHICAGO

July 1-7

THE seventy-first annual convention of the National Education Association will be held in Chicago, July 1-7, 1933. The importance of this meeting as an activity of the organized profession can scarcely be overestimated.

President Joseph Rosier plans a convention program which will impress upon the people of the nation the imperative need for the continued advancement of teaching and wider recognition for the leadership exercised by the educators in all activities for the welfare of the nation. Departmental programs will advance similar themes.

The geographical position of Chicago is convenient to thousands who were not able to attend the two most recent summer meetings of the Association. Excellent railroad connections at reduced rates, and modern highways for automobile travel will make the trip easy and economical. The lake-front hotels of Chicago have reserved their best rooms at reasonable price for those who attend the convention. Directly in front of these hotels and skirting the lake-shore will be open for visitors one of the most pretentious world fairs of modern times. Many teachers will appreciate the economy of attending the fair and the annual convention on the same visit to the city.

Convention headquarters will be at the Stevens Hotel on Michigan Avenue between 7th and 8th Streets. Meetings of the representative assembly and other official groups will be in this hotel. Departmental meetings will be held at the Stevens, Blackstone, Congress, and Auditorium hotels. Many of the state headquarters will be at the Stevens. Watch *The Journal* for further details or address Secretary J. W. Crabtree, 1201 Sixteenth St., Washington, D. C.

WITH THE LOCAL AND STATE GROUPS

EVERY ISSUE of this Bulletin has provided several pages for reports on the activities of local and state groups. If your club is doing something interesting send the Editor a brief notice. Instruct the secretary of your organization to send a letter every month or so to Washington. If any local group does not receive attention in these columns sometime during the year then the fault is not ours.

Cincinnati principals have issued an attractive folder in which are listed the officers, committees, and dates of meetings. The general theme for the year is "The Principal and His Job." At the October meeting the presidents of various parent-teacher groups were the guests of honor. W. Q. Brown is chairman of the curriculum committee, Essie Arey is chairman of the professional study committee, O. W. Renfrow is recording secretary, W. E. Hutchinson is corresponding secretary, and G. L. Miller is president.

A copy of the program of the Southwest Idaho Education Association has been received. At the meeting October 28-29, 1932, the elementary-school principals had a section meeting. R. A. Pomeroy of Boise talked on the topic "The Principal as a Supervisor"; and G. H. Holsinger of Boise spoke on "The Principal as a Community Leader." The main speaker was Dr. W. D. Armentrout of the Colorado State Teachers College. Round-table discussions included the following topics: playground control, uniform grading in upper classes, extracurriculum activities, and building management. Very wisely, the general program of the state

association included a number of prominent laymen.

The Des Moines Principals' Club includes elementary and secondary school principals, supervisors, and members of the superintendent's staff. At the September meeting the club heard a talk on the life of James Whitcomb Riley, in December a talk on world armament, and in January a discussion of Iowa school legislation. The February topic is the Lytton Report on the Far Eastern situation, in March the topic is Soviet Russia, and in April Superintendent Studebaker is to discuss "The Schools and the Social Order."

The Fort Worth Principals' and Viceprincipals' Association has as the general theme for the year: "The Principal's Part in the Construction and Administration of the Curriculum." At the first meeting in October, J. A. Hill discussed the principal's place in the present crisis and Cecil Parker presented the principal's part in curriculum construction. In November Dr. Fred C. Ayer spoke on the topic "The Principal's Principles of Curriculum Construction." Superintendent Green in December handled the problem of school failures and their cost to the schools. Extracurriculum activities and their relationship to the curriculum were discussed in January by Dr. T. H. Shelby. Future meetings include: February, "Literature of the Southwest and its Place in the Curriculum," Dr. Rebecca Smith; March, a topic of interest to high-school principals; April, "Pupil Guidance and the Curriculum," Nat Wilson; and May, a recreational program. The secretary of the association

is F. A. Ashmore, and the president, S. M. Calloway.

The Principals' Club of Concord, New Hampshire, met seven times during the past school year. Superintendent L. J. Rundlett spoke at several meetings on the history of education. The president was Annette Prescott, and the secretary, Regis E. Scully.

The Principals' Club of Jackson, Michigan, has been addressed by Elizabeth McCricket recently on the topic, "The Basis of Promotion of Pupils." The president of the group is Helen Horner, Bennett School, and the secretary is Mamie E. Jose, 301 Summit Avenue.

The principals of Cleveland Heights, Ohio, report that they have enlisted 100 percent in the national Department.

The Principals' Association of Flint, Michigan, has launched an active program. At the first meeting in October the speakers were Superintendent Leland H. Lamb and Professor Raleigh Shorling of Ann Arbor. Dr. J. B. Edmonson addressed the second meeting on the topic "Difficulties in Teaching the Public." The third meeting consists of an outdoor recreation program. The secondary school administrators of Flint also have an organization whereby they discuss the topics unique in their field.

George T. Macklin, supervising principal of the Bridgeville, Delaware, consolidated school district, sent a program of the Delaware State Education Association of which he is president. At the meetings last November there was no meeting or section exclusively for principals. The programs of the primary-elementary department and the rural department should have been of considerable interest to grade principals.

Margaret C. Mackintosh, fourth vicepresident of our Department, has written that the New York Principals' Association is planning a study of juvenile delinquency.

Secretary Anne Wright of the Philadelphia Principals' Club reports that Dr. Henry Neumann of the Brooklyn Ethical Culture Society addressed the club at a luncheon on January 7. The title of his talk was "The Pied Piper; Who Will Get the Children Today?" In this inspiring talk Dr. Neumann discussed the forces attempting to influence the child today and warned teachers that they must compete with attractive and alluring opponents. In December 1932 the Professional Committee of the Club issued a four-page bulletin: "Making the School Attractive: Decorations and Displays." The leaflet insists that making the school an attractive place is an important obligation of every principal. The suggestions as to the use of display boards, blackboards, and other decorations are exceedingly practical.

Laura E. Sheldon, secretary, Principals' and Supervisors' Club of Utica, New York, reports that the January meeting was given to a discussion of the relation between schools and the social agencies. Attention was given to the city welfare department, the associated charities, and the welfare activities of various religious denominations. Representatives of these welfare agencies were present at the meeting to explain their purposes and activities. The February meeting is to be a social affair, the March topic is "Leisure Time Activities for Boys and Girls," the May meeting will be a round-table discussion on professional problems, and in June a social meeting is scheduled.

TECHNOCRAZY Ichabod Crane

Due to certain rare scientific formulas this manuscript by Ichabod Crane has been made available for publication. Mr. Crane has returned from his mad ride to find himself, in the year 1950, surrounded by the marvels of technocracy. In his own way he tells of a visit to a school that has been modified by the methods of science.—Editor.

A GREAT CHANGE has come over the world! Only yesterday I awoke with some paine of the collique. Or was my discomfort from a rap over the pate by the Headless Horseman? No matter now with such trifles, for my head is full of great and many businesses which need be set in writing. Since the truth is sometimes useful to a gentleman I shall endeavor, with the aid of diverse notes, to set forth an exact account of my visit to a modern school.

Only yesterday I ventured from my place of abode with Mr. Pelling, a fellow boarder, who offered to direct me to the school. Since the distance was great he led me to a series of moving pathways upon which, with some dexterity, one could step and be carried along at good speed and with no effort. The marvels of this invention so absorbed my thoughts that I should have been borne beyond my destination but for the vigilance of Mr. Pelling. By furious efforts he contrived to extricate both of us from our strange conveyance, but more about this anon perhaps.

There we stood by a large stone building with many windows, but with no visible doors. When I did inquire

about how we should effect an entrance Mr. Pelling plucked my arm to indicate that I should follow him to one end of the structure. There I did see strange sights indeed! The wall of the building was pierced with many apertures into which the children disappeared at clock-like intervals. Some of these children flew to school by the aid of wings attached to their backs. Others scampered in from box-kites which came spinning through the air like noisy birds and alighted in the level fields near the school. How the spectacle confounded me!

Mr. Pelling showed some impatience at my gaping and seemed hurried to take his departure. I therefore followed him toward the building where, after indicating a door, he took suitable leave of me. I did contrive to enter and found myself in a small office. About the walls thereof were innumerable lights which flickered on and off, near each light were clock-like faces with bobbing hands, strange levers and knobs projected at many angles, and there were also other contrivances quite beyond my comprehension. As the door closed behind me a gentleman, who had been busy about the aforementioned gadgets, turned and approached me. When he learned that I had been a schoolmaster he bade me welcome and thereupon began an exposition which he had doubtless given to others.

He was the operator of the institution or *Juvenis Condictium E 12x* (Juvenile Conditioner, Elementary, No. 12, bright pupils only!) There were no schoolmasters, only a half dozen

mechanics in diverse points about the building to keep things in order. Through the use of self-regulating machinery the school operated day and night. By scheduling the arrival of pupils at regular intervals 80,000 of them were handled every twenty-four hours. At my obvious amazement he explained that children were now "conditioned," a process more expeditious than the old obsolete practise of education.

At this point the operator invited me to gaze into an intricate arrangement of mirrors whereby I might observe the mysterious process. I could see that the pupils upon entering the appertures placed themselves in seats which moved along continuously in rows. Shortly after starting, a small sound-proof cabinet dropped over each pupil encasing him completely during his period of conditioning. By a simple device I was enabled to view the inside of one of these amazing cabinets! First a panel of light flickered and there immediately before each child was a reading lesson. Ghostly indicators designated the words in the lesson, a small box gave forth the sound of a voice pronouncing the words, and other devices wiggled the child's toes to give him the necessary kinesthetic associations. Then the pupil repeated what he had seen, heard, and felt. Errors were discouraged by pins which sometimes stuck repeatedly and always with appropriate reactions. Pupils who were impervious to pins because of neurologic patterns were either tickled or pinched for their mistakes.

When I remonstrated on this the gentleman in charge showed me that only through violent physical reactions could the errors be recorded in the office. Here the operator was able to

check the deviations and to plot the wasted units of nervous energy. On subsequent visits adjustments were made in the machinery so that the error-producing child was handled with greater ease.

Suddenly my attention was distracted by a furious buzzing sound. The operator peered quickly at a clock face, poised his hand hesitatingly over a lever marked "Laughing Gas," then descended upon one marked "Tear Gas." Almost immediately the buzzing stopped. The operator smiled with evident satisfaction. Then noticing my look of inquiry explained that Pupil No. KZ7646 had resisted his music lesson so obstreperously that harsh measures had been necessary. I concluded that birches were now replaced by labor-saving contrivances.

Feeling a need for victuals I made inquiry whether eating was now an obsolete art for children. The operator shifted my observation glass so I was enabled to see pupils who had advanced to the eating stage. There I saw a pupil, riding along in his cabinet taking food through a hose which hung down from above his head. As he was thus occupied soft music issuing from the small box gave opportunity to appreciate the intricacies of harmony. The combination appealed to me strongly for in Sleepy Hollow I had often enjoyed meals in exchange for singing lessons.

Growing somewhat weary and confused by all that I had seen I retired to a chair from whence I could observe the operator at his task. Soon he informed me that one of the brightest pupils was expected at any moment to visit the office. So anon the child appeared. After discussing at tedious length the nature of the child's success

the operator told him that as a special reward his dearest wish would be granted. A perplexed look overspread the face of the young one so that the operator repeated his promise. Yes—he might ask for something he greatly desired. The child swallowed with difficulty (I am sure I have made no error in his words!) and said:

"May I have just ten minutes to myself?"

The operator fainted, crashed into some of the office furnishings, and in the resulting confusion I hastily departed. The evening papers reported that the operator had been discharged because one of his brightest charges had degenerated at least twenty years in his aspirations! Since some of the difficulty has been attributed to a queer stranger who was present in the school I have decided to remain in seclusion for a fortnight.

For articles favorable to technocracy see "Technology Smashes the Price System," *HARPERS MAGAZINE* 166: 129-42; January, 1933; an article prepared under the supervision of Howard Scott. Also, "What is Technocracy?" *NEW OUTLOOK* 161: 13-18; November, 1932, by W. W. Parrish.

Dissenting opinions are to be found in "A Challenge to Technocracy," *NEW YORK TIMES MAGAZINE* January 8, 1933, by Simeon Strunsky. Also, "Technocracy: Good Medicine or Bedtime Story?" *NEW REPUBLIC* 73: 178-80; December 28, 1932, by George Soule.

Books on the subject are *THE A B C OF TECHNOCRACY* by Frank Arkright, Harpers; *WHAT IS TECHNOCRACY?* by Allen Raymond, McGraw-Hill; and *TOWARD TECHNOCRACY* by Graham A. Laing, Angelus Press, Los Angeles.

POEMS—

BRICKBATS AND BOUQUETS

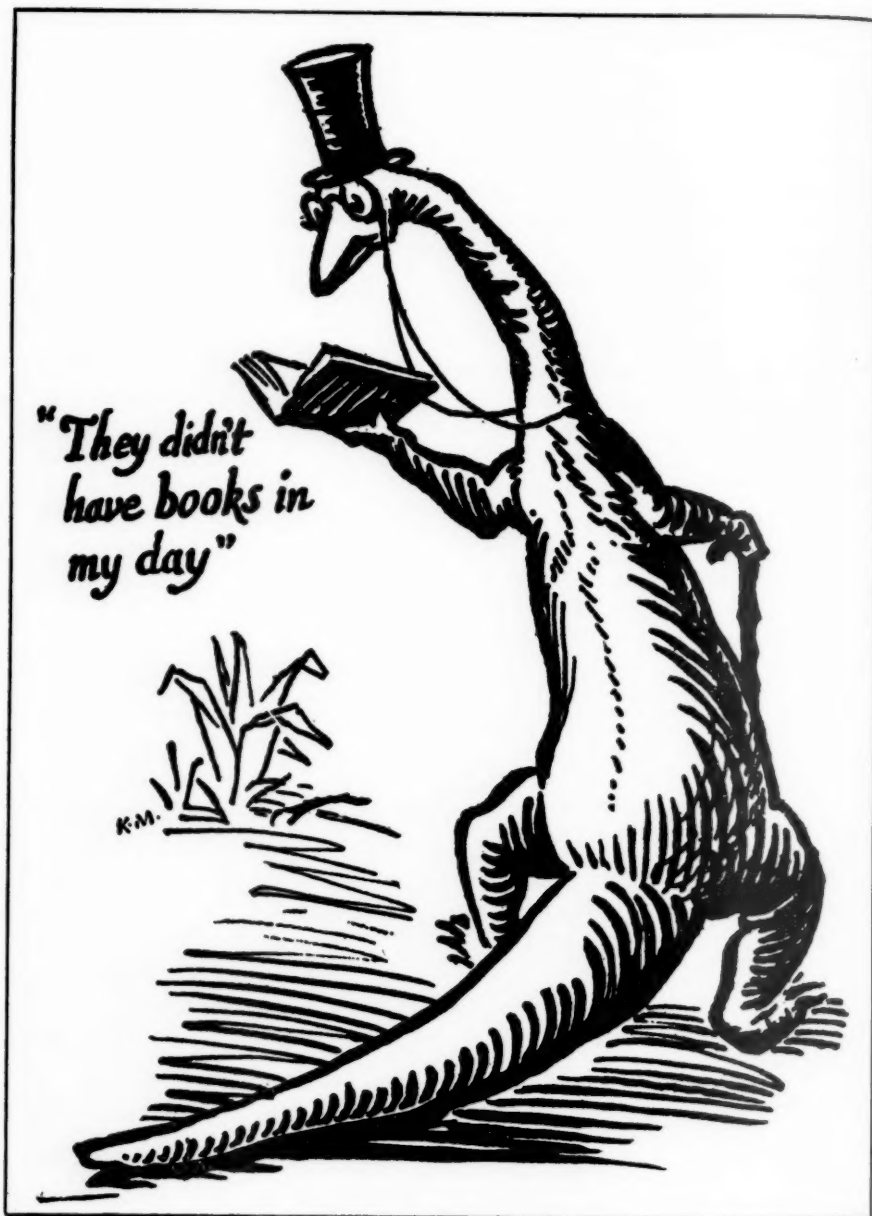
I have a large imposing house,
That gives me joy to see,
And it is built of brickbats that
My foes have thrown at me.
They thought that they would do me
harm
And tried to raise the deuce;
I picked those bricks up every one
And put them to my use.
For they are hard and firm and tough
And fired with loving care.
The common brickbats that you find
Will not with them compare.
And so I built my house of them
And have a nifty home,
Complete with banquet halls and such,
Surmounted with a dome.
While in the corner of the lot,
Symbolical of praise,
There lies a mass of wilted flowers—
My dearest friends' bouquets.

—Anonymous.

TO MY ALARM CLOCK*

Tinkle, tinkle, little bell;
How I wish you were in—well,
Any place but where you are,
China wouldn't be too far.
Now you wake me in the cold,
But just you wait till I am old.
Ah! Revenge will sure be mine.
I'll set you then for half-past nine!

*From the "Elementary English Review,"
February, 1931, p. 36.



*Reprinted with the permission of the publishers from "The Earth for Sam" by
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Karl Moseley, illustrator).*

THE 1933 YEARBOOK

Helen B. Shove

TELEVISION, technocracy, and a thousand new concepts beat daily with machine-gun staccato upon our kaleidoscopic lives. Far-seeing educators realize that a rudimentary education no longer meets the needs of children in this changing civilization. The demand is for richer and more vital school experiences under the supervision of principals who give more than lip-service to modern educational theories.

The 1933 yearbook is a ringing challenge to elementary-school principals to enrich education. Articles have been prepared by principals and teachers pointing out how classrooms and libraries may be integrated. Librarians have contributed statements as to their viewpoints. Various leaders of national thought in the Office of Education and the American Library Association have given completeness to the volume.

The Research Division of the National Education Association has prepared several vital articles. One summarizes the library facilities reported by several hundred members of the Department. Another article summarizes the help given by public libraries to organized school libraries in one hundred large cities. A third article summarizes the views of thirty principals as to what books should be in the principal's professional library. Another section summarizes research in the field of children's reading interests.

Perhaps the most fascinating chapter for many principals will be the articles on how the classroom and the library help each other. In one school was held a world cruise (in books!) with all of

the necessary exhibits and ballyhoo of the merchant marine. Other efforts to arouse interest in books led to plays and dramatizations. Procedures are briefly described but vivid enough so that they may be successfully imitated.

The rural schools, so frequently neglected in yearbooks, have revealed themselves in several articles. A librarian tells how her book truck scatters new hopes and aspirations through one rural area. Another writer shows some of the inadequacies of library services in several states. The place of the state in library work is also considered. Since volumes could be written on the need for library services in rural areas our yearbook chapter can be looked upon as only the opening shot of what might well be an American campaign.

Principals who are particularly interested in measuring outcomes will want to read the articles on appraisal. While the yardstick has been applied with some persistency there is no arrogance to stifle library informality.

The Editorial Committee and the Department are sincerely grateful to all who have made this yearbook a reality. The demand for conserving departmental funds has made it impossible to print all of the articles which the Committee might have wished to publish. Many of these articles duplicated one another and the Committee found it necessary to choose the most suitable ones. Members of the Department who receive the 1933 yearbook as a part of their membership may well look forward to April with anticipation.

THE 1934 YEARBOOK

John S. Thomas

A TENTATIVE OUTLINE for the 1934 yearbook of the Department of Elementary School Principals appeared in the December issue of the *National Elementary Principal*. Did you read it? If you didn't, please look it up now. It will prove to be interesting reading, and no doubt you will want to participate actively in our project.

The 1934 yearbook should provide just the opportunity for which many principals have been waiting. The possibilities present in a yearbook that discusses the relationships of the principal and aids to teaching, are quite extensive. It is the hope of the Editorial Committee that the selection of this topic will encourage many principals to contribute articles. Principals who have not contributed to past yearbooks will find subjects suggested in the outline that are typical of their most successful activities. When they do, they should begin immediately to collect notes and prepare outlines for the articles. The topic *The Principal and Aids to Teaching* should lead to many challenging manuscripts.

One aim of the yearbook will be to develop the supervisory relationships that the principal encounters as he directs and administers the various aids to teaching. Providing instructional materials and aids to teaching is a very definite part of the principal's supervisory program. Facilitating the use of these materials and aids is probably an even more important activity of the principal. It is the hope of the Editorial Committee that most of the articles sub-

mitted will treat, not so much with actual descriptions of aids to teaching, as they describe ways in which the various aids are used effectively in schools or classrooms.

Emphasis is placed deliberately on the use of the aids to bring out the possibilities for enriching the instructional program of the schools. Many of the aids to teaching included in the preliminary outline for the yearbook are of such a nature that no additional expenditure is required for equipment or supplies. Some articles will undoubtedly suggest to many principals better uses for equipment available at the present time.

Members of the Editorial Committee stand ready to give any possible assistance in the preparation of your article. As soon as you have completed the outline for your contribution, won't you send it along to the Committee? Early submission of an outline is frequently of great assistance not only to the Committee, but also to the contributor.

Your suggestions are wanted. If you can think of additional questions that might well be included in the tentative set-up for the 1934 yearbook, please send them at your earliest opportunity. 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.

MORE ABOUT BOOKS

ONE OF THE MOST important recent documents for all citizens is the report *Recent Social Trends in the United States* by the President's Research Committee on Social Trends (1). The full report of two volumes totals 1568 pages. If two volumes are too foreboding, there is an excellent summary in the January (1933) issue of *Survey Graphic*.

Professional Stimulants

The Kappa Delta Pi lecture series adds another volume to those previously prepared by John Dewey, Dorothy Canfield Fisher, and William Lyon Phelps. This time Dr. William H. Kilpatrick summons the teaching profession to face "the stupendous task now looming before us." The title: *Education and the Social Crisis* (2).

The first monograph of the Commission on the Social Studies of the American Historical Association has been issued under the title: *A Charter for the Social Sciences in the Schools* (3). As finally drafted by Charles A. Beard, the report embodies the viewpoints of a commission including Beard, Counts, Ford, Krey, Merriam, Bobbitt, Bode, and Harold Rugg. The document concludes that the supreme purpose of civic education is the creation of rich and many-sided personalities.

The proceedings of the second annual assembly of the National Advisory Council on Radio in Education is now available (4). Those who plan radio programs will profit from the reports of the experiences of committees on economics, labor, and other subjects. Speakers dealt with the educational phases of broadcasting, the relation of

the radio to the community, and radio advertising. Florence Hale, vice-president of the National Education Association, discussed the topic "Interpreting Education through Radio."

A new *Research Bulletin* of the National Education Association will warm the hearts of many perturbed principals (5). Its title, "The School Board Member," implies that it tells this important layman what he is and what he is not. Of course, it is so very diplomatic that you will want each member of your school board to have a copy.

The cry for leadership in all phases of life today is heard on every hand. A partial answer, at least, is to be found in the 1933 yearbook of the Department of Superintendence (6). Under the title *Educational Leadership; Progress and Possibilities* it presents 544 challenging pages. Readers of the Bulletin will greatly appreciate the recognition given by superintendents to the importance of the principalship.

Less Professional, Not Less Important

If you are one who frequently exclaims: "How I wish the days had forty-eight hours!"—try reading *How To Live* (7). The author urges regular hours for work and play. Particularly does he emphasize the importance of a hobby.

Books of games are always welcome. One that is well-organized and helpfully indexed is *Games and Game Leadership* by Charles F. Smith (8).

According to the *Publishers' Weekly* some of the best sellers during the past December have been: *Van Loon's*

Geography (9); *Sherman; Fighting Prophet* (10); *Jehol, City of Emperors* (11); *The Last Adam* (12); and *Our Times* (13).

Publications Listed

1. President's Research Committee on Social Trends. *Recent Social Trends in the United States*. (Two volumes) New York: McGraw-Hill Book Co., 1933. 1568 p.
2. Kilpatrick, William H. *Education and the Social Crisis*. New York: Live-right, Inc., 1932. 90 p.
3. Beard, Charles A. *A Charter for the Social Sciences*. New York: Charles Scribner's Sons, 1932. 122 p.
4. National Advisory Council on Radio in Education. *Radio and Education, 1932*. Chicago: University of Chicago Press, 1932. 306 p.
5. National Education Association, Research Division "The School Board Member." *Research Bulletin* 11:1-40; January, 1933. Washington, D. C.: the Association.
6. National Education Association, Department of Superintendence. *Educational Leadership; Progress and Possibilities*. Eleventh Yearbook. Washington, D. C.: the Department, 1933.
7. Bennett, Arnold. *How To Live*. Garden City, L. I., N. Y.: Garden City Publishing Co., 1929.
8. Smith, Charles F. *Games and Game Leadership*. New York: Dodd, Mead, and Co., 1932. 658 p.
9. Van Loon, Hendrik W. *Geography; The Story of the World We Live In*. New York: Simon & Schuster, 1932. 525 p.
10. Lewis, Lloyd. *Sherman, Fighting Prophet*. New York: Harcourt, Brace & Co., 1932. 690 p.
11. Hedin, Sven A. *Jehol, City of Emperors*. New York: E. P. Dutton & Co., 1933. 278 p.
12. Cozzens, James G. *The Last Adam*. New York: Harcourt, Brace & Co., 1933. 301 p.
13. Sullivan, Mark. *Our Times; The War Begins, 1909-1914*. Vol. 4. New York: Charles Scribner's Sons, 1932.

ANNOUNCEMENTS

THE International Institute at Teachers College, Columbia University, New York has announced a series of summer tours to Europe for professional people. These tours are conducted with the aid of official educational authorities in England, France, and Germany. University credit will be given if participants complete the necessary credit. Interested parties are invited to write to the Secretary of Educational Tours for further information.

The School of Business of the University of Chicago has announced a conference on business education on June 29 and 30. Speakers include W. J. Bogan, superintendent of schools of Chicago; Charles Hubbard Judd, director of the school of education; and outstanding educators in the field of business education.

The Smith College School for Social Work at Northampton, Massachusetts announces a summer program which emphasizes the psychiatric aspects of pupil personnel work. Opportunities for informal conferences of students and faculty are promised. Principals who are interested in mental hygiene are invited to write for further information.

Please remind your friends who do not receive this issue of the Bulletin that their dues have not been paid for 1932-33. It is important that these inactive members should send their renewals to Washington not later than March 10 if names are to be printed in the yearbook. Checks may be dated as late as March 15 and will not be cashed until after the date specified. The help of active members in enlisting others is greatly appreciated by the officers.

WITH THE AUTHORS—

William Dow Boutwell (p. 58) is chief of the Editorial Division, federal Office of Education. He has had extensive newspaper experience and at one time was assistant director of school service of the National Geographic Society. As editor of *School Life* Mr. Boutwell has been largely responsible for the recent improvements in the form of this official journal of the federal Office of Education.

Aaron Kline (p. 62) is principal of Pullman Public School in Chicago. He has been a member for three years of the Editorial Committee of our Department. He was chairman of the Committee in 1932 when it produced the yearbook, *The Principal and His Community*. For several years he has been the aggressive leader of the principals' finance committee in Chicago which has done so much to win justice for Chicago's teachers. At present, Mr. Kline is president of the Chicago Principals' Club.

C. M. Reinoehl (p. 67) is professor of school administration at the University of Arkansas. He has had wide experience in teacher training, rural education, and school administration. R. A. Cooper is principal of the senior high school in Fayetteville.

Robert H. Lane (p. 71) is assistant superintendent of schools in Los Angeles, California. He is thoroughly familiar with the duties of the elementary-school principal and is author of *A Workbook for Principals and Supervisors*. His contribution in this issue of the Bulletin is direct, practical, and challenging.

Ichabod Crane (p. 77) is "a credulous schoolmaster and a typical yokel," according to the *Standard Dictionary*. He was the schoolmaster of Sleepy Hollow, who disappeared, without a trace, when pursued by what he believed to be the Headless Horseman. If the article in this issue provokes a laugh and leads you to read again Irving's delightful tale, then it has served its purpose.

If you are going to pay school teachers you have got to get the money to pay them, and that money now is going to be sought for from a dozen sources. And so we must take an aggressive attitude for the schools if we are going to see our children through. This is not a matter of passing resolutions. It is a matter of fighting.—Secretary of Interior Ray Lyman Wilbur, in closing the Citizens Conference on the Crisis in Education, January 1933.