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

Through the Editor's Specs

DURING the month of February, schools all over this nation will celebrate the birthdays of two famous presidents—George Washington and Abraham Lincoln. Both of these splendid men believed in education. They worked for the education of the masses. Washington urged the importance of a plan of universal education for the United States in a letter to Governor Robert Brooke of Virginia on March 16, 1795. In a speech to both Houses of Congress, January 8, 1790, he said, "Knowledge is in every country the surest basis of public happiness." Lincoln in an address to the people of Sangamon County, Illinois, March 9, 1832, said, "Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in."

Because of the deepening crisis in education, we bring our problems to another President and ask his help for

education. He has assured us that "the main point is that we need to make infinitely better the average education which the average child now receives. This crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it." This statement challenges every school person in this country to defend it.

President Jessie Gray said: "The principals of this country can cause reforms in education as no other group can. They can organize the teaching profession as no other group can. They have inimitable power at their finger tips as no other group has." The time has come when we should use this strength for education. The past three years have been so strenuous that many of our school people have been reduced to that state of mind which thinks, "What's the use?" Those who have not allowed themselves to get into this state of lethargy must by sheer strength of will help to arouse the others.—E. G. P.

FEDERAL AID FOR SCHOOLS

This subject will be in the spotlight at the Cleveland meeting. A Joint Committee of Elementary School Principals and Classroom Teachers will be appointed to work out and recommend closer cooperation in working for salary increases in harmony with the increased cost of living. This Committee will be a constant adviser to the presidents and the departments. The time has come when all departments and other educational agencies must carry forward a progressive plan of education. All have at present the same objective—the welfare of the teacher and the needs of the child. Recommendations of this committee will be valuable, and your cooperation is needed.—E. G. P.



U. S. DEPARTMENT OF INTERIOR OFFICE OF EDUCATION

AT CHRISTMAS TIME this year some of us drove to Valley Forge. Washington's little army wintered here between hard campaigns. It was cold and hungry, poorly paid if paid at all; its equipment was poor and insufficient; it was used to criticism and grumbling from the public. But, believing in the rightness of its cause, it went on and won the war anyway.

Today there is another gallant company working its way through to victory. It is made up of classroom workers—teachers and supervisors and principals—who are bearing the weight of many of the blows that have fallen on the schools in the last few years. Reports coming in to the Office of Education include the following:

1,540 schools will have terms of 3 months or less this year.

10,982 schools will have terms of 3 to 6 months.

City schools employ 18,000 fewer teachers now than in 1930.

200,000 certificated teachers are unemployed.

Schools now operate on \$368,000,000 less than in 1930.

45,228 teachers will receive less than \$300 this school year (if paid).

210,120 teachers will receive from \$300 to \$750 this year; that is, 1 in 4 receives less than the minimum code wage for unskilled labor under the NRA.

Since 1930 at least 1 in every 7 cities has reduced its art, music, physical education, or health staffs.

From 1930 to 1932 textbook purchases dropped one-third.

When we examine these statements carefully we can write the blow-by-blow account of what has happened to classroom workers: first, reduced monthly salaries; then a shortened working year which means reduced annual income; then larger and more classes; then insecurity due to competition of less well-qualified and lower-paid teachers, the necessity of reducing staffs, the abandonment of tenure and pension systems; increased responsibilities for teachers in taking over music and art and other instruction and for principals in taking over teaching besides their usual administrative and personnel work; decreases in assistance, with elimination of supervisors and special teachers, and with insufficient textbook and other equipment; and finally, losses and delay in pay, through use of tax anticipation warrants.

But in spite of all this the records are full of accounts of schools "running as usual," others "keeping open the full length of term," others "maintaining all the usual fields of instruction." No one expects or wants headlines, or gold stars, or Carnegie medals—least of all the classroom workers who are carrying so much of the load. Like those others at Valley Forge, believing in the rightness of their work, they will go ahead and win anyway.—*Bess Goodykoontz.*

"DO NOT WHISPER, STAY IN YOUR SEAT"

J. Cayce Morrison

BOTH the subject and the inspiration of this paper come from our good friend, Aaron Kline. As he so aptly pointed out in his article "Which World?," the title of this paper expresses the attitude teachers held toward children in the elementary schools of twenty years ago.

In the school of that other world we knew, it was the principal's business to help the teacher keep discipline, to make out the reports required by the central office, to distribute the supplies provided for teachers and pupils, to see that the course of study prepared by a higher authority and the textbooks adopted by the board were used, and to perform a thousand and one other minor details of endless routine.

With reference to all the larger problems of education, as of life, the attitude of the public toward the principal was even as the teacher's attitude toward pupils, "*Do not whisper, stay in your seat.*" So far as the public was concerned, it was the business of the school principal to see that children mastered the three R's, and that they learned certain established facts concerning the world in which they lived. For instance, physiology was concerned with the structure of the human body, civics with the structure of government, history with the dead past, and geography with the location of places. The larger debatable issues that try men's souls, that determine the kind of social structure in which we live, were taboo as far as the principal was concerned. In the forum of public opinion he had no voice and was supposed to have no

thought. His place was in the school; concerning the affairs of life he should not even whisper.

What was the result of such a policy forced upon principals by an unthinking public and through them upon teachers and pupils? The record of the last six years speaks for itself. Recent publications such as *Current Conditions in the Nation's Schools* and *The Deepening Crisis in Education* indicate only too clearly the present conditions facing public education. The only way out lies through the increased faith and confidence of the American people in their public schools.

For a generation those of us on the payroll of the public school have taken for granted the faith of the people and unwittingly have assumed that the battle waged for free public schools during the first half of the last century was won once and for all. Today we know that step by step we must win back not alone those goals we have now lost but those other goals to which our people aspire. But these cannot be won under the old mandate, "*Do not whisper, stay in your seat.*" There is work to be done.

Just now the New Deal is everywhere apparent. State and federal governments are spending hitherto undreamed of amounts on welfare relief. There is much talk of over-production and a nationwide effort to increase consumption. Under the NRA America has practically eliminated the last vestiges of gainfully employed child labor which means that the schools must shelter thousands of children hitherto looked upon as unsuited or unfitted to school

work. As a people, through the powers of government, we have placed our stamp of approval on a shorter working week, thereby endeavoring to guarantee a wider distribution of the right to gainful labor and, conversely, of the right to leisure. Moreover, there are many signs pointing to a more equitable distribution of the income from labor and there is evidence that a new ethics for business and politics is in the making.

During the past two years we have seen schools closed, teachers' salaries reduced, the number of pupils per teacher materially increased, services essential to any modern school program eliminated, and expenditures for needed books, materials and supplies curtailed. In many schools we have seen all the gains of the last decade wiped out in spite of heroic efforts on the part of principal and teachers; we have seen our schools slip back perilously near the older traditional school of the three R's.

More than this, we have seen the haunting effects of the depression upon the faces of little children. We have seen them come to school hungry, have watched their clothes grow shabbier, until in many communities we have come to feel that the home has all but lost its grip and that children are being forced to pay for the sins of the so-called "era of prosperity."

A new opportunity for leadership opens to the elementary-school principal. The elementary school cannot ignore these conditions under which children live; it cannot close its eyes to the social problems of the community; it cannot continue to exist as an isolated institution, washing its hands of responsibility for all the forces that play upon children's lives. Nor can it alone do the work that needs to be done.

As I see the need of the day, the first problem of the elementary-school principal is to invite interested parents into the school to discuss with principal and teachers the kind of program those parents want for their children. In the beginning these groups should be small, a half-dozen or a dozen people. As principal, teachers, and parents gain understanding of one another's viewpoints and as they come more clearly to see the problems that lie before them, they will naturally enlarge the circle until finally these discussion groups will include all parents and other citizens of the community.

For some three years past the New York State Association of Elementary School Principals has had committees at work on various problems. Recently one of these committees has submitted for publication two manuscripts on "School, Home, and Community Relationships." This Committee proposes "that the school invite parents to plan, to share, to enjoy the work of their children."

When parents and other citizens of the community come into the school to help plan, share, and enjoy the work of their children, the school is serving its rightful function in the community. It is helping parents to render a service to children that the parent standing alone cannot render. When such a policy is in full swing, the public will understand the purpose and work of the school. Through the development of such a policy the American people will again come to understand the important part the elementary school plays in our civilization.

Through such conferences, the parent, teacher, and principal together begin to consider all the other forces of

the community which play upon the development of the child, and so the principal and teachers become a vital factor in shaping and controlling the community influences that affect the lives of growing children.

Nor can the principal avoid those larger issues of public policy which sooner or later affect the work of the teachers in his school. The problem of financing public education illustrates the point. Wealth has been gradually shifting from agricultural to urban areas, from real estate to more or less intangible forms. Wherever the support of public schools has fallen down, it has been due in large measure to the breakdown of the general property tax. One writer recently suggested that perhaps we must accept the breakdown of public education as a first step toward securing a reform of our public tax system.

We could build fairly good support for the thesis that no man or woman has the right to assume the leadership of an elementary school until he or she has gained some competent understanding of taxation and public finance. To be sure, the problems are intricate and involved, but if little children are to receive the educational opportunity that is justly theirs, their spokesman in the school must be in a position to influence public opinion as to just and fair methods of taxation and as to wise and improved methods of financing schools.

The problem of taxation and public finance is of course but one of the major issues of government upon which the leaders of elementary schools should begin to formulate sound and understanding knowledge. A consideration of these problems will lead some of us back to

the graduate schools, will bring all of us into discussion and study clubs, not alone among members of our profession, but oftentimes with representatives of other civic and social groups searching for the light even as we ourselves.

The time has come when the principal of an elementary school must be more than a merely a good teacher, even more than a good administrative-supervisory officer; he must be a leader in the public thought of his community, a vital force in shaping its policies, a respected member at the conference table which determines public policy. The time has come for elementary-school principals to assume a leadership in bringing the home, the community, and the school into closer relationship in their mutual contribution to the lives of growing children, for principals to speak aloud with knowledge and conviction wherever the interests of children are at stake.

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IMPORTANT INFORMATION

President Aaron Kline has appointed as the new member of the Editorial Committee, Samuel Berman, principal, Ludlow School, Philadelphia, Pennsylvania. Mr. Berman, we have learned, has one of the outstanding schools of his city. We understand that he has had much experience in editorial work. These qualifications fit him for the important work for which he has been chosen. Headquarters welcomes him and pledges cooperation.

THE JOINT COMMISSION ON THE EMERGENCY IN EDUCATION MOVES AHEAD

THE Joint Commission on the Emergency in Education called a conference of regional consultants in Washington during the holidays. Delegates placed special emphasis on school conditions in Maryland, Virginia, West Virginia, North Carolina, and the District of Columbia. The urgent need for federal relief for education was a featured topic of the session and of the meeting of the Joint Commission itself which followed the regional conference. Reports of activities in behalf of schools were received from every part of the United States. Thousands of educational leaders are mobilizing the profession to bring to bear upon Congress the demands of both teachers and laymen for immediate action to prevent the wholesale closing of schools.

At the Washington meeting the Joint Commission reached important decisions concerning its future. During the next few months it will develop its work along the lines of improving the schools so that they will be increasingly effective in helping to solve the difficult social and economic problems which confront the nation.

Successful work in such a project requires that the Commission keep itself informed on what is done or has been done by deliberative commissions and committees which are or have been considering problems related to educational reconstruction.

As a first step in this project the Commission is establishing at the Headquarters of the National Education Association a file of information wherein may be quickly discovered what committees are at work upon any given

topic, what committees have recently reported the investigations which they have conducted or propose to conduct, and the principal recommendations made. Included in this file will be summaries of the work of national committees or national organizations, the important surveys of the United States Office of Education, and local and state school surveys, investigations sponsored by educational foundations, and other groups which are attacking vital educational problems.

The cooperation of officers of important national groups has already been sought in order to advise the Joint Commission along the following lines:

(a) To supply information regarding deliberative committees within their organizations or in educational fields with which they are in contact.

(b) To suggest to the Commission ways of utilizing most effectively the information thus assembled on a nationwide basis.

With this information at hand the Joint Commission will shortly recommend a definite program by which the profession may meet its responsibility for leadership in the educational recovery which lies ahead.

The crisis in education has not passed, although significant steps have been taken to meet it. The Commission will continue to devote time and energy to the promotion of tax reform and financial relief to education. However, it feels that the change in the social order in America has stepped up to such a rapid rate that the schools will face a crisis in which they themselves will be unable to meet the demands placed upon them unless the necessary adjustments are commenced at once.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



THE DEPARTMENT of Elementary School Principals is served *directly* by the Division of Publications through the *Journal*, through the printing of its yearbooks and bulletins, and by the news service of our two annual conventions. The *indirect* service the Department receives is greater—the building of public sentiment to preserve and develop our American schools.

The Division is now organized in four units, each with special responsibilities. The director is editor of the *Journal* and works on major plans. One assistant director is responsible for the administrative work and special problems of the Division. Another assistant director coordinates all of the Association's printing. The interpretation of education is the responsibility of another unit.

The *Journal of the National Education Association* gives a twofold service. It helps to build, vitalize, and maintain the work of the Association. It helps to keep the entire profession acquainted with broad currents of life outside the school. Some ways in which it has served the profession in 1933 are:

It has promoted American Education Week.

It has carried pages dealing with Association conventions and committee reports.

It has carried pages dealing with the enlistment of the profession, including an 8-page special feature, "Working Together," in November.

It has vigorously supported the work of the Joint Commission on the Emergency in Education.

It has given 64 pages to an analysis and discussion of the present crisis in American life and education.

In October was begun the notable series on taxation, by Harley L. Lutz and William G. Carr, which will continue until June 1934.

Other features of 1933 were series of articles on the junior college, the kindergarten, the teaching of geography, home visiting, education for homemaking, education and crime, school and home leaflets.

The National Education Association is now the largest publisher in the world of material on the profession of education. The Association and its departments are creating an educational literature which is having a profound influence among both educators and laymen. To see that high editorial standards are maintained and that the work moves expeditiously through the printing plants is the responsibility of the printing unit.

The interpretative unit of the Division covers our conventions, supplies material for newspapers and magazines, looks after radio broadcasts and American Education Week. The observance of this Week in 1933, in spite of economic retrenchments, was greater than in any previous year. We believe that American Education Week 1933 marks the turning point among the people to a more favorable attitude toward the schools.—Joy E. Morgan.

MEMBERSHIP CHATTER

Eva G. Pinkston

THE BEST STORY which I have heard in a long time on organization came a few days ago from Mrs. Margaret S. Upham, state enrolment chairman, Cumberland, Maryland. It was:

"A stranger traveling through a rural southern section, engaged the services of an aged negro driving a horse hitched to a decrepit wagon to carry him to the station. As they traveled along, the negro's skill in handling his whip aroused the admiration of the white fare. He pointed to a daisy growing in a clump and challenged the negro to cut off its head. The feat was instantly and successfully performed. Next a fly settled upon the horse's ear. 'I wonder if you can get that, too,' asked the traveler. A deft and graceful twirl of the whip ended the fly, without disturbing the horse.

"The black driver seemed in a class all his own in this accomplishment. Finally before the searching eyes of the passenger, on the limb of a tree bordering their woodsy path, dangled a hornet's nest. 'How about that hornet's nest?' challenged the white man. The black leaned over the dash-board, laid his whip on the horse's back and cleared that spot at breakneck speed. Slowing down at a safe distance, he answered, 'Yuh see, stranger, it's easy to tackle things singly, but a hornet's nest am an organization, an' nobody can't git away wid dat.'"

The Department of Elementary School Principals can be just as influential as the above-mentioned "hornet's nest" if every principal who is a member will get a new member. Organized

groups demand respect. They can accomplish things. They wield a mighty influence. With the deepening crisis in education descending upon us, it behooves us to form ourselves into a wide-awake, alert group. Each member must feel that the Department is his. Each member must recognize that he must do his part. The time has come when the status of the elementary principal must be raised and we must grow to the point where we will be invited to participate in the activities of other educational groups. This is not a "one-man show" and it cannot be done overnight. But each member can enlarge our group by selling some new principal in the system the need of his joining our national Department and in this way our growth will be much more rapid than it now is.

Our members are loyal. They have shown that they believe in their national organization. On January 8, 1934, we were within six of our same number on that same date last year. You exclaim over this good news; so do I, but when you know that of the 25,000 elementary principals of the United States, only 2675 belong to their national Department, you see there is much work for each of us to do.

Clarksdale, Mississippi; Batavia, New York; Hutchinson, Kansas; and Ithaca, New York, have been added to our 100 percent cities, and many of our states have gone above their number of memberships for this same period last year. Here at Headquarters we have been watching with keen interest the friendly rivalry between California and New York. The ten states leading in

membership, as this goes to press, are:

California	315	Illinois	124
New York	293	Massachusetts	122
Michigan	167	Ohio	122
Pennsylvania	142	Missouri	108
New Jersey	129	Texas	96

Limited space prohibits listing the methods used by all our enrolment chairmen, but here are a few which are interesting.

Isabel Tucker, state enrolment chairman for Missouri, has written on the margin of one of our December letters, "Member 1932-33. Not a member 1933-34. Enrol now, we need you." This procedure has placed this state among the first ten.

The method used in California is copied from the *California Elementary School Principal*—Official News Bulletin—December 1933:

Join the N. E. A. Department of Elementary School Principals.

1. Make our profession a profession—not a job.

2. Realize that educators must work for education—not propaganda, but facts.

3. Cooperate to protect education for children; for adults; for democratic type of government.

4. Increase your efficiency—admit your work can be improved and set about improving it.

5. Secure for yourself the 1934 National Yearbook, *Aids to Teaching in the Elementary Schools*. (Included in 1934 membership.)

6. Receive the quarterly bulletins, *The National Elementary Principal*.

7. Show that you believe the principalship an important post.

8. Recognize your duty as a leader to your profession.

"This investment (\$3.00) actually pays dividends. Send your check to the Department of Elementary School Principals of the N. E. A., 1201 Sixteenth Street, Washington, D. C., or your state enrolment chairman."

G. Harold Carl, city enrolment chair-

man of Buffalo, made use of the real personal touch as the following will indicate:

"A final phone call to all members of last year in Buffalo who have not sent dues for this year, shows that if all remember their promise we have lost only *one* of last year's registrants. In return for this loss, we have gained seven actual new ones with a promise of two more new members who have not yet paid. At least we ought to have a net gain of six members in Buffalo."

The state enrolment chairman for Tennessee, R. H. Underwood, included in his broadcast letter this pertinent paragraph:

"In the past, we have not felt the need to keep up our professional standing in order to face the ever-increasing demands of the principalship. But when we see added duties assigned to the principal and his very position assailed, is it not time for each and every elementary principal to join heartily with the thousands who are already enlisted to the end that our educational system in Tennessee be not further crippled?"

Our enrolment chairmen have done a marvelous piece of work; they have been at their posts; they have realized the magnitude of the problem this year, and to them are we responsible for our fine showing. It isn't fair for those of us who are members to leave all the work to our chairmen. Let's pitch in and help. This request isn't just a "by-play" or to be nice; *they need us*. We are their reserves or shock troops, therefore, let's write them of our willingness to help and let's go over the top with a new high record. We can, if we will pull together and help our enrolment chairmen.

WHAT I EXPECT OF MY PRINCIPAL

Mate G. Hunt

[EDITOR'S NOTE: *Miss Hunt sent requests to teachers in all the schools of Dallas, Texas, to express their feelings on this topic. The replies were unsigned and written on plain paper. She organized the material.*]

YOU have often heard the old saying, "Blessed is he that expecteth nothing for he shall not be disappointed." This saying in no sense applies to the present discussion, for the many responses to the question indicate that the teachers expect much of their principals.

It is not surprising, in this age of liberty and freedom of thought, as well as of action, that the first characteristic should be:

I expect my principal to be human, easily approached by parents, teachers, and children; to take time to discuss frankly problems that arise, either to have time or make time to settle problems in a quiet, sane manner.

I expect my principal to be perfectly fair, square, and honest in all dealings; with a willingness to assume responsibility for being the real head of the school, and unafraid of public opinion when the question of right is involved. I expect him to have the courage of his convictions so that his teachers may have confidence in his opinions.

I expect my principal to be prompt, frank, and positive in his decisions and directions; not shirking his duty and responsibilities. Responsibilities have to be met and if he fails in this particular, someone about the building will assume the burden. Often this situation develops into one of serious embarrass-

ment to principal and teachers. I expect him to be alert, too, but patient with my faults, willing to discuss them first with me before passing his judgment on to higher authority, or before he gets a "mental set" unfavorable to me and my usefulness in his faculty. The ideal principal is one to whom pupils and teachers naturally go when in trouble or in need of advice. The teacher should have the assurance that her approach to the principal for aid or comfort will in no wise count against her.

I expect my principal to be sufficiently free from details of drudgery to be able to see the really big issues of teaching. It has been said that a principal is one who is paid extra to refrain from working too hard so that when everyone else about the place has gone "fagged" or "hay-wire," his cool head will still keep above the engulfing waves of small things and his steady eyes will be fixed on the north star of his ultimate aim. This reminds me of the teacher and the little boy:

"Johnnie," said the teacher, "Who is it that sits idly by all day while the others are working?"

Johnnie paused a second, then his eyes brightened and he blurted out, "The principal!"

I expect my principal to study his faculty and to integrate its personnel, to make an inventory of its talent and to dispose it strategically, ever recognizing the fact that *every teacher* in the faculty group has some ability, some talent, or she would not be there. My principal should be jealous for the good

points of the less forceful teacher, not allowing the strong personalities in his group to overshadow the "mouse-colored" ones that have their worthy place in the system.

I expect my principal to have executive ability; to have carefully planned programs and definitely stated purposes; to get his work done through the cooperation of his whole staff. In cooperation, there is strength and assistance, and through it a wholesome atmosphere is created, disarming envy, jealousy, and strife—forces that soon endanger the morale of the school.

I expect my principal to be discreet in discussing, with one teacher, the problems and affairs of another. I want him to be true to the confidence of individual teachers, not discussing with other teachers or outsiders matters he has learned confidentially.

I expect my principal to be my critic. No teacher is perfect, and the ambitious teacher desires to grow in teaching grace. Unless my mistakes are pointed out in a sympathetic, helpful manner, I may continue to stumble at the same place. Following a criticism, I have the right to expect from my principal a constructive suggestion for future use—I shall be grateful and have a real desire to improve. My principal has no right to criticize my efforts until he has put at least as much study on the problem as I have, and not until he has something better to offer.

I expect praise from my principal. It has been truly said that "nothing succeeds like success." If I have been successful in any part of my work—and surely I have, slight as it may be—I'll be a better teacher for the invigoration that comes through commendation; whereas, the lack of it will tend to depress and dishearten.

I expect my principal to "back up" my discipline. If I am mistaken, he should be diplomatic enough to steer me in the right course without weakening my influence in the problem to be solved, or without allowing the pupil to sense any lack of confidence he may feel in me at that particular time. Also I expect him to be a shock absorber between me and any irate parent who may be driving on the wrong side of the street and straight for a head-on with me. But perhaps I am on the wrong side of the street; in that case, my principal should serve as a traffic cop to get me on the right side before I meet destruction through my ignorance, lack of thinking the situation through, or through plain stubbornness. All this takes a great amount of tact and quick wit as in the case of the Scotchman who applied for a position as patrolman on the London police force. In Scotland Yard they asked him: "Suppose, McFarland, you saw a crowd congregated at a certain point on your beat, how would you disperse it, quickly and with the least trouble?" "I'd pass the hat."

I expect my principal to be constant in his courtesy and poise, not on the mountain top one day, agreeable, approachable, and tactful; the next day in the "Slough of Despond," grouchy, sarcastic, and thoroughly hateful, if you please. He doesn't want me to "fly off the handle" and "bawl out" my pupils because my date stayed too late the night before, or we had a quarrel, or I lost at bridge, or I checked my bank account and found it completely off the gold standard. So I expect him to refrain from such conduct toward me—you've heard about the sauce for the goose!

I expect my principal to be a student, an intelligent leader—one who has a

head and uses it. I expect him to use his head to keep up with the educational thought and progress of the time, to support the various educational organizations and causes, and to be anxious to make his contribution to the cause of general education, whenever he can. If he is less a scholar than I am, or allows his interest in the progress of education to lag, and his ardor to cool, I am likely to lose some of my respect for him as a leader in his school.

I expect my principal to take his work seriously, as it deserves, but also cheerfully—never losing his sense of humor. Many times the camel's back may be broken by a sour look or a sharp word, but the load may be eased and a quivering spirit calmed a bit by a timely indulgence in wholesome nonsense.

These "expectations" are tall measures for a principal to stand by the plumb line and mark his height accordingly. They are not theoretical, but come from the teams that "rush the line" with him day after day.

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PLEASE READ

Your name will be in the directory of our yearbook because this Bulletin goes only to members. Will the names of all your fellow principals be there? Will you help your Department by urging them to join? You have proved that you believe in your Department because YOU HAVE JOINED. The larger we grow, the better our service can be for you. Wouldn't you like to have more Bulletins, say one each month, so that you can have news right off the press? The only way this can happen is for us to get more of the principals to join our group. Have a real old-fashioned revival and this time let it be for the purpose of having all the principals of your city join our Department.

A MESSAGE FROM THE PRESIDENT

Aaron Kline

IN A STATIC state of society the human race makes little progress. When the machine is working as well as usual we do not shut down to make repairs or improvements. We keep going on with as little change as possible.

War, pestilence, calamity, and economic depressions cause men to think and to act. Human progress is made more rapidly because of and at the tremendous price of such social disturbances. When the machine will no longer run, something has to be done.

Our economic machine is no longer running smoothly. Something is wrong. Must it be repaired or replaced with a new and more up-to-date machine? This question is being asked everywhere.

Public education both as to type and extent is largely determined by the social and economic order of every country. Tax-supported public education cannot escape feeling the effect of an economic breakdown. What has this depression done to and for our educational system in America? What of the effect is bad and what is good? What of the future educationally?

The Cleveland programs will center around these topics. We are now far enough in the depression period to evaluate to some extent. Educators should have a decided influence on changes that are rapidly taking place. There will be an opportunity for questions and discussion at each meeting.

Do not miss this meeting. It promises to be the most important meeting in the history of our Department. Not only do you need to hear these speakers, but the Department needs you.

APPLYING THE GOOD NEIGHBOR POLICY

AN OPPORTUNITY to promote world friendship and to focus public attention on the part education plays in the furtherance of international peace is afforded through World Goodwill Day which will be observed by the schools of this and other countries on Friday, May 18. The special theme selected for this year's celebration is "Applying the Good Neighbor Policy."

To assist schools in the observance the N. E. A. Division of Publications has prepared a special packet of materials. Included in this packet, which sells at the cost price of fifty cents, are posters, suggested programs, plays, pageants, and other helps. Packets may be obtained from the Division of Publications, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

SACRIFICE

by

Edgar A. Guest

*There is no easy way to serve.
This life is one of sacrifice,
With courage and with steady nerve,
For conquest each must pay the price.*

*Who asks must willing be to give,
For friendship man must play the friend.
There is no royal way to live.
On service all man's joys depend.*

*Skill is a gift which man acquires
By patient practice day by day;
And he who stops because he tires,
Soon falls behind along the way.*

*Time grants us what we gladly earn
And gives to every man his due,
But he who takes must, in his turn,
Stand up and play the giver, too.*

*Not on the drowsy lanes of ease
Are fame or fortune to be found,
But on the hills of drudgeries
And on the rough and stony ground.*

*How much of self will you bestow?
How do you meet the sterner tasks?
How far for conquest will you go?
These are the questions greatness asks.*

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Edgar A. Guest, and the publishers, the
George Matthew Adams Service.

The 1934 Yearbook

Pertinent paragraphs-

The present economic depression had drastically reduced the school's budgets before they had been able to master the complex problems brought on by the period of unprecedented economic prosperity. The unfathomed effects of motion pictures, radio, and automobiles, which had become so common during prosperity, continue even unto this day. Thus it will be seen that our rapidly changing social order has greatly complicated the educational process. The learner must master and coordinate a bewildering number of facts.

For the young pupil the picture must have only a few objects to bring out clearly the ideas desired. For the older pupil pictures may be more complex and suggest relationships. Each picture must contribute an idea to the central core of the unit, and be a part of the organized thought of the lesson. Each picture should have its place in the continuity of ideas which the unit presents.

As the work of the slides was studied from grade to grade it was found that there were many opportunities for their use. In the fifth grade a geography class became interested in a problem study of the major industries of their immediate territory. Trips were made in groups to the various industries and reports made to the class of their findings. Pictures were taken about the stockyards, flour mills, packing plants, refineries, and the oil fields. Many slides were prepared to illustrate their reports on these various topics.

The executing of the project, too, should as far as possible, be left to the children. It is only when the children are left to test ideas that they acquire a knowledge of their validity and meaning. An expedition project that does not involve the conferences in which the results of the trip, information acquired in its course, and the bearing of such information upon the questions to which an answer was sought, as well as the formulation of new questions arising from broadened experience, constitutes a project not fully carried out. The value of an excursion is not so much the acquisition of specific information as in the raising of new problems.

In the pre-primer preparatory period in the first grade, before books are in the hands of the children, these materials form the foundation of the child's reading. Copies are made of the children's own stories told in class conversation periods, "Molly has a doll" and "I saw a robin." Pictures are drawn with the story typewritten below. Often booklets are made with a story on each page with pictures cut from magazines and pasted in, or perhaps the children draw the illustrations themselves. These child-made stories help to establish background information and expectation. They are interesting because they are personal and meaningful. They are based on the children's own experiences.

Trips provide experiences out of which school activities become more meaningful. For too long the school activities of children have been isolated from the outside world. Trips are one means of bringing the outside world into the school and of taking the school into the world. Through this contact with the activities of the world reading, writing, spelling, arithmetic, science, history, geography, and all other subjects of the elementary-school curriculum may take on life and become more meaningful to children.

To be sent
to paid-up members for 1933-34

-for progressive people

In the experimental group the increase of information was practically 23 percent greater than the amount of information accruing in the absence of visual aids with the control group. This difference is statistically reliable and obtains when gains are measured by an information test following immediately the instruction period. A similar test, administered five weeks later, shows an additional gain of 11 percent for the visual aids group, but a loss for the other group. When comparisons of gains are made as between the initial test and the test of delayed recall, the visual aids group exceeds the other.

Aids to Teaching!

Another preparatory procedure is that of familiarizing pupils with the principal themes of the scheduled compositions. Sometimes an excerpt of the theme, as published in the radio manual, is copied on the blackboard and pupils hum or sing it until it is familiar. Sometimes teachers play the themes on the piano or some other instrument. We find that pupils remember many musical themes very well and get a great deal of pleasure from recognizing them, often many months later. We believe that this recognition carries over into adult life, increasing pleasure and appreciation of later musical experiences.

The first thing to do in constructing such a habitat group is to have the children plan very carefully what they wish to represent and draw a sketch to show how the accessories and forms of animal life are to be arranged in the group. Community life of animals can be shown very well by means of a small group which reproduces their natural habitat. The beaver is an animal which interests children so greatly that they are most enthusiastic over the construction of a habitat group in miniature, showing the winter lodge with its dome-shaped roof rising above the water in a stream which has been flooded by the beaver dam just below.

The first and the most important standard is that films ought to be so selected that they are in harmony with the objectives of the particular subject or activity which they are intended to promote. Therefore, no satisfactory purchase of films can be made until objectives have been carefully scrutinized. Let us be specific. I have before me the course of study for seventh-grade geography at Buffalo, New York. The objective of one particular lesson is to show the interdependence of production, transportation, and manufacture.

He must distinguish between desirable and undesirable advertising as aids to teaching in the classroom; he must establish a definite policy concerning pictures, photographs, posters, and charts that are distributed so generously by advertisers; he must refuse to allow his school to become a commercial base for the distribution of samples of cereals, soaps, toothpastes, or antiseptics. The principal must realize that the ultimate aim of the commercial advertiser, even though a genuine service is being rendered, is profit. In short, he must assume that no matter how valuable free, illustrative materials from advertisers may be, the school child is not getting "something for nothing".

The
Editorial

Committee: John S. Thomas, Ch.,
Helen B. Shove and Bess Clement

1935 YEARBOOK

DO WE DARE to publish a progressive yearbook? Yes, we do dare—for we are doing so!

No yearbook is 100 percent progressive. Every volume contains articles cemented in viewpoint to the igneous rocks of educational tradition. Other authors, shaking off all earthly educational dust, seem to venture where even angels fear to tread. Sometimes these two widely diverse tendencies are so hopelessly entwined in a single article as to permit no disentanglement.

A type of progressivism, present in our First Yearbook in 1922, has since had a place of increasing importance. It has shown itself in articles on scientific testing, democratic administration, and constructive supervision. This forward-looking viewpoint reached its maximum development in the 1933 yearbook on libraries and the 1934 volume on aids to teaching.

Will the 1935 yearbook continue to encourage the progressive tendencies shown in previous volumes? Refer to the outline on pages 52-53 of the December 1933 issue of this Bulletin. It is clear from the outline that members who hold "progressive" ideas will have every chance to present their messages. But messages to be helpful must be more fundamental than the mere dextrous manipulation of phrases (e. g. movable furniture). We need practical suggestions, not catchy mottoes.

Principals should begin now the articles which must be sent to the Editorial Committee by November 1, 1934. The chairman for the 1935 yearbook is Bess Clement, Eliza Clark School, Clarksdale, Mississippi. General communications may be addressed to the Editorial Committee, 1201 Sixteenth St., N. W., Washington, D. C.

When your superintendent asks you this spring to what professional organizations you belong, don't forget to tell him that you are a member of the national Department of Elementary School Principals.

RADIO PROGRAMS

THE National Education Association has been giving to the public, each Sunday, an afternoon radio program to acquaint it with the best thoughts and policies of education, as well as to keep its radio audience informed about the crisis through which education is passing. Since the holiday recess, such eminent speakers as Jessie Gray, John Dickinson, Lowell Thomas, James H. Richmond, William Trufant Foster, Henry Harriman, Fiorello LaGuardia, and Sidney Morse have been on the air.

These programs are broadcast by the National Broadcasting Company from the Headquarters building of the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C., from 6:30 to 7:00 p.m., Eastern Standard Time.

The radio chairman, Florence Hale, who is also editor of the *Grade Teacher*, has chosen for her theme this year, "Education under the New Deal."

The following programs are listed for the next two Sundays in February:

February 11—"More Commonsense in Education"—Rollo G. Reynolds, principal, Horace Mann School, Teachers College, Columbia University, New York, N. Y.

February 18—"Why Spend School Monies on Health Teaching?"—Sally Lucas Jean, Child Health Expert, and Member of Education Committee of the Metropolitan Life Insurance Company, New York, N. Y.

"Safeguarding Children's Teeth"—Dr. Lon W. Morrey, Board of Public Health, Chicago, Illinois.

PUPIL PERSONAL GUIDANCE IN THE ELEMENTARY SCHOOL

R. H. Price

A RATHER thorough study of the guidance movement as it affects elementary schools was made by the writer during 1932-33. Replies to a lengthy questionnaire were received from the principals of 268 six- and eight-grade elementary schools scattered all over the country. On the basis of a careful study of the guidance movement, of the functions of elementary education, and on the results and implications derived from the returned questionnaires, definite recommendations are made concerning the guidance of pupils in elementary schools.

In regard to the curriculum it is recommended that no additional subjects be added in the elementary school for the purpose of emphasizing any phase of guidance. Much of the present subjectmatter, however, should be replaced and supplemented by materials more closely related to the primary needs of life and to the present and future needs and interests of children. Also, there should be continually a greater integration within itself of the subjectmatter of the elementary school. Furthermore, it should be recognized that methods of teaching are as important in guidance as subjectmatter.

Extra-curriculum activities should be utilized to enrich and vitalize the whole school program. All children and teachers should be encouraged to participate in these activities and children should have an opportunity for choice among them. However, it is strongly urged that, as rapidly as the whole school program becomes vitalized, enriched, and exploratory in na-

ture, any distinction between curriculum and extra-curriculum activities be eliminated.

Trips should become an integral part of the school program, emerging from regular school activities, enriching them and leading naturally into other activities. The children should have an active part in purposing, planning, executing, and evaluating trips. Care should be taken to eliminate the hazard of accidents and community objections to such activities.

Tests should be used only for the purpose for which they are devised; unwarranted importance should not be attached to the results of specific tests. It should be recognized that standardized tests are only one of the many sources of information about children. Every effort should be made to secure reliable methods of evaluating the school program in terms of the aims of the school.

Adequate cumulative records should be kept for each child from the time he enters school until he leaves. These records should be passed on from elementary to high school and from one elementary school to another. Moreover, they should be fully utilized by the school receiving them. Emphasis should be placed upon interpretation of the facts recorded in order to make records more useful. Usefulness should be the chief criterion for judging records.

The need for special counselors depends upon the size of the school and the particular problems of its personnel. In most cases the logical counselor for the child is his own regular grade

teacher. This teacher, in order to counsel wisely, must know thoroughly the child and the world in which he lives. He should have time for counseling, should utilize the entire service personnel of the school in helping him to counsel wisely, and should counsel day by day, whenever the occasion arises.

Concerning placement and follow-up the elementary school should do everything within its power to bridge the gap between the elementary school and the high school. Definite provision should be made to keep closely in touch with former pupils during their first year in high school. In addition, definite provision should be made to help place and to follow up carefully the pupils who leave school early to go to work.

The teacher should utilize to the fullest possible extent such service agencies as the health department, research departments, and attendance departments in the guidance of his children. These agencies should think of themselves as service agencies to pupils, parents, and teachers, not as self-sufficient groups.

The disintegrating effect of departmentalized or platooned elementary schools should be realized. If such an organization seems best under the local conditions every effort should be made to overcome this defect.

The organization of a guidance program as something separate and distinct from the regular educational program of the school should be recognized as artificial and tending to defeat the ultimate purpose of guidance in the elementary school. The various phases of guidance cannot be separated one from the other in actual practice, neither can they be separated from the daily living of the child.

WASHINGTON, D. C. MEETING

June 30 - July 6

THE SEVENTY-SECOND annual meeting of the National Education Association will be held in Washington, D. C., June 30-July 6, 1934. The crisis in education will make this meeting one of the most important in the history of the Association.

President Jessie Gray is arranging an outstanding program which will be of interest to every educator in the United States. Vital topics are to be discussed and decisions will be made which will be of great help during these distressing times. Departmental programs will deal with similar problems.

The historic background of the national capital, its national museums, art galleries, and parks, make it well worth the price of a trip. Your own National Education Association and your Department of Elementary School Principals' Headquarters are at 1201 Sixteenth Street, N. W.

If you have not been here lately, you will find many changes. If you have never been here, you have now a real opportunity to pay us a visit. Within the past two years many government buildings have been built, others are under construction. Your capital, in early summer, is beautiful. Besides interesting sights which may be found within the city, the adjacent country is rich in historic lore. Generous provisions will be made for sightseeing.

Registration, assemblies, general sessions, and exhibits will be located at the Washington auditorium. State and departmental headquarters have been assigned to the Mayflower Hotel. The N. E. A. Headquarters will be an active center. Further details of the meeting will be published in the April Bulletin and complete plans will be given within the next few months in the *Journal*. For further information write Secretary J. W. Crabtree, 1201 Sixteenth Street, N. W., Washington, D. C.

FEDERAL ADVISORY COMMITTEE ON EMERGENCY AID IN EDUCATION

Belmont Farley



THE Federal Advisory Committee on Emergency Aid in Education called by George F. Zook, United States Commissioner of Education, met at Wash-

ington, January 6, in final session and drafted a program of relief to the sorely-pressed schools of the nation. The committee recommended the allocation from funds already included in general emergency appropriations of the federal budget, a total of \$150,000,000 to keep all schools open for the rest of this year and for the year 1934-35. An additional sum of \$30,000,000 was recommended to assist students to attend institutions of higher education from now until July 1, 1935.

The Advisory Committee recommended also that "out of any new appropriations made for public works not less than 10 percent should be allocated for buildings for schools, colleges, and other educational enterprises." It asked in addition that local funds should be released for school maintenance by providing federal loans to school districts, municipalities, or county corporations on the security of delinquent taxes, frozen assets in closed banks, or other acceptable securities.

The Committee, of which James N. Rule, state superintendent of public instruction, Harrisburg, Pennsylvania,

was chairman, was composed principally of representatives of national organizations interested in keeping the schools open during the present crisis. These representatives will continue in an advisory capacity upon request of Commissioner Zook.

Following the meeting of this Advisory Committee, an independent committee of which James H. Richmond, state superintendent of public instruction, Frankfort, Kentucky, is chairman, was formed to draft details of proposed legislation for submission to Congress and to President Roosevelt.

The report of the Advisory Committee follows:

1. The emergency problem of keeping elementary and secondary schools open on as nearly normal a basis as possible during the school year 1933-34 should be met by a federal appropriation of \$50,000,000 to be allocated according to emergency needs in the several states. This sum may be provided in one of two ways:

- (a) by a special provision in the relief act, or less preferably

- (b) by a separate federal appropriation. In either case such appropriation shall be administered preferably by a board of which the U. S. Commissioner of Education shall be chairman and executive officer.

2. In view of the fact that the inability of many communities adequately to maintain schools is certain to continue during the fiscal year 1934-35, a federal emergency appropriation or allocation of not less than \$100,000,000 should be made available beginning July 1, 1934; this appropriation or allocation to be distributed in an objective manner, determined by a board of which the U. S. Commissioner of Education shall be chairman and executive officer, and

based upon reasonable evidence of needs and resources.

3. The instability of educational support even in the abler states and communities, due to the shrinkage of local ability to support schools during the depression, constitutes an aspect of the present emergency of such proportion as to endanger the effectiveness of the schools throughout the nation. The fundamental relief which is necessary in order that public educational institutions may be adequately supported can be secured only through the adoption of measures for the federal emergency aid to education during 1934-35. The situation is so critical in education that the people are justified in using federal funds to insure the normal operation of schools. Accordingly, it is recommended that a substantial sum be distributed from the federal treasury to the various states to assist them in meeting this phase of the emergency.

The method of distribution should provide first, that a flat sum objectively determined be distributed to all states; second, that a supplemental sum objectively determined but weighed to meet the needs of the poorer states be included in the distribution; and third, that the method of distribution be stated in the statutes, provided that a contingent fund not to exceed 10 percent of the amount so provided for 1934-35 be reserved for distribution to states and local units to meet exceptional and unforeseen needs under the direction of a board of which the U. S. Commissioner of Education shall be chairman.

4. Local funds should be released for school maintenance by:

(a) refinancing school district indebtedness or such municipal or county indebtedness as may have been incurred in behalf of schools.

(b) providing federal loans to school districts or to municipal or county corporations, where (in the case of the latter), the loan is to be used for educational purposes; *provided* that in both instances the loan shall rest on the security of delinquent taxes, frozen assets in closed banks, or other acceptable securities.

5. Out of any new appropriations made

for Public Works not less than 10 percent should be allocated for buildings for schools, colleges, and other educational enterprises. Such grants shall be available provided that an approved survey has been made, and that the survey shows the need for the buildings. In cases where such surveys have not already been made these surveys shall be made under the direction of the Office of Education through a decentralized regional organization. The cost of these surveys shall be charged to the Public Works appropriation for school plants. We recommend that the grants for such projects be made on a 100 percent basis. In administering this fund major attention should be given to the needs of the rural schools.

6. A federal appropriation or allocation of \$30,000,000 should be provided to assist students to attend institutions of higher education for the period ending July 1, 1935, by

- (a) special provision in existing acts, or
- (b) by a separate federal appropriation.

This fund should be administered by the United States Office of Education.

When it studied the emergency in education, the Advisory Committee had before it the latest figures prepared by George F. Zook, U. S. Commissioner of Education, to illustrate the serious situation in which education finds itself in the United States. Dr. Zook's statistics showed that 770 schools now are closed with no provision for 175,146 children; that 1,540 schools are having terms of three months or less; and that 10,982 schools are having terms of three to six months. The data showed also that the city schools now employ 18,000 fewer teachers than they did in 1930, and that 200,000 certified teachers are unemployed.

Dr. Zook's report showed further that 16 institutions of higher learning have been discontinued since the last school year, mostly by merging with other schools.

INTERESTING BOOKS

THE STANFORD University Press, Stanford University, is publishing a number of books called School Economy Series. One of this number is *Economy in Education* by William John Cooper, former United States Commissioner of Education.

This valuable little volume discusses the important subject under three main heads: "The Need and Nature of Public School Economy," "Essential Education"—elementary schools, kindergartens, secondary schools, and junior colleges, and "Suggested Economies in Public Education"—finance, curriculum and buildings, organization and techniques, and administration and operation.

The wide experience of Dr. Cooper enables him to review the whole range of possible economies in an authoritative and helpful way. This publication is both timely and important.

Travel by Air, Land, and Sea, by Hanson Hart Webster, Houghton, Mifflin Company, is a reader for elementary grades. It tells the story of transportation in a way that will appeal to boys and girls. Not only is American travel discussed, but how traveling is done in many other parts of the world. At the end of each chapter there is a helpful list of books on "What To Read."

Principals who are interested in workbooks for beginners in geography should see the two books, *Home Journeys* and *World Journeys* by Ridgley, Howe, and Hart, McKnight & McKnight, Bloomington, Illinois. No antique illustrations are used. On the

first page of *Home Journeys* the child is shown how an airmail letter looks. One of the best features of these books is the way the reference list is made. The beginner is taught where to go to get more information about the subject he is studying.

A revised copy (1934) of William H. Kilpatrick's, *Source Book in the Philosophy of Education*, Macmillan Company, is much enlarged from the edition of 1923.

The need of revision had become urgent because of the progress in Dr. Kilpatrick's own thinking; changes in the social situation about us, with insistent new emphases; and an immense accumulation of new materials in the field of educational thought. Besides these were the demands of a new selection of excerpts to fit the new interests, the new problems, and the new knowledges. Those who have not had the pleasure of having Dr. Kilpatrick as an instructor, as well as those of us who have, will find this new edition a valuable book to supplement otherwise available reading resources, especially by rendering many references easy of access.

Teacher and Public: A Handbook of Interpretation for Teachers, is the Eighth Yearbook (1934) of the Department of Classroom Teachers, National Education Association. It places emphasis on the functions and needs of the schools in a changing world, and on the responsibility and preparation of the teacher in developing right public attitudes toward the schools. Excellent references provide an incentive to further study of the problem.

THE CLEVELAND CONVENTION!

February 24 - March 1

PAUL C. STETSON, president of the Department of Superintendence, has chosen an unusual arrangement for his program for the meeting at Cleveland. Those members attending will find themselves not only attending a convention, but taking a part in it. He has reorganized the convention procedure to make demands upon every member. This reorganization provides for several general subject committees of twenty-five or more members each. These chairmen in turn select others and these groups are subdivided into groups, and so on *ad infinitum*.

The seven general subjects and chairmen in charge are:

1. The Administration of Teacher Training
Chairman—Edward D. Roberts, Cincinnati, Ohio
2. A Comprehensive Program of Public Education
Chairman—J. Stevens Kadesch, Medford, Mass.
3. Financing Public Education
Chairman—Frank W. Ballou, Washington, D. C.
4. Education for the New America
Chairman—Willard E. Givens, Oakland, Calif.
5. Public Education and Public Welfare
Chairman—Leslie A. Butler, Grand Rapids, Mich.
6. A National Outlook on Education
Chairman—John K. Norton, New York, N. Y.
7. Interpreting the Schools to the Public
Chairman—Frank A. Jensen, Rockford, Ill.

General Dinner

One of the most interesting affairs at the convention will be a general dinner, to be given Monday night, February 26, in the big arena of the Public Auditorium (\$1.25 per plate). Elaborate plans are being made and you will

not want to miss this gala affair. One of the outstanding speakers for this colorful occasion will be Charles E. Merriam, University of Chicago. Everyone is invited. S. D. Shankland, executive secretary for the Department of Superintendence, says, "Come and bring your friends."

Our Programs

The Department of Elementary School Principals has two afternoon meetings at the convention of the Department of Superintendence. President Aaron Kline has completed outstanding and vital programs for the members of our group and their friends. He has chosen topics which should attract our immediate interest and be of much help to us in our work at this particular time. Our meetings for both Monday and Wednesday will be held in the Little Theater of the Public Auditorium. The program follows:

Monday afternoon

"Elementary Education and the Recovery Program."

Music (to be announced).

Greetings—Paul C. Stetson, president, Department of Superintendence, Indianapolis, Indiana.

Report of 1935 Yearbook—Bess Clement, chairman, Eliza Clark School, Clarksdale, Mississippi.

Where Are We and Where Are We Going Educationally?—Edna Morgan, principal, Robert Fulton Curriculum School, Cleveland, Ohio.

Some Present and Future Aspects of Elementary Education—Rudolph D. Lindquist, Ohio State University, Columbus, Ohio.

Wednesday afternoon

"Elementary Education for the New Age."

Music (to be announced).

Report of 1934 Yearbook—John S. Thomas, chairman, Clippert School, Detroit, Michigan.

A Functional Program in Elementary Education—Turner C. Chandler, principal, Clissold-Esmond Schools, Chicago, Illinois.

Education and Social Changes in America—George S. Counts, Columbia University, New York, N. Y. Special music for each program is being prepared.

For Our Enjoyment

Carrie Bruhn, president of the Cleveland Principals' Club, principal of Rutherford B. Hayes School, is chairman of all local arrangements. She and her committees have arranged a *breakfast* for Monday, February 26, 7:30 a.m., Statler Hotel, seventy-five cents. Be sure to come to this family get-together.

Our annual banquet will be Tuesday evening, February 27, 6 p.m., Statler Hotel, \$1.50. We will be especially honored because Jessie Gray, president of the National Education Association, will bring greetings, and Charles H. Lake, superintendent of the Cleveland schools, will bring us a message for this delightful occasion.

The Convention Exhibit

Don't forget to spend several hours at another important feature of the convention. The annual exhibit of educational equipment, books, and supplies is of inestimable value. Persons who are qualified to demonstrate their wares and give assistance to those seeking information will have charge of these aids.

The exhibits will be placed in the Public Auditorium. This is the same building in which our meetings will be held. They will be open throughout the entire day, thus allowing ample opportunity for you to visit them. No other convention feature is of more practical value to the principal. This is a real opportunity for those wanting help.

Round trip railroad tickets to Cleveland will go on sale after February 18 and will be usable for thirty days. Western states dates of sale are modified because of distance. Be sure to note that the convention fare is lower than ever before—only one and one-third for the round trip. To buy these tickets you should have an identification certificate which N. E. A. members may obtain from Secretary J. W. Crabtree, 1201 Sixteenth Street, N. W., Washington, D. C.

If you have not yet made your hotel reservation, write immediately to A. H. Skean, 1604 Terminal Tower Building, Cleveland.

PLEASE HELP US

At all times, Headquarters needs the advice of its members. The growth of the Department depends on you and your interest. We are here to do your bidding. We want you to tell us how we may be of greater service to you. We would like your suggestions and criticisms. In the last year or so, we have made several changes in the Bulletin. We are planning others. Have we included the things you need?

We are trying to make each issue fill a vital need as a news bulletin and carry articles of educational value, which are written by outstanding educational leaders. So far, we have had only commendation. We need constructive criticism. Won't you write us?

LOCAL AND STATE GROUPS

A POST-CARD was sent to all local and state principals clubs the latter part of December asking for club news. The answers which have been received are most gratifying. With this start, won't you send to Headquarters a brief notice of the interesting things which your club is doing? Requests come often asking about the problems of other groups. We are indeed sorry that limited space forbids us from telling about all the wonderful things which are happening.

● At the state meeting of the Elementary School Principals of Idaho, an interesting program provoked lively discussions. Such topics as the elementary-school library, workings of recent school legislation, the relation of the principal to his faculty, and the place of the elementary-school principal in the present economic crisis were the points which brought forth interest.

● The Principals' Club of Hartford, Connecticut, has completed a series of lectures on "American Civilization" during the first semester. A second series of lectures will begin February 8, on the general topic of "American Life." Apart from these lectures, which are offered to the teachers and general public, the members of the club meet regularly to discuss various problems of curriculum and school management.

● The Principals' Club of Cicero, Illinois, has taken as its responsibility the problem of helping to mold public opinion. They realize that if they want a booster for the schools in each home, they must have a happy child in school. They are building the school life of the child around such ideas as drama production, physical education, demonstra-

tions, assembly programs, school circuses, art exhibits, musical festivals, and educational trips. They are employing the most modern methods of school administration, are striving to find new materials that will fit, and in some instances are re-writing the course of study.

● The Indianapolis Council of Administrative Women in Education consists of principals, heads of departments or deans in high schools, administrative officers of the public schools, administrators and supervisors of private schools, colleges, universities, or fine arts schools, and associate members who have retired from active administrative work. Their programs planned for the year have been made with a view of strengthening social bonds and enlarging cultural and educational horizons. The Council has felt its responsibility to contribute to the professional growth of its members and the teaching body, therefore has welcomed to the meetings all interested in educational progress.

● The keynote of the Canton, Ohio, Principals' Club is "Mobilizing for the Defense." At the December meeting, R. E. C. McDougall spoke on "New Times—New Attitudes," and Fanny Ditto talked on "The Principal and Community Relationships." At the March meeting, M. P. Watts will discuss "The Elementary Principalship—Backward or Forward?" and J. L. G. Pottorf's topic will be "A Principal Must Have a Philosophy of Education." For May, Carl H. Meyer's topic is "An Experiment in Student Government," and M. E. Gilmore will speak on "Time Economies in the Principals' Duties."

● The Buffalo Elementary School Principals' Association is issuing for the first time a yearbook which will contain reports of various committees which have finished their study of numerous educational topics. The general aim for the year is an attempt to bring about closer cooperation and better understanding between the school and other educational agencies within the city. Each year a joint meeting is held with the social agencies of the city. It is believed that closer working together of these and the schools will result in much good.

● At the October meeting of the Elementary Principals' Association of Washington, D. C., the present economic crisis in the elementary schools was discussed. At the November meeting, Grace Lind led the round-table discussion on "Faculty Meetings." In January, Edwin Broome, superintendent of Montgomery County schools, Maryland, spoke on "Supervision." During the second semester the association will have as its guest, Dr. Grace Kramer, who will discuss "Reading in the Baltimore Schools," stressing the use of test results. Sometime during the semester, James F. Hosc, Columbia University, will meet with the group.

● A copy of the Louisville, Kentucky, Principals' Club program has been received. The September meeting was a social meeting at Ormsby Village with Helen Weaver as chairman. The working part of the program is on Child Health and Protection, based on the report of the White House Conference. Chairman Nata Lee Woodruff had as her topic for the October meeting, "Education and Training of Children in Special Classes." Mrs. A. B. Sawyer was chairman for November's discus-

sion, "Education and Training of the Pre-School Child." For December's topic, Glenn Kendale had charge of "Recreation and Physical Education." In January, the discussion was "Vocational Guidance and Child Labor" with chairman Ethel Lovell leading. February's topic is "Education and Training of Youth Outside of Home and School" and Frances Ingram will have charge. The subject for March is "Family and Parent Education" with Elsie Clapp as chairman. In April, Emma Woerner will lead the discussion on "Education and Training of the School Child." The May meeting will be a social one.

● In Charleston, South Carolina, the Principals' Club was organized in 1911 and is fundamentally a social organization holding regular monthly meetings at the homes of the members. Each principal is host in rotation and serves a dinner for his guests. After dinner a business session of one hour is held and such topics as legislation, athletics, curriculum (one or two subjects a year), teacher-rating, salaries, American Education Week, and observance of holidays are discussed. The meetings are of so much importance to the members that personal sickness is the only thing which would cause one to be absent. (Limited space forbids telling of the clever plan this club uses in selling the schools to the public.)

● The Detroit Women Principals' Club engages in a number of social and professional activities during the year. During the Thanksgiving holiday the Club gave a tea in honor of the National Council of Teachers of English. In December a tea was given in honor of the American Vocational Association which met in Detroit. On January

10 they had as their guest speaker at a dinner, Florence Hale, past president of the N. E. A.

● The program of the Elementary Principals' Organization of Mt. Vernon, New York, shows that in October Leola D. Weed led the discussion on "Platoon Programs"; in December Dr. Gates gave a lecture on "Reading in the Elementary School"; in February Martha H. Clark will be leader in the discussion of "Individual Record Card Markings, Tests and Checks on Pupils' Work"; in April Ida E. Roger will be leader of the subject of "Methods and Amount of Supervision." and June's meeting will be on "Yearly Reports and Election of Officers."

● The meeting of the Ohio Elementary School Principals Association was well attended and a worthwhile program was presented. E. B. Bryan spoke on "Inherent Rights"; Amy Eldridge talked about "Our Movie-Made Children"; and J. H. Mason discussed "The Place of the Principal in the School of Tomorrow." The new officers for 1933-34 are: Amy Eldridge, president, Youngstown; G. H. Isenbarger, vicepresident, Springfield; and Bertha Bridgman, secretary-treasurer, Byesville.

● The Florida Elementary School Principals Club recently went on record for encouraging the principal in towns and cities to organize clubs. By this method they hope to get all the principals of the state to become more professionally minded. F. M. Foulks presented a plan by which county superintendents and boards of education would cooperate in getting the principals to join their local, state, and national organizations. His plan is indorsed and recommended by W. C. Cawthon, state superintendent.

● The Dayton, Ohio, Principals Club is continuing along the same lines outlined at the beginning of the year, which were for a greater professional spirit and solidarity within the ranks. One of their big projects is plans for adult schools. Thirty schools are participating in this movement, which is being operated by the cooperation of principals, teachers, parents, and the school board, without charge to those taking courses.

In January an open meeting was held. Goodwin Watson talked on "New America." Guests were those who were interested in adult education. A committee headed by Jay M. Holmes is working on "A Handbook for Principals." The philosophy of this book will be presented at the February meeting. The officers are: Nell H. Brown, president; Earl C. Rowe, vicepresident; Bess Herser, secretary; and Emil Fifer, treasurer.

● The Principals' Club of Dallas, Texas, is organized so that each principal is responsible for a program. For the November meeting, Chairman W. S. Bellamy asked one of his teachers to tell the group what she expected of him. Elsewhere in this Bulletin you will find Mate G. Hunt's paper. She divided her subject into two parts: (1) What We Teachers Expect of Our Principal, (2) Things I Wish My Principal Would Not Do.

● President Margaret M. Rarey sends a complete program of the Columbus, Ohio, Elementary School Principals' Round Table:

October 3—"Importance of Elementary Schools in the Scheme of Education"; November 13—"The Full Conception of Education"; December 4—"Nationalism and the Future of Civi-

lization"; January 15—"Supervisory Ways and Means for the Teaching Principal"; February 12—"Exploring the World with Children"; March 12—"Round Table on Elementary School Supervision"; April 9—"Loiterings and Observations"; May 7—"Some Aspects of Folk-Music and Its Influence on Composition"; June 4—To be arranged.

● The Elementary Principals of Oklahoma will hold their meeting at the same time as that of the State Association, February 8, 9, 10, in Oklahoma City.

● Texas State Enrolment Chairman Thomas E. Pierce, will address the Oil Belt Educational Association, which meets at Big Spring, March 16-17, on "The Part the Principal Should Have in Such an Enterprise." The theme of the meeting is to be "Education, a Cooperative Enterprise."

● J. D. Williams, principal of Avondale School, Birmingham, Alabama, has sent us a copy of *B. T. A. Bulletin*, published by the Birmingham Teachers Association. At the top of the page the eye is greeted by the following: "A good motto for my best self: 'I refuse to be afraid.'" The four pages are teeming with information which would be of vital interest to every school person in Birmingham. Principals meetings, teachers meetings, and *extra* meetings have been called because of the proposed change in the method of apportioning the state and county funds. The schools are about to lose \$350,000.

Have you secured a new member for your Department this year? The more we grow in membership, the better we can serve.

AN IMPORTANT RESOLUTION

THE Executive Committee of the National Congress of Parents and Teachers met in Chicago at the Edgewater Beach Hotel, January 2-5. This group does not usually pass resolutions but it does express its opinion on matters of pressing importance which are in accord with the aims and ideals of the organization.

Charl Williams, field secretary of the N. E. A., and fifth vicepresident of the National Congress of Parents and Teachers, is in charge of their department of education. She presented to the group the serious situation resulting from the displacement of many elementary-school principals as an economy measure and the following pronouncement was made:

The Executive Committee of the National Congress of Parents and Teachers deplores the practise today in many communities of abolishing the principalship especially in large schools. At this critical time, when classrooms are crowded and the duties and responsibilities of teachers are increased, the professionally trained principal is more than ever needed.

This resolution was seconded by Mrs. Hosmer and was unanimously carried.

The principals of the United States have not yet realized the heaviness of the blow which false economy has caused to fall upon them. There will be other blows if the supervising, the teaching, the administrative, and the viceprincipals, do not *now* stand as a unit.

This great body of parents and teachers understands what will happen if schools are not properly manned. They have taken action in no uncertain manner.

HERE AND THERE

WITHIN the past two weeks, many local and state principals' clubs have sent to Headquarters the names of their presidents. These leaders are to be congratulated on the honor which has been bestowed upon them. The list today is as follows:

J. C. Cannon, Principals' Club, Springfield, Illinois.

Amy Eldridge, Ohio Elementary Principals Department, Youngstown, Ohio.

F. M. Foulks, Elementary Principals' Council, Tampa, Florida.

Lottie W. Wainwright, Elementary Principals' Club, Fall River, Massachusetts.

Edith F. Werner, Elementary Principals' Organization, Mt. Vernon, New York.

Simon Fogarty, Principals' Group, Charleston, South Carolina.

Mamie Drewry, Principals' Club, Louisville, Kentucky.

Cecelia P. Dulin, Elementary Principals' Club, Washington, D. C.

Lillian Johnson, Virginia Elementary Principals' Association, (reelected), Norfolk, Virginia.

Margaret M. Rarey, Elementary School Principals' Round Table, Columbus, Ohio.

V. A. Carberry, Elementary School Principals' Association, Buffalo, New York.

Katharine M. Mansfield, Principals' Club, Canton, Ohio.

Nell H. Brown, Principals' Club, Dayton, Ohio.

Mrs. Mary S. Ray, Council of Administrative Women in Education, Indianapolis, Indiana.

B. Hunsaker, Principals' Club, Cicero, Illinois.

Gustave A. Feingold, Principals' Club, Hartford, Connecticut.

Chester E. Peterson, State Principals' Club, Nampa, Idaho.

Carrie Bruhn, Principals' Club, Cleveland, Ohio.

The Rhode Island Institute of Instruction has sent us a copy of the resolutions adopted at their state meeting. We are happy to note that they included a request to the United States Office of Education that a survey of elementary education be made, commensurate with the study that office made of secondary education.

L. Adele Talbott, former principal of School 97, Baltimore, Maryland, was in Washington, January 11.

The Executive Committee of the Association for Childhood Education paid a visit to our Headquarters, December 29. They were: Edna Dean Baker, president, Evanston, Illinois; Amy Hostler, Cleveland, Ohio; Frances M. Berry, Baltimore, Maryland; Jennie Wahlert, St. Louis, Missouri; and Eleanor Troxell, Kalamazoo, Michigan.

Edythe J. Brown and Ruth Wittner are collaborators in making a cartograph of the city of South Bend, Indiana. They have copyrighted this splendid and instructive map. Everyone who has seen it on the bulletin board at Headquarters, has praised it highly. We thank them for our copy.

Have you written to your Representative and Senators asking them to vote for federal aid to the schools? If you haven't, do so at once.

WITH THE AUTHORS

Bess Goodykoontz (p. 58) is assistant commissioner in the United States Office of Education. Miss Goodykoontz has had extensive experience in elementary education in both Iowa and Wisconsin. She is also national president of Pi Lambda Theta.

J. Cayce Morrison (p. 59) is assistant commissioner of elementary education for the state of New York. Dr. Morrison has been largely responsible for the high standards of education in the New York schools. He has been an inspiration and help to us at Headquarters.

Joy Elmer Morgan (p. 63) has been editor of the *Journal of the National Education Association* since 1920. During the World War, Mr. Morgan was called into the library work; later he became assistant of the Library War Service in Washington, D. C. He is in constant demand as a speaker on educational and civic subjects.

Mate G. Hunt (p. 66) is a library-English teacher in the Winnetka School, Dallas, Texas. Her article shows how conservative, clever, and capable she is.

Aaron Kline (p. 68) is president of the Department of Elementary School Principals. He is also president of the Chicago Principals' Club and principal of Pullman School of Chicago. Mr. Kline has prepared a splendid program for the convention at Cleveland, February 24-March 1.

The attractive yearbook announcement (p. 70-71) was drawn by Frank W. Hubbard. Dr. Hubbard is associate director of research of the N. E. A. and has, for the past seven years, been helping to edit our yearbooks. He tells us that this new one will be as splendid as the one on elementary-school libraries.

R. H. Price (p. 73) is principal of the Junior High School, State Teachers College, Whitewater, Wisconsin. Mr. Price's article shows that he has given much thought to this subject.

Belmont Farley (p. 75) has charge of publicity for the N. E. A. Dr. Farley is responsible for the marvelous success with which American Education Week is interpreted in the schools of our nation. He also assists Miss Hale with her radio programs.

I BELIEVE that the progress which has been made thru education toward fitting our people to meet the demands of life in a mechanized democratic society is one of the great marvels of human achievement of the past half century, fully comparable to the transformation of the physical aspects of our living.

—Hon. John Dickinson
Assistant Secretary of Commerce
Washington, D. C.

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