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THE NATIONAL ELEMENTARY
PRINCIPAL
BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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THE HEART
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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

CHICAGO opens its Century of Progress exposition in June to show the great strides which invention, science, art, and industry have made since 1833. There will be curious things from distant countries and marvelous exhibits of American skill. People will gaze with amazement. No one will depart without some awe for the brilliant, dizzy whirling of modern civilization.

There will be school exhibits at the exposition. Colored canvases, intricate models, and transparent photographs will show our educational progress. The iron stove, the benches, the textbooks, and the barren schoolroom of 1830 will be shown in startling contrast to the proud achievements of today. Many will look upon these signs of progress and depart—believing that all is well with education.

But all is not well. Today the major portion of school support in the United States comes from the property tax—a plan essentially unchanged since 1830. Today hundreds of children are deprived, by closed schools, of an education—a condition not greatly different from 1830. Today many citizens are not disturbed about unpaid teachers—a complacency resembling that of 1830. Today there are thousands of barren one-room schools—no one of which shows important progress beyond the buildings of 1830.

Probably the best known example of paradoxical and bitter humor is right in Chicago's own back yard. On the beau-

tiful lake front a brilliant exposition blares in self-complacency and raucous conceit, while illness, starvation, and want silently stalk the steps of Chicago's unpaid teachers. Millions of dollars are now long overdue! What evil genius in our modern life permits two such diametrically opposed conditions to exist side by side?

What then is progress? The answer given by the Century of Progress exposition reminds us of Goldsmith's lines: "Ill fares the land, to hastening ills a prey, where wealth accumulates, and men decay."

• • •

We are anxious for economy. One noted writer says, "Just now our national hysteria is drumming up recruits in the war for economy in education. We don't know what economy is, but—never mind—we insist on having it." Is it economy to train a group of teachers to teach school, then give them no work to do? Is it economy to close the schools and let the youth of the land miss their best years of learning? The state, county, or city which postpones its educational program should not be surprised to find that next year—or when its schools are again functioning—its youth will be more often on the streets, at its police courts, and in its reform schools.

Closing schools because there is a depression is like closing hospitals because there is an epidemic. We economize on education at our peril.—E. G. P. 85

LET'S GO TO CHICAGO

July 1-7, 1933

PRESIDENT Elizabeth McCormick writes enthusiastically of the Department's program at the Chicago convention. The theme of the program for Monday, July 3, will be "Mental Hygiene." This program will be:

Monday, July 3, 2:15 p. m., Upper Tower Ballroom, Stevens Hotel.

MUSIC

SYMPOSIUM ON MENTAL HYGIENE

- (a) What Is Mental Health? (10 minutes)

O. H. Plenzke, assistant state superintendent of schools and president, Wisconsin Teachers' Association, Madison, Wisconsin.

- (b) Coordination of Community Agencies for the Mental Health of Young People (10 minutes)

Virgil E. Dickson, assistant superintendent of schools, Berkeley, California.

- (c) Responsibility of Teacher-Training Institutions for the Mental Health of Prospective Teachers (10 minutes)

Caroline Zachry, director, Mental Hygiene Institute, State Teachers College, Upper Montclair, New Jersey.

- (d) Importance of Mental Health in the Elementary School Principal (10 minutes)

W. R. Davies, superintendent of schools, Superior, Wisconsin.

- (e) Mental Health from the Standpoint of the Doctor of Medicine (10 minutes)

R. A. Jefferson, director, Milwaukee Mental Hygiene Council, Milwaukee, Wisconsin.

- (f) Conditions of School Environment Causing Mental Ill Health of Children (10 minutes)

Catharine Anna Caldwell, Public Schools, Scranton, Pennsylvania.

REPORT ON 1934 YEARBOOK

John S. Thomas, principal, Clippert School, Detroit, Michigan.

On Wednesday our program starts off with an address by Dr. John K. Norton. The program to date is:

Wednesday, July 5, 2:15 p.m., Upper Tower Ballroom, Stevens Hotel.

MUSIC

THEME—MEETING THE EMERGENCY

THE WORK OF THE JOINT COMMISSION ON THE EMERGENCY IN EDUCATION

John K. Norton, chairman, Teachers College, Columbia University, New York, New York.

THE CHILDREN OF THE DEPRESSION

Joseph Rosier, president of the N. E. A. and president, State Teachers College, Fairmont, West Virginia.

BUSINESS MEETING AND ELECTION OF OFFICERS

Instead of the usual Department breakfasts two mornings during the convention, Aaron Kline reports that a new idea is being introduced—*brunch*. Brunch is a combination of breakfast and lunch and will be at the Chicago Woman's Club, 11th St. and Michigan Ave., Monday, July 3, at 11 a.m.

The annual dinner is scheduled for Tuesday, July 4, at 6 p.m. in the Spanish Room, Medical and Dental Arts Building, 185 W. Wabash Ave., price, \$1.25 per person.

The Chicago Principals Club is in charge of arrangements for both the breakfast and the banquet.

Consult your copy of the May issue of the *Journal of the National Education Association* for further details. Certificates for reduced railroad fares should be obtained immediately from N. E. A. Headquarters.

MEMBERSHIP CHATTER

TO ALL MEMBERS we wish to say that you have made it possible to carry on the work of our Department. You invested \$3 in your own group and it is a matter of no small pride that your investment has paid its promised dividends all through the year. You have received the Bulletins as scheduled, your requests for information have been answered to the best of our ability, and the 1933 yearbook will be on your desk next September. Your friendly letters, your suggestions, and your criticisms are held in high esteem and we hope you will continue to let us know your wishes.

Your secretary takes this opportunity to express to the enrolment chairmen the Department's appreciation for their help during the year. Through their untiring efforts and wholehearted co-operation the membership has "kept on the heels" of the 1931-32 enrolment. On May 1, 1933 we had 3754 members, or 82 percent of the number of members on the same date last year.

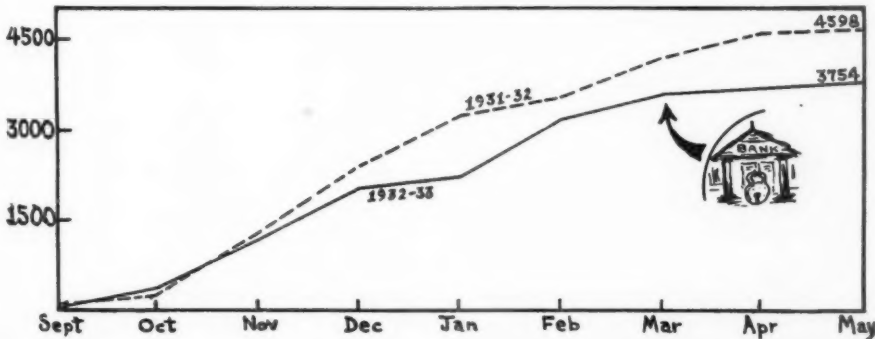
The ten states with the largest gross enrolments for the year are: New York, California, New Jersey, Ohio, Pennsylvania, Illinois, Massachusetts, Wisconsin, Michigan, and Missouri.

Eight states increasing their memberships over 1931-32 are: Wisconsin, Minnesota, Nebraska, Georgia, California, South Carolina, Mississippi, and Rhode Island. States making the greatest percent of gain are: Wisconsin, South Carolina, Georgia, and Nebraska.

The usually difficult problems which have presented themselves this year could scarcely have been solved without the interest, understanding, and advice of the officers and the Executive Committee. All this has been deeply appreciated.

The graph below compares the month by month progress in enrolment in 1931-32 and 1932-33. Note that in March, during the bank moratorium, the 1932-33 enrolment "lost step" and did not continue its expected upward trend. The total enrolment for 1931-32 was 4617 persons. No doubt the 1932-33 total of 3754 will increase slightly by the official closing of the records.

The 1933 yearbook will be mailed so as to reach the schools of members after September 15. Please urge all who want to be sure of having this interesting volume, *Elementary School Libraries*, to forward immediately their dues and September address.





U. S. DEPARTMENT OF INTERIOR OFFICE OF EDUCATION

EXCEPTIONAL CHILDREN are important members of our great school family and have a definite place in the activities of the Office of Education. "Exceptional children" include: (1) those who are *physically handicapped* (the deaf and the hard of hearing; the blind and the partially seeing; the crippled; the speech defective; and the anemic, tuberculous, and cardiac cases); (2) those who are *mentally exceptional* (the mentally deficient and the mentally gifted); and (3) those who are *socially maladjusted*.

It is the aim of the Division of Special Problems to give practical service to you who are interested in the problem of adjusting school procedure and curriculum to the requirements of these exceptional groups. Through conferences and correspondence; through bibliographical and advisory service; through research and publications we attempt to furnish helpful information.

If you are troubled with the attitudes and the perplexities of parents, try giving them a copy of *Parents' Problems with Exceptional Children* (Bulletin, 1932, No. 14, 10c). Perhaps it will help them to get a clearer understanding of the responsibilities and opportunities that are theirs in helping to guide the footsteps of an exceptional child.

If you are eager that some teacher in your school should take additional train-

ing for teaching exceptional children, slip into her hand a copy of *Opportunities for the Preparation of Teachers of Exceptional Children* (Bulletin, 1931, No. 21, 5c) with the gentle suggestion that she look it over and think about the possibilities of further study.

If you want to know how one city has coordinated all its civic and educational agencies in a program of practical and sane mental hygiene, read *The Adjustment of Behavior Problems of School Children* (Bulletin, 1932, No. 18, 10c). Perhaps it will give you a vision of possibilities in your own city.

These and other publications already available are at your service. Send for a list of them if you are interested. Still others are planned for early publication, among them being a series of leaflets on *Teachers' Problems with Exceptional Children*. The first two of these will deal with sight defective and with gifted children, respectively. Look, too, in the near future for a symposium of *Group Activities for Mentally Retarded Children* which should be of practical value to teachers who are planning programs for special classes of mental defectives.

Thus the Office of Education reaches out its hand in the effort to serve principals throughout the country. Use the service for all it is worth to you in promoting the welfare of exceptional children.—*Elise H. Martens*.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



IT WOULD BE of little value to spend one's life hunting out facts if no one were ever told what was found. The Research Division tells what it finds through three principal channels.

(1) *Letters*—Do any American high schools teach elementary Greek? Where can I get a list of books on character training? What cities have single salary schedules? What states support schools by an income tax? What schools have unusually good faculty meetings? Ten thousand questions like these constitute the yearly grist of the correspondence of the Research Division. These questions come from teachers, principals, research workers, administrators, college professors, and the public in general. In order to be ready to answer questions like these the Division maintains and keeps constantly revised nearly five hundred different bibliographies and hundreds of special typewritten memorandums on educational matters.

(2) *Publications*—Through the *Research Bulletin* and through articles contributed to the *Journal* and other magazines, the Research Division makes available the findings of its more important independent studies. This year the research bulletins tell about the current salary situation, the proper qualifications for school board members, the relationship of education to crime prevention, and the basic facts on school costs. Next year the bulletins will tell about progressive methods in the teaching of reading, constructive economies in education, research in character education, and the financial affairs of city school systems.

(3) *Work with committees and departments*—The resources of the Research Di-

vision are made available to important committees and departments of the National Education Association. All members of the Department of Elementary School Principals know the assistance that has been rendered in the past five years to this Department in making the investigations and in compiling the information needed for your yearbooks and bulletins. Similar work is done for the Departments of Superintendence and Classroom Teachers, and less extensive programs of assistance are carried through, on request, for other departments. Among the large National Education Association committees which have been helped by the Research Division in recent years to collect facts needed in their work and to draft important reports, are the Committees on Retirement, Propaganda, Tenure, Economic Status of the Teacher, and, most recently, the Joint Commission on the Emergency in Education.

The existence of a Research Division in the staff of the National Education Association is a recognition of the fact that education must increasingly shape its procedures and standards in accordance with scientific methods. In proportion to the extent to which education can discover and utilize scientific procedures it will win the support of the public and the right to be designated as a truly learned profession. It is the function of the Research Division to bring into the policies of the National Education Association and its departments the assistance and stimulus of the objective point of view.—W. G. C.

AIDS TO TEACHING IN THE ELEMENTARY SCHOOLS

IN MARCH members of the Department were sent a leaflet by the Editorial Committee containing an outline for the 1934 yearbook, *Aids to Teaching in the Elementary Schools*. The members of the Committee have already received letters and outlines from potential contributors who are now at work preparing articles. Please look over your outline of the yearbook again and then write of your special interests to some member of the Committee.

We wish to urge professors of education who will have classes this summer, to encourage students to prepare their term papers or theses on some topic listed in the yearbook outline. These papers, if acceptable to the Editorial Committee, are sometimes published with relatively minor revisions.

Several weeks ago an inquiry form was sent to the members of the Department of Elementary School Principals. To date about 300 persons have returned these blanks. The Committee finds these questionnaires very helpful in getting a general idea of teaching aids and devices throughout the country. As we are very anxious to have a representative viewpoint, we urge you to fill out your questionnaire at once and return it to the Department. These questionnaires are tabulated during the summer and replies should be received by July 1 to be included in the final report. The report of these questionnaires will be submitted to the Editorial Committee for the yearbook.

It has been interesting to note, in connection with these questionnaires, the various opinions of principals on teaching aids. It is, of course, recog-

nized that there are honest differences of opinion as to the value of some teaching devices. The differences of viewpoint of three principals are:

(1) We bought our own lantern and obtain the slides now in the school from the visual education supervisor. My teachers seem to prefer the slides to the moving pictures.

(2) The use of silent movies and film slides has greatly increased the interest and efficiency of the work done in the geography classes. Many films have been shown to build up a richer background of experience in other subjects and for recreation.

(3) Classroom instruction is favored as against the use of moving pictures and slides in the auditorium. Classroom work brings teacher and pupil in close contact. Pupils are given an opportunity to recite and lecture.

Principals are invited to write to the Editorial Committee about any problems which they may have in the preparation of articles for the yearbook. Please keep in mind that the Committee would like an outline of your proposed manuscript by August 1, 1933, and the finished contribution must be sent in not later than November 1. It is important that articles should be prepared in accordance with directions given in the leaflet. If you have lost your copy another will be sent upon request.

Communications should be addressed to the Editorial Committee, Department of Elementary School Principals, 1201 Sixteenth St., N. W., Washington, D. C., or communicate with John S. Thomas, *chairman*, Clippert School, Detroit, Michigan; Helen B. Shove, 3116 Clinton Ave., Minneapolis, Minnesota; or Bess Clement, Eliza Clark School, Clarksdale, Mississippi.

EDUCATION FOR WORTHY HOME MEMBERSHIP*

Bess Goodykoontz

HOMES ARE DIFFERENT now from what they were in the days of our grandparents, or our parents, or, in fact, from the homes we knew when we were the age of the children with whom elementary-school principals work. Most homes now are town or city homes, not farm homes. This means living relatively closer together, but not having neighbors, having less privacy, becoming accustomed to noise, taking children out of the yards and raising them in four-room apartments.

The connection between these rapid shifts in patterns of home life and the need for emphasis upon worthy home membership is evident. Parents are facing living conditions—economic and social—for which they have had no preparation. Old standards and attitudes and practises seem not to work. Developing new patterns which give back to children the things which city life has taken away, must be included in education for worthy home membership.

I should like to suggest as one step forward a perfectly definite practical step which can be taken as soon as we all reach home again, that a survey be made of the course of study in each grade of the elementary school to see just where, in what activities or chapters or subjects, provision is made for working with homes in developing worthwhile skills and habits and interests for those eighteen hours out of every twenty-four that children are in their own homes or under home supervision.

It cannot be too strongly emphasized that setting up standards and goals for these home hours must be done by homes and schools together, otherwise children are ground between two programs.

There is, for example, the child who has always drunk milk for breakfast but now that he goes to a kindergarten where milk-drinking is socially necessary, he refuses to drink his milk for breakfast. One program conflicts with the other. There is the other child whose father has always insisted that whatever is worth doing at all is worth doing well—that a drawing, a toy cart, a valentine once begun should be done as well as the boy is capable of doing. But at school spontaneity, interest, dash, breadth of interests, quickness, swinging push-pulls instead of meticulous capital A's are emphasized. His home program and his school program conflict.

Possibly then the step forward I am suggesting may include really three steps: first, an inventory of the homes represented in the elementary-school group, to discover the possibilities for work at home, for home play, and for getting help at home, with especial notice of the gaps that are evident; second, an inventory of the places in each grade's study program in which attention may be given to the interests and activities and attitudes which strengthen home life; and third, a definite plan whereby each grade will contribute something toward that elusive but valuable goal of worthy home membership.

*Abstract of statement given before the Department of Elementary School Principals, Minneapolis, February, 1933.

THE ADVANCE OF SCHOOL FINANCE*

Ross N. Young

SCHOOL FINANCING cannot be accomplished by piecemeal methods. It is necessary to take a broad view of general principles. Social and economic conditions are changing so rapidly that a new concept of taxation must be had.

The rights of the various interested groups run in this order: child and society, teachers, taxpayers, other interested groups. The rights and welfare of the child and of society are of so much greater importance that teacher and taxpayer must keep their interests in the background. The welfare of the *whole* community is superior to the welfare of a single group of taxpayers.

The problem must be recognized. The rise in prices from 1896 to 1929, the tremendous increase in high-school enrolment, the humane care of the unfortunate have increased greatly the gross amount of educational expenditures. The new leisure will send millions of children and adults into the day and night schools. These things mean that we cannot escape paying a greater proportion of the social income to the public schools.

We need, therefore, an entirely new system of taxation. The heavy taxes on real and personal property must go. We must have new sources of taxation. We must think of taxation as a division of the total social income and not as so many dollars and cents. A country that suffers from over-production cannot say that it cannot spend more on schools. Increased appropriations for public schools are a necessary corollary to an

economic society based upon the machine. Only when we suffer from under-production do we need to devote less of the social income to education.

To provide the funds necessary for these things, there must be taxes on incomes, inheritances, gifts, amusements, and sales. Tax-exempt securities should be made illegal. The state must help the poor communities. The progress of the Minnesota Junior Taxpayers' Association offers valuable suggestions.

The schools must accept depression conditions, eliminate the incompetent and selfish employee, eliminate such expensive practises as mid-year promotion, equalize the loads between the elementary and senior high schools, arrange better floor plans and better movable equipment, avoid false economies, give extra pay for extra service, and insure a full return on every dollar.

The school children and the general public of this country are between two groups of racketeers. On one side is the highly organized "taxpayers" association, the leading spirits of which are tax-dodgers who send their children to private schools. On the other side are time-serving teachers and principals who are selfish and who draw the maximum amount of pay for the minimum amount of work. It is time for the cheated small taxpayers, the parents of American children, and the rank and file of principals and teachers to organize for militant action to insure the best interests of children and of the whole public rather than the favored few.

**Abstract of statement given before the Department of Elementary School Principals, Minneapolis, February, 1933.*

A FORWARD STEP IN SCHOOL FINANCING*

Orville C. Pratt

A FORWARD STEP in school financing demands that the tax base be broadened; that the general property tax be supplemented by other forms of taxation so that real estate will no longer carry its present impossible burden; and that all may again pay taxes in proportion to ability.

A second much needed forward step in educational financing is the equalization of educational opportunity and of taxation. In former times when agriculture was the chief occupation, wealth and population were distributed at least in rough proportion to each other; the supporting wealth back of a school child in one part of a state was not greatly different in amount from that back of a child in any other part of the state. With modern industrial development this has long since ceased to be true.

A third much needed step in school financing is the enlargement of the financial unit. Whatever may be thought of the county as an administrative school unit, it certainly is true that many present inequalities of school opportunity and taxation would disappear if the county had a uniform tax levy for school purposes. In some school districts in the state of Washington the tax rate is eighty times as high as in others, and the high-rate districts usually still have the poorer schools.

A fourth step needed in school financing is budgetary control. In the past, budget making has received altogether too little attention in the administration of schools. Administrators have

been too much like the minister who took his text, straightway departed from it, and never came back to it. In rich districts, especially, relative values were not carefully weighed and balanced. Now, in these depression days, we are all in danger of having legitimate school activities ruthlessly cut off by ignorant but influential laymen placed on budgetary control boards.

Perhaps the chief weakness of a democracy is its inability to learn and to follow expert opinion. What we need to do far more than we have is to take a leaf from our leading industrial concerns. Without exception they maintain research laboratories for ascertaining present truth and for discovering new truth. Then they go to great pains to inform their stockholders about the progress made. The public generally constitutes our stockholders. What we do to inform patrons is incidental or, worse still, accidental. Many city systems have research departments, but these are too exclusively directed to teaching problems. Financial problems ought also to receive expert and prolonged study. Then the necessary machinery should be set up for acquainting the public with the facts.

The truth about school financing is fairly well agreed on by experts, but it is not well known among school people. A program such as this augurs well for the future. First we must know; then we must make known what we know. The latter is much the more difficult as a forward step in school financing.

*Abstract of statement given before the Department of Elementary School Principals, Minneapolis, February, 1933.

EDUCATING THE PUBLIC TO UNDERSTAND SCHOOLS*

Charles H. Judd

THERE is a form of adult education which school systems should provide in order to insure their own preservation. It is the education of the people with regard to the changes which are taking place in American schools and with regard to the reasons for these changes. The failure of schools in the past to make clear what they are attempting to do has led to some of the disastrous retrenchments which are now being forced upon school systems during the present economic stringency.

School officers are likely to assume that everybody understands the reasons for the expansion of the curriculum and for the adoption of new methods of teaching. The fact is that the newer educational procedures are not always understood even by teachers. The ordinary parent is far less informed than are the teachers. The reason for the general lack of knowledge about education is that many of the changes which take place in schools occur gradually in response to social conditions which influence the curriculum and methods of teaching in subtle and indirect ways.

Examples of developments within the educational system which have resulted from the comparatively unobserved influence of great social forces are to be found in the American adoption of a unit educational system which contrasts sharply with the dual system common in Europe; in the reading methods of learning and teaching practised in American schools; and in the great expansion of our school population re-

sulting from the industrial evolution of recent decades. The fact that the costs of education have mounted rapidly since 1910 is now widely advertised by critics of the schools, but the fundamental reasons for these costs are little understood.

If the need for education of the people in American communities is recognized, there naturally arises the question: How is this education to be provided? There seems to be only one real answer to this question. School administrators who are in intimate contact with the older members of the community must see to it that information is constantly transmitted to patrons of schools as to the kind of progress that is being aimed at by the revision of the curriculum and by changes in methods of teaching. The Department of Elementary School Principals could very advantageously devote some of the energy of its yearbook committees to the task of preparing in detail the types of information which citizens need to know.

The proposal which is here made is intended to emphasize the importance of attention to the large social problems which school officers need in these days to study and master. Too often school principals concentrate all their energies on problems of internal management. They should recognize the fact that someone has to keep up communication between the school and the general public. The teachers cannot do this, and the superintendent of schools is far less intimately acquainted with the patrons of schools than is the principal.

*Abstract of statement given before the Department of Elementary School Principals, Minneapolis, February, 1933.

WHICH WAY IS FORWARD?*

William C. Noelk

THE frontier-fostered concepts of individual action, of relief from economic and social restraint, of limitless amounts of "free" land and lumber, must be either abandoned or changed greatly. Extreme individualization has to give way to a more conscious group welfare.

Difficult as is the economic phase of this transition, the social—with its emotional concomitants—is positively tragic.

In attempting to make the rule of the majority square with reason and intelligence we find that we have neglected the principal factor—the attitude of the individual.

We may well start with the principle of preparing for change by teaching adjustment to change. This means that our pupils shall be taught and given—insofar as nature permits—physical, mental, and emotional health, and habits that will progressively accommodate the individuals to "make the greatest possible contribution to society and at the same time give them the greatest possible personal satisfaction."

On the basis of this, the following plan for educating for greater social efficiency is suggested as the proper way forward:

(1) Education must be recognized as much wider than the school, and other agencies of education must also be made to fulfill the newer objectives.

(2) When the child is with us only thirty hours a week out of a 168-hour week and is in bed for, say, only fifty of the sixty-three that should be allotted to that item, what can we say

of the false emotional stimulation that comes through lurid scenes in the movie theater and through tense situations broadcast over the radio?

(3) We must recognize in the classroom what the term "democracy" and training for democratic ideals implies.

(4) Is it not barely possible that what we deemed absolutely essential to an educated and well-prepared child in a democratic society was not at all imperative?

(5) We must have recognition of the emotional nature of the pupils in socialization and in stimulating the "immeasurable qualities" of school activities. Emotions and attitudes are more important in determining conduct than knowledge.

(6) As Wickman's study indicates, the compliant, submissive, dependent behavior is no longer adequate.

(7) The symptoms displayed by the submissive pupil may indicate emotional maladjustments more imperatively in need of correction than the impertinence of the independent trouble-maker.

(8) We must have in the classroom recognition of the value of open-mindedness, tolerance, courage, fairness, and unselfishness. Greed is not scientific.

Cassie Roys, member of the Executive Committee, is to appear on the general program of the N. E. A. Convention.

Herbert Hansen is to be chairman of the N. E. A. Audit Committee at the Chicago Convention.

*Abstract of statement given before the Department of Elementary School Principals, Minneapolis, February, 1933.

THE TEACHER LOOKS AT THE PRINCIPAL*

Julia L. Anderson

EVERY PRINCIPAL should have vision. In our present era of democratic teaching it is most necessary for both teacher and principal to have a definite vision of what is to be accomplished. The architect plans a cathedral. The principal works with finer materials—the possibilities of children. The purposes are the building of character and guidance in living. The vision of the principal should extend even further. He is the director of the many personalities in his school. Having vision the principal can generate courage, hope, enthusiasm, confidence, trust, and faith in his teachers.

The second quality I feel every principal should have is faith in his teachers. He should think of his teachers as specialists in their own line. He should trust his teachers and make them feel he really appreciates them. He should be constructive in his criticisms and see the forest beyond the trees.

The third quality should be mutual understanding between teacher and principal. Teaching is an invisible process. It is an influence of mind upon mind. This influence should be made positive through the law of mutual understanding.

Fourth, every principal should have tolerance. Tolerance is to realize that to every human being, life is an individual and personal problem. It is to allow to each individual perfect freedom of thought and action, cultivating gratitude, patience, charity, and faith in his fellow workers.

*Abstract of statement given before the Department of Elementary School Principals, Minneapolis, February, 1933.

MUSIC WITH HOME-MADE INSTRUMENTS*

C. C. Weidemann

THE PRESENT economic crisis is testing the resourcefulness of teachers in utilizing the common materials in their immediate environment as a means of instruction of youth. This is true in the field of music as it is in other subjects. One of the difficulties of organizing and promoting public-school instrumental music is the fact that musical instruments are relatively quite expensive. In the elementary school, the problem has been partially settled through the commercial production of kindergarten rhythm bands and harmonica bands. An extension of the answer may be found in the direction of utilizing materials common to the everyday life of the child. Wood, pottery, paper, glass jars, bottles, rubber bands, bamboo, and iron are examples of materials that in one way or another may be made to produce musical sounds.

It is possible to construct as many as twenty instruments for a total cost not to exceed fifty cents. This fact alone makes its appeal to boards of education; but this is secondary to the prime fact that the child directly lives and enjoys the activities associated with the construction of an instrument of his own choice.

This movement is not new. Home-made musical instruments have been made for thousands of years, if the historical records of musical instruments in our museums are to be trusted. Furthermore, innumerable evidences of such instruments are in our midst, in the schools, and homes of young people.

*Abstract of statement given before the Department of Elementary School Principals, Minneapolis, February, 1933

WHICH WORLD?*

Aaron Kline

THE LAST fifteen years have brought us radical changes in our schools. The "Do not whisper, stay in your seat" attitude has given way to a freer, homelike atmosphere. The normal life of the child as found in our most intelligently managed homes has been brought into the school world. By this change both the school world and the world outside of the school have been made better for our children.

Educators, notably Dr. Meiklejohn of the University of Wisconsin, are now calling attention to another abnormal school world. In the school world attitudes toward certain virtues are made on the ideal plane. Honesty and truthfulness are abstract virtues never to be violated. In this make-believe school world unselfish service to mankind is exalted. Great feats of engineers and of financial barons are looked upon as evidences of the business world's devotion to public interests. Railroad companies and great industrial corporations are seen as unselfishly contributing to the needs of modern society.

Finally the young man is ready to leave this ideal make-believe school world to enter that other world of adult life for which he is supposed to be prepared. He soon discovers that he is in a strange world for which he is not prepared. Here he finds that service to humanity is generally not the unselfish kind he learned about in school. Dollar patriots get contracts for their companies at immense profits, politicians feed the poor with money from graft, and professional men move about for

personal gain with little regard for opportunities of service.

Business acumen consists of ability to get greater profits for the corporation and still stay within the provisions of the law. Individual business honor hides behind boards of directors. Justice from courts and juries is of one brand for the poor and quite another for the rich.

What can be done about it? The school will not soon give up its idealism, nor will the world of adult life adopt the idealism of the school world. Since neither world will adopt the other in toto, is there an intermediate ground that might be acceptable to both? If there is no intermediate ground will the business world permit the tax-supported free public schools to teach what is, in contrast to what should be?

Business is in a state of paralysis. Abundance of goods for consumption, and plenty of consumers, but we seem to be unable to bring the two together. For what part of this situation are the schools responsible?

Tax-supported schools have helped to solve other problems in our national life. Will the public permit them to help in this dilemma? Certainly the evils of business and adult life will not be cured unless the dangers that now exist are pointed out to the new generations.

Dues for the school year 1933-34 are now payable. Let us start early—pay your dues and enlist others.

*Abstract of statement given before the Department of Elementary School Principals, Minneapolis, February, 1933.

TWELVE THESES OF EDUCATION FOR CHARACTER*

Paul T. Rankin

EDUCATION for character is of especial interest to the principal of an elementary school. He is the one who is in a most strategic position as regards the character-building program of the school. He is the educational leader of the school and the school community during that period of the child's career when the child is most impressionable. Furthermore, he is in charge of the school which has, until recently, provided almost the sole education received by the great majority of young people. To be sure, an increasing proportion of youth now go on to junior and senior high school. It is still true, however, that a very large number have no acquaintance with any other than the elementary school. If these pupils are to receive character training in school, the elementary-school principal is in charge of the unit where it must be done.

I bring no ready-made program to you. Rather am I going to propose twelve theses concerning education for character which seem to me should be taken into account in any thoughtful consideration of the problem. These theses differ greatly in their validity. Some of them are based on objectively verifiable data. Others are generalizations from subjective experience substantiated by the observation of many people. Still others are attempts to formulate principles which may be discerned only vaguely. All of them, I believe, are concepts which are worthy of attention in planning or appraising a program.

*Abstract of statement given before the Department of Elementary School Principals, Washington, D. C., February, 1932.

1. *The modern industrial civilization differs so radically from the former agrarian civilization that standards and values in life and character which sufficed for the older civilization must be modified to fit the new.* The rapid change in modes of life and in problems of human relations which have accompanied the shift from a handicraft culture to an industrial culture is known to all of us intellectually, but I doubt that we sense emotionally its full significance. We tend to take for granted each new invention and mechanical development as it comes. We adopt and use the telephone, the automobile, the electric ironer, and the oil burner without thinking of the implications of these mechanical marvels for our manner of life and social relationship.

The upshot of all this is that in seeking to formulate the objectives and procedure of our character education program, we should not content ourselves with relatively static lists of virtues alone, but will consciously seek out also ways of ministering to the new needs engendered in human beings by the conditions of modern life.

2. *Character education is primarily the development of attitudes, ideals, purposes, motives and habits, and only secondarily a development of knowledges and skills.* By character, we commonly mean a consistent pattern of action, conduct, and behavior. It is common experience that a person's response to a situation depends in greater degree upon his feelings, his attitudes, and his motives than upon his cold, abstract knowledge of what is right or wrong.

We cannot assume that knowledge of right action will carry with it the will to act in accordance with this knowledge. We must develop specifically the attitude which will carry over into action. The implication is that school programs which are designed to influence the actual response of children to life problems must have the

learning situation organized in such a form as to present real problems in human relations.

3. *Character is more than the avoidance of wrong-doing; it is marked by a positive, active effort to secure the abundant life for oneself and for everyone else.* Despite the fact that there is a place in a character education program for training which will result in a minimum of crime and delinquency, yet we should ascribe an even larger place to that form of training which will cause youth to seek to contribute to social well-being. Truly fine character involves a rise above the dead level of moral mediocrity and indifference; it implies a positive active quest for a life which shall enrich and extend the possibilities of all. One not only should not injure others; one should strive to help them.

4. *The prime objective of character education should be the integration of all values.* Character is construed differently by different people. By character, some mean the knowledge of the rules of right living as expressed in the Ten Commandments, the Children's Code of Morals, or some such statement. Others mean good citizenship, the service of the state. Others mean behavior controlled by reason based on thoughtful consideration of all the facts. Others mean the adoption of the standard of beauty as the determiner of conduct. Still others mean the effort to pattern one's life after an ideal person, such as Christ. No one of these meanings should be taken alone; each contributes something distinctive and worthwhile to the concept of character. We must, indeed, seek all these values. The good act is one which brings together as many satisfactions as possible for as many persons as possible over as long a time as possible.

5. *Character education permeates the entire program of the school and is contributed to by curriculum, procedure, and organization.* In a sense, all education is character education. Every experience which youth has inside or outside the school is a potential influence upon character formation. Assuredly, the inter-actions of pupil and pupil, and of pupil and teacher throughout the school day, year after year, are bound to influence the character of the

child. Any effort to limit the teaching of character to a specified period in the school day is likely to be unsuccessful. Rather should every approach available be utilized.

6. *Character education, or certain elements at least, may be the major purpose of particular activities at particular times.* This may seem a contradiction to the previous thesis. In my judgment, the two statements are not contradictory, however. Because character education should permeate the whole life of the school is no reason for denying that, when properly handled, it should have a special place at a special time also. On occasion, the teacher may properly utilize time in helping pupils to meet, interpret, and generalize from situations selected with a view to guiding children in the development of particular attitudes and purposes at which the school aims.

7. *Character education should take account of the facts of social psychology regarding the way in which attitudes change and develop.* I think that we as school people have something to learn from the specialist in advertising and propaganda. He is skillful in influencing people's attitudes. His technic may be described as the process of presenting the advertised object in close association with other objects or ideas for which the majority of the prospective customers already entertain a high regard. The good act which has unpleasant associations has little attraction for children. It seems to me that as teachers and principals we must devote our best judgment to the selection of the associations which the child is to make with the responses which we hope to develop in him.

8. *The concept of absolute and invariable right should occupy a relatively small place in a good program of character education.* Much of the ethical teaching of the past has assumed that situations of life are essentially simple and that one needs only to choose between right and wrong. Closer analysis reveals that the situations are much more complex than may have been supposed, that there is not one right but many rights, and that these many rights are not arrayed all on one side of a question. If the choice necessary in any situation were only that of selecting the right from the

wrong, life would be simplified greatly. In point of fact, however, one discovers that in the typical life certain of the virtues require one answer in a problem situation while other virtues require an opposite answer.

9. *That curriculum will contribute most to character education which consists of situations and activities in which children may meet and learn to solve real problems of human relations.* This thesis may be defended upon both theoretical and empirical grounds. In the first place, we have said that the person of good character is marked by the fact that he meets each situation in such a way as to secure the greatest good for the greatest number. How can he learn to make such a response to a problem situation except by being afforded the opportunity, under competent guidance, to meet and practise upon numerous situations?

10. *Democracy—or freedom on the part of all to share in decisions—should characterize the relations not only between teachers and pupils but also between principals and teachers, and between superintendents and principals and supervisors.* In a sense, this thesis is a corollary of the preceding one. If children are to develop the ability and the will to choose that action which yields the greatest good for all, and the power of choice is to be developed through guided experience in choice, surely we should not overlook the opportunities for growth which exist in the problems confronting the classroom group of teachers and children from time to time. Here are real problems—problems which present the possibility of growth in power to make decisions which shall conserve as large a number as possible for all the values sought by all persons concerned. In too many schools, the teacher makes the decisions in such situations.

11. *The choice of methods, content, and organization for character education should be based increasingly on the findings of research.* The Tenth Yearbook of the Department of Superintendence gives digests of ninety-five illustrative pieces of research which bear upon the development of character. The amount of conclusive evidence as to particular problems is as yet slight, but is increasing each year. It behooves every person who is responsible for charac-

ter education activities in a school to keep himself informed as to the progress being made in the scientific study of ways and means of education for character.

12. *A favorable attitude on the part of pupils toward the teacher, toward the school program, and toward the whole idea of education is vital to success in any plan of character education.* In the last analysis children develop those attitudes and those habits of response which are approved and admired by persons and institutions that the children approve and admire. Compare in effectiveness, if you will, two teachers who have identical programs designed to promote character, but who differ as regards their pupils' attitudes toward them, one being liked and respected, and the other being disliked and disregarded. Can there be any question as to which one is the more likely to influence his pupils in desired directions?

I have suggested twelve principles or theses to you. They are in no sense to be interpreted as a program of character education. You must organize your own plan for your own school system. The principles expressed here will serve, I trust, as a partial list of bases which you may use in planning and appraising your own program.

One further point. The development of character is too important, too far-reaching a subject to warrant limiting our consideration of it to the school alone. The school in all probability should be the directing or responsible agent, but the fullest use must be made of every agency for human welfare, and particularly of the church and the home. The highest degree of cooperation among us all is essential if we are to achieve the goal of developing boys and girls who will act in every situation to insure as many satisfactions as possible for as many persons as possible over as long a time as possible. This is true character education.

THE PRINCIPAL AND THE CRISIS IN EDUCATION

THE economic crisis, combined in many places with greed, waste, and political corruption at the source of school support, is robbing hundreds of thousands of American children of their educational birthright.

As early as February 28, 1933, according to preliminary reports, 1253 schools in nine states were closed to 119,969 pupils. By April 1 school doors had been shut against 290,000 children.

To combat this situation on a nationwide front the National Education Association and the Department of Superintendence organized the Joint Commission on the Emergency in Education early in 1933. This Commission has had the united support of the entire profession. As its contribution, the Department of Elementary School Principals offered space in the Bulletin to the Commission. This material presented in behalf of the Joint Commission on the Emergency in Education has been prepared by the Division of Publications of the National Education Association.

Interpreting the Elementary School

In connection with the use of this material two other publications should be at hand: (1) the 1932 Yearbook of the Department of Elementary School Principals, *The Principal and His Community*, which gives discussions of community relationships written by principals from their own practical experience; and (2) the April Bulletin of the Department of Secondary School Principals, *Meeting the Emergency in Education*, which was sent to all members of the Department of Elementary School Principals.

The emergency growing out of world-wide economic collapse has shown all too plainly that it is no longer possible to take the support of the school and its services for granted. As it becomes impossible to support from current income all the activities and institutions, both public and private, to which people have been accustomed, it is necessary to make a choice. In the end this choice will be determined by

the sense of values which has been built up in the minds of the people.

The situation is further complicated by the fact that large taxpayers, particularly the great corporations whose officers often live far away from the community where the school is located, have instituted a nationwide effort to persuade the public to spend less for government, including schools. It is natural for these big corporations and banking interests to look upon the school as they do their factories, as something which can be shut down at will. They do not understand clearly that education is something that cannot be postponed. Nor do they see that in proportion as they cripple the schools they are lessening the worth and safety of their own property and are reducing the possibility of economic recovery.

The local taxpayer is sometimes favorably inclined toward this clever selfish propaganda from without because often his personal situation is really acute. To maintain adequate schools requires a relatively greater sacrifice than in normal times.

Because of financial conditions the present movement to interpret the schools places great emphasis upon that phase of the situation. Looked at more fundamentally and using a longer perspective, the nature of the school itself and the character of its service to the children and the community are factors of even greater importance than its finances. If these factors are sufficiently understood by the entire community, financial stability will follow.

No superintendent of schools or board of education, however gifted and well prepared, can interpret the schools adequately to the public. The cooperation of the entire educational staff is required. The work of the principal and teacher is particularly important because it is through these workers that the school touches the lives of citizens and their children.

The first step is for the principal to make sure that the citizens of his community understand the significance of the common school in a democratic system of government. Let every principal ask himself: Do I understand enough of the history of education to show how the school has contributed to individual success and social advance? Do I know the patrons of my school well enough to understand their aspirations for their children so that I can lead them to see the part that education and the school must play in the realization of their ambitions?

Second, let each school principal study conditions with the school faculty and form an estimate of the present situation in the community served by his school. Let there be mapped out a program which will reach every home. This program will be built on the services of the school. It will make sure

that the teacher knows personally the fathers and mothers of the children in his classes. Most parents do not think of the school in abstract terms. For them the school is the teacher of their children; it is the principal who talks with them about their child's growth and character; it is the place where they hold community meetings. This fact that the parent visualizes the school in terms of concrete services is an added reason for making the school a community center in the broadest sense. Schools which perform a variety of services for the adult population are much better supported because parents understand their community significance.

The following books would make a good beginning for the principal's library of interpretation:

- (1) Beard, Charles A., editor. *America Faces the Future*. Boston: Houghton Mifflin Co., 1932. 416 p.
- (2) Finney, Ross L. *A Sociological Philosophy of Education*. New York: Macmillan Co., 1928. 563 p.
- (3) Jacks, Lawrence P. *Constructive Citizenship*. Garden City, New York: Doubleday, Doran and Co., 1928. 300 p.
- (4) President's Research Committee on Social Trends. *Recent Social Trends in the United States*. New York: McGraw-Hill Co., 1933. 2v.
- (5) Robinson, James H. *The Mind in the Making*. New York: Harper and Bros. 1921.
- (6) Royce, Josiah. *The Philosophy of Loyalty*. New York: Macmillan Co., 1908.
- (7) Smith, William H. *All the Children of All the People*. New York: Macmillan Co. 1912.
- (8) Wells, H. G. *The Work, Wealth and Happiness of Mankind*. Garden City, New York: Doubleday, Doran and Co. 1931. 866 p. 2v.

The great needs of American life during these years of transition are intelligence, civic idealism, and moral courage.—Joy Elmer Morgan.

Presenting Present Needs Through Home Contacts

Home visitation—Visits to the homes are excellent means of educational interpretation. By the very act of going into a home, the principal and the teacher signify their interest in the child and his home. Thus the school comes to be recognized as an institution which has a vital interest in the welfare of the child. Home visitation may well be carried on in place of less important routine duties. In one school the plan of taking at least once a year the period from 3:00 to 4:15 regularly used for monthly faculty meetings has been found very profitable.¹

Printed circulars—Many schools send messages to parents, in the form of small leaflets, with report cards. Such material may be printed or mimeographed, or leaflets ready for distribution may be secured from the Division of Publications of the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C.

Social contacts—The area served by the elementary school is relatively small. This makes it possible for principals and teachers to be active participants in the social life of the community and to be personally acquainted with the leading citizens. Such contacts are valuable.

Community centers—If the principal encourages the use of the school as a center for community activities, he will be providing many opportunities for fruitful contacts with parents. When the school is made a live center of the community life, citizens come to look upon it as their own and as being indispensable to adult as well as child life.

¹National Education Association. Department of Elementary School Principals. *Eleventh Yearbook*. Washington, D. C.: The Department, 1932. P. 236-40.

Through Parent-Teacher Associations

Parent-teacher associations have long been recognized as a valuable school asset. Until the present crisis, however, the worth of these groups was never so fully demonstrated or recognized. Outside the profession itself, parent-teacher workers have been the first line of defense for salvation of the ideal of free public education. As citizens they are in many cases able to do important tasks which would be improper for professional school people.

Does your school have a parent-teacher association? Is it doing effective work? Perhaps you can strengthen it. Of course, such steps should be taken tactfully and accomplished through the officers of the association itself. Why not apply to your association the yardstick of the following desirable characteristics as presented in the 1933 *Manual* of the National Congress of Parents and Teachers:

- (1) The welfare of children is the objective.
- (2) It is democratic in objects, membership, and form of organization.
- (3) It is nonpartisan, nonsectarian, non-commercial.
- (4) Policies are decided by the organization as a whole or by its elected representatives.
- (5) Financial support of the schools is a public responsibility.
- (6) Entertainment and moneymaking are of minor importance.
- (7) It is a volunteer organization, free from individual or group control.
- (8) It cooperates with other organizations but does not join them.
- (9) The work of the association is shared by mutual agreement.
- (10) Personal grievances are adjusted in private conference.
- (11) It is organized, constructive cooperation of parents and teachers.

Through American Education Week

The observance of this occasion has come to be the keystone of the annual program of educational interpretation carried out by thousands of school systems. It is observed each year, in the week in which Armistice Day falls. It is sponsored jointly by the American Legion, the United States Office of Education, and the National Education Association. The general theme for this year, "Meeting the Emergency in Education," is in keeping with the program of the Joint Commission on the Emergency in Education. American Education Week this year will be an important feature of the Joint Commission's program to avert the threatened collapse of the schools. Following are the daily topics:

Monday, November 6—"The Increased Responsibilities of the Schools."

Tuesday, November 7—"Financial Support of the Schools."

Wednesday, November 8—"What Citizens May Do To Protect the Schools."

Thursday, November 9—"Home and School Cooperation."

Friday, November 10—"The Schools and Reconstruction."

Saturday, November 11—"The Schools and Loyalty to the Nation."

Sunday, November 12—"Safeguarding Character Essentials."

Begin your plans for American Education Week now. Let the whole program be designed to acquaint your patrons with the needs and achievements of your school in this emergency. The Division of Publications of the National Education Association will publish and distribute at cost handbooks, posters, leaflets, and other materials which will help you in planning and carrying out your program. This material will be ready for distribution about September 1.

Through Curriculum and Student Projects

The curriculum—Even in the elementary school, pupils can grasp the significance of the basic concepts of free public education in a democracy. Why have we so long taught about far-away institutions and neglected to develop in the children an adequate appreciation and understanding of the institution which, next to the home, means more in the life of the average pupil than any other? Why not emphasize the contributions of the school in reading and citizenship classes? Have your teachers experiment in developing readers about the school and its services to the individual and the community.

Student projects—Parental interest in children forms one of the best opportunities for educational interpretation. How can elementary pupils help to interpret the modern school to their fathers and mothers?

(1) *Promotions or other formal programs*—One school's promotion program consisted of a dialog by students carried out in ingenuous and at times humorous fashion. They discussed their accomplishments in the three R's as well as in the so-called "fads and frills." Parents went away better informed about the school. Programs of this type may well contain actual demonstrations of skills achieved or of school-room activities.

(2) *Exhibits*—Children's handiwork may be exhibited at parent-teacher meetings, on special school visitation days, or in connection with various school functions which attract the parents.

(3) *School papers*—Many elementary schools keep the parents informed concerning school news through a mimeographed pupil publication. Such a project can be effective without being pretentious.

(4) *Visiting days*—Of course parents are welcome to visit the school at any time. Occasionally, however, it is well to have a day set apart when parents are given special invitations to see how their children learn in a modern school.

Through Professional Organizations

No principal can afford to economize on membership in professional organizations, local, state, and national. Neither can he afford not to inspire his teachers to support the organized profession. Every principal realizes the value of local associations. He knows that statewide professional organizations in the present crisis have rendered indispensable service.

The struggle to safeguard the schools has likewise been waged on a nationwide scale. The Joint Commission on the Emergency in Education was made possible only because the profession was strongly organized on a nationwide front. This Commission, since its appointment early in 1933, has been engaged in a vigorous program to safeguard the schools and protect the educational rights of the children of this generation who are in no way responsible for the economic crisis.

Because it represents a national organization and a national effort, it is able to accomplish things which can be achieved only by the nationally organized profession. A clearcut example was the presentation throughout April and May of a series of nationwide radio broadcasts by speakers of national reputation calling upon the people to save the schools.

This Commission should have the support of every educator in the nation. Principals can make it possible for the Commission to continue its work by enrolling as many teachers as possible in the National Education Association, since the Commission is financed jointly by the Association and the Department of Superintendence.

Through Other Devices

Newspapers—Editors want school news. They have a keen sense of human interest values and know that nothing is of greater interest. However, the editor is busy. His space is valuable. He does not have time to drag the news from school people nor is he willing to give space to poorly prepared material. The elementary principal who recognizes these two simple but basic facts and acts upon them will find the newspaper ready to use school news. Ask your editor to tell you the kind of news he wants and how to write it. Perhaps you will need to appoint a person or a committee to be responsible for the preparation of school news.

The radio—In the present emergency the radio is an effective means of reaching the people with vital messages about the schools.

Open letters—There are times when a letter addressed directly to the parents is useful. It has the advantage of being more personal than the newspaper story.

Addresses before lay groups—This is an extremely valuable method of keeping the public informed. The elementary principal should fill such a place in the general life of the community that opportunities for speaking to lay groups will naturally come to him.

Civic organizations—In every community there are numerous civic groups which, if called upon, can often render exceedingly valuable assistance. Do you have their cooperation?

Other devices—These include the use of handbills, speakers' bureaus, lapel tags, street car signs, bookmarks, blotters, and letterheads.

Coping With Decreased Resources

By Finding and Practising Economies

As a result of the hysteria incident to the economic crisis, many unwarranted retrenchments, either from the financial or the professional point of view, have been thrust upon the schools. On the other hand, due to reduced resources, many principals have doubtless found ways of making substantial savings without reducing the effectiveness of the school. An issue of the *Research Bulletin* of the National Education Association entitled "Constructive Economies in Education," will be published next fall.

Meanwhile, throughout the summer many principals will of necessity be studying this question. The following references may be helpful:

- (1) Englehardt, N. L. "Financial Economies Which May Be Effected through Improved Business Administration." *School Executives Magazine*, 51:99-101, 132, 136; November, 1931.
- (2) Henzlik, F. E., Richards, W. M., Ireland, Clifford J., and others. "Practical Economies in School Administration." Lincoln: University of Nebraska. Extension Division, 1932. (Education monographs, No. 3.) 212 p.
- (3) Miller, Chester F., chairman. "School Economies through Efficient Administration and Management." Michigan Education Association, *Bulletin No. 22*. Lansing, Mich: the Association, March 26, 1932. 39 p.
- (4) Reeder, Ward G., and Holmstedt, R. W. "Financial Economies in Business Management of Schools." *Review of Educational Research*, 2:139-47; April, 1932. Washington, D. C. American Educational Research Association, a department of the N. E. A.
- (5) Scott, Cecil W. "Economies in Public-School Expenditures for Instruction." *American School Board Journal*. 84: 39-40, 50-51; February, March, 1932.
- (6) Weglein, David E., chairman. *Report*. Washington, D. C.: Committee on School Costs, National Education Association, February, 1932. 36 p.

By Being Fair to Both

"In this emergency, how can we be fair both to the child and to the taxpayer?" is a vital question to every school administrator. Schools have been handicapped and in many places closed for lack of revenue. Over against this deplorable fact is the taxpayer whose income, on the average, has shrunk 40 to 50 percent. Since schools do take a large share of the public income, they are quite naturally the subject of criticism and questioning. Following are some of the ways to meet this trying situation and to be fair both to the child and to the taxpayer:

(1) Run such an effective school, despite decreased resources, that it will be recognized as worth more than every dollar put into it.

(2) Let the business affairs of the school be so managed as to be a model for the community.

(3) Find and practise every possible constructive economy.

(4) Where economies which do not seem to be constructive must be put into effect due to absolute lack of funds, accept the situation cheerfully.

(5) Emphasize the fact that retrenchments should be temporary.

(6) Keep the community fully informed as to just what is happening to its schools.

(7) Impress upon the community the relative value of the various public services. Perhaps some can wait. The schools must go on.

(8) Compare expenditures for life insurance, building construction, and automobiles with the cost of schools.

(9) Be sympathetic with the taxpayer who really is hard pressed. He is human and in most cases he, too, is interested in the true welfare of his children and his community.

(10) Organize pupils, teachers, and parents to prepare exhibits of school activities.

(11) Hold conferences in your building at which qualified persons may discuss sales, income, corporation, and other types of taxes.

Looking to the Future

By Maintaining Teacher Morale

The principal is the leader and the counselor of his teachers. Never before were there greater opportunities for him to exert this leadership. When teachers' pay shrinks, when they must do without adequate equipment, when they live in constant dread of what a hard-pressed schoolboard or legislature may do next, when children come from homes whence incomes and even hope have fled, leaving the youngsters alarmed if not hungry, when human relationships are generally made difficult because of the pressure of the times—what a godsend is a strong, courageous, sympathetic principal who by his ability as a leader maintains the morale of teachers and pupils! The principal who would measure up to his responsibilities in the present period must do just that. It is a herculean task—but it can be done by all who are deserving of the trust they hold.

The principal has not only to think of his own teaching staff. The profession generally has much at stake. To date teachers have maintained their courage magnificently. In some places, however, morale is nearing the breaking point. In the recent regional conferences with consultants of the Joint Commission on the Emergency in Education, the necessity for conserving the morale of teachers was stressed.

The principal is in a better position than anyone else to save the profession from a severe setback as a result of this economic and social crisis. He can do this by stimulating the morale of his teachers. He has no more important task at any time. In the present period this responsibility looms larger than ever.

By Maintaining the Confidence of the Community

When it is said that school people, for their faithfulness to duty in a time of crisis, will receive the heartfelt thanks of the public in general, it is more than a mere enthusiastic statement. Who can doubt that the average intelligent citizen of Chicago does not appreciate the manner in which teachers continued their work because they felt their responsibility to the children, regardless of how many months their pay was in arrears?

The principal can make no better preparation for the future than to make his school as effective as possible now, regardless of the number or extent of handicaps. A good school is always its own best interpreter. In this emergency school people must not hesitate to defend the schools. In the words of the Minneapolis report of the Joint Commission on the Emergency in Education: "Instead of shrinking from the attacks which are being made upon public education, we should meet its challengers on their own grounds."

On the other hand, when retrenchments are made despite the best efforts of the friends of the school or when questionable economies must be resorted to, nothing will be gained by grumbling or complaint.

Nearly every school system has been forced to develop an emergency program of educational interpretation. Such a program is imperative for the present crisis. On the basis of such programs there should be built strong continuing programs for the future. If this is done it will help to place the schools on a sounder basis than ever.

By Studying School Support

It is obvious that the local unit is no longer sufficient as the basis for financing public education. A few states such as New York, Missouri, and Maryland have already set up equalization plans which go far toward giving all the children of these states an adequate educational opportunity and certainly a better equalization of opportunity than is accorded to the children of many other states. Even statewide equalization plans, however, will not provide every child in America with a fair start in life. The recent study by the National Survey of School Finance very clearly indicates that some of the states have far more resources per capita than other states. Many factors, such as the centralization of wealth in the large cities, have brought about this situation.

The principal has an opportunity, while taxation and school finance are under discussion, to lay the ground work of public opinion for a better plan of school finance. He can do this through keeping his teachers fully informed and working with parents through the various methods and devices listed elsewhere in this Bulletin. This subject furnishes an excellent topic for parent-teacher meetings and for discussion groups which the principal might organize.

The effectiveness of the school in performing vital services needed by the community; the skill, wisdom, maturity, and competence of teachers in both school and community activities, form the background for interpreting education to the community. If the school is poor and unprogressive and if the principal and teachers are weak, unprepared, or lacking in tact and leadership, no amount of argument over the details of school finance or management will carry weight. More and more the school must depend upon its own agents of interpretation—teachers, pupils, and other employees—and upon its own means of interpretation, such as effective service, home contacts, parent-teacher work, and student projects.

By Remedying Weaknesses

The school of today like every other social institution is under fire. Criticisms both destructive and constructive are forthcoming on every hand. As stated in the report of the Joint Commission on the Emergency in Education, school people will profit more by giving careful attention to these criticisms than by disregarding them.

There are weaknesses, as well as strengths, in our public-school system. In answering the question, "What should an educational leader do in this emergency?" Superintendent Willard E. Givens of Oakland, California, recently listed the following questions:

(1) Should he not clean his own house thoroughly, and of his own initiative make every possible economy so that it will be impossible for any lay critic to point to financial extravagance in the schools?

(2) Does he have the best working organization for his particular school situation? Are all of the key positions filled with constructive thinkers and able leaders? Is growth the keynote of his organization?

(3) Can he justify the amount of time being spent on supervision by actual results achieved? Can the principal supervise instruction as well as administer the school? Are mediocre inspectors being employed under the guise of real supervisors of instruction?

(4) Is he educating the children for the present-day world?

REGIONAL EMERGENCY CONFERENCES

THE Joint Commission on the Emergency in Education has been holding regional conferences in various parts of the United States. To these conferences have been invited the officers and leaders of educational associations and parent-teacher groups. Several of the officers of our Department and members of the Executive Committee have been in attendance at these meetings. Interesting excerpts from their reports are given below.

President Elizabeth McCormick who attended the Chicago meeting wrote:

It was my privilege to attend the regional conference of the Joint Commission on the Emergency in Education of the N. E. A. in Chicago. It was a splendid meeting with a program well planned and well executed.

A serious-minded group gathered there to discuss the many problems that have been created by the present emergency in education. The purposes of the meeting were to discover in detail what these specific problems are and where the need for their solution is most acute, to offer assistance where needed and to receive helpful suggestions that may be passed on to those who need assistance in various parts of the country.

The Department of Elementary School Principals of the N. E. A. can be of tremendous assistance in solving the problems of this educational emergency if every single member of the Department does all he can in the community in which he finds himself to enlighten public opinion as to the needs of the schools and the importance of education's contribution to the welfare of society. Much can be done. Are we going to do it?

Herbert Hansen also in attendance at the Chicago meeting has written as follows:

During the conference, many suggestions were made for immediate action by the Commission and by organized professional

groups. Among the definite suggestions considered, the following are the most important:

(1) A radio talk on education by the President.

(2) Preparation of an abundance of factual material to reach all the people.

(3) Enlisting the help of parent-teacher organizations.

(4) Encouragement of intelligent discussion of education by civic groups.

(5) Combine education with all cultural groups in a defensive program.

(6) The study of teachers of economics, taxation, and related problems to provide economic leadership for the country.

(7) Outline helpful activities for local teachers' groups.

(8) Help to develop in the public a sensible and balanced attitude toward taxation in general.

(9) Bring all issues fearlessly before the people.

(10) Plan commencement exercises around pupil participation in a review of the values of education.

H. B. Norton was present at the Atlanta conference. He commented:

The conference was attended by representatives from South Carolina, North Carolina, Georgia, Tennessee, Alabama, and Mississippi. The sessions lasted from 10:00 a.m. to well past 4:00 p.m., broken only by the luncheon which was practically a continuation of the discussions of the conference. Throughout the entire period the reports made, questions asked, and discussions engaged in, commanded the interest and closest attention of all present. With Dr. Weet and Dr. Norton at the table directing the proceedings all reports and discussions were handled with such precision and definiteness that I was made to feel that perhaps I had never seen so much accomplished in as short a period. We came away from the conference with a much better knowledge of the conditions throughout the southeastern states and with many valuable suggestions gathered from the experiences of others.

PERMANENT WAVE LENGTHS

THE RADIO PROGRAMS of the National Education Association under the direction of Dr. Florence Hale and those of the Emergency Commission under Dr. John K. Norton are making educational history. A few paragraphs of permanent value from these radio programs follow:

Isn't it time that we in school stop dallying with the great functions of human living—stop playing on the fringes of reality, give up our educational make believe? How about telling these children of ours the truth? How can these perplexing problems be solved in the future except upon the basis of fact?

I have no quarrel with the past but I can see no reason for teaching it except as it relates to our life now. The mere memorizing of the facts of history cannot give that *meaning* to life which we need in order to live it fully, but it can if properly taught tell us how and why we got this way.—*Rollo G. Reynolds, principal, New York City.*

Have our schools justified themselves? The founders, notably Jefferson, dreamed of a democracy which could be perpetuated only through free public education. They looked upon education as the guardian of civil, political, religious, and economic rights. They realized that education was a tool which no one could take from the poor man so long as he preserved his mental health. Has the faith of the Founders been justified? Every thinker knows that it has been justified. To what other agency can be ascribed the freedom of this nation from revolution today? The answer to this question of justification lies in the reaction of an educated public to the worst depression ever recorded. As a result of free public education democracy has maintained itself unshaken in a world where illiterate peoples cry for revolution and dictatorship.—*William J. Bogan, superintendent, Chicago.*

I ask a question of those who now direct our courses in history and civics. Cannot the application of those subjects be fitted into the news of the day, so that it becomes

a living background to these current events; so that the mind becomes attuned not to the noise of the street but to a sense of the sweep of the history of mankind in which we of today carry on the torch of the past? Above all, compulsory American history in all schools and in all colleges, and above all the history not of "events" and half events which turn out afterwards to have been only incidents—but the history of *thought*.—*Anne Hard, lecturer, Washington, D. C.*

Knowledge of the three R's was enough to teach a man to make money and to read books, but it did not teach him how to avert the most devastating war of all history. Neither did it teach him how to avoid the catastrophe of a people starving on the one hand and piling up vast stores of unusable food and materials on the other. It is this knowledge that we must give our children.—*Mrs. B. F. Langworthy, national P. T. A. official, Winnetka.*

Schoolboards and committees are the representatives of the people, responsible to the people for the conduct of their schools. We believe that the people of the United States, however hard pressed, will not allow organized minorities, whatever their financial support, to usurp the powers of these representatives and to dictate what shall be taught in the public schools, and what reductions shall be made in school budgets.—*Patrick Campbell, superintendent, Boston.*

The new generous leadership at Washington is pouring out resources to help the moneyed institutions of America. The government is ready to give much needed relief to the farmer. This is needed, no matter how we may challenge the favors granted to the banks, insurance companies, and railroads. But what will the government do for education? Men need things to eat. Men need shelter and security. But the thing that marks us as of our century is education and the universal heightening of thinking and living standards that have come out of research and invention and the leading of minds from darkness into light. The most important thing in America is the

youth of America.—*Aaron Sapiro, attorney-at-law, New York City.*

The leaders in the field of education, as well as the rank and file of teachers, became aware of their opportunities to inculcate in the lives of their children the simple rules of health; they gave them a real background of scientific knowledge about the workings of the human body and how to care for it. All of this has had the most important consequences. The children who grew up with this knowledge have become the wholehearted supporters of the public health movement, not only as citizens willing to be taxed for it, but as enthusiastic co-workers in the campaign.—*Louis I. Dublin, insurance statistician, New York City.*

Let us also recall the ages when we lived in ignorance; and when we hear suggestions of returning to the days of the little red schoolhouse and when we see legislatures forced to question every educational offering beyond the barest minimum, let us clearly recall conditions as they were when children did not have a chance. For the price of liberty is eternal vigilance, and public education, dear to the hearts of the American people, is a liberty we prize and a right we will maintain.—*William F. Russell, dean, Teachers College, New York City.*

The function of education in democracy is vital. There is hardly any duty which democracy owes to itself that is comparable to that of educating its members. How else can democracy hope to survive? Its decisions are confided to the whole people. The determination of every question that affects it depends upon the intelligence, the sense of responsibility, the character of the aims and the standards of conduct of the mass of the population.—*Bainbridge Colby, attorney, New York City.*

In the minds of Americans, budget balancing has been lifted to the dignity of a religion, and in this improvised religion they find mandate for the merciless inquisition of public servants who seek to keep the national mind reminded of those immediate human values and those long-time social responsibilities that lie behind public budgets and for which, indeed, public budgets exist.—*Glenn Frank, president, University of Wisconsin, Madison.*

POEMS

A GARDEN

What is more pleasant in the early morn
When the grass is wet with dew,
Than to walk in the garden
And see the flowers op'ning their buds
to you?

With hoe in hand I pull every weed,
And dig the earth to lay in the seed.

I wish I were a flower
And could turn my bright face to the
sun.

If each butterfly and bee could rest upon
me,

I'd give joy to each creature, my duty
well done.

—*Marion Crawley, Jefferson
Junior High School, Long
Beach, California.*

IN THE SPRING

When the birds hop and walk
And twitter in bird talk.
When the sun shines in its grace,
And the chipmunks run their race.
When the children laugh and sing,
That means it's merry Spring.
When the flowers blooming rare,
Scent the lovingly morning air.
And the sun sends down its heat,
With our basket full of lunch,
Away goes the happy bunch
To a sparkling little brook,
In a shady pleasant nook.
Then at many games we play,
Till the coming close of day.
Back to the busy town we go,
Tho' our feet are very slow.
Then to our happy homes so bright,
We each call good night, good night.

—*Rosemary Hummel, Fourth
Grade, Chico, California.*

ANNOUNCEMENTS

AT THE Minneapolis convention the New York Principals' Association read the following resolution at one of the general meetings. The Executive Committee directed that it should be published in this issue of the Bulletin.

During the past three years the New York Principals' Association has made health education its major project. During this intensive study the association has come to realize that the problem of teacher health is a vital part of the general project. In New York City more than 30,000 applications for excuse of absence with pay, because of personal illness, have been received annually by the superintendent of schools. A special committee on teacher health has reported the following to the New York Principals' Association:

1. Health education for children depends largely on proper health information, habits, attitudes, control, and point of view on the part of the teacher herself.

2. Comparatively few teachers take proper health precautions in the form of periodical health examination, practical courses in personal hygiene, and avoidance of the common hazards of the school and school teaching. Few teachers consult their physicians "while they are well." Most of them wait until they are ill.

3. During the present critical economic situation when teachers' salaries have been reduced, absence privileges curtailed, and home problems and burdens multiplied, the need for adequate health maintenance is very urgent.

4. A study of the causes of teacher absence because of illness reveals a large frequency of exposure to colds in the performance of duty and excessive nerve strain due often to improper supervision or absence of an adequate personnel policy.

5. There are in most school communities possibilities and opportunities for constructive improvement of teacher health in co-operation with local medical societies and other agencies.

6. Apparently very few school communities have an adequate program of teacher health.

Be It Therefore Resolved, That the Department of Elementary School Principals approve and recommend to all principals and associations of principals the inclusion of an active program of teacher health in

their professional program for the current year, and be it also

Resolved, That this resolution be read at a general meeting of the Department of Elementary School Principals during the Spring meeting of the Department of Superintendence.



At the April meeting of the Mississippi Education Association the president, Miss Ermin Pitts, said in part: "If we were organized, as the enemies of education are organized, we would present a bulwark that would tear down the invading forces of greed, selfishness, and class distinction." A committee of the state association under the chairmanship of H. B. Heidelberg of Clarksdale followed the president's message with the recommendation: "We urge every principal, superintendent, county superintendent, and college president to furnish that aggressive, self-protective, but benevolent leadership which will enlist all of the teachers of their respective faculties as paid members of the Mississippi Education Association, and furthermore, enrol without further delay all teachers with salaries of \$75 or more per month as paid members of the National Education Association."



The 1933 yearbook, *Elementary School Libraries*, is now in the hands of the printer. You will receive your volume at the opening of school. In compliance with certain postal laws we have had to date the yearbook June 1933, Vol. XII, No. 5 and this issue of the Bulletin April 1933, Vol. XII, No. 4. If any principals expect to change their addresses after August 1, please notify the Department as soon as possible so that your copy of the yearbook will be sent to the correct address.

WITH THE AUTHORS

Elise H. Martens (p. 88) is senior specialist in education of exceptional children in the federal Office of Education. Before coming to Washington, D. C., Dr. Martens was assistant director of the bureau of research and guidance of the public schools of Oakland, California.

William G. Carr (p. 89) is the director of research of the National Education Association. His studies in the field of taxation and state legislation have been used effectively in connection with state legislatures.

Bess Goodykoontz (p. 91) is assistant commissioner of the Office of Education. Dr. Goodykoontz has had extensive experience as a teacher in Iowa and a supervisor of elementary education in Wisconsin. She has supervised many of the research activities of the Office of Education since 1929.

Ross N. Young (p. 92) is principal of the Marshall High School of Minneapolis. His speech at Minneapolis was based on extensive experience as a teacher, principal, and superintendent of schools in Iowa and Minnesota.

Orville C. Pratt (p. 93) is superintendent of schools in Spokane, Washington. Dr. Pratt has been a principal and superintendent of schools in Indiana and was at one time head of the department of education at DePauw University.

Charles H. Judd (p. 94) is dean of the School of Education, University of Chicago. Dr. Judd served as a member of our Committee on Standards and Training for the elementary school principalship in 1926-28.

William C. Knoelk (p. 95) is assistant superintendent of schools in Milwaukee, Wisconsin.

Julia L. Anderson (p. 96) is a teacher at the Timothy O. Howe School of Superior, Wisconsin. If the typical conception of a group of principals is true then she was a veritable "Daniel in the Lion's Den." Her straightforward statement was well received at Minneapolis.

C. C. Weidemann (p. 96) is professor of education and director of the bureau of educational reference and research at the University of Nebraska. Dr. Weidemann's talk at the Minneapolis convention was most interesting. His home-made instruments, consisting of bamboo tubes, slabs of stone, strips of wood, and other readily accessible materials, indicated the possibility of developing musical skill under the most limited conditions.

Aaron Kline (p. 97) is president of the Chicago Principals' Club and principal of the Pullman Public School of Chicago. His speech at the Minneapolis convention was one of the high points of our departmental program.

Paul T. Rankin (p. 98) is supervising director of research and adjustment of the Detroit Public Schools. He was a member of the yearbook commission of the Department of Superintendence which prepared the 1932 volume on *Character Education*.