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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

THE
LINCOLN
MEMORIAL



DECEMBER 1933
Vol. XIII, No. 2

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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Eva G. Pinkston, Editor.

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1933-34

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1201 Sixteenth Street, N. W., Washington, D. C.

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The series of pictures appearing on the cover of your bulletin is of the most interesting buildings in the nation's capital. They should be of interest to you and of great value for bulletin boards.

Through the Editor's Specs

SINCE our last Bulletin we have celebrated the day which the early Pilgrims set aside as a time to give thanks to the One who had brought them through a successful year. Those pioneers endured many hardships of which we today can scarcely conceive, and yet because they had reaped a rich harvest they saw fit to pause and give thanks to God. Undoubtedly there are many this year who feel that they have nothing to be thankful for and yet when they stop and really take stock, they can count many, many blessings.

For many this Christmas season will not be one of gladness because in various sections of the country schools are reporting that they will have to close at the beginning of the new year. This will mean children out of school and teachers and principals without positions, adding their numbers to the unemployed. It is hard to ask these people to be loyal when they know that false economies have caused them to be without employment.

The approaching winter brings with it another hard test besides cold weather. In the radio address of John K. Norton, November 5, 1933, he revealed that education is being placed more and more in the balance. He said the situation is rapidly becoming worse. In November 1932, just one year ago, only forty schools in the whole nation were actually closed. By April 1933, just

after the bank moratorium, 5825 schools were closed. It is now estimated on the basis of figures just received from county superintendents in all parts of the nation, that by April 1, 1934, there will be 20,300 closed schools, enrolling 1,025,000 children.

These facts are appalling. We stand aghast, but we *must not* stand in that position long. If education is to be pulled out of the red, educators must swing into action. The government did not drop three billions into the laps of railroads without their asking. If we are to keep the schools open every one of us must tell his congressman about the needs of education. He must inform the officials at Washington of the dire distress in his own community, his county, and his state.

Federal aid must be forthcoming just as soon as Congress assembles if schools are to be kept open. And why not? Industry, banks, and agriculture have been helped. It is just as important that education receive aid. If Representatives and Senators are bombarded with letters and telegrams, perhaps they will give the matter attention. They probably will do nothing unless there is united action. It is the nation's future which is in the balance and the elementary principals can set the pace. *It is our duty to direct a drive to secure help from the government in this emergency in education.—E. G. P.*

IT IS NO TIME TO FALTER

Sherwood D. Shankland

THE Joint Commission on the Emergency in Education is vigorously carrying on its fight for the schools. The Commission has no machinery and no salaries of any sort of its own. It works through existing agencies. Its group of over seven hundred ex-officio consultants keeps the Commission in touch with every important educational group in the United States. Regional conferences of consultants have been continued this fall with meetings at Detroit, Mich.; Hartford, Conn.; and Birmingham, Ala. A conference of national scope is to take place at National Education Association Headquarters at Washington, Friday, December 30. After the holidays a series of regional conferences will be scheduled in states west of the Mississippi River.

Public attention is being aroused by the Joint Emergency Commission's studies of school conditions. A recent report, *Data on Closed Schools, Short Terms, and Sub-Code Teachers, 1933-34*, summarizes conditions in rural areas. It shows that at least 2000 rural schools will not open at all during 1933-34, leaving 110,000 children without a school this year. School terms of less than six months will be the fate of 914,000 children, 36,000 of whom will have less than three months of school.

There are, according to the report, approximately 860,000 teachers, principals, and supervisors in the public schools of the United States, of whom some 450,000 are in rural areas. Approximately half of these rural teachers are receiving an annual salary of less

than \$750 and one in every five is receiving less than \$450. Many city teachers are also below these levels, but the number of such is not known at present. However, it may safely be said that of the entire public school teaching force of the nation at least one in four is receiving annual wages below the minimum provided for factory hands under the "Blanket Code" of the President's Reemployment Agreement.

A sound foundation for educational recovery is laid in the *Report* of the National Conference on Financing Education. This Conference was held in August 1933 under the auspices of the Joint Emergency Commission. Laymen and educators are finding in this statement a set of basic principles for the financial structure of school systems. Parent-teacher associations are studying the report with the aid of a study outline, *A Modern Program of Financing Public Schools*.

Public-spirited citizens are cooperating with the Commission in its activities in behalf of the schools. For example, in a radio address delivered during American Education Week, Mrs. Russell William Magna, president-general of the Daughters of the American Revolution, said: "The education of our youth is America's main industry. We curtail it to the nation's peril; nor can school days be postponed. . . . To imperil our educational system is courting disaster, if this country is to endure. Youth is ever eager, ever hopeful. Keep them so. The maintenance of highest standards in education is a patriotic duty."

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NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



RADIO COMES TO OUR AID. How often it happens that just as we are almost at the point of discouragement and are wondering how we can possibly avert disaster, almost providentially help comes which enables us to go on with renewed courage and vigor! What would we have done if this wonderful medium of radio had not been discovered just on the eve of the greatest emergency which education has ever known? In few other ways could the National Education Association have hoped to reach so many taxpayers.

In the last few years we school people have unconsciously been getting away from our public. Our methods have been changing so rapidly that it is small wonder that the public look with suspicion on methods so very different from those with which they were familiar. President Roosevelt, in bringing his messages directly to the public, shows how necessary it is to educate public sentiment to keep pace with new ideas and new procedures.

The two large national broadcasting companies, the Columbia, and the National Broadcasting Company, have been generous in the matter of giving time on the air for American Education Week and other special occasions. It is only fair to speak especially of the very remarkable assistance given by the NBC in making possible our Sunday night broadcasts over a national network. All this has come about through

the splendid interest and cooperation of Merlin H. Aylesworth, president of the National Broadcasting Company, John W. Elwood, former vice-president, Franklin Dunham, educational director of NBC, and Kenneth Berkeley in charge of educational broadcasting at WRC. When the emergency in education was presented to these gentlemen, they were eager to know what they could do specifically to help. They consented at once to give the time on the air which we thought would be most likely to achieve the best results in reaching the largest number of people. I happen to know that they have had several opportunities to sell this strategic hour at an enormous price. Not once have they even wavered in their loyalty to the cause of education.

The NBC cannot interfere with local stations which do not choose to give this hour to education. If you are not receiving the series, "Our American Schools," every Sunday night at 6:30 p. m., Eastern Standard Time, ask your local station to arrange it so that the people in your section can have the pleasure of hearing splendid speakers like Harold L. Ickes, William Trufant Foster, and George F. Zook. The purpose of these broadcasts is to help save our educational systems from disaster. This can be accomplished through the education and persuasion of those who, in large numbers, pay the bills.—*Flurence Hale.*

'SCHOOLS OR PRISONS

Ray L. Huff

THE most potent force to control crime is not the police, or the court, or the prison—it is public opinion. Public opinion, representing the morality of a people and representing the heritage won by the costs of advancing a civilization, is protected in the first instance by the work of the schools. To have an intelligent public opinion, the work of education is essential. It is the mind and body of the future of the country which is being preserved and ennobled in the public schools today. This opportunity for education is more than an opportunity. It has become a right of every citizen and is essential to the perpetuity of a democratic government.

The Elementary School in particular makes contact with each child and parent citizen. What that school does represents the educative control by the state. Whatever is good, in that school may be taught to be good, and what is bad may be condemned. No other public institution is so close to the heart and mind and soul of the American people. No other institution can be in such close contact with the ideals, character, and civic consciousness of the nation.

With only a moment's time in the life of a child (less than 7 percent of the first 16 years) the elementary school has worked at its task of preparing children for citizenship. It has been the protector, and often the only protector, of the child and his family from the aggressions of the street corner, poolroom and brothel, gangs, and other nefarious influences which educate and prepare those whom they contact to oppose the

welfare of the state. These gangs are "educators" but they educate for vice and for criminality. Their methods are nefarious beyond words. They use peculiarly clever and crafty ways. They are no respecter of person or persons. It is education which has saved our citizens and made them realize the need of getting rid of this real pest.

Where a community acts to close a school, or acts to replace the well-trained teacher, it should, in its own protection, anticipate the need to open a prison and hire more police to protect itself from the results which will inevitably follow the relinquishing of its children to be educated by the malcontent, the lascivious, and the criminal.

For the adults of the nation wilfully or negligently to surrender their children to public enemies would be for them to sell a birthright not their own for a mess of poisoned pottage. With what purpose do they act who cry for protection against crime, and yet fail to support the preparation for public defense against crime—the public school? The drama of the crime, the arrest, the trial—these attract the public eye and arouse the public fear! These show the active battle. The police and the courts need support. That support must be rooted into the deepest convictions of the citizens. Such convictions can be so rooted only by long and well-directed education in the ways of right living in support of law and order—without which material gains, or security, or leisure will be swept aside.

If you must close a school, prepare to build a prison.

RADIO PROGRAMS

ON EACH Sunday evening for the past two years, the National Education Association has been attempting to give to the public, through a series of radio programs, the very best thoughts and latest trends about education as well as the dire calamities which have taken place. These programs are broadcast by the National Broadcasting Company from the Headquarters building of the National Education Association, 1201 16th Street, N. W., Washington, D. C., from 6:30 to 7, Eastern Standard Time.

This fall the radio chairman, Florence Hale, has chosen for her theme—Education under the New Deal.

The following programs are listed for December:

December 3—"Public Responsibility for Education," Thomas N. McCarter, president, Public Service Corporation of New Jersey, Newark, N. J.; and Paul R. Mort, director, School of Education, Teachers College, Columbia University, New York, N. Y.

December 10—"What Are We Doing To Remove Illiteracy?" Mrs. Cora Wilson Stewart, chairman, National Committee on Illiteracy, Washington, D. C.

December 17—Christmas Greetings from the National Education Association, J. W. Crabtree, secretary, N. E. A., Washington, D. C.

SO MANY HEARTS ARE BRAVE

by

Grace Noll Crowell

*So many hearts are brave. Each day I see
The lifted banners of their courage shine
Out of the myriad eyes that look in mine.*

*The banners mankind carry as they march
To prove that they are undefeated still,
Though tired feet must often drag behind;
Though there be scarcely strength to climb the hill.
Brave women and brave men, who go their way
Without the blare of music down the street;
Without the cheers, or the encouragement
Of words that would be heartening and sweet.*

*So many have the courage to go on
Undaunted by their loss, or pain, or fear;
Beaten perhaps, yet holding in their souls
The beautiful bright quality of cheer.
So many hearts are brave—though well they know
How rough the road is that their feet must go.*

—Reprinted with the permission of the author, Mrs. Grace Noll Crowell,
and the publisher of GOOD HOUSEKEEPING, Mr. William F.
Bigelow.



U. S. DEPARTMENT OF INTERIOR OFFICE OF EDUCATION

MANY of the questions that frequently come in our mail are concerned with marks and reports of pupil progress. As one answer to these questions a study has been made of the report cards now being sent to the children's parents by 628 city school systems. An analysis of these cards shows the achievements and behaviors on which pupils are being rated, the nomenclature used, the methods of rating in use, the frequency with which the reports are issued, and the types of appeal for co-operation between home and school. The study also shows the grade groups for which report cards are customarily prepared. To supplement this information, the Office of Education loans sample books of report cards. The cards in these books have been contributed by about fifty superintendents of schools in whose school systems some particular effort has been made to place before the parents the newer teaching objectives being demonstrated. The constant circulation of these books indicates the continued interest in this question, rating pupil achievement, particularly among the elementary-school principals who have given so much attention to it.

A survey of nursery-school education was made in 1932-33 to summarize the development of this type of work at the end of its first twelve years. About half of the nursery schools are connected in

some way with colleges and universities, and nearly a third are sponsored by state or municipally controlled universities, colleges, school systems, and welfare agencies. Only a few are as yet in the city public schools but these serve a variety of purposes—as a part of the kindergarten-primary department, as a laboratory for high-school classes in child development, as a part of a school guidance program, as a unit in a research department, and as an experimental unit in a program of child development, parent, and pre-parental education. The interest of the public in nursery-school education will be shown in its response to a recent release from the Federal Emergency Relief Administration which authorizes the use of moneys under its Civil Works Program for the organization of emergency nursery schools. Professional organizations representing the field of nursery-school education have offered to give advisory and supervisory services to safeguard the educational program. An elementary-school principal was one of the first to inquire about the possibility of taking advantage of this opportunity to provide an educational program for these children of nursery-school age who are suffering from the effects of current economic conditions.—*Mary Dabney Davis.*

TRULY PRACTICAL EDUCATION

Frank Cody

THE NEED of the hour, we are told, is for an education that is practical. The cry is not new—it voices the typical American urge. Just now, however, it comes with peculiar power and is interpreted by many persons as a plea to return to the education of the backwoods school. We ought to leave modern education, so some people argue, and return to the education of the old oaken bucket and the long-handled dipper!

But for my part, let me urge the practicability of an aspect of the modern educational program which too often has been considered impractical, namely, character education. This is not to belittle other aspects of an up-to-the-minute program—far from it. I merely wish to emphasize the view that, no matter how much new times may call for new content, new methods, and new products in education, there will never come a time when America can afford to be indifferent as to whether its boys and girls are growing into men and women of strong and sturdy character. Character, after all, is the most practical asset one can possess.

Let me not seem to imply that character education is something which can be cared for entirely within the confines of the classroom. Much can be done there, of course; but much can also be done in places which are more peculiarly the province of the principal. Both because character is continually in the making—for better or for worse—whether the child is on the street, on the playground, in the halls, or in the classroom, and because the development of

good character is so important and so ever-present a problem, it may well constitute one of the major objectives of every principal's day-to-day work about his school.

What, then, are the steps which the principal, as such, may take to promote a well-rounded program for character education?

First, the principal who recognizes how intimately a character education program is tied up with the out-of-school life of the pupil will strive to keep his school in close touch with local community life. This means that he will reinterpret the general program for wholesome community relations which is planned for the entire school system and make it vital in his particular locality. He will keep the channels of contact between the school and the home always open and working. He will lend his support to every movement which aims to improve the pattern of leisure time activity for the youth of the neighborhood. In short, he will acknowledge the identity of interest which exists between the school and every character-forming agency which touches the lives of the pupils of his school and realize that success for any one agency depends upon the cooperative action of all.

Next, the principal who is concerned that fine ethical instruction become a moral force affecting purposes and action, will see to it that recreational opportunities for the children of his school are varied and available for all. He will recognize that the playground is a character-forming agency in one of the most practical senses of the word.

He will cultivate conditions there which are wholesome. He will encourage a leadership which visions the character implications of play. He will perfect an organization which not only will utilize available space and equipment to the limit but will provide every child some opportunity to benefit from this wholesome influence.

Again, the principal who attempts to promote a well-rounded program of character education will be conscious of the intimate relationship which exists between the development of the esthetic sense and the development of moral character. He will use every means at his disposal to surround the pupil with the beautiful. The care and attention given to the beautification of the school grounds as well as the effort put into providing works of art for the corridors of the school will be seen to have a definite bearing upon the program as a whole. Where ugliness exists, the principal will seek to replace it with beauty. Where the community is slow to recognize the importance of these elements in the pupil's environment, he will endeavor to quicken community interest in these matters. He will not rest until everything possible has been done to surround the pupil with inspiring esthetic influences.

But the use of school corridors as a character-forming influence will not stop with mere decoration of the walls. Corridors are after all places in which pupils are free to move and act with the self-accepted responsibility which characterizes true life situations. Certainly no other part of the school building offers richer possibilities for training in the type of reasoned self-control which every good citizen displays in such natural life activities as going to a theater,

moving about in a department store, or finding one's way to and from a seat at a football game. The principal who is concerned that character education is something more than the mere acquisition of an acceptable and highly worthwhile body of precept—in other words, is concerned that character education express itself actively in the conduct of the good citizen—will recognize that in the management of many such ordinary matters as pupils' passing from room to room within the building, there are implicit valuable contributions to character education.

Of course the principal's concern with his program for character development ought not to limit itself to the influences brought to bear upon the child outside of school, on the school playground, and in the corridors of the school building; it ought to extend as well to instruction within the classroom and the implications there for character education. He will help his teachers interpret the process of character formation in the light of the evidence which describes it as the development of power in choosing wholesome solutions to the problems which arise from living with others. He will assist them in providing their pupils with rich and varied experiences of this sort. Further, he will seek always to keep abreast of the findings as to preferred methods and content for character instruction. In short, he will be a leader among his teachers both in the application of technics which have been proved good and in the evolution of refinements beyond the present program.

In the end, however, the principal who is concerned that the character education program in his school be practical and effective will recognize that

CLEVELAND CONVENTION

THE DEPARTMENT of Elementary School Principals holds two meetings a year. Its winter meeting is always held at the same time as that of the Department of Superintendence and in the same city. This year the meeting will be held at Cleveland, Ohio, February 24-March 1.

President Aaron Kline is preparing a splendid program. He has chosen for Monday afternoon the theme, "The Elementary School and the Recovery Program." The Wednesday program will be based on "The Elementary School for the New Age."

President Paul C. Stetson of the Department of Superintendence has reorganized convention procedure in order to make demands upon every member. The new convention plan is not a set-up for meeting purposes only; it comprehends a new machinery of the organization itself, expecting to keep every member at work throughout the year on vital professional problems.

This reorganization provides for seven general subject committees of twenty-five or more members each. The chairman of each general subject committee will in turn select from the twenty-five members of his committee the officers of approximately fifteen sub-committees which will study some phase of the subject assigned to the general committee. Each of these sub-committees will consist of forty or more members. In this way 4000 members of the Department will be continuously at work throughout the year.

Carrie C. Bruhn, principal of the Rutherford B. Hayes School, Cleveland, and president of the Cleveland Principals Club is in charge of local arrangements for the breakfast on Monday and the semi-annual dinner on Tuesday evening. She reports that the breakfast will be seventy-five cents and the dinner, \$1.50. Both affairs will be held at the Hotel Statler.

the major portion of the program must function through the efforts of the classroom teacher. He will realize that no teacher who leads a strained unnatural life can hope to guide children in wholesome character development. He will therefore take it for granted that his assistance to his teachers should not be restricted to questions of the improvement of instruction but that it should include stimulation to a rich and satisfying life outside of school. Exercising greatest discretion and thoughtfulness, he will strive, both within the school and without, to shield his teachers from worry and distressing care and to surround them with every possible convenience and comfort.

To the degree that the ultimate purpose of the school is the development of substantial citizens in a democracy a principal is justified in all measures which promote wholesome character development in the boys and girls in his school. Than this there can be no more truly practical education.

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PRESIDENT'S COMMITTEES

President Aaron Kline has appointed the following committees: Committee on International Relations, A. B. Heacock, Los Angeles, California, chairman; Committee on Necrology, Elizabeth McCormick, Superior, Wisconsin, chairman, Ernest L. Markley, Wheeling, West Virginia, Margaret C. Mackintosh, New York, New York, and Mason A. Stratton, Atlantic City, New Jersey; Committee on Resolutions, Herbert C. Hansen, Chicago, Illinois, chairman, Cassie F. Roys, Omaha, Nebraska, Earl R. Laing, Detroit, Michigan, and M. Emma Brookes, Cleveland, Ohio.

The new member of the Editorial Committee will be announced in the February issue of the Bulletin.

MEMBERSHIP CHATTER

Eva G. Pinkston

INTERESTING and inspiring has been the work of the membership campaign this year. Friends have written on the margins of the broadcast letter, others have sent clippings of conditions, while still others have written notes and encouraging words. Especially appreciated was a note which came this morning from Granite City, Ill.: "Gladly would I continue in the ranks of the principals, but I felt it was my time to retire from active service and I did so last January, age 76 years. Wishing you well in these trying times, I am, Very truly yours." Others have written "Success to you, 1933-34." "Your last Bulletin is worth the price of a membership." "I've lost my position and have not been able to locate another, but here's my three dollars." How can we help but work early and late here at Headquarters to give such faithful friends the very best which we can gather for their use? Who can fail to be inspired when principals believe enough in their national organization to give three of their few remaining dollars because of their professional responsibility? With such faith as this we must *not* fail, but it means united effort. All must feel the great heartbeat of humanity. These individual problems cannot be solved alone, but it is the tiny pushes from people like you and me that can accomplish much.

Our president, Aaron Kline, strikes the keynote of the situation in his letter to state, county, and city enrolment chairmen. He says:

Principals everywhere must be aroused to feel that they can do their part in this great struggle. If they do nothing more than

support our Department and the N. E. A. by a personal membership, they have done much. They can do more. They can arouse their fellow principals to the *importance* of a membership in the Department of Elementary School Principals.

When our country was in danger in 1917, we were proud to enlist in whatever service we could to bring success. That was a time of war. This is a time of peace, but our country is in as great danger as in 1917. Equal educational opportunity for every child is the basis of democracy and it is fighting with its back to the wall. We must see that this foundation is not destroyed. You can do your part if you will—write every principal in your state; write them today; write often; write until you get a response; write until the response is favorable!

Your enthusiasm for the cause will be reflected in memberships in our Department. Ask for the help of other members in your state and city. We can increase our membership at least 50 percent over the highest we have ever had. Will we do it? WE WILL! Thanks!!

Cumberland, Maryland, Glens Falls, New York, Evanston, Illinois, Kansas City, Kansas, and Meridian, Mississippi, are the only cities which have reported 100 percent in membership. We understand that several of our large cities lack the names of just one or two principals and are hoping to send them in before many days. I expect to hear soon that they have reached their goal and placed their flag on the top-most pinnacle of the fort of education, defying any enemy to say that they are not enthusiastic for the cause.

Many of the enrolment chairmen have sent to Headquarters a copy of the splendid letters they have been sending to principals everywhere. A clever one

on "membership benefits" has been received:

MEMBERSHIP BENEFITS

ELEMENTARY PRINCIPALS

Invest three dollars in your own Department. It will afford you no small pride. It will pay dividends all through the year. It will secure for you the Bulletins. It will class you with progressive principals. It will make you conscious of a larger education unit. It will give to you prestige and power. It will provide a way of information for you. It will create within you a higher value of yourself. It will cause you to be interested in membership growth. It will help you solve your difficult problems. It will place you on the mailing list of the executive secretary. It will bring to you the 1934 yearbook. It will "brighten up the corner where you are."

The National Department of Elementary School Principals is asking the elementary principals to organize. To organize not for purposes of selfish aggrandizement but to help mold the entire teaching body into an intelligent, workable, disciplined, effective force.

I have been told that the trouble in Chicago could have been averted if elementary principals fifteen years ago had taken the interest in affairs which they do today.

There is no remedy for the glaring injustices done to teachers and executives except a strong organization which is strong enough to fight, with spunk enough to fight, a disposition to fight when the call comes, and to fight hard. Elementary principals *must* feel their responsibility to their professional organization. They *must* also become citizens in every sense of the word. Some feel that education is a matter of such general concern and knowledge that organization and publicity are unnecessary. Gasoline has become a subject of general concern and knowledge, yet the Standard Oil Company has one of the most effective organizations known to

man. Its trucks are seen on every street, its pumps at short intervals apart. Yet this company spends thousands of dollars buying up whole pages of advertisements in the most expensive magazines. The same policy is pursued by the motion picture companies, despite the fact that the theaters today have long lines waiting to enter. Have the great oil and motion picture companies more at stake than the elementary principals (or educational forces) of the country? If it is worth their while to give more complete information to the people, isn't it likewise worth ours?

The elementary principal is today on the firing line. He must be an idealist of the finest type, never doubting the final triumph of law and of all good. He must use the art of the politician to enhance the public welfare without resorting to dishonorable methods. Because of his relation to his community, to his students, to those in authority—in fact, the whole range of public service—the elementary-school principalship requires all the qualities of an efficient business executive; yet it is here that the ax has fallen the heaviest.

It is with great pleasure that we announce the additional list of state enrolment chairmen:

California—Robert B. Abbott, Heaton School, Fresno
Idaho—J. Ellis Black, Route 2, Boise
Iowa—Earl E. Bovee, 4315 Orleans Ave., Sioux City
Minnesota—Anne Brezler, Garfield School, Minneapolis
Mississippi—Laurie Doolittle, 44 Victoria Ave., Cleveland
South Carolina—C. A. Weinheimer, James Simmons School, Charleston
Tennessee—R. H. Underwood, 720 Parkway Ave., Fountain City
Vermont—William H. Clossey, Elementary School, Montpelier
Alaska—A. E. Karnes, Commissioner of Education, Juneau

IT IS THE PRINCIPLE OF THE THING*

William Trufant Foster

AT ATLANTIC CITY I insisted that when the federal government *did* adopt its huge program of public works, it should declare the public schools to be the most important of all public works—and act accordingly. The government has not yet done that. Under the NRA, education is the forgotten cause. The teacher is the forgotten man.

Chicago is exceptional in its disgrace of scuttling its schools, but not in its suffering. All over the country the schools are being scuttled. Pinched taxpayers are crying loudly for economy; and harassed officials are striking out blindly, in any direction, to save money. The schools are the *easiest* place to do the scuttling.

The great state of Ohio, to be sure, has not completely lost its courage. It has merely cut expenditures for school construction 99 percent. At the same time the usual forty-one millions a year have been available for construction of hard-surfaced highways. Hardening of the arteries of commerce is a good disease to contract, but in Ohio it is hard on the schools. Only last week, when I visited Grove City, Ohio, I found every school closed, and all the children turned out into the streets. The schools were scuttled because the city had no money for schools, and the state refused to take any responsibility. The silly films from Hollywood were running as usual. There was no falling off in sales of beer, or cigarettes, or cosmetics. Do the people of Ohio care more for high-

ways and cigarettes than they do for their children? Not at all. In this case, an obsolete and vicious system of taxation is the chief trouble. Whenever the people of this country have a clear-cut issue to vote on, their answer is always "Children First." They know that the nine million dollars which the federal government has just provided for cleaning out the Chicago River could better have been used for Chicago school children. Some day the people will demand a national plan for financing a minimum of education. They will demand a depression-proof plan. They will insist that the education of youth shall not go up and down with the stock market.

Many persons say the teachers are lucky in these times, to have any jobs at all. But I am not pleading the cause of teachers. I am pleading for children. Certainly there is a causal connection between poor pay of teachers and poor quality of teaching, as any business man ought to know. We get about what we pay for. What kind of worker can be hired today for \$7.70 a week? Not a mill hand, or an office boy, or a dishwasher, or even a plumber's helper. Not if General Johnson catches the employer. It is the forgotten man, the teacher, who now gets \$7.70 a week. That is the average wage of more than half the teachers in a number of states. President Roosevelt is right; the quality of the teaching can be distinctly raised—as soon, he might have added, as we decide to pay the price. As a matter of fact, teachers have never received as

*Radio address given on "Our American Schools" program, Sunday, October 15, 1933.

high salaries as workers in other professions, with comparable demands for training. Teachers, like the monks of the Middle Ages, have been pledged to celibacy, poverty, and obedience. I happen to know the facts, for the Pollak Foundation, with which I am connected, helped finance a six years' study of wages in all vocations. We published the results in a book, called *Real Wages*, by Paul H. Douglas. This book shows that the pay of teachers, in relation to the pay of other trained workers, has *always* been too low. I am aware that, now and then, a teacher realizes a small fortune. I once knew such a man in Spokane. He accumulated \$50,000. When we asked him how in the world he did it, since he had always been a teacher, he answered: "I have been thrifty and prudent. I have never smoked. I have had no expensive habits. I have worked summers at odd jobs. I have put my savings in safe banks, and last year my Aunt Hannah died and left me \$49,000."

The teachers are eager to do their part, but the Blue Eagle has not yet done its part for the teachers. The Blue Eagle demands for other workers shorter hours and more pay. The teachers are getting longer hours and less pay. The teachers belong to the great body of consumers upon whose buying the success of NRA depends. The highway to prosperity is still the buy-way; but consumers cannot buy without money. They cannot cash in free time. Leisure is not legal tender.

The present plight of the consumer under the NRA is like the weather. Everybody talks about it, but nobody does anything about it. Organized labor has effective spokesmen at Washington. It should have. So has organized in-

dustry. It should have. But consumers, as such, are unorganized, and their interests are feebly voiced.

Under the NRA, to be sure, there is a Consumers' Advisory Board. But, so far, it has been about as influential as the helpless lady who shouted at the waves. Prices of consumers' goods are still going up faster than consumers' income. The volume of manufactured goods has gone up about twice as fast as the volume of factory pay-rolls.

This would not matter, if the consumer were merely an accessory to the industrial machine. But the consumer is something more than a cigar-lighter. He is the driving force. The business machine cannot run without purchasing power, any more than the engine can run without fuel power.

It is easy enough to "fix prices," but fixing prices does not sell goods. Neither does a "Buy Now" campaign, nor any other kind of ballyhoo. Neither does a shorter working day. Consumers as a whole will buy more if they have more money. Otherwise, they will not. The New Deal will succeed, if it provides the 98 percent of the people who already want to buy with enough buying power. Otherwise, the whole complicated structure of codes and price-fixing and percentage mark-ups will be as academic as a professor's lecture, and the New Deal will be a mis-deal.

The Retail Code, for example, which now awaits the approval of President Roosevelt, is a seller's code. It is written by sellers in the supposed interest of sellers. It has good points, but it is not a New Deal for consumers. It does not even require sellers to tell the truth about interest rates on instalment sales, or other loans to consumers.

The least that honesty requires is that every consumer who buys goods on deferred payments should be told exactly what rate of interest he pays per month, on the actual unpaid balance, with no extra fees tacked on. But to date the makers of the Retail Code have refused to embody this requirement. So it appears that consumers will go on paying several hundred million dollars a year for consumer loans, without even knowing what rate of interest they are paying. At present, it is next to impossible for them to find out, for in most cases the rate of interest is intentionally misstated or concealed. Even among reputable firms, the so-called "easy payments" sometimes bring the interest rate above 60 percent. Even when the rate is stated as 6 percent, it is often three times as high.

This is merely one indication of the fact that we do not yet realize that the whole prosperity drive will fail, unless the consumer is enabled to do his part. He cannot do it, no matter how patriotic he feels, by sticking a Blue Eagle on his window.

We cannot provide the necessary consuming power by asking each individual bank kindly to expand credit. To do that is to rely on the very policy of *laissez faire*, which has all but ruined us. The lazy fairies refuse to work precisely when we most need them. The beginnings of sharp business recovery came only when, last March, we discharged the loafers and collectively attacked the depression.

But the battle is only half won. We must follow through on the announced Roosevelt plan of restoring the dollar values of our real wealth. We must continue to thaw out our frozen assets, and make them flow into pay-rolls. We

must not flinch or hesitate—because of war in Europe, or any other cause—as long as eight million, or even four million, of our own willing workers can find no work to do. We must expand bank credit by government initiative. We must realize that the so-called Federal Reserve System is no system at all; it is 49 banking groups, incapable of collective action. Some day all our banks will be under one federal system. That will deny each state the inalienable right of having as many bank failures as it pleases. But perhaps consumers can stand that.

We must restore the circulation of credit by government action, and we must use the funds, as General Johnson and Secretary Ickes rightly say, where they will go most quickly into pay-rolls and be spent. The quickest way to do that, and reach every town and village in the country, is to restore public school budgets, for over 90 percent of school budgets go quickly into pay-rolls.

We must not be scared by the cry of "inflation." No policy is bad—no matter what bad name you call it by—which enables consumer-buying to keep pace with production.

There is danger in *any* policy. But there is far graver danger in having no policy at all. Did you ever hear of a doctor who refused to allow a patient, dying of malnutrition, to have any food at all, for fear that if he had enough food he might have too much?

For three long years the United States suffered from monetary malnutrition, while *every* proposed method of supplying the deficiency was condemned by the banker-doctors with one terrible word, "inflation."

Comparing the United States today with inflation days in Russia, Germany,

and Austria is a false analogy—false in at least five essentials.

Every government which has run the printing presses wildly has been on the verge of collapse, lacking popular support. It has exhausted its taxing capacity. It has had little or no gold. It has been deeply in debt to other countries. It has not had the definite objective of returning to a price level, recently abandoned. Now, in all five of these essentials, the United States is totally unlike every country which has suffered from paper money inflation.

Moreover, we do not need much money. Even if we put it out, it would flow right back into the banks. What we need is the use of more bank credit, forced by government initiative, on the basis of a definitely limited volume of assets. That is controlled expansion. It is totally unlike the riotous printing press debauches which are held up to us as horrid examples. Our inability to go ahead, throughout this depression, has been not so much frozen assets as cold feet.

I am not sure we have learned from this depression. One of the largest banks in New York, in a recent bulletin, is singing the same old song, "Leave things alone." Our recovery to date, this bank says, is merely the result of natural law. "Give the natural forces time," says the bank. "What is needed now above everything else is confidence in the natural forces, which have made so splendid a beginning." When I read that, I thought of the church notice which I saw in the Memphis daily *Appeal*. "The Rev. Mr. Holcombe preached on the subject, 'What Are We Learning from This Depression?' and the choir sang, 'Search Me, O, Lord.'"

PARENTS STUDY SCHOOL PROBLEMS

Charl Williams

AT ITS Washington, D. C., meeting, the Board of Managers of the National Congress of Parents and Teachers enthusiastically endorsed a study outline on *A Modern Program of Financing Public Schools*.

This subject is one that is engaging the attention of educators and laymen all over the country, and this outline will furnish a guide for members of parent-teacher associations who need to become more familiar with this important question. It is based on the report of the National Conference on the Financing of Education which was held in New York, July 31-August 11, 1933, under the auspices of the Joint Commission on the Emergency in Education of the National Education Association and the Department of Superintendence. This conference was attended by educators from all over the country who have made special studies and surveys of the whole field of school finance.

The outline suggests the study of such topics as the responsibility of the state for the support of a minimum foundation program, the scope of public education and the urgent need to enlarge that scope, the need for revising our whole taxing system and for developing new tax sources, a reorganization of school units, and further federal participation in education. These topics are not new to parent-teacher members, for school education committees all over the country have been studying them in whole or in part for the past eleven years. It is a new approach to more or less familiar questions.

EDUCATION AS A NATIONAL ASSET*

Harold L. Ickes

HOW many of us have stopped to consider what would be the result if all the schools of America were to be closed tomorrow and kept closed for one full generation? One could not undertake to describe the conditions that would exist at the end of that comparatively short period, but there can be no doubt that the effect would be startling. We would have a country made up almost entirely of illiterates. Culture would have disappeared. Science would be merely a word of Latin origin. In the course of a generation we would have gone back literally hundreds of years as to all the essentials that distinguish this period from that of the dark ages.

It goes without saying that the higher the civilization of a country and the more complex its life, the broader and the higher and the more universal must be the education of the people in order to maintain that civilization. In a low stage of civilization education as we have developed it today was not necessary. All that the youth just emerging from savagery into barbarism needed to know to prepare him to be a good member of his tribe was a knowledge of how to hunt and fish. Later, in a higher state of civilization, it was essential for him to be trained to till the soil and to take care of his flocks. Thence, on up through advancing stages, more and more education was needed to fit him for the life that he was called upon to live.

Gradually more and more people began to acquire the rudiments of learning but they were indeed rudiments. The United States of America is a comparatively young country, and even as late as our pioneer days the people got along with little formal schooling. When finally the value of an education came to be realized by the people, schools were established to teach boys and girls to read and write. What scattered schools there were were kept open for only three or four months a year and few indeed were the children who studied more than the three R's. It was still considered that the most valuable part of the education of the youth of the land was to be gained through experience on the farm, in the apprentice shop, or on board ship, because we were a nation of farmers and artisans and sailors. The three R's were considered merely as finishing touches to the practical education received outside of the school. The masses of the people had to be content with this smattering of an education, although there were colleges here and there to educate the few for the learned professions. It is probably safe to say that the college education of those early times was not the equal in depth and extent to the education that the modern child can receive in an up-to-date high school.

But life never stands still. It either goes backward or forward, and the course was an upward one following these early pioneer days. Life became more complex as commerce and indus-

*Radio address given on "Our American Schools" program, Sunday, October 29, 1933.

try developed rapidly and contested with agriculture for supremacy. As a result of our industrial and commercial development, social, political, and economic problems became more numerous and difficult of solution, so that in course of time it became manifest that all the children of all the people should receive at least a common school education. Our well-being as a people and the relative position of our country in the family of nations required us to turn our attention more and more to education. So a noncompulsory school system gradually gave way to a compulsory one, until now school attendance for a certain number of years is required in every state in the Union. The mere statement of this fact is all that is necessary to demonstrate the universal belief in this country that we must educate our youths broadly and generally in order to assure the best possible citizenship and the well-being and security of the state itself.

There never was a time in the history of America when education was so vital to us as a nation and so essential to us as citizens. Yet strangely enough the friends of education are finding it necessary to go through the land in order to educate the people on the importance of education. Perhaps we have taken our education too much for granted. Like air and light and water, we have come to assume that it is a natural element; that it will always be with us; that it was ours when we were children for the taking, and that it will be theirs for our children in their turn for their taking.

It is unhappily true that friends of education and believers in democracy must be on the alert as they have never had to be in the past in order to pre-

serve unimpaired this essential tool of democracy. There is an enemy within the gate. Apparently there are those in the land who are taking advantage of the economic strain and stress under which we have been suffering to dim the light that has guided our course since pioneer days. It is being urged that we have spent too much money on education; that we are over-educated; that the schools are full of frills and fads and fancies that do our youth more harm than good; that all the education that is necessary for our children is a grounding in the three R's.

Those who thus counsel us would turn back the clock for more than a hundred years. They do not seem to realize that civilization and education go hand in hand; that in fact education is the foundation rock upon which our civilization has been built. Weaken or destroy the foundation and the building erected thereon will totter or fall. It stands to reason that if the universal education that supports and justifies our civilization is undermined, our civilization itself will suffer to a corresponding degree.

In moments of reverie we may idealize the simple bucolic state in which our ancestors lived. With the edges of our imagination we may play with the idea of reverting to a condition of society of a hundred or two hundred or three hundred years ago. We may longingly wonder how it would seem to substitute the kerosene lamp for the electric bulb or even the tallow dip or the rush light for the kerosene lamp. We may romanticize about dressing again in homespun, raising all our own food, and producing all our own clothing on our own little farm. To give up the automobile for the plodding cart, to discard the tractor

for the horse-drawn plow, to throw away our ice-making machines, our bathtubs, and all our modern comforts and conveniences may be an idea to play with in an idle moment, but I am certain that no man, woman, or child would in reality want to revert to the dull, drudging, unimaginative existence of our great-grandfathers.

Yet some such retrogression will follow if we allow our educational system to slip back to what some people apparently are willing it should revert to. Such a highly complex civilization as we have built up requires highly trained intelligences for its maintenance and further development. No one would thrust an intricate and highly sensitized machine into the hands of a man just emerging from the jungle and expect him to operate it. If anyone thinks that I am drawing a strained and out-of-focus picture, let him try this experiment: Take any finely built, well-developed, and strong youth from the jungle. Put him into a factory containing complicated and delicate machinery, turn on the power, lock the doors, and leave him free to run that machinery. Can anyone doubt that the result in a short time would be the utter ruin of that machinery because the savage hand with all the willingness in the world lacked a trained and educated mind to direct it as to which levers to pull, and which wheels to turn?

So intimately is the general education of the people related not only to their own happiness and well-being but to the prosperity and security of the country that the importance of maintaining and developing our educational system ought not to require argument. It is by means of an educated people that material wealth is increased. The

natural resources of our country are no greater today than they were a hundred years ago. As a matter of fact, they are much less. Quantities of the gold, silver, coal, and iron have been mined, and to a considerable extent our oil has been exploited and our forests cut down. Probably our native ability as a people is little, if any, greater than it was a hundred years ago. Yet none will deny that the value of the people to the nation is vastly greater than it was a century ago. This increased value is due to the fact that they have become more universally intelligent as the result of education. Of the three factors in the production of material wealth, namely, natural resources, native ability of the people, and education, education is the only one that varies to any considerable extent. And it should be borne in mind that education can vary in either direction. If our production and accumulation of material wealth is greater in the degree that our education is more universal and of higher quality it goes without saying that with a falling off in education our material prosperity would diminish correspondingly.

We accumulate wealth; we can pass on to each succeeding generation tangible property in any form. We can even to some extent transmit native ability. But we cannot bequeath an education to our children. The most we can do is to provide them with the means for an education. Every babe that is born into the world is as ignorant as its most remote ancestor. It can neither write nor read. It has only rudimentary mental processes. It merely has reactions and responses to external stimuli. If abandoned to its own fate on an uninhabited island, if it survived at all, it would group up to be a totally illiterate man

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and an ignorant one, except as it might learn certain facts of life from its environment and from its experience. Since it is necessary to recreate in each generation those processes of education which the preceding generation enjoyed, we must continue to provide schools and teachers and all the essential tools that go to furnish and equip the mind.

We have been made sadly aware during these last few years of the necessity of economy. With our private incomes sharply diminished, with our means of livelihood cut off, with less pay forthcoming from the same amount of work, we have had to pinch and scrimp to make both ends meet. If this condition has been true in our private affairs, it has also been true as to those common enterprises which we maintain by the taxes that we pay to the government. Our schools have suffered along with everything else. Hundreds of thousands of children are either being denied educational opportunities entirely or they are able to attend school only on a part-time basis. Thousands of schools have been closed. Equipment has been deteriorating and replacements of essential tools for education have been lacking.

I do not deny that of necessity some economies must be made in our schools. But we are going too far in that direction. Our schools ought to be the last to feel the pinch of economy, just as they ought to be first to experience the return of prosperity. Undoubtedly the educational tree needs some pruning. There may be some dead and decayed branches that ought to be cut off. But if such pruning is necessary it should be done scientifically, by experts. It serves no good purpose of economy and it is immensely damaging to our educa-

tional system to slash into a budget regardless of whether we are cutting into a vital spot or not.

Even in these days of tremendously pressing problems, to my mind the most important question of all is, What are we going to do about our schools? That education should be universal goes without saying. By education I mean more than the three R's. I believe that every child should be given all the education that he can reasonably absorb. This does not mean that all children should spend an equal number of years in school or that all should take the same courses. It means that everyone in order to have the best chance possible for a happy and full life should have every bit of education that he is capable of receiving and of using to advantage.

The intelligence of a nation is the sum of the intelligences of all of its citizens. Intelligence is the product of education and education is the greatest national asset that we have. No nation in these times can hope to survive, to say nothing of progressing in the arts and the sciences, in commerce, in trade, or in industry, unless it is composed of a well-educated citizenry. Least of all can a democracy, depending, as it must depend, upon an informed public opinion for the selection of its leaders and the framing of its laws hope long to endure unless it consists of a highly and universally educated electorate. The individual American must be educated not only that he may be able to enjoy a happier and fuller life; he must be educated in order that, in cooperation with other educated Americans, he may do his part toward sustaining and upbuilding an intelligent and beneficent and capable government.

ELEMENTARY PRINCIPALS AT THE SERVICE OF THE N. E. A.

THE following elementary principals have been appointed on N. E. A. committees by President Jessie Gray. While the list may not be entirely complete, it does indicate that the N. E. A. has honored a goodly number of our group by committee appointments.

Necrology

Viola P. Howard, Birmingham, Ala.
Mrs. Eva G. T. McClurken, Cato, Ark.
Mrs. Pearl L. McCormick, Missoula, Mont.
Rulon T. Sheperd, Overton, Nev.
Lyle W. Ewing, Claremont, N. H.
Nena DeBerry, Salisbury, N. C.

Credentials Committee

H. B. Norton (chairman) Birmingham, Ala.
Mrs. Thomas Lewis, Hapeville, Ga.
J. E. Fitzgerald, Sioux City, Iowa
L. S. Rugg, Alexandria, La.
Arthur C. Cotton, Westfield, Mass.
Mrs. Zella K. Flores, Lewiston, Mont.
Bertha I. Atkinson, Pitman, N. J.
R. C. Jennings, Waynesboro, Va.

Rural Education

A. L. Jones, Phoenix, Ariz.
Carlyle W. Wilcox, Pioche, Nev.

Retirement Allowances

J. R. Croad, Sacramento, Calif.
Mrs. Gertrude B. Hammond, Los Angeles, Calif.
Elmer A. Brown, Honolulu, Hawaii
Edythe J. Brown, South Bend, Ind.
I. A. Nauman, Davenport, Iowa.
Mrs. Carolina N. Porter, Parson, Kans.
Mrs. Winnie Thornburg, Wichita, Kans.
Amy Hinricks, New Orleans, La.
Arthur C. Cotton, Westfield, Mass.
E. Ruth Pyrtle, Lincoln, Nebr.
Guy B. Rose, Montclair, N. J.
Mrs. Rhoda Councilman, Binghamton, N. Y.
M. Emma Brookes, Cleveland, Ohio
Bertha C. McEntee, Pittsburgh, Pa.
W. L. Darnell, Austin, Texas
Lillian Johnson, Norfolk, Va.
Elizabeth McCormick, Superior, Wis.

Civil Service for Teachers

Mrs. Alice R. Norton, San Francisco, Calif.
Stanley Gibbs, Newark, Del.
Arthur O. Rape, Oak Park, Ill.

Flora E. Drake, Indianapolis, Ind.
Warren E. Roe, Newark, N. J.
Roland T. MacLaran, Williamsport, Pa.
S. M. Lloyd, Dallas, Texas.
Cornelia Adair, Richmond, Va.

Committee on International Relations

H. B. Norton, Birmingham, Ala.
Mrs. Margaret Mendenhall Smith, Denver, Colo.
Maude A. Rhodes, Atlanta, Ga.
Mary M. Roach, Decatur, Ill.
Earl R. Laing, Detroit, Mich.
Virginia Brown, Meridian, Miss.
W. T. Longshore, Kansas City, Mo.
Annie M. T. Cogil, Lincoln, Nebr.
E. Ruth Pyrtle, Lincoln, Nebr.
Mrs. Martha Gleason, Carson City, Nev.
Margarette E. Howard, Summit, N. J.
Mason A. Stratton, Atlantic City, N. J.
William Hendrie, Queens Village, N. Y.
Mrs. Katharine M. Mansfield, Canton, Ohio
Samuel Berman, Philadelphia, Pa.
George A. Walton, George School, Pa.
Cornelia Adair, Richmond, Va.
Mrs. Edith B. Joynes, Norfolk, Va.
Elizabeth McCormick, Superior, Wis.

Joint Committee of National Education Association and National Congress of Parent and Teachers

Elizabeth O'Hare, Washington, D. C.
Zada White, Minneapolis, Minn.
Cassie F. Roys, Omaha, Nebr.
L. Daisy Hammond, Dayton, Ohio
Frank D. Austin, Port Arthur, Texas

Legislative Commission

Mrs. Margaret S. Upham, Cumberland, Md.
Effie MacGregor, Minneapolis, Minn.
W. T. Longshore, Kansas City, Mo.
Walter Jacob, Jr., Plainfield, N. J.
Charles E. Lewis, Portland, Ore.
Mrs. Edith B. Joynes, Norfolk, Va.
Thomas W. Boyce, Milwaukee, Wis.

Joint Committee on Health Problems in Education

A. Earle Hemstreet, Buffalo, N. Y.

Resolutions Committee

Seymour P. Fish, Bunkerville, Nev.
Lyle W. Ewing, Claremont, N. H.
Lawrence Chase, Montclair, N. J.
W. I. Ford, Portland, Ore.
Elizabeth McCormick, Superior, Wis.

National Commission on the Enrichment of Adult Life

E. Ruth Pyrtle, Lincoln, Nebr.

REPORT OF THE SURVEY

AT the Chicago meeting, the Department of Elementary School Principals passed a resolution asking the United States Office of Education to make a survey on elementary education and offered the offices of our Department in support thereof.

All state education associations, state and local principals associations, the Association for Childhood Education, and interested and affiliated departments of the National Education Association were invited to join in this request. Each organization was asked to send us a copy of the letter which their club or group sent to Dr. George F. Zook, United States Commissioner of Education.

We have received many letters to date; each mail brings more. Mary Leeper, executive secretary for the Association for Childhood Education reports that she, too, is receiving copies of many letters. We have not replied to those cooperating in this great enterprise, and wish to take this medium of thanking them.

TAKE SPECIAL NOTICE

Please remind your friends that they do not receive this issue of the Bulletin unless their dues for 1933-34 have been paid. It is very important that these members, who have forgotten, send their renewals to Headquarters immediately. We need the support and help of all. Start a chain by asking five of your fellow principals to send in dues now, and ask them to ask others. We accept checks, money orders, money, or stamps. Your help will be greatly appreciated by the officers.

NECROLOGY

THE Department has lost many friends and members this last year. We shall miss their wise counsel, valuable assistance, and words of encouragement. Of the names reported to us at Headquarters, many we knew personally and many had become friends through correspondence. We are sorry that we didn't have the opportunity to know all, for those sending the reports told us of the sterling character and fine citizen which their community had lost. The names reported are:

Alsterlund, Mabel, Moline, Ill.
Ball, Lew A., San Francisco, Calif.
Condit, Philip M., Tulsa, Okla.
Dyer, Henrietta K., Washington, D. C.
Edgington, Myrtle, Ames, Iowa.
Fayette, William C., Buffalo, N. Y.
Foster, Charlotte F., Washington, Iowa
Gohmert, Emilie G., San Antonio, Tex.
Graham, J. W., Seattle, Wash.
Greene, Walter J., Newark, N. J.
Hadley, E. L., Portland, Ore.
Levy, Matilda A., San Francisco, Calif.
McVean, Etta, Akron, Ohio
Miles, M. I., Dallas, Tex.
Murphy, Lawrence W., Dorchester, Mass.
Murphy, Lenore, Erie, Pa.
Parker, William, Portland, Ore.
Phillips, Hannah, San Francisco, Calif.
Putnam, Grace, Moline, Ill.
Quine, Bessie Huntoon, Pontiac, Mich.
Rhodes, Eli A., Buffalo, N. Y.
Riordan, Catherine F., San Francisco, Calif.
Shaw, Sallie Reed, Wilmington, Del.
Shean, Nellie Cecelia, Perth Amboy, N. J.
Walizer, Mildred Obarr, San Pedro, Calif.
Walters, Florence E., Wayne, Pa.
Wolf, Lily A., Rutherford, N. J.

YEARBOOKS



Mailing the Twelfth Yearbook

It may be interesting to you to know who manages the editing of the yearbooks here at Headquarters. Reading from left to right: Frank W. Hubbard, associate director of research, is responsible for the compilation of the yearbooks after they reach us; Harold A. Allan, business manager of the National Education Association, has charge of our financial affairs; and Eva G. Pinkston is executive secretary.

A LONG-WINDED speaker, who was somewhat renowned for his statistical abilities, had dazzled his audience with many numerical comparisons. He compared, contrasted, divided, and multiplied his illustrations until the audience was weary. Finally he rose to new heights with the statement: "If all of the bricks were weighed at one time they would exceed the mass of six locomotives, and if these bricks were piled into a single pile ten feet square they would be taller than a ten-story building—and—and—" As the speaker struggled a voice from the rear of the hall boomed: "And if all of the statisticians were laid end to end, it would be a darn good thing. Good night!"

At the risk of being laid end to end

we shall report some facts on the 1933 yearbook. This volume was completed late last spring, published during the summer, and distributed to the members of the Department early this fall.

The photograph at the top of the page indicates something of the magnitude of the mailing task. Almost four thousand yearbooks were sent out. If these books were laid end to end (there you go!) they would extend in a single line for slightly over half a mile. Piled in a single pile they would reach two-thirds of the way up the Washington Monument. If placed on a single gigantic scale the total weight would approximate two tons.

The 1934 yearbook promises to be equally useful to principals and to teachers.—*Frank W. Hubbard.*

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THE YEARBOOK AND COOPERATION

John S. Thomas

NEWSPAPERS and periodicals refer frequently to the new social order. Cooperation seems to be the common element in the various descriptions of this new social order. They express the hope that cooperative activity will greatly widen the field of opportunities for every individual member of society. To be consistent, the schools must practise cooperation and provide more opportunities for children to grow.

There are two points of view regarding the place of the school in a democratic society. One is that the school shall lead in social change. This assumes that the school shall be a sort of social laboratory for experimentation and to plan for the future. The results of its investigations of desirable changes shall be imposed on future social organization through education of youth of the present. The other point of view, considers the school to be a reflection of the will of the people. Changes in organization, materials, and method in the schools come at the insistence of the public. As public opinion crystallizes it finds expression in a changed education.

At present cooperation is a keyword in organized education. Whether it was conceived in advance of widespread public acclaim or accepted as a fixed result of a great public movement makes little difference. It should suffice that the schools are in harmony with the trend of the times. Cooperation in the school is practised among children, between children and the teacher, among teachers in the whole school, and between

the principal and all of his associates. Principals, as leaders in their schools, must set the example.

The yearbooks of our Department are typical examples of a truly cooperative enterprise. In method of preparation and in content, they show how it is possible to create a product by a large number of people working together on a common problem. The Editorial Committee plans a tentative outline. Many principals and others interested in the subject contribute practical articles. The completed yearbook brings together the best available ideas. The integrated handbook provides for progress in the schools of the nation. No other national yearbook is produced in quite this way. No other yearbook is quite so representative of the joint efforts of so many competent contributors.

The 1934 yearbook is entitled *Aids To Teaching in the Elementary School*. Manuscripts received describe practical uses and values of innumerable objects, including visual and auditory aids to teaching. They describe the provision of a greater variety of methods and materials for larger numbers of children. Articles are consistent with the primary aim of the new social order. The opportunity for children to grow in school is greatly widened. The response of principals to requests for manuscripts on the subject of the yearbook is an indication of their awareness of needs in the schools. The yearbook will be a lasting tribute to the leadership and cooperation of principals during times of stress and adversity.

INTEGRATING ACTIVITIES IN ELEMENTARY SCHOOL LIFE

1935 Yearbook

WE ARE TOLD that the world is a changing place. This statement is not new, for the phenomenon of change has been true ever since the world began. The significant thing for us today and for the future is not that the world is changing, but the fact that change is coming so rapidly and in certain unique ways. As these changes take place many of the institutions of society are forced to adapt themselves to the innovations or cease to exist. The strain is visible at the present time in all of the group activities of American life: the home, the church, the school, and the government. If the important elements of these institutions are to be preserved it appears to many that our educational program must be broader than the three R's.

Elementary educators have introduced into teaching many informal activities which call for the integration, as well as the memorization, of knowledge. Yet in spite of the fact that elementary teachers have utilized various informal activities in their teaching, there is a meagerness of literature in this general field as far as the elementary-school principal is concerned. This condition does not mean that principals have not been interested in the topic or that they have not made contributions to the field. It does mean, however, that there has been no concerted effort to think through the many problems involved and to present them between the covers of a single handbook.

It seems to the Editorial Committee that we should record the functions of the elementary-school principal in con-

nection with the integrating school procedures or so-called "extracurriculum" activities. The Editorial Committee invites letters from principals who are interested in this particular field. Are you interested in school assemblies? Have you developed particularly useful methods in connection with dramatics and pageants? Are you able to integrate the school life with the life of the community through celebrations and festivals? Have you been able to bring a constructive influence into your community through musical events? How do you manage activities so as to conserve the time and energy of the pupils, safeguard funds, and enlist public interest and support?

The Editorial Committee presents the following preliminary outline for consideration:

I. Definitions and objectives. (Prepared by Editorial Committee)

A. What terms are commonly used? B. What is the historical significance of each term? C. What relation exists between terminology and objectives? D. What are the objectives of the program in the modern school of today?

II. Assemblies.

A. Which types of programs are effective in elementary schools? B. How can assemblies be controlled? C. Who should plan the programs? D. How can the programs be integrated with the regular instructional activities? E. What evidence is there that assemblies accomplish their aims? F. May assemblies serve to integrate otherwise isolated units of school and community life? G. How can assemblies interpret and utilize basic learning?

III. Entertainments, plays, and pageants.

A. How can dramatics be organized and managed in connection with the elementary school? B. Who should be responsible for the program? C. Is it legitimate to attempt to make profits? D. What cooperation can be developed with the regular class activities? E. How can the effectiveness of the activities be determined? F. How can plays be an outgrowth of the three R's?

IV. Celebrations and red letter days.

A. Which events should be generally recognized in connection with the school program? B. What devices can be used in celebrations? C. What contacts can be established with the regular class activities? D. What evidence exists to show that the celebrations are educationally worthwhile?

V. Orchestras and music activities.

A. What are the most useful types of music activities? B. How can the principal organize and direct these enterprises? C. In what way should these projects contribute to the classroom instruction? D. How can music activities be evaluated?

VI. Pupil participation in school management.

A. How can the pupils be organized for general school control? B. What types of home-room government are effective? C. What use can be made of traffic patrols and similar policing procedures? D. What influence should these projects have upon the regular instruction? E. How can one judge the effectiveness of pupil government schemes?

VII. Clubs.

A. What kinds of clubs should be organized in the elementary school? B. How should these groups be supervised? C. What connections should be made with the regular class activities? D. How can the effectiveness of the club work be determined?

VIII. Athletics.

A. Which types are suited for the elementary-school pupil? B. What provision should be made for inter-school competition? C. How can a majority of the pupils

be interested in active play? D. Should athletics contribute to the regular class activities? E. How can one determine whether or not the athletic program is educationally worthwhile?

IX. Publications.

A. Should every elementary school have a school newspaper? B. Should there be a school annual? C. How can these publications be prepared? D. How much faculty supervision is necessary? E. What evidence is there that these activities contribute to pupil development? F. What are the values of paid advertisements?

X. Cooperative Community Activities.

A. What community projects should the elementary school embrace? B. What joint enterprises should be planned and executed through elementary-school cooperation? C. What can be done to secure interest of P. T. A. and community organizations? D. What contributions to citizenship should we expect in return? E. How are such projects planned?

XI. The future school. (Prepared by the Editorial Committee)

A. What is the outlook for the future? B. What about the criticism of "fads and frills"? C. How can the "extra" program be more completely integrated? D. How can we change public opinion as to what is "extra" and what is "regular"? E. How can we evaluate the more informal activities of the modern school? F. What contribution will the intergrading activities make to the use of leisure time?

If none of the sub-topics appeals to you, choose another of similar nature which can be classified under one of the main headings.

For the present it is suggested that communications be sent to the chairman for the 1935 yearbook, Bess Clement, Eliza Clark School, Clarksdale, Mississippi; or to the Editorial Committee, Department of Elementary School Principals, 1201 Sixteenth St. N. W., Washington, D. C.

LOCAL AND STATE GROUPS

THE Elementary School Principals' Association, Cumberland, Maryland, has selected "'Tis Thinking Time" as its topic of study. They have developed their program as follows:

1. The Future of the Elementary School Principalship.
2. How Shall Education Be Financed?
3. Presentday Educational Philosophies.
4. The Elementary School as an Agent in Prevention of Crime.
5. The Principal's Responsibility
 - (a) To his supervisors
 - (b) To his school
 - (c) To his community
 - (d) To himself.
6. Education at the Crossroads.
7. Standard Tests—Values—Casualties.

The attractive yearbook of the Elementary Principals' Club in Casper, Wyoming, plans to use the Twelfth Yearbook of the Department of Elementary School Principals—*Elementary School Libraries*—and Timely Topics Tersely Treated as the basis of their work during 1933-34. The officers of this club are: Adelle Stinson, president; Lillian Kocher, vicepresident; Mae I. Winter, secretary-treasurer; and Minnie L. Eddleman, member of executive committee. The Club meets each month.

The Dayton, Ohio, Principals' Club began its year's work on November 7. William McAndrew was the speaker. The keynote of the entire program for the year is greater professional consciousness, and greater solidarity within the entire corps of teachers. The principals are to be the leaders. Nell H. Brown, McKinley School, is the president.

The Elementary School Principals' Association of Raleigh, North Carolina,

under the leadership of President Sallie Blackwell, has drafted a study program for themselves which is extremely interesting. It includes the following subjects: The Environment for Creative Education; Creating a Meaningful Environment for a Literature Unit in Second Grade; The Principal Looks into the New Year; Creative Education and the Arts and Crafts; Literature in Creative Education; The Creative Expression in Vacation Activities.

The Norfolk, Virginia, City Principals' Club will have as the general topic for professional study this year, "Closer Relation between Home and School." They will direct their discussions so that teachers and principals can gain much benefit; they also want to find out what the parent expects of the school and what is the function of the P. T. A. in the school. Four meetings a year are dinner meetings; the others are held once a month in the afternoon in the different buildings.

The Principals' Association of New York City has organized two courses of lectures for teachers which they may attend free of charge, and for which they receive credit toward increase in salary. One course discusses Problems of Juvenile Delinquency, thoroughly, by finding out its significance, its causes, the treatment of it among school children, and the prevention of it. In the other course, Safety Education, some of the topics dealt with are the traffic problems, source materials, causes of accidents, safety patrols, suggestions for teaching safety, visual aids in safety teaching, and physical and mental causes of accidents.

The Portsmouth, Virginia, elementary principals' group known as the Schoolmasters' Club meets once a month at a dinner and professional meeting. The program of work for this year is, *A Study of the New State Course of Study and Current Educational Problems*.

The Elementary Principals' Club of Buffalo, New York, has chosen as subjects for their work this year, Closer Cooperation between the Schools, and Social Agencies and Club Activities.

The Elementary Principals' Association of New Jersey held its meeting November 11 at Atlantic City. President Thomas L. Barnes, East Orange, presided.

A few weeks ago the Southeastern Division of the Oklahoma Education Association met at Durant. Noah Asco, Ardmore, was chairman. After a business session, the group discussed the responsibility of the elementary school in preparing a child for high school, the principals' responsibility in the functioning of an elementary school, and the relation of the superintendent to the elementary principal under present conditions.

The East Avenue School, Vineland, New Jersey, has published a booklet of high spots for 1933-34. A meeting will be held each month. Topics of interest to teachers, principals, and parents are to be discussed.

Henry Hamilton, Elkins, West Virginia, was chairman of the program for the Elementary Principals of the West Virginia State Association. The sub-

jects developed were the possibilities for supervision of an elementary principal, the place of the elementary principal under the county unit, and intra-relation between elementary and high schools.

CALENDAR

Is there something in this calendar which you should mark? Remember that each state association has a Principals' Department.

December

- Florida Education Association, Tampa—28-29
- Hawaii Education Association, Honolulu
- Illinois State Teachers Association, Springfield—27-29
- Oregon State Teachers Association, Portland—27-29
- Pennsylvania State Education Association, Philadelphia—27-29

February

- Department of Superintendence, Cleveland—24-March 1
- Oklahoma State Education Association, Oklahoma City—8-10

March

- Alabama Education Association, Montgomery—30-April 1
- Michigan Education Association, Grand Rapids—24-25
- North Carolina Education Association, Raleigh—23-25
- South Carolina Teachers Association, Columbia—8-10
- Tennessee State Teachers Association, Nashville—29-31

April

- California Teachers Association, San Francisco—2nd Saturday
- Georgia Education Association, Savannah—12-14
- Kentucky Education Association, Louisville—18-22
- Massachusetts Teachers Federation, Boston—15
- Mississippi Education Association, Jackson—26-28

May

- District of Columbia Education Association, Washington—6

June

- National Education Association, Washington—30-July 6
- Ohio Education Association, Cedar Point—25-27

RECENT BOOKS

HAVE YOU SEEN *Clarifying The Teachers Problems* by Arthur S. Gist, president, Humboldt State Teachers College, Arcata, California: Charles Scribner & Sons?

One of its splendid qualities is its readable, interesting style. The subject-matter is well organized and presented in a clear informal way. Beginning teachers, mature teachers who may want to modify their points of view along presentday lines, and every elementary principal who is interested in keeping abreast of the times should be interested in this book. There will be found at the end of each chapter a list of selected references which is a treasure house for those who wish to advance or review.

Another storehouse of treasure is *Modern School Administration* by John C. Almack, professor of education, Stanford University, California: Houghton Mifflin Company.

This book is dedicated to Ellwood P. Cubberley by a group of his students. Its uniqueness is based upon the fact that each chapter is written by a student of his class.

One chapter has been prepared by our own Worth McClure, superintendent of schools, Seattle, Washington, and second president of the Department of Elementary School Principals. John K. Norton, professor of education, Teachers College, Columbia University; William G. Carr, director, Research Division, and Joy Elmer Morgan, editor, *Journal of the National Education Association*, have prepared extremely interesting chapters. Be sure to read this book, for all eight chapters are as interesting as those mentioned above.

HERE AND THERE

JAMES FITZGERALD, principal, Hopkins School, Sioux City, Iowa, has been elected president of the elementary principals section of the State Association.

Lillian Burns has been elected president of the Principals' Club at Rome, New York.

The *Farragut News*, Farragut School, Philadelphia, Pennsylvania, is edited by the students under the able directorship of the principal, Eva E. Linn.

Mrs. A. Virginia Adams has been elected president of the Elementary Principals' Association of New Jersey.

The *Kansas City (Mo.) Teachers' Journal* for October contained an article by W. T. Longshore entitled "Peace Stressed at World Conference."

The elementary principals who attended the International Conference on Education at Dublin last summer were E. Ruth Pyrtle, W. T. Longshore, M. C. Howard, and M. Grace Madden.

M. Emma Brookes, Cleveland, Ohio, third vicepresident of the Department, has been in Washington attending a meeting of the Retirement Committee.

The Rosedale T-A-T-L-E-R, the official publication of the North Rosedale Park Civic Association, Detroit, Mich., dedicated its October issue to Cooke School of which Earl R. Laing is district principal and Alice Ketcham is building principal.

Ellwood P. Cubberley paid a visit to our Headquarters, November 11.

Mildred English, assistant superintendent of schools, Raleigh, North Carolina, came to see us on her way from New York.

WITH THE AUTHORS

Sherwood D. Shankland (p. 30) is the executive secretary of the Department of Superintendence. He represents the Joint Commission on the Emergency in Education here at Headquarters and is in charge of the general administration of its work. Besides these offices, he is godfather of our Department. We go to him at all times for counsel and advice.

Florence Hale (p. 31) is past president of the National Education Association. She is radio director of the Sunday afternoon programs, "Our American Schools." Besides being editor of the popular *Grade Teacher*, Dr. Hale is a lecturer of note.

Ray L. Huff (p. 32) is parole executive of the Department of Justice of the United States Bureau of Prisons. Formerly he was principal of Moorhead School, Pittsburgh, Pennsylvania. Before coming to Washington he was director of the Bureau of Restoration of Pennsylvania.

Mary Dabney Davis (p. 34) is senior specialist in nursery-kindergarten-primary education of the United States Office of Education. Dr. Davis is president of the National Association for Nursery Education and is a consultant on the research committee of the Association for Childhood Education. For several years she was chairman of the Board of Editors of *Childhood Education*.

Frank Cody (p. 35) is superintendent of schools, Detroit, Michigan. He is a past president of the Department of Superintendence. Well grounded in the philosophy of education and the principles of public finance, and with a rare good nature, he has succeeded in securing remarkable results with a minimum of friction.

William Trufant Foster (p. 40), Newton, Massachusetts, is an expert in economics. He was the first president of Reed College, Portland, Oregon. For the past twelve years his work has been economic research.

Charl Williams (p. 43) is director of Field Service for the N. E. A., and is fifth vicepresident of the National Congress of Parent and Teachers. Miss Williams is quite active in the legislative work which takes place here at Headquarters.

Harold L. Ickes (p. 44) is Secretary of the Interior in the President's Cabinet. It is his responsibility to administer many of our helpful recovery programs, yet he has time to give his splendid service to education and its needs.

Frank W. Hubbard (p. 50) is associate director of research of the N. E. A. Before coming to Washington he was an elementary-school principal in Fresno, California. For the past seven years Dr. Hubbard has been helping to edit our yearbooks which have been so beneficial to the members of our Department.

John S. Thomas (p. 51) is principal of Clippert School, Detroit, Michigan, and chairman of the Editorial Committee of the Department for the 1934 yearbook. Mr. Thomas is very active among the Michigan principals.

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

—Citizens Conference on the Crisis in
Education in its "Declaration of
Policy."

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