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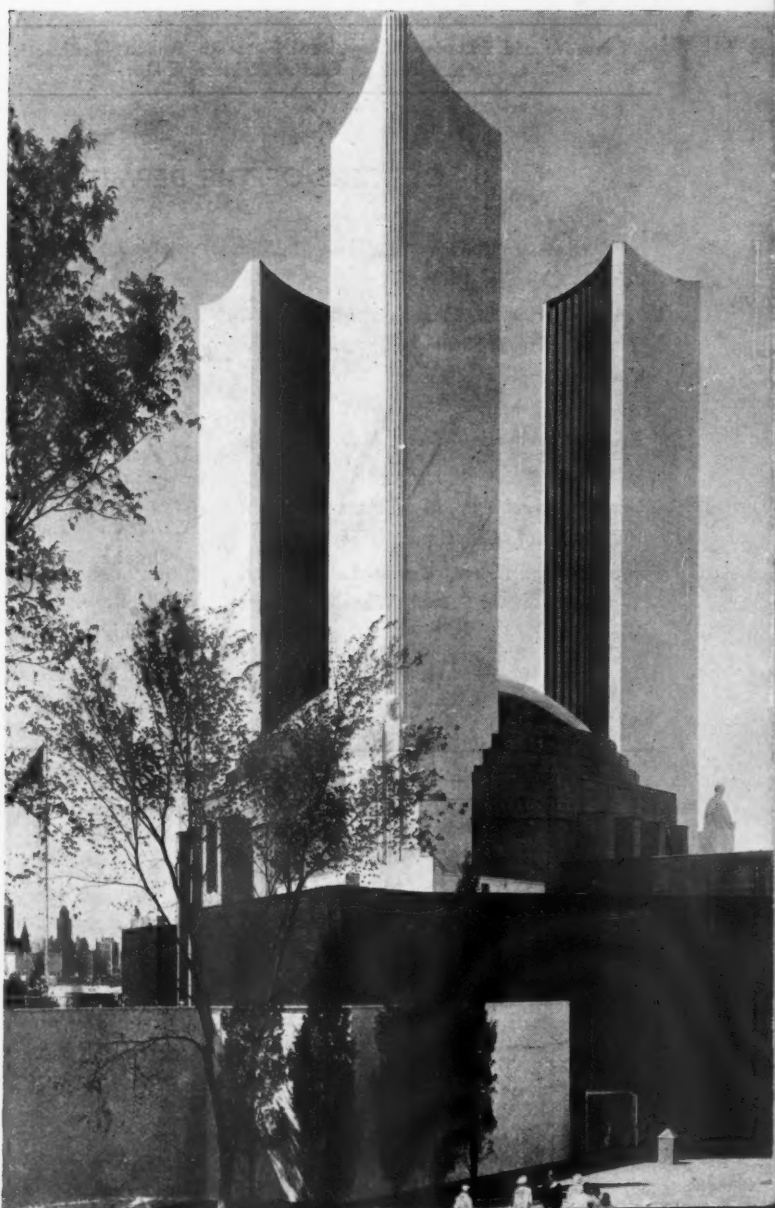
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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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1933-34

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Through the Editor's Specs

UNDER NECESSITY a man can go for hours without sleep. Cast on a desert island one can endure the pangs of hunger for days. In the fierce struggles of warfare soldiers can withstand prolonged periods of physical and mental strain. Yet when the human body is pressed beyond certain limits—no matter how heroic the resistance—the result is death.

During the past two years the National Education Association and our Department have lost a number of paid members. Enrolment of others has required greater efforts. These losses of personal and financial support are comparable to the deprivation of man of life-giving food. To meet these adversities a few of the national committees have become inactive; all have been curtailed. Members of the Headquarters Staff have, during the past year, donated several weeks of their services. For the year 1933-34 the scheduled cut is 10 percent—it may be more. Heroic measures have been taken by the officers to conserve and to utilize our national strength to the best advantage.

Similar reverses are found in local and state educational associations. Activities of all kinds have been curtailed or completely abandoned. Faithful employees have had their salaries reduced.

Slowly but surely paralysis creeps into the profession's strong right arm. This occurs at a time when selfish interests are at work. To be sure, educa-

tional associations must economize and in some instances they may need to be curtailed, but financial starvation means broken activity and eventually death.

These are not times for petty peevishness or shortsightedness. No doubt local, state, and national associations have failed to please entirely every individual member. But let us realize that it is better, if our right eye causes us to stumble, to pluck it out and to cast it away, than it is for the whole body to perish. The body of our professional associations must be maintained intact no matter how irritating the alleged faults.

May there be no chisellers amongst us during the coming year. Let us all look up, not down; forward, not back; and lend a hand.

• • •

We have had disturbing reports of attacks upon the professional status of the elementary-school principalship. We suspect that many of these attacks, masking as economies, are due to gross ignorance of the principal's role in modern education. Perhaps a few principals are swivel-chair artists, but these freaks are not typical of the profession. A glance at the yearbooks of our Department should convince even the most obtuse person that the principal of today has many essential duties in his own right. Our Department invites reports from principals as to the steps which the Department may take to meet the attacks upon the principalship.—E. G. P.

WHITHER FREE PUBLIC EDUCATION?

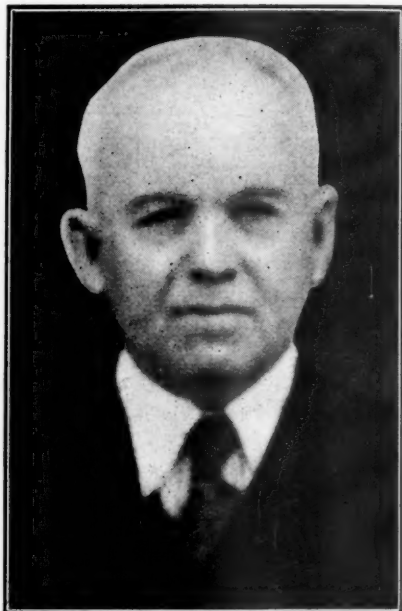
President Aaron Kline

I AM ASKED to write greetings to the members of our Department. Greetings must come from the heart. Out of my Chicago experience of the past three years I speak from the heart.

Most of us are convinced that some sort of an economic revolution is going on in the United States. Out of this revolution will come a changed social order. We shall either, through our cooperation, learn to use the marvelous products of scientific discovery and mechanical invention for the benefit of the race, or we shall emerge from this rapidly-changing period into an age of class control with a peasant class eking out a meager existence, and an upper controlling class living as parasites on the labor of others.

What will be the place of free public education in this new social order? If the first social change described above prevails, education will be the most vital of all human institutions. Only the intelligent can live in a cooperative society. The school will be the institution to which society will look to make every citizen an intelligent participant. It will be the institution that will be asked to prepare each to enjoy many hours of leisure time in some sort of creative enterprise that gives joy to the individual and at the same time contributes to the happiness and comfort of his fellows. The school will be the center for the continued culture and education of adults. It will accept all, train all, inspire all, and finally give all back to society with the ability to think, to cooperate, to enjoy, and to create.

If the second social order described prevails, free public education will be a submerged institution. Only the peasant class will patronize the free school and then only to learn to read, to write, and to use



Aaron Kline

numbers in the simple life they will be compelled to live. Adults of this class will have little leisure, and no creative ability. They will not need to cooperate for they will have been taught only to obey. They will accept the bare living handed them by a "kind" parasite who happens to be born into the controlling class.

What is the duty of the educator in this time of economic changes? Certainly he will fail of his patriotic duty if he does not point out that the modern school with its varied curriculum and extracurriculum activities is a place of joy for the children; that the modern school grips the interests of every child from every home and thus starts him on the road to the development of his own personality; that the modern school continues to furnish interesting activities for the child's development throughout his whole school course; and that dur-

ing twelve years in this modern public school the child learns to cooperate with his fellows, to use his leisure time effectively, to create for the good of society and for his own pleasure.

It is the duty of every educator to resist to the last, every effort of those who would impose a peasant-parasitic social order, by stripping our schools of their interest-compelling features. It is his duty to resist and expose every effort, under the guise of economy, to take from the American child the opportunity for the fullest possible education at public expense. He should fight to bring about a social order that will give to every citizen the chance to live a clean, decent life, to enjoy to the fullest the products of his own labor and the products of his own creative genius.

If we fail to speak out now we betray our trust. If to save our own jobs, we sell out to those who would put dollars above American childhood we are unworthy of the name "educator." If we fail now to warn of dangers ahead, we are traitors to the ideals of the great Americans who have lived and died to make possible the new social order that we are about to achieve.

We favor every legitimate economy in the administration of tax-supported public schools. We have shown by our acts that we are willing to sacrifice to preserve for America's children their opportunity to the best growth of body, mind, and soul that the modern educational methods have made possible. Let us through our Department make known to the world our ideals for American childhood.

Shall we act together in this great age, or shall we shout as single voices? A mighty chorus is heard to the heavens, a single voice is lost on the desert air. Organization is the secret of social strength in this twentieth century. Let every elementary principal, as a member of our Department, stand as a soldier to guard the sacred rights of American childhood from the wolves of modern society.

HISTORIC GAVELS

THE DEPARTMENT of Elementary School Principals was honored when its president was given a gavel by Lillian M. Towne, a principal of Boston. The gavel was made of historic wood preserved from a school erected in the North End of Boston in 1792. This school was built upon the site of the first real public school in the United States, erected in 1712. The school of 1792 contained two rooms and was a "reading and writing" school. The lower room was "appointed to the writing and the upper to the reading school." It was the first union of two schools in one building. When the building was demolished in 1837 to make way for a more pretentious one the old stair railings were saved and it was from one of the newel posts that the gavel was made.

Miss McCormick wishes hereby to express her grateful appreciation to Patrick Campbell, superintendent of schools of Boston, to Miss Towne, and to all others who helped to make the gavel possible. A similar gavel was given to Eva G. Pinkston, executive secretary, who prizes her gift very highly.

A portion of the minutes of the old school committee reads as follows:

At a town meeting, held March 10, 1712, it was voted that the thanks of the town be given to "Captain Thomas Hutchinson for as much as he hath offered at his own charge to build a School House at the North end of ye town" and it was also voted to establish the school. At a town meeting, held the following May, it was voted to purchase a lot on Bennet Street. Thus originated the present Eliot School, known at the time as the North Latin School, and subsequently named in honor of Rev. John Eliot, D. D., pastor of the new North Church.



U. S. DEPARTMENT OF INTERIOR OFFICE OF EDUCATION

WE SEEM on the eve of one of the greatest social changes in the history of our country. Out of the rapid procession of events it is difficult for anyone to select those which mean little and those which have significance for the long future. But whatever they are and whatever may be the direction in which they point they are bound to affect in a very vital way the conduct of our educational system. In recent decades each significant change in our manner of life adds new responsibilities to our schools.

For example, the industrial codes promoted by the National Recovery Administration have already thrown out of employment more than 100,000 young persons from fourteen to sixteen years of age. You and I rejoice that at a stroke of the pen the curse of child labor is rapidly vanishing. Many of these young people need vocational courses including those in homemaking in order that they may the better enter upon some useful occupation when they leave school. Yet these are the very courses which have often been eliminated from the school system. We should be equally concerned about music, art, literature, health education, and other instruction which assist people to live in a wholesome manner.

Changes in vocations and in social life are now coming so rapidly that it is

not possible to foresee them accurately or very far ahead. The individual who has not kept up with the new discoveries and methods in his line of work cannot expect to succeed. So it is also in the realm of our participation in civic affairs. The citizens of a successful democracy must continually learn new ways of solving their common problems.

For this situation we cannot rely exclusively on the informal instruction supplied by the newspapers, the movies, and the radio, valuable as they often are. I am convinced therefore that in the early future appropriate provision should be and will be made in our educational system for the further education of men and women as well as for boys and girls. There can be no question as to the fundamental importance of education in American life but it will only attain its possibilities when all of us, both children and adults, are engaged in a great program of self-improvement.

As we emerge from this great economic crisis I know that I speak for the schools and colleges of the country when I say that they will cooperate with the President and the Congress to the fullest extent in helping to pull the country out of the depression. With common purpose and united effort we shall certainly succeed in overcoming the enemy.—George F. Zook.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



THE PRINCIPAL—what a name for the guardian leader of teacher happiness, initiative, efficiency, development, and accomplishment! Does he lead out latent powers; does he believe in the weakest of the faculty so that they may more nearly approach the strongest; does he help; does he exemplify; does he demonstrate? Are his visits the bright spots in the arduous day? Are his smiles and greetings a benediction? Are his praises so frequent that the occasional reminder is the cloud in a glorious sunrise, a reflecting bit of beauty in the luster of a new day? Do his faculty meetings offer a balanced, interesting program of suggestions to make a continuity of gains, through long-term planning? Is there an appreciation of faculty cooperation and work well done? Is there an offering of choice bits of literature, of additional suggestions in technic, news of professional organization with its plans, progress, new viewpoints, programs, conventions as well as reasons for membership and whole-hearted support in the city, state, and national groups?

Has he inspired his new and inexperienced teacher by giving advance information about the routine work of the building, by making suggestions about her daily work, by seeing that correct relationships are formed? Has he helped her to establish self-confidence and fortified it? Have his faculty found conferences helpful, stimulating, and

satisfying? Have they been surprised at the new thinking that they and he can do together about age-old problems? Did the challenge of helping out on a strenuous program find the faculty family enthusiastic in the midst of perplexities? Because of their leader's intimate knowledge and keen interest in community needs, are teacher hearts more tenderly solicitous for needy children and student welfare? Is the school a hive of industry; are the students made to feel that teachers are friends and not taskmasters; is progress determined largely by high ideals and attitudes that will arouse wholesome interests; does the school radiate cheerfulness; has the physical condition of the plant been attended to so that all are able to attain their highest goals? Is the school made into another home, a place to love, to work, to be understood, and to be encouraged when defeated? Does he make it a place to which teachers gladly bring their triumphs and their utmost contributions toward the fine art of daily living together? Will his influence create just wage earners, artisans, or master craftsmen?

If all this is true, then emphasize the first syllable of the title for he is a "prince" in the royal family of creative artists; and emphasize the last syllable for he is a "pal." To have a "prince" for a "pal," day by day, is the luckiest star in the teacher's firmament.—*Jessie Gray.*

WHAT IS MENTAL HEALTH?*

O. H. Plenzke

IT HAPPENS to be one of my duties to administrate the state certification laws. Annual reports upon the success of every applicant are received. Too frequently the report advises against re-issuance of the certificate for reasons given. In some instances the sad fact of a dismissal is recorded. A graduate of a fine college or university, who should have made good, has lost out. Another hard-earned college degree and all the homes built thereupon come to an unhappy ending as far as teaching usefulness is concerned. You will insist that many dismissals are based upon excuses and trivialities rather than valid reasons. That is granted.

The state certification bureau reveals that many unfavorable reports consist of indefinite general terms such as poor personality, weak character, and other attributes which bear an unknown relationship to academic attainments. Analysis of these general descriptions indicates that the applicants may be slaves to prejudices, inhibitions, and fears. Their mind-set may be hardened against adaptation to changing conditions, in fact, their nervous system may be insulated with respect to society in general. They are bound to the beliefs and credos of bygone days, the guidance of new evidence notwithstanding. They cannot grow, i.e., increase their ability to meet and evaluate new situations. Others just cannot get along with people. Obviously, in these cases, an unhealthy mentality directs activity which throws them into conflict with reality

and the everyday world. They are out of step and out of tune. Let us enumerate a few reported causes of failure resulting from unsocial attitudes and ways of thinking. Of course, they cover a wide range and permit only rough grouping. The first seem to grow out of failure to accept the fact that education is a cooperative enterprise in which all must function, not as rugged individualists but as components of interdependent levels and parts. This unfortunate inclination is reflected in the following criticisms taken from reports:

1. Will not cooperate with others. This shortcoming is the mode in the distribution.
2. Refuses to take suggestions.
3. Invites suggestions, listens to them, and then disregards them.
4. Considers his department the only important one in the school and displays little interest in matters of general student welfare.
5. Tries to hold students to unwarranted standards of performance, thus leading to high percentage of failures.
6. Cannot get along with co-workers.

Other criticisms appear to be outgrowths of fundamental weakness, lack of stamina, and vacillating judgment. Under this general heading we find reports such as:

1. Lack of confidence.
2. Doesn't stand up under questioning.
3. Inability to chart a course and follow it.
4. Cannot settle matters and forget about them. Worries about the consequences of decisions made. This deplorable time-consuming trait brings on senility long before it is due.

*Abstract of statement given before the Department of Elementary School Principals, Chicago, July 1933.

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5. Applicant is crushed and downhearted over poor test results. Here again, lack of confidence is the underlying defect.

6. Argues constantly with pupils.

7. No ambition or initiative.

8. Not resourceful in solution of problems.

9. Pities himself.

10. Too nervous, goes to pieces.

11. Afraid to admit difficulty and too self-sufficient to seek help.

12. Phlegmatic in every way.

Another barrier to success is due to faulty conception of our purposes. Many applicants receive negative ratings because of a distorted point of view. No basic philosophy of life or education is manifest.

Still another type, deserving more pity than censure, is the teacher who, in addition to meeting the arduous responsibilities of teaching, enters into a solemn compact with himself to reconstruct the life of the community, purge it of all iniquity and make it safe for future generations. With all their sincerity and desire to do good, many of these crusaders have been relieved of teaching duties to devote their undivided time and enthusiasm to reforming the world. This sort seems to revel in the tactical error of opening up tense controversial issues in the classroom. While free inquiry must be respected the public has not yet approved classroom discussion of all economic, social, or moral issues, especially if the subject is pertinent to the locality. Zealots in these ranks court trouble by continually condemning that which they disavow. They forget that, according to character education studies, it is better to elucidate the good than to condemn the bad. The danger of over-aggressiveness in reforming community standards is plain, yet there is a sort of blurred mental state which sees the desired end but fails to

comprehend consequences. Too many cut their careers by over-indulgence in reform activity.

One more type will conclude the list. There is a mentality which is absolute, unyielding, and uncompromising. In the classroom he is plaintiff, judge, jury, and bailiff. The school doesn't exist for the pupils whose participation is about nil. Criticisms of this group are as follows:

1. Unsympathetic with parents.

2. Treats pupils as a mass without regard for varying personalities.

3. Unreasonably strict disciplinarian. Will have order at any cost.

4. Resorts to ridicule and sarcasm.

5. Will not concede anything. Does not recognize that this is a give-and-take world.

6. Insists upon prerogatives in the adjustment of difficulties.

You are correct in your assumption that the foregoing is not a positive or direct definition of mental health. Its focalization and analysis are negative—an attempt to show what mental health is not. The inexhaustible cases show that mental health is a composite of innumerable elements and that lack of it militates seriously against professional efficiency. Their fears, their prejudices, their unsocial reactions to their fellows, their ego-centric tendencies, their absolutism, their sealed minds, their defensive attitude, each in turn, arrest mental growth so indispensable in the cooperative scheme of organized school education. Mental health, I finally venture to say, is the antonym, the reverse of the undesirable traits and mental habits presented above.

What, if anything, can be done about it? The possible remedy or rehabilitation falls within the province of mental hygiene.

MENTAL HEALTH OF THE PRINCIPAL*

W. R. Davies

SINCE I believe so thoroughly that "as the principal, so the school" I would expect to find the mental health of a principal reflecting itself in the attitude of his school, including every individual pupil, teacher, and custodian under his direction. And this thing called building personality is no myth, it often forces itself upon you before you have been in the building a minute—in the attitude of the custodian, in the reaction of the teacher in the corridor as he greets you, in the whole manner of the group of children as they pass you by—yet these and more do not entirely express how fundamental is this expression of character in a school building. Like the more important and worthwhile things in life, you can feel it, rather than sense it, through any of the other avenues of perception.

How then can a principal attain mental health for himself and a desirable personality for his building—a building one instinctively likes to enter?

First of all, by cultivating a calm philosophical outlook on life, and by facing the everyday problems of a principal in that spirit. Equanimity is a wonderful asset for one who would direct the activities of a school. It is the very trait that many a parent, teacher, or pupil does not expect or want to find when they come to the office to explode or to receive punishment.

The second attribute of a principal who has real mental health is an unbounded enthusiasm for the activities of the school, whether of the regular classroom or extra-curriculum type. It offsets, in a measure,

the equanimity which is so desirable in a principal's actions toward pupils, parents, teachers, and custodians. If the principal is not vitally concerned, then no one in the building is apt to get enthusiastic about the task of directing children in their activities. And the wise principal when he finds this enthusiasm waning will seek complete rest and relaxation in order that he may return to his work with pep and spirit.

The mentally well principal will, in the third place, possess and keep a sublime faith in the potentialities of each of his pupils and teachers. The worst symptom in the lag of mental health will be the irritation produced by the mere presence of children about him. Here it is of utmost importance that the principal get a new grip on things, so that he will think of the potential good and in a measure discredit the negative tendencies of teacher and pupils.

Again, perhaps the finest indication of real mental alertness manifests itself in just being human. How this quality is appreciated by parents, teachers, and pupils! Those with whom you come in contact may admire you for your ability to run the school, but they will love you only as you are human.

Finally, no one engaged in the work of a teacher of teachers, as well as of pupils, can run a real school unless he has a firm belief in the ultimate good of human existence, the progressive improvement of humankind through education, and in the American dream of a better, richer, and happier life for all our citizens of every rank. Without such an outlook all else is in vain.

*Abstract of statement given before the Department of Elementary School Principals, Chicago, July 1933.

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MENTAL HEALTH AND THE DOCTOR OF MEDICINE*

R. A. Jefferson

MOST mental illness can be thought of as the sum of a long series of faulty adaptations to life situations. If this be true there is but one place to interrupt the forging of this binding chain and that is at its inception. This business of nipping these pathological processes in the bud is one of the major interests and responsibilities of the mental hygiene movement. Activity such as this can be thought of as preventive but is more rightfully considered as therapeutic since it consists largely in the treatment of so-called behavior disorders in children.

Man, uneducated, uninfluenced, is a vast inchoate reservoir of diverse and often conflicting strivings. Potentially he is a killer, a thief, a wanton brute. He also may be a well-mannered, safe-to-meet-on-the-street sort of a person. Whatever he becomes is partly a matter of circumstance and of what is demanded of him. He is limited here and prodigally endowed there according to the configuration of his genetic or hereditary background. Too often there is set for him a sort of standardized social pattern into which he is expected to fit. Home, school, society expect performance according to some poorly defined norm. Whenever there is too great a discrepancy between the capacity for achievement on the one hand and the demands for performance from family or school or society on the other, there will be trouble unless the source of the incapacity can be arrived at, understood, and allowed for, and the other poten-

tialities of the individual developed so as to compensate the inadequacy.

Not that all incapacities and disabilities arise out of genetic determinants. There are few, if any, hereditary factors which in themselves alone determine character traits or, as a psychiatrist would prefer to say, behavior characteristics. There is ever present the potent force of environmental influence. The neurotic character is perhaps constitutionally disposed but certainly environmentally determined. Many individuals demonstrate in their infancy and childhood a behavior constellation which indicates the neurotic disposition, yet their future as to sickness or health—both physically and mentally—depends very largely upon the type of environment with which they must cope. If this environment can include understanding of their needs, their disabilities, their fears and conflicts—if it can provide a healthy background for physical and emotional development their future will become the more secure. As this is accomplished society will have taken a major step toward the solution of the vast problems of mental illness and social unfitness in general.

In this second phase, then, mental hygiene is largely a matter of education and as such becomes, essentially, the province of the educator. Today, progressive education, with its acceptance of the task of building the emotional as well as the intellectual structure of the personality, is confronted by the forces of reaction. Frequently the so-called

*Abstract of statement given before the Department of Elementary School Principals, Chicago, July 1933.

need for economy but masks the more fundamental antagonisms to the newer developments. Society continues to expend countless millions giving custodial care to its misfits, the mentally ill and the criminals, and at the same time interferes with the development of the only rational program for reduction of these classes. I am not one of those who count all criminals insane yet there is ample evidence to indicate that a goodly number—perhaps as high as 40 percent—show pathological deviation from so-called normal intellectual and emotional attributes.

Paralleling the problem of the criminal is that of the so-called insane, the name given to those persons so ill mentally as to make social adaptation impossible. Their number is legion. In Colorado the doors of the state mental hospital have been closed to new admissions because it is so overcrowded. In this country there are more beds devoted to the care of the mentally ill than there are for all of the other sick and ailing lumped together. Furthermore, it is only too true that the great bulk of individuals suffering from such conditions never enter mental hospitals.

With these facts in mind we must ask ourselves where lies the solution to this problem. Is there a rational hope for the development of a cure or of cures for the insane and neurotic individuals? The answer is yes—in part, for, of the insane, approximately 30 percent suffer from organic illness which is potentially remedial by medical treatment. Moreover, with the new analytic approach, the psychoneuroses are distinctly treatable although it is highly questionable whether treatment is now relatively successful in more than 50 percent of the cases. Also, treatment of this type is so expensive and time-consuming as to be

prohibitive to all but a very few. On the other hand, 70 percent of the insane suffer not from organic illness but from defective heredity plus inimical environment. This group, combined with the vast number of psychoneurotics who, either through lack of funds or native equipment, cannot avail themselves of the best therapy, makes up the great bulk of the mentally ill.

From the social standpoint there is no doubt but that the ultimate answer lies in prevention. Treatment of disease is the province of the physician but prevention is the common responsibility of all. Prevention is not only a matter of instituting safeguards but of mass education. Prevention of mental illness in particular must be in addition a matter for thorough and widespread study and research. It must encourage the development of a discipline which allows for rational and controlled experimentation. The only pathology demonstrable in the great bulk of the mentally ill is psychopathology. Every indication points to the probability that this pathology is preventable through the building of sound and adequate mental, physical, and social habits. The building of habits is accomplished largely through education and the breaking of habits as well. The ways and means whereby disabilities and defects may be discounted and the individual capacities developed in children of good and bad heredity alike constitute the major problem in education. Experiment is indicated since there are few, if any, charted ways or tested principles. Above all, if the mental hygiene movement is to succeed and if child guidance and progressive education are to fulfill the hope which we have pinned upon them there must be the most intimate and wholehearted cooperation.

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SCHOOL CONDITIONS AND MENTAL ILL HEALTH*

Catharine A. Caldwell

THE White House Conference Reports tell us that one of every three apparently normal children of self-sustaining families is sufficiently maladjusted mentally or socially to necessitate special treatment. It points out that at a cost three times that of public education five hundred thousand are today being cared for in our institutions for the anti-social and the socially inadequate.

More children than dogs have been ruined by blunders in training. Some are antagonized through too much domination, going into life with "moral crutches instead of moral nerve." The Prussian type of discipline is so much easier for the teacher, so much more spectacular and sometimes achieves an effect admired by principals.

There are schools where the discipline is destructive. The responsibility for behavior is placed upon the teacher instead of upon the pupil, resulting in a most unhealthful teacher-pupil relationship.

Other unhygienic procedures known to have been used are demotion because of non-conformity; use of fear and punishment as motivating forces; indulgence in sarcasm, nagging, and other mental cruelty.

Such abuses of one's authority degrade the personalities of students and may result in permanent harm. Adults think little of the damage that is sometimes done to the child who is labeled "dumb-bell." Attitudes of inferiority may be formed which will cause even a child of potentialities to become a misfit for life.

A danger to the mental health of children is sometimes in our systems of grouping or in our methods of teaching, and sometimes in our testing. Obviously, it is not well from the standpoint of mental hap-

piness for those children who are from abnormal homes and deprived of associations with well-adjusted children to be grouped together. How often we find the unhappy so-called problem children herded together in this section with little remedial work being done and less chance for their experiencing success. For there are "problem" teachers who feel that they are not doing their duty unless a large percentage of this group are failures. Though these children of such a different level of ability may have received the same identical examination as the high I. Q's they find themselves with no credit for the achievement which they have made.

This brings us to the need for curriculum reconstruction. Present conditions have re-emphasized that unless we bring about a sufficient degree of flexibility to provide for individual differences and halt the disaster brought on, social inadequacy now extant in some states will become insolvent.

We want to know what is being done for the exceptional children. Tax-dodging corporations should be shown the lack of economy in not providing for the crippled, the deaf, those with sight and speech defects, the subnormal and backward children, and the gifted or mentally accelerated, who, by the way, should have gifted teachers and an enriched curriculum. If we are a democracy with "justice for all" the care which these underprivileged need will be provided even though the state governor is fanatical about road-building.

It was Emerson who said that the greatest human enterprise is the care and the culture of men.

*Abstract of statement given before the Department of Elementary School Principals, Chicago, July 1933.

COORDINATION OF AGENCIES FOR MENTAL HEALTH*

Virgil E. Dickson

MENTAL HEALTH is probably the most significant factor to be considered in the adjustment of behavior difficulties of youth in any community. I think it is not an exaggeration to say that there is almost unanimous agreement among students of social difficulties that if we are to reduce crime and misbehavior in a lasting way it must come through a greater use of preventive measures than from measures of punishment. If we are to prevent the misbehavior of youth, therefore, we must study to discover the causes or the symptoms of trouble early enough to fit the behavior of the youth into constructive channels instead of allowing it to drift into destructive channels.

It was with this thought in mind that the heads of various departments dealing with youth in the city of Berkeley more than twelve years ago planned an organization for cooperative effort. This organization is called the Coordinating Council. The chiefs or heads of the following city departments are ex-officio members of this Coordinating Council: the Schools, the Police Department, the Health Department, the Recreation and Playgrounds Department, the Department of Charities and Social Welfare, the Judge of the Justice Court, the Chief of the Probation Office and Juvenile Court.

The purpose of this Coordinating Council is to study the community activities and interests of the city for the purpose of developing the best possible program for the proper guidance and

control of youth in the city. The Council is a deliberative body or planning commission. It meets for one hour each week. Each department submits policies and plans of that department for suggestion and criticism. Each department may if it chooses submit problems that are difficult to solve. The Council has no executive or administrative authority whatsoever and never votes to determine what shall be the policy of any individual department. As a matter of fact, it exists only as a counseling group with no power to act except that which is embraced in each department separately. However, there sits at the council table each week the executive head of each department of the city government having official charge or control of the welfare of the youth of the city. Here rests the executive authority to do whatever the city can do for its youth. Each department keeps its own records of cases of social adjustment but these records are freely exchanged between departments whenever occasion seems to warrant. This avoids much useless duplication.

Serious cases of maladjustment are brought before the Coordinating Council for discussion, the purpose being to develop a clearer understanding of all departments or a better method of handling these difficult cases. Case records are kept of successes or failures in each department together with the apparent causes for each. These become the bases for change of policy. The Council not only endeavors to educate the various

**Abstract of statement given before the Department of Elementary School Principals, Chicago, July 1933.*

departments in its own organization, but endeavors to give such education or spread such information as will be helpful in establishing a better community support among cooperating agencies and the general public.

During recent years partially, at least, through the efforts of the Coordinating Council there has been made available through the public-school system of the city for difficult cases of maladjustment of children and youth, the services of a psychiatrist, a physician, a psychologist, and a staff of social case workers. By means of this expert service it is hoped not only to prevent delinquency and misbehavior in the serious cases under study and treatment, but to keep such accurate records of causes of misbehavior, of successes and failures in treatment, that we may develop a better technic for the management of the youth of the community.

We believe that the Berkeley Coordinating Council, with such adaptations as are suitable to fit the needs of various cities or communities, is a step in the right direction for the development of a better mental health program among young people. The drifting process so commonly found, the quarrelsomeness and distrust between departments working in the same community, the overlapping of records and of activities so common in many cities, we believe can best be smoothed out by a coordinating council similar to the Berkeley plan.

We cannot hope to solve our problems by each going his own way or by the drifting process. This Council furnishes a social planning commission composed of the responsible heads and executives of the official social agencies of the community.

MENTAL HEALTH OF STUDENT TEACHERS*

Caroline B. Zachry

IN the face of our national emergency the only hope of security for our children is their security in adults. Are we preparing teachers who are emotionally mature enough to provide this sense of security for our children? Are classroom teachers being prepared to understand the emotional needs of the child? Only stable, mature adults can develop stability and maturity in children.

The work of the mental hygiene institute at the state teachers college begins with the college freshmen. Students have a practical opportunity to do remedial work with children. This training impresses the student-teacher with the fact that he is not merely teaching subjectmatter but the total personality of the child. He learns to look upon the child's integration as his definite aim in education. The child's social adjustment is just as truly the teacher's responsibility as is his arithmetic. Likewise, our responsibility for the teacher's total personality is quite as great as our responsibility for his total training.

Discussions of children's problems lead to problems of pupil-teacher relationship, and the student-teacher is easily led to realize his responsibility for being a well-integrated person and for having the personality qualifications that lead to success in teaching. From the objective point of view of trying to understand the child's behavior, he arrives at the realization of his need to know more about the origin of his own behavior. At this point he finds adequately trained mental hygienists ready to help him with his personal problems.

*Abstract of statement given before the Department of Elementary School Principals, Chicago, July 1933.

THE PRINCIPAL MEETS THE EMERGENCY*

Cassie F. Roys

DURING THE PAST twelve or thirteen years, there has been rapid growth in the development of the elementary-school principalship. The wide expansion of our public-school program during these prosperous years demanded leadership in the field of elementary education. This demand for leadership called for professional preparation, sympathetic understanding, and a personal enthusiasm. The elementary-school principal assumed this leadership.

Now that the prosperous days are no more and we are facing a crisis in education, the demand for intelligent professional leadership and service is stronger than ever. These difficult days do not find the elementary-school principal unprepared. His previous training and preparation have made it possible for him to meet this emergency with poise, with unflinching courage, with skill and initiative through four different fields of service: (1) through the administration of his school; (2) through public relations with his community; (3) through the administration of public welfare; and (4) through maintaining the morale of his teaching staff.

First, with depleted revenue the principal has faced the problem of exercising and promoting the strictest economy in the administration of schools. Fewer and cheaper supplies are provided and more meager equipment is allowed. Greater care must be exercised to avoid waste, not only in the choice of supplies, but also in their use and distribution. In many cities the reduction of the superintendent's staff requires greater alertness of the principal if the

high standards of the school system are to be maintained.

In order to have a sympathetic understanding of such administrative readjustments, the leader of an elementary school of today must understand the causes of depleted revenue. This appreciation requires study of problems of taxation, of the sources of revenue, and of the inadequacies of our present system of taxation. In other words, the principal must know more about the business world.

In the second field of service, that of public relations, the principal has become a leader in the interpretation of education. The principal today is better informed. He takes advantage of every opportunity to inform his community. He has a definite philosophy of education. He is able to interpret this philosophy of education, the program of his school, and the policy of the superintendent, to the patrons of the community. These patrons, both teachers and parents, are the taxpayers who support the schools. Much depends on the favorable attitude of these citizens and that favorable attitude, in turn, is largely developed by the leadership of the principal.

The principal welcomes discussions with his patrons concerning matters which promote the growth and the welfare of the school. Contacts are often made at the meetings of the parent-teacher association, through school programs, demonstrations, and exhibits. Many more worthwhile contacts are made between the principal and the Rotary, Kiwanis, Lions, and Boy Scouts organizations.

The third field of service today is that of public welfare. Children come to school from homes where there is too little food and fuel, where there has been unemployment for months and months. How can we expect an undernourished child to be alert to learn, to succeed in his school activities? No human being can be a happy member of society, and at the same time be cold

*Abstract of an address given at the general sessions, National Education Association, Chicago, July 1933.

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and hungry. In such cases, food is more important than instruction. Again the principal steps in and supplies the physical needs.

After the physical wants of the children are cared for, there are many cases where a child needs spiritual food. The lives of these little people, once beautiful, have been saddened through the influence of discouraged fathers and mothers, the feeling of insecurity in the home, and the lack of proper and sufficient food. The brightness has gone out of their little world. No matter what the burden of the principal is, he must be ready to guide their little footsteps and to meet them with a kindly smile and an encouraging glance.

The fourth and last field of service is that of maintaining the morale of the teaching staff. In these days of heavier teaching load, of reductions in teachers' salaries, of the widespread feeling of insecurity, through loss of income and also personal investments, the principal accepts a large share of responsibility.

More attention must be paid by the principal to the sanitary conditions so that every teacher may have a pleasant and healthful environment in which to work. The principal must be more vigilant as to the health of his teachers for they should not endanger their own well-being or that of their pupils.

The principal of today plans and executes a democratic program of supervision. Through well-planned faculty meetings, the policy of the principal, and the objectives of the school both are made clear. Teachers are urged to enter freely into the discussions, and to contribute to the planning of purposeful faculty meetings. Through friendly supervision the principal keeps up the spirit and enthusiasm of the teaching body.

In conclusion, let us bear in mind that never in the history of our educational lives has there been such a necessity for teachers and principals to look through "rose-colored" glasses. Particularly, is this true in dealing with the youth of today who must have our help in straightening out our present social and economic difficulties.

COMMITTEE ON NECROLOGY

M. Emma Brookes

NO CLASS exerts so wide, deep, and more beneficent an influence as a good teacher whose idealism is genuine and unflinching. He realizes that all study is life and that all subjects center in it and his influence extends far into the future.

A certain French writer in commenting on the hero of his story expresses the following sentiment: "To love some thing more than one's self is the secret of all that is great; to know how to live for others is the aim of all noble souls."

To all who have passed to the Great Beyond during the past year we pay this beautiful tribute because of their devotion to the cause of public education and the teaching of loyalty, love, and idealism for the life and future of our country and the entire world.

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NOTICE

In the December 1932 number of the NATIONAL ELEMENTARY PRINCIPAL was printed a list of active members and friends who had died since January 1931. It is the wish of the officers of the Department to pay some fitting tribute to those who have departed since the publication of the previous list. Members are invited to send in by November 15 the names of former elementary-school principals who are to be honored. Statements as to experience and special services will be welcomed, although space may not be available for all of the material received.

COMMITTEE ON RESOLUTIONS

A. B. Heacock

WE BELIEVE that America cannot afford to lose sight of the fact that its chief values are to be found in humanity and justice, and in things of the spirit generally, rather than in material products and aggression; we believe also that among the supreme values which America should strive for, none is greater than preparation of its children for full and abundant living in the best sense of the word.

WE AFFIRM that the value of character needs to be emphasized in season and out of season; and that it is a chief business of our nation, through its schools, to develop character.

WE AFFIRM also the great importance of education for healthful living, with its accompaniments of adequate food, clothing, and shelter.

National Issues

WE URGE upon the attention of statesmen of all nations the vast importance of peace and goodwill, and we urge the necessity of determined effort in this direction to the end that in fact all nations "condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relationship to one another" and "that the settlement or solution of all disputes or conflicts of whatever origin they may be which may arise among them shall never be sought except by pacific means."

WE POINT to the insidious and deleterious influence that tobacco and liquor, through advertising, misinformation, and deliberate propaganda, are exerting upon our country; and we earnestly advocate unremitting antagonism to this influence. We emphasize the need of renewed stress by educators upon the teaching of the evil effects upon the human system of the use of alcoholic liquors, tobacco, and narcotics.

National Aspects of Education

WE BELIEVE that education in a republic assumes a foremost role; and that, as public opinion is the basis of govern-

ment, so an intelligent, educated citizenry is the sound basis for public opinion.

WE BELIEVE, therefore, that education throughout our country should receive national support, and, if necessary, subsidies, to the end that the poorest state may offer its children educational opportunities along with the best. We believe that "wealth, wherever it is, may be taxed for the education of children wherever they are."

WE BELIEVE that education is of such dignity and urgency that it deserves and demands a cabinet officer to look after its welfare; and that it is as truly entitled to such representation as any other function of government already so recognized.

Economics

WE BELIEVE that education in a republic should be free, from kindergarten to university; and that equality of opportunity, as afforded, among other ways, by this general availability of education, has always been at least the ideal and boast, if not the practise, of our country.

WE BELIEVE also that among other equalities which our country should demand and enforce is equality of rate and method of taxation; and that, indeed,—in the failure to have this equality—lies the root of much of the presentday trouble including insufficient budgets for education.

WE POINT to the fact that common property and the homes of the people have in the past been made to bear an unjust share of the burden of taxation and that they should be relieved by a shift of a due share of this burden to other forms of taxable wealth.

Phases of Education

WE BELIEVE that libraries should constitute a part of the equipment of elementary schools as well as of higher institutions of learning.

WE URGE the maintaining and continuing of vocational and adult education.

WE AFFIRM the great importance of elementary education as a foundation of the later educational structure to be reared upon it; and we ask that it be given as liberal support as any other phase of education.

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Professional Welfare

WE DECLARE our belief in the maintenance of standards for teachers and that these, even in these times of stress, should not be lowered.

WE DECLARE that teachers are citizens and have the citizen's rights to opinions and action, aside from the immediate scope of their employment, in the fields of economics and politics.

WE BELIEVE that educators generally have the moral right to reasonable protection, in the spirit, at least, of civil service, from unreasonable seizures or deprivations of their positions; and that such assurance of position reflects a tranquil and efficient spirit into the lives of the pupils.

WE BELIEVE that the "teacher load" should be only such as will enable the teacher to teach without hindrance to definite efficiency.

WE BELIEVE that salary schedules should be maintained against the time of rising prices and prosperity and perhaps of the decreased purchasing power of the dollar; that such maintenance of schedules is necessary to attract capable persons into the profession.

WE BELIEVE that the problem of the over-aged teacher is to be met by an adequate provision for the retirement of such teachers on reasonable retirement salaries.

WE DO NOT believe in the so-called spreading of jobs wherever this means treating school teaching positions as so many benevolences to be handed out for the relief of indigence rather than as so many posts of opportunity to be filled by properly fitted persons.

Organizations

WE URGE upon all superintendents and boards of education the value of conference with educational organizations to the end that cooperative attacks may be made upon their mutual problems.

WE COMMEND the work of the Joint Commission on the Emergency in Education; and we wish to thank it for the part it permitted our department to have in the working out of its program.

WE DECLARE that one of the purposes of the Department of Elementary School

Principals of the N. E. A. is to secure due recognition of the principalship as an important post in the scheme of public education, and to define and advance the status of the elementary principal as well as to increase his efficiency, and for the further purpose of giving to elementary education its proper place in our system of education.

WE BELIEVE that a single salary schedule, for elementary- and high-school principals based on preparation and efficiency, as well as on size of school, is feasible and best.

WE BELIEVE it highly desirable that members of the profession budget their dues so that one payment annually will cover membership in local, state, and national professional organizations.

Public Relations

WE COMMEND the work of the National Education Association, and of all other teacher organizations, and parent-teacher associations, as well as those organizations composed solely of public-spirited laymen, for their efforts this year in bringing about a better state of mind on the part of the public on behalf of education; and we strongly urge that effective methods of promoting a better understanding be steadily pursued. We remind principals of the strategic positions held by them in working out and (or) maintaining these friendly relations.

WE URGE the value of a study of elementary education in the United States and recommend that such a study be made by the federal Office of Education. We offer the support of our department.

WE EXPRESS sincere appreciation of the courteous hospitality afforded visiting principals by the Chicago Principals' Club, the Evanston Teachers' Club, and the Illinois organizations who, while under great stress, have maintained an atmosphere of courage and enthusiasm withal.

WE EXTEND congratulations to our president, Elizabeth McCormick, upon the worthwhile programs planned for the Minneapolis and Chicago meetings and we express appreciation to our executive secretary, Eva G. Pinkston, and to Dr. Frank W. Hubbard for their untiring devotion to the cause of elementary education.

COMMITTEE ON INTERNATIONAL RELATIONS

Mason A. Stratton

TRADE, commerce, and science have done much to annihilate national political boundaries. Ready transportation and easy communication have made distant countries our close neighbors. Such social integration brings conditions which only widespread education can hope to alleviate.

With a sense of this responsibility the National Education Association established a committee which has presented several forward-looking reports under its chairman, Annie C. Woodward. Through its membership in the World Federation of Education Associations, and particularly through co-operation with its secretary-general, Dr. Augustus O. Thomas, our organized profession has exerted a constructive international influence.

For a number of years our Department has had a Committee on International Relations. Due to limited funds the Committee has been unable to collect detailed descriptions of the activities of elementary schools in breaking down nationalistic hatreds and in establishing worldwide goodwill. Two schemes, however, have been proposed as worthy of the attention of all elementary-school principals:

First, become familiar with and participate in the international movements, such as the World Federation of Education Associations.

Second, guide teachers to feel the problem of international friendship, to see the goals, and to incorporate the means in their classroom efforts.

In connection with the first suggestion above principals should be ac-

quainted with the program of the Junior Red Cross. Other organizations in the field offer instructional materials which are pedagogically sound and helpful.

As principals we realize that the most effective efforts for goodwill are those planned and executed within our own schools. Through the social studies we can lead pupils to an appreciation of the contributions of other peoples to literature, science, and statesmanship. International themes can be woven into such extracurriculum activities as travel, music, science, and current events clubs. Messages of goodwill may be conveyed through letters or radio programs. A portion of one radio message prepared by elementary-school pupils reads as follows:

To you, the children of the world, we, the children of these United States, wish to convey a message that may help bring about a true brotherhood of the nations.

All countries of the world desire everlasting peace. Armament is costly; let us turn that money into channels of peace. May we not, instead, enlarge commerce, increase our educational opportunities, and keep a steady interchange of ideas and friendship? This may take a long while but we as children can truly work for it.

Let no thoughts of war intrude but let goodwill and love dominate our minds. Peace may not abide without love, therefore, may we learn to love one another. Peace will bring happiness and growth and industry to every individual.

This is the vision and ideal toward which we will strive, that our world may become a friendly place in which to live.

Not forgetting our local and national problems let us see to it that through education, the boys and girls of our elementary schools today are fitted better to guide the future away from wars into peace; away from ignorance into sympathetic, intelligent understanding of the common problems of the world.

EXECUTIVE SECRETARY'S REPORT

The Department of Elementary School Principals held two general sessions in the Upper Tower Ballroom, Stevens Hotel, Chicago. The musical programs which preceded each session were given by an elementary-school orchestra composed of 250 members from the Kay and Ella Flagg Young Schools, directed by E. H. Bergh, and a rhythm band from the Lowell School, composed of 200 kindergarten children, directed by Mary Helen Blaney.

W. R. Davies presented President McCormick with a gavel made of the steering gear of the first trading vessel to enter Lake Superior. The gift was made possible through the courtesy of one of Superior's old residents.

The topics and speakers for the meetings were as follows:

First Session, Monday Afternoon, July 3, 1933

A Symposium on Mental Hygiene

WHAT IS MENTAL HEALTH? O. H. Plenzke, assistant state superintendent of public instruction, Madison, Wis.

COORDINATION OF COMMUNITY AGENCIES FOR THE MENTAL HEALTH OF YOUNG PEOPLE, Virgil E. Dickson, assistant superintendent of schools, Berkeley, Calif.

RESPONSIBILITY OF TEACHER-TRAINING INSTITUTIONS FOR THE MENTAL HEALTH OF PROSPECTIVE TEACHERS, Caroline B. Zachry, director, Mental Hygiene Institute, State Teachers College, Upper Montclair, N. J.

IMPORTANCE OF MENTAL HEALTH IN THE ELEMENTARY-SCHOOL PRINCIPAL, W. R. Davies, superintendent of schools, Superior, Wis.

MENTAL HEALTH FROM THE STANDPOINT OF THE DOCTOR OF MEDICINE, R. A. Jefferson, director, Milwaukee Mental Hygiene Council, Milwaukee, Wis.

CONDITIONS OF SCHOOL ENVIRONMENT CAUSING MENTAL ILL HEALTH OF CHILDREN, Catharine Anna Caldwell, public schools, Scranton, Pa.

REPORT ON 1934 YEARBOOK, John S. Thomas, principal, Clippert School, Detroit, Mich.

Second Session, Wednesday Afternoon, July 5, 1933

Meeting the Emergency

THE JOINT COMMISSION ON THE EMERGENCY IN EDUCATION, John K. Norton, professor of education, Teachers College, Columbia University, New York, N. Y.

THE CHILDREN OF THE DEPRESSION, Joseph Rosier, president, National Education Association; and president, State Teachers College, Fairmont, W. Va.

BUSINESS MEETING

REPORTS OF COMMITTEES

A delicious "brunch" was served Monday, 11 A. M., at the Chicago Woman's Club. At this delightful family get-together there were more than two hundred present. President Elizabeth McCormick in her greetings stressed the importance of cooperation and organization, especially during these trying times. She announced the following nominating committee: Cassie F. Roys, Omaha, Nebraska, chairman; A. B. Heacock, Los Angeles, California; L. Daisy Hammond, Dayton, Ohio; E. G. Grafton, Dallas, Texas; and Ellen M. Sanders, Chicago, Illinois.

In the Spanish Room of the Medical and Dental Arts Building, 185 North Wabash Avenue, where the Chicago Principals have their clubrooms, the semi-annual dinner was held at 6 p. m., July 4. The national holiday motif was carried out. The beautiful surroundings and a splendidly arranged program made this occasion one of the interesting events of the convention.

On Wednesday afternoon, July 5, the Chicago Principals were at home to visiting principals from 4 to 6 in their clubrooms. An enjoyable skit from the "Strangest Interlude" was presented. Refreshments were served.

At the business meeting on Wednesday afternoon, July 5, the president gave an inspiring talk about keeping the curriculum as it is today. She showed how subjects which are considered by some as fads and frills are so essential for life. Reports from the following committees were read and approved: Committee on International Relations, Mason A. Stratton, chairman; Committee on Necrology, M. Emma Brookes, chairman; Committee on Resolutions, A. B. Heacock, chairman; Report of 1935 Yearbook, Bess Clement, chairman.

Due to the absence of John S. Thomas, chairman of the 1934 Yearbook, Frank W. Hubbard, associate director of research of the National Education Association, was asked by President McCormick to report the progress of the present yearbook and to tell about the 1934 Yearbook. He called particular attention to the helpfulness to principals which the 1933 Yearbook will render and he urged members of the Department to send in articles for the 1934 Yearbook.

On motion of Cassie F. Roys, Omaha, Nebraska, chairman of the Nominating Committee, seconded by William E. Hendrie, New York, N. Y., the following officers were elected for the ensuing year: Aaron Kline, Chicago, Illinois, president; Elizabeth McCormick, Superior, Wisconsin, first vicepresident; Mason A. Stratton, Atlantic City, New Jersey, second vicepresident; M. Emma Brookes, Cleveland, Ohio, third vicepresident; Ernest L. Markley, Wheeling, West Virginia, fourth vicepresident; Margaret C. Mackintosh, Brooklyn, New York, fifth vicepresident; Executive Committee: A. B. Heacock, Los Angeles, California; Herbert C. Hansen, Chicago, Illinois; Cassie F. Roys, Omaha, Nebraska; and Earl R. Laing, Detroit, Michigan.

The president directed the executive secretary to read the telegram received from the Honorable John Boyd Thacher, mayor of the city of Albany, inviting the Department to hold its next meeting in that city. The executive secretary was instructed to write Mr. Thacher thanking him for the invitation. Meeting adjourned.

Executive Committee Meeting, Monday Morning, July 3, 1933

The meeting was called to order by President McCormick in Room 451-A, Stevens Hotel. The following persons were present: Elizabeth McCormick, president; Earl R. Laing, first vicepresident; Lillian M. Towne, second vicepresident; H. B. Norton, third vicepresident; Mason A. Stratton, fifth vicepresident; M. Emma Brookes, A. B. Heacock, Herbert C. Hansen, and Cassie F. Roys of the Executive Committee; and Eva G. Pinkston, executive secretary.

Before any business was transacted Earl R. Laing introduced Lillian M. Towne, who presented to President McCormick, a gavel made from the railing of a stairway of a school built in Boston in 1792. It was the first public school of more than one room. (See page 3 of this bulletin.)

Minutes of the Minneapolis meeting were omitted on motion of Herbert C. Hansen, seconded by Cassie F. Roys. Meeting recessed to 9 a. m., Tuesday, so that the group could attend "brunch" at the Chicago Woman's Club.

Executive Committee Meeting, Tuesday Morning, July 4, 1933

The second meeting of the Executive Committee was held in room 451-A, Stevens Hotel.

The following persons were present: Elizabeth McCormick, president; Earl R. Laing, first vicepresident; Lillian M. Towne, second vicepresident; H. B. Norton, third vicepresident; Mason A. Stratton, fifth vicepresident; M. Emma Brookes, A. B. Heacock, Herbert C. Hansen, and Cassie F. Roys of the Executive Committee; and Eva G. Pinkston, executive secretary.

President McCormick called the meeting to order and asked for a reading of the minutes of the previous meeting. Minutes of the meeting of July 3 were approved.

The report of the executive secretary was read and discussed. An expression of

appreciation of the work done at Headquarters the past year was made in a motion by Miss Brookes and seconded by Mr. Hansen. Motion carried.

In studying the problems of finance, the Budget Committee was asked to make a proposed budget for the Department for the year 1933-34. Herbert C. Hansen, chairman of the Budget Committee, submitted the following report:

BUDGET 1933-34	
Total estimated receipts -----	\$ 17,500
Office expenditures and salaries -----	\$ 7,000
Travel -----	1,000
Printing and postage -----	7,500
Permanent fund and annuities -----	1,200
Insurance and contingent fund -----	800
	<u>\$ 17,500</u>

On motion of Mr. Laing, seconded by Miss Brookes, the report of the Budget Committee for 1933-34 was approved.

Mr. Heacock asked that plans be studied for paying the expenses of the Executive Committee to the summer and winter meetings. He suggested that letters be written to boards of education and superintendents stating the importance of the attendance of the Executive Committee and asking that they pay the expense of the person who has been honored in their city.

Motion by Mr. Laing, seconded by Mr. Heacock, that the executive secretary be directed to exercise every possible economy in publishing the yearbook and the Bulletin. Types of economies suggested were—bids on publications, time of publishing, number of pages, graphs, cuts, etc. Motion carried. On motion of Mr. Heacock, seconded by Mr. Stratton, it was ordered that for this next year the time of publishing the yearbook be left to the executive secretary. Motion carried.

Motion by Miss Brookes, seconded by Mr. Norton, that the financial reports for 1932 and 1933 be placed in the October Bulletin. Motion carried.

Motion by Miss Towne, seconded by Miss Roys, that the sale of yearbooks be left to the discretion of the Executive Secretary. Motion carried.

Motion by Mr. Heacock, seconded by Miss Brookes, that the price of the Bulletin, *The National Elementary Principal*, be twenty-five cents as long as it is a thirty-two page publication. Motion carried.

Motion by Mr. Hansen, seconded by Mr. Heacock, that a vote of appreciation be sent to those who have made possible the many fine changes in the Bulletin, expressing at the same time the hearty cooperation of the executive committee. Motion carried.

Motion by Miss Roys, seconded by Mr. Laing, that a letter be sent to Dr. George F. Zook, United States commissioner of education, asking that a study be made of elementary education in the United States, similar to the study on secondary education recently completed by his office. Motion carried.

President McCormick explained fully the reasons as to why a joint program with the Department of Supervisors and Directors of Instruction was not given at this time. She expressed the hope that such a meeting might be arranged sometime in the near future.

Miss Towne told of the suggestion by Dr. Emerson that a committee be formed for the study of alcohol and narcotics and made a motion seconded by Mr. Stratton that the Department of Elementary School Principals ask to be represented on Dr. Emerson's Committee. Motion carried.

Motion by Miss Roys, seconded by Miss Brookes, that the executive secretary write the New York City Principals' Association commending them for the fine report made by the Committee on Health of their association, and expressing to them thanks for copies received. Motion carried.

Motion by Miss Brookes, seconded by Miss Roys, that appreciation be expressed to our president, Elizabeth McCormick, for the efficient service which she has rendered the

Department this year and that she be commended for the worthwhile and instructive programs which she arranged for both the Minneapolis and Chicago meetings. Motion carried.

A motion was made by Miss Brookes and seconded by Mr. Heacock, that a vote of appreciation be given the principals of Chicago for their delightful hospitality and that they be thanked for their personal service in making this meeting most profitable and enjoyable. Motion carried.

A motion was made by Miss Brookes and seconded by Miss Towne, that an expression of appreciation be sent to the Evanston Teachers Association for inviting the officers of the Department of Elementary School Principals to their enjoyable reception and tea at the Shawnee Country Club on Sunday, July 2. Motion carried.

Meeting adjourned.

FINANCIAL STATEMENT

Year Ended May 31, 1932

Balance as at May 31, 1931 ----- \$ 3,337.29

Receipts:

Membership Dues

Current Year—4568 Members at \$3 each	\$ 13,704.00	
Arrears—28 Members at \$3 each	84.00	
Year 1932-33—38 Members at \$3 each	114.00	
Sale of Yearbooks	2,128.79	
Appropriation from N. E. A.	1,000.00	
Interest on Bonds (Newport News)	78.68	
Interest on Invested Funds	229.90	17,339.37
		<u>\$ 20,676.66</u>

Disbursements:

Printing

July 1931 Bulletin	\$ 395.72	
October 1931 Bulletin	373.09	
January 1932 Bulletin	394.48	
Yearbook, April 1932	2,868.48	\$ 4,031.77

Printing—Leaflets, Cards, etc.	468.35	
Services in Typing Section	828.15	
Services in Multigraphing Section	300.23	
Services in Mailing Section	380.65	
Services in Addressograph Section	65.80	
Postage	2,315.52	
Stationery and Supplies	510.01	
Stenographic and Clerical Service and Salaries	6,631.79	
Insurance	466.04	
Audit	35.00	
Telegrams	19.10	
Express	6.87	
Miscellaneous	78.98	
Traveling Expenses of Yearbook Committee	843.61	
Traveling Expenses of Officers	910.47	
	<u>\$ 17,892.34</u>	
Transferred to Permanent Fund of N.E.A.	461.10	\$ 18,353.44
Balance as at May 31, 1932		<u>\$ 2,323.22</u>

FINANCIAL STATEMENT

Year Ended May 31, 1933

Balance as at May 31, 1932 \$ 2,323.22

Receipts:

Membership Dues

Current Year—3790 Members at \$3 each	\$ 11,370.00	
Year 1933-34—11 Members at \$3 each	33.00	
Sale of Yearbooks	1,037.88	
Adjustments, Transfers, etc.	169.00	12,609.88
		<u>\$ 14,933.10</u>

Disbursements:

Printing

July 1932 Bulletin	\$ 346.12	
October 1932 Bulletin	203.59	
December 1932 Bulletin	218.94	
February 1933 Bulletin	151.36	\$ 920.01

Printing—Letters, Folders, etc.	511.35
Services in Typing Section	662.88
Services in Multigraphing Section	232.63
Services in Mailing Section	124.60
Services in Addressograph Section	32.60
Postage	1,590.57
Stationery and Supplies	466.37
Stenographic and Clerical Service and Salaries	5,009.70
Insurance	559.84
Audit	25.00
Telegrams	7.70
Express	14.00
Adjustments	48.26
Miscellaneous	54.68

Traveling and Expense of Yearbook Committee

Helen B. Shove	\$ 35.26	\$ 47.50
Aaron Kline	42.50	4.59
John Thomas	64.76	6.72
		<u>201.33</u>

Traveling Expenses—Officers

Earl R. Laing	\$ 82.00	
Maude A. Rhodes	103.71	
Elizabeth McCormick	97.70	
Eva G. Pinkston	189.15	472.56
		<u>\$ 10,934.08</u>

Balance as at May 31, 1933 \$ 3,999.02

MEMBERSHIP CHATTER

Eva G. Pinkston

THE PRESIDENT is asking for cooperation through the NRA. The windows of business houses and homes are displaying the Blue Eagle. Automobiles have pasted on their windshields the NRA insignia. With these signs of recovery in the industrial, agricultural, and commercial fields displayed everywhere is it any wonder that principals have opened the doors of their schools with an optimism which wasn't felt when they closed them in the spring?

Even though we do not see our way clear, we feel that we have at least started up the hill to better times and have placed our faith in the President and his program. But no program which he could propose or launch could succeed unless "WE DO OUR PART." The President stresses organization; he says, "People acting in a group can accomplish things which no individual acting alone can ever hope to bring about." Then to cooperate we must organize, if we want to get anywhere.

There are about 25,000 elementary-school principals in the United States, but only 3800 who belong to the Department of Elementary School Principals. This shows that only about one in six have joined our ranks. If we are to take advantage of the President's program we can't wait a year or two to begin. We must ride the tide with business and industry. Some educators, in the past, have not felt the need of placing the profession before the public because of their devotion to youth. Today the situation is so different that all of us must give a portion of our time to establishing a place in world affairs.

The elementary-school principals of

the country are in a most strategic position. They are the persons who are responsible to the school authorities for the school program, they are also the *only* persons who have direct contact with all the homes of the communities. Yet even in this strategic position many tragedies have taken place in our ranks. Many principals have lost their positions, many have been given teaching positions, though they have spent years and money in specializing in the work of the principalship, while others have been made teaching principals. The situation in many sections of the country is distressing. If we want to overcome these tragedies we must unite our efforts as President Roosevelt suggests and put the power of large groups behind us. This is a testing time and it means that if we as elementary principals do not see that the scales of education balance on our side in value then we shall not be needed in the scheme of our educational system. Let the principal himself serve as a committee of one to see that the other principals of his city, county, or district are members of this big national group. Conditions will grow worse instead of better unless we do organize as we never have before. The voice of the individual is not heard except through his group.

False economy acts have reduced our forces. Are we going to let them stay reduced or are we going to make ourselves felt in the new scheme of education? The Department of Elementary School Principals is making a mighty effort to stem the tide and win the fight but it needs your help. You will be the one who will benefit because of the work of the whole. The Department

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needs you and your suggestions. The keynote of the National Administration's plan for industrial recovery is co-operation. The same principle applies in recovery for schools. Send your membership dues in money, money order, check, or stamps.

The following principals have accepted the appointment as state chairmen:

- Alabama—Robert C. Johnston, 2030 Magnolia Ave., S., Birmingham.
- Arizona—Salome Townsend, 520 E. Fourth St., Tucson.
- Arkansas—Ralph B. Jones, 522 May Ave., Ft. Smith.
- Colorado—Mrs. Margaret Mendenhall Smith, Ebert School, Denver.
- Connecticut—Elizabeth R. Malcolm, 181 Blake St., New Haven.
- Delaware—Stanley Gibbs, 39 E. Park Ave., Newark.
- District of Columbia—Elizabeth O'Hara, Takoma Park School, Washington.
- Florida—Frank M. Foulks, 404 E. Ross Ave., Tampa.
- Georgia—Maude A. Rhodes, 185 Westminster Dr., N. E., Atlanta.
- Illinois—Mary Margaret Roach, Roach School, Decatur.
- Indiana—Cecelia Galvin, School No. 3, Indianapolis.
- Kansas—Mrs. Winnie Thornburg, 817 S. Spruce, Wichita.
- Kentucky—E. E. Gotherman, Jefferson Davis School, Lexington.
- Louisiana—L. S. Rugg, Box 567, Alexandria.
- Maine—William Mortimer Cullen, Jordan Grammar School, Lewiston.
- Maryland—Mrs. Margaret S. Upham, 211 Washington St., Cumberland.
- Massachusetts—Effie Grace Higgins, 27 Marianne Rd., Waltham.
- Michigan—Albert A. Graham, 901 Calvert, Detroit.
- Missouri—Isabel Tucker, Shenandoah School, St. Louis.
- Montana—Mrs. Zella K. Flores, Box 412, Lewistown.
- Nevada—K. O. Knudson, 216 N. Sixth, Las Vegas.
- New Hampshire—Mrs. Agnes Merriam, Box 506, Groveton.
- New Jersey—Mason A. Stratton, 272 Huron St., Absecon.
- New Mexico—Stella Kiker, 240 S. Fifth St., Raton.
- New York—A. Earle Hemstreet, 2334 Main St., Buffalo.
- North Carolina—Sallie Blackwell, Lewis School, Raleigh.
- North Dakota—Eleanor M. Hartney, Roosevelt Platoon School, Fargo.
- Ohio—L. Daisy Hammond, Patterson School, Dayton.
- Oklahoma—O. C. Griggs, 43 N. Wheeling, Tulsa.
- Oregon—Carl S. Zook, 7334 N. E. Siskiyou, Portland.
- Pennsylvania—Roland T. MacLaren, George Washington School, Williamsport.
- Rhode Island—Hermann G. Patt, John Clarke School, Newport.
- Texas—Thomas E. Pierce, 1141 Beech St., Abilene.
- Utah—Arthur E. Arnesen, 1145 Kensington Ave., Salt Lake City.
- Virginia—Lillian M. Johnson, Patrick Henry School, Norfolk.
- Washington—Clara McKenzie, Columbia School, Seattle.
- West Virginia—Ernest L. Markley, 64 Virginia St., Wheeling.
- Wisconsin—Willis P. Colburn, Andrew Jackson School, Milwaukee.
- Wyoming—Margaret Chambers, Grant School, Casper.
- Hawaii—Elmer A. Brown, Kuhio School, Honolulu.
- Puerto Rico—Josefa Cuedrado Adsuar, Baldarioty School, San Juan.

State enrolment Chairmen for the other states will be announced in the December issue.

YEARBOOKS

ONE of the most unique projects in the in-service training of principals is the work of our Editorial Committee. Each year, under the guidance of this Committee, several hundred members and friends of the Department prepare careful accounts of their technics. As Bacon so aptly wrote: "Reading maketh a full man, conference a ready man, and *writing an exact man.*"

1933 Yearbook

This volume, under the title *Elementary School Libraries*, was mailed the fifteenth of September to all paid-up members for 1932-33. Under the chairmanship of Helen B. Shove (3116 Clinton Ave., Minneapolis) the Committee compiled materials of interest to all—whether you have an organized library in your school or not. The suggestions on the school professional library, the summary of available library training, the review of research studies, and other articles are not available in any other publication. Authorities have commented favorably on the advanced copies. The comments of principals will be read with interest.

1934 Yearbook

Under the chairmanship of John S. Thomas (Clippert School, Detroit) the materials of the Thirteenth Yearbook are being collected. From all indications this volume, on the aids to teaching in elementary education, will be another strong link in the yearbook chain. There will be treatments of such devices as the phonograph, the

radio, mounted pictures, slides, sound motion pictures, silent films, and the various mental aids. Manuscripts, preferably of about ten double-spaced typewritten pages, are due in the hands of the Committee members by November 1. If you are interested in making a contribution communicate with the Committee at once and arrange for any necessary extension of time.

1935 Yearbook

To date only the preliminary outline has been prepared for the 1935 yearbook on the topic of extracurriculum activities in the elementary school. Although this field has been fully canvassed by numerous writers in secondary education very little has been written by elementary-school principals. One reason for this apparent shortage is the fact that informal group activities have long been an integral part of the elementary-school program. There is a need, however, to focus attention upon the field and to bring its many aspects sharply to the attention of the progressive members of the Department. The chairman of the Committee for this yearbook will be Bess Clement (Eliza Clark School, Clarksdale, Mississippi). All principals are urged to keep this announcement in mind and begin the collection and preparation of pertinent data. Those with suggestions as to the emphasis and organization of the proposed volume are invited to communicate at any time with the designated chairman.

THE FINANCING OF EDUCATION

WITH THE ONSET of recent economic disturbances many looked to the National Education Association for protection of the school system. In meeting the need the Association and the Department of Superintendence appointed the Joint Commission on the Emergency in Education. This group, with the aid of Headquarters, launched a program to acquaint laymen and educators with the dangers of the situation.

As the power of this program began to take effect the Commission began to lay plans for safeguarding the gains. One of the first steps in this direction was the calling of a conference on the financing of education. Leaders from a number of states were called to New York in July. Meeting with the best minds in the field of public-school finance these leaders worked to develop a program for the future. Their deliberations resulted in a seventy-eight page report (see back cover for excerpts) which may be purchased from Headquarters for twenty-five cents.

When our forefathers wrote the Declaration of Independence they set forth fundamental principles in a fashion similar to the action of the National Conference on the Financing of Education. But the early patriots did not stop with pious proposals—they fought and died for their ideals. After reading the message of President Kline (page 2) it should be clear that we too have ideals worth fighting for.

Without immediate action in every state and locality the School Finance Charter is useless. It must arouse all teachers, principals, and superintendents to cooperative action. Let our members hold conferences together, meet with laymen, establish contacts with state educational associations, create a favorable public opinion, and make contacts with legislators. The issues have been clearly stated—we cannot blame the gods for our own inactivity.

AMERICAN EDUCATION WEEK

THE THIRTEENTH annual American Education Week will be observed November 6-12, 1933. The theme *Meeting the Emergency in Education* indicates the timely and practical character of the program.

American Education Week is more than a celebration. It is in response to a demand that there be each year an occasion when all the people may consider anew the ideals, purposes, and achievements of universal education.

The following topics for the day-by-day observance have been selected by the sponsors with the help of the Joint Commission on the Emergency in Education:

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."

A program of educational interpretation for the year should be planned. No "hit or miss" methods will be effective. Definite goals should be set up and every medium of interpretation be used to attain them.

Send to Headquarters for suggestions and lists of printed materials. Adopt these national proposals to meet local needs. The National Committee on American Education Week, 1201 Sixteenth Street, Northwest, Washington, D. C., will welcome correspondence.

HERE AND THERE

THE Professional Committee of the Philadelphia Principals' Club, under the chairmanship of Edith B. Hanna, issued in May a plan of supervision through teachers' meetings. The bulletin contains the outlines of seven faculty meetings. One is impressed with the success of our Philadelphia co-workers in thinking through an important obligation of the principalship.

The new president of the Virginia Education Association is Lucy Mason Holt, principal of the Ocean View School at Norfolk.

The state association of elementary-school principals of Texas has set four goals for itself: (1) to organize both rural and urban principals in a strong state association, (2) to oppose further curtailments of the efficiency of the school system, (3) to improve the state standards for the certification of elementary-school teachers and principals, and (4) to urge the improvement of salaries commensurate with advances in professional training. Now what are some of the other state associations planning to do?

Isabel Tucker, chairman of the Editorial Committee for the 1931 yearbook, has been elected president of the Saint Louis Women Principals' Club.

The Omaha Elementary School Principals' Club brought the year to a successful close in May with a conference under President Stella Holmes. During the school year monthly meetings on many interesting topics were presided over by various principals. All of the events of the year and the reports of committees were summarized in a multi-colored, mimeographed booklet. The

balance between professional and cultural activities obviously carried out the year's motto: "If I had two loaves of bread, I would sell one and buy white hyacinths."

The N. E. A. director for Virginia is now Mrs. Edith B. Joynes, principal in the Norfolk schools and an active supporter of the Association's program.

Much favorable comment was made last year about the radio programs of the National Education Association. Florence Hale has announced that the 1933-34 broadcasts, beginning October 8, will present many excellent speakers. Please tell your friends.

For several years Irwin O. Addicott, of Fresno, California, as state enrolment chairman, has successfully rounded up the willing Californians and the obstreperous Californiacs. Next year he is to be principal of the large Lincoln School which enrolls Japanese, Chinese, Russian-Germans, and other Americans. Just to be sure he has enough to do we propose the establishment of a parent-teacher association with all discussions in Esperanto.

The principals' association of New York City have published the proceedings of their conference on child health and protection. This meeting was a follow-up of the White House Conference of May 1932. The New York principals showed considerable originality in the organization and development of their conference. The report of 384 pages is forward-looking and practical. It exemplifies to perfection how national meetings should be carried through until they influence local policies and practises.

WITH THE AUTHORS

Aaron Kline (p. 2), president of our Department for 1933-34, is principal of the Pullman Public School, Chicago, Illinois. With his co-workers in the Chicago Principals' Club he has fought courageously for the children of his home city.

George F. Zook (p. 4) is United States Commissioner of Education. Recently, Dr. Zook was president of the University of Akron. Through wide experience he has been imminently fitted for the commissionership.

Jessie Gray (p. 5), the president of the National Education Association, is a training-school teacher at the Philadelphia Normal School. She has served as president of the Philadelphia Teachers' Association and the Pennsylvania State Education Association.

O. H. Plenzke (p. 6) is assistant state superintendent of public instruction in Wisconsin.

W. R. Davies (p. 8) is superintendent of schools at Superior, Wisconsin.

R. A. Jefferson (p. 9) is director of the Mental Hygiene Council of Milwaukee, Wisconsin.

Catherine A. Caldwell (p. 11) is a classroom teacher in the North Scranton Junior High School, Scranton, Pennsylvania.

Virgil E. Dickson (p. 12) is assistant superintendent of schools of Berkeley, California, and a well-known authority in the field of pupil guidance and adjustment.

Caroline B. Zachry (p. 13) is director of the mental hygiene institute of the State Teachers College at Upper Montclair, New Jersey.

Cassie F. Roys (p. 14), a member of our Executive Committee and former president, is a principal in Omaha, Nebraska. Her address was given at the general N. E. A. sessions in Chicago.

M. Emma Brookes (p. 15) is the principal of the Miles School of Cleveland, Ohio, and a member of our Executive Committee.

A. B. Heacock (p. 16) is principal of the Los Feliz School of Los Angeles, California. He is also a member of the Executive Committee.

Mason A. Stratton (p. 18) is principal of the Brighton Avenue School of Atlantic City, New Jersey. He is second vicepresident of the Department.

The picture on the cover is that of the Federal Building, Century of Progress Exposition, Chicago. This building could be seen from the hotel where the Department's summer meetings were held.

Excerpts from the
SCHOOL FINANCE CHARTER

Funds to provide every child and youth a complete educational opportunity from early childhood to the age at which employment is possible and socially desirable. This right to be preserved regardless of residence, race, or economic status and to constitute an inalienable claim on the resources of local, state, and national governments.

For the adequate support of all governmental activities, including the schools, a stable, varied, and flexible tax system, providing for a just sharing of the cost of government by all members of the community.

In every community trained educational leadership and other services secured through a local unit of school administration large enough to make such services financially possible and desirable.

In every state a long-time financial plan for public education, comprehensive in scope, based on experienced judgment and objective data, cooperatively developed, continually subject to review and revision, and reflecting faithfully the broad educational policy of the people.

(See Page 27 of this Bulletin.)

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Vol. XIII,