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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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The picture appearing on the cover of your bulletin is of the Washington Monument as seen through the Japanese cherry blossoms bordering the Tidal Basin.

Through the Editor's Specs

THE Cleveland meeting made history! We read history to get the facts of the past and these facts lead us to believe that we can see the trends of the future. One of the most outstanding was the determined effort which the school people of this country have made to save the future of the children of the nation. Schools have carried on with remarkable faithfulness during the past few years. But they have, by and large, done so at a heavy cost in sacrifice of curricular opportunities, in overcrowding of classes, in shortening of terms, and in underpaying their teachers.

Principals in many states have sensed their responsibility in this stress. They have begun to use Kipling's six honest serving men—"Who, Where, What, How, When, and Why." They have made it their business to see that bills sent to their state legislature have been so worded as to help education and permit tenure; they have made themselves felt as a power in the state, by planning progressive programs which will be carried on over a period of years. There seems to be less of the element of personal self-seeking than was observed a year ago, for principals have banded together on the basis of professional solidarity. The chief aim of this large group is to work together for the good of the children of the country. They believe the public schools should teach that spirit of unity which education

will give to our future citizens; to teach a new patriotism, a patriotism of common purpose, of cooperation and goodwill. These groups are not overlooking the fact that education brings happiness in the matter of understanding and opportunity to our most humble citizen. They plan to see that our future citizen is able to have a clear understanding and enlightened views on the vital questions and issues of the day, but he must bear in mind that he is a member of the great human family and that he should put the interests and welfare of humanity above and over those of the partisan few and that he should love progress and uphold our best heritage and our civilization. They can win in this worthy cause provided all stand up and fight unreservedly to the last ditch. Even self-preservation at this time demands effective group action. The principal who is neutral, hoping to work out his own salvation by being conservative, is defeating himself, his comrades, and generations of his posterity. Their plan of action is to get all educators to join together and be one great powerful influence for good. We are glad of these reports, for just such problems as these caused this Department to be organized in 1921 and our members are keeping the fires of advancement burning in a bright glow. More power to the principals of this country when their ideals are such as these!—E. G. P.



U. S. DEPARTMENT OF INTERIOR OFFICE OF EDUCATION

LAST SUMMER at the executive meeting of the Department of Elementary School Principals of the National Education Association in Chicago, a motion was passed that the U. S. Commissioner of Education be asked to undertake a study of elementary education. It was further resolved that the Department offer its services in support of such a study.

Since that time the Office of Education has had numerous expressions of interest and offers of support from many local, state, and national groups. Nineteen city associations of principals, seventeen state associations of principals and state education associations, and six national organizations or departments thereof have sent in endorsements of a study. These expressions of interest and confidence in the work of the Office of Education are most heartening. Though the present financial situation prevents an immediate appropriation for such a study, it is the hope of Commissioner Zook that in the near future, serious consideration may be given to this important phase of our educational system.

Elementary school principals, city and county superintendents, and other school officials are already cooperating on one study of interest to the Department of Elementary School Principals. A request was recently sent out from

this office to city and county superintendents to discover how many elementary schools have full-time supervisory principals, how many have teaching principals, how many principals are in charge of more than one school, and other related information. Two thousand city superintendents and 1600 county superintendents have returned the inquiry forms, accounting for a large number of elementary principals, both in rural and urban schools.

On one question included in the inquiry form we should like additional information. *Have qualifications beyond those required for teaching been established in your schools, which must be met before appointment will be made to the elementary-school principalship? If so, what are they?* Replies will be appreciated.

At present the Federal Emergency Relief Administration is providing \$2,000,000 a month for the employment of teachers. Reports from state departments of education show that about 40,000 teachers are being employed in this way. Of this number approximately 7200 are teachers of rural schools. The Office of Education has cooperated in the preparation of several publications in which elementary-school principals may be interested.—*Bess Goodykoontz.*

•Life Membership•

ONE of the most outstanding achievements of the Cleveland convention was the forward step taken by the Executive Committee when it unanimously decided to amend the bylaws to include a \$50 Life Membership. The enthusiasm

with which this announcement was received was carried over to the members of the Department. Many letters have been received at Headquarters asking for information about this worthy undertaking, therefore, plans are being carried forward as rapidly as possible to give each member an opportunity to be included. All who join between now and the summer meeting are to be considered *Charter Members* of this cause.

The Executive Committee challenges the other members of the Department to match them. They, the Executive Committee, have joined 100 percent. The money from these Life Memberships will be placed in the Permanent Fund. The interest from this fund will be used in defraying the expenses of committees and office expenditures. All those who take part in this undertaking will be helping to solidify educational leadership, to spread progressive practices of education and to promote social reconstruction through education.

Our 1934 needs are identified with educational progress and the elementary principals should aid in becoming a highly recognized factor in determining and developing trends in building the profession. Life Membership in any organization tends to strengthen the bonds of interest, pride, loyalty, and active service. It enables the individual principal to hold stock in education's best bank. When we give we receive the credentials which stamp us as true crusaders of our life work.

The principal who has accumulated a savings in a Life Membership and retires at sixty-five is furnishing to the principal of twenty-five, tools with which to begin his work. In taking out a Life Membership in the Department of Elementary School Principals, you are buying an insurance policy, which will insure you against mental ineptitude. The Department will keep you informed as to the latest methods and trends in education. You will be helping your fellow workers to build a monument for the future which will have a solid foundation and in which you will be proud to have a part. Helpful cooperation is essential to the program of education. You are rendering a service and you will benefit.

We must all work together now for one end and one only—to push ourselves off the dead center of inaction. The Executive Committee appeals to you and to your associates to help them build this permanent fund to a place where the Department will not have to depend on each year's membership fee to render services to the elementary principals of the nation. A good beginning has been made—we must continue. Let us all work together now and do this job as only Americans, enthusiastic and determined, can do it.

A Bright Outlook

A Challenge

Needs for Cooperation

An Appeal

WHERE ARE WE AND WHERE ARE WE GOING?*

Edna Morgan

IN THINKING of the different stages in the development of education, we find that the eighteenth century was occupied with a struggle for freedom for adults and largely for the male adult. In the nineteenth century *freedom* began to be applied to women and children and had a far-reaching influence in education. The twentieth century has profited by this slow growth of freedom—freedom of thought, beliefs, conduct, and customs, which gives us the foundation for the social and intellectual influences of our present civilization. This freedom is one of the determining factors of modern education. Many of the old social controls are gone and education is forced to furnish other factors in their place. Responsibility which formerly belonged to the family is now assumed by the school. One of the questions often raised today, is how to promote the interest of parents in their children. *Public interest*, however, seems to be the best assurance that all children will receive proper education.

Social and economic conditions of recent years have made all these phases of education of vital importance. Education is as much concerned with building healthy bodies as with developing trained minds. The school must provide a character building program to fit present conditions of life. There are many special agencies whose purpose it is to cooperate with the school in working out such a program, all of which are helpful; but the school must carry the greater responsibility. In character

training the stage is set to give the child ample opportunity to build and use good habits of behavior. The highest type of character training is found in the individual who has developed self-control and self-assertion; for a child to be a good citizen is not enough.

A fundamental viewpoint of educational philosophy is found in the relation of the school to society and to the state. There appear to be two conflicting selves in each individual. The first self forces each person to be himself, to be different from any other person, to attempt to excel his neighbor, and his friends. These individuals constantly strive to set up new standards, new ideals, newer and better conditions in their environment.

Such individuals, though asserting themselves, are more or less influenced by another force in their own natures. We seek the companionship of others to the extent that we are able to live as members of a family, and of a community. Thus, each individual who is a leader must also be a follower part of the time.

Educators have recognized these two forces in the lives of individuals, and have accepted their problem as one which will attempt to develop these two outstanding characteristics of the individual and his relationship to society.

One also recognizes the fact that individuals have varying degrees of ability. Each one has abilities which fit him for one activity rather than another. The individual must be trained not only

*Abstract of address given before the Department of Elementary School Principals, Cleveland, Ohio, February 1934.

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to be self-supporting, but also to assume his responsibility toward his social group. Education is not for the sole purpose of acquiring facts. It must discover and develop to the fullest, the natural abilities of each child. It is important to have sufficient knowledge of what has happened in the past to understand the present and to prepare for the future; but each individual lives a life peculiarly his own.

Psychology, at the opening of the twentieth century was accepted as a natural science, which provided a point of view, and suggested methods of study, and the objective of the first twenty-five years was to find to what phases of life psychology could be applied. Education for social adjustment requires recognition of individual differences and the development of the abilities responsible for these differences. The degree to which education is able to discover these differences and to supply the kind of training needed, will determine the degree of social adjustment of the individual. The more uniform the plan for education is made, the less efficient individuals will be in their contribution and responsibility to society.

Educators must ask of themselves: How can education plan to develop the individual to enable him to live happily in the present and to prepare him to meet adequately the ideas and ideals of a changing world?

May I suggest three possible phases to be considered in such a plan for education: (1) school discipline which socializes the child; (2) a curriculum which is carefully and wisely planned; (3) methods of teaching which are conducive to growth and learning.

Unquestioned obedience to a set of adult planned rules will never develop

self-control or power for self-direction in the individual. School rules must be planned in cooperation with children. The children must learn to feel that all such seemingly arbitrary rules are the outgrowth of a social need.

The movement which gives promise of bringing greater changes in education than any other is the scientific study of curriculum planning. The curriculum represented an accumulation of all the subjectmatter taught in previous years. One of the tasks of the present generation of educators is to examine these curriculums and try, by as scientific procedure as possible, to determine their importance.

The kindergarten has been accepted as a part of the public-school system and there seem to be good reasons for believing that the nursery school may, in the not distant future, be regarded as a definite part of many elementary school units. The time in the elementary school is occupied largely with tools of learning. In the primary grades particularly, the emphasis is placed upon mastery of such tool subjects as reading, writing, numbers, and drawing. In the intermediate grades the child has generally reached a stage where he has sufficient mastery of these tools to use them for acquiring and expressing ideas.

Even the physical environment of the modern school is indicative of the shift of emphasis in the curriculum. The child develops when he is able to express clearly one or more ideas related to his own experience. He is led to express other ideas through music, games, dramatization, drawing, and skill in manual work. He acquires simple number facts through counting and making change. All too frequently children see as little reason for the subjectmatter set

before them as for rules of conduct imposed by adults. How often the school fails to give social meaning to the facts of geography or history which children are required to learn! The same principle guides the selection of all subject-matter. We attempt to teach that which explains to the child our way of living, giving emphasis to experiences in the everyday life of the child. The new curriculum provides for the use of subject-matter but with the children participating in various activities all the while.

The curriculum must plan for a wide and fairly constant range of intelligence among children. The slow child must not become too discouraged by requirements beyond his level of ability and the bright child must be challenged to prevent him from acquiring habits of idleness and laziness. The school must constantly provide a challenge for each child. This may be achieved through a "minimum course" for a school system which allows time for *flexibility in richness of content* and *quality of assignment*, to be varied to meet the needs of each particular group in the light of their ability, experience, and environment.

To summarize, education today is coming to be regarded as a participation in life, rather than a preparation for living. Just as courses of study contain different subjects for different age levels and varying abilities, so methods of teaching must be differentiated.

Our new efforts must be directed toward proper attitudes, points of view, accumulation of worthwhile and related facts and methods of acquiring new facts and experiences in an education that must be ever changing. The school is expected to guide civilization, not reflect it.

IMPORTANT COMMITTEE

IT was the feeling of a number of the members of our Department assembled at Cleveland that we would never succeed in the complete organization of our teaching force till our teacher-training institutions included courses in professional ethics in their training courses.

There are a million teachers in the United States but only two hundred thousand are members of the N. E. A. There are more than twenty thousand elementary principals but less than four thousand are members of the Department. This is not an accident. If those preparing for positions as principals and teachers are given courses in organization work, and are taught what teachers organizations are doing, they may be made organization-minded before entering the profession.

Teachers, principals, and supervisors must be made to understand that they cannot get something for nothing. They pay two or three dollars to any organization and then expect miracles to be performed.

There is also much to be done on the subject of the relation between teacher, principal, supervisor, and superintendent.

By order of the Executive Committee I am appointing a Committee to study the subject, prepare a syllabus of suggested material for use in such courses, and contact teacher-training institutions in an effort to establish such training.

The following persons have accepted: Mason A. Stratton, chairman, Atlantic City, N. J.; Turner C. Chandler, Chicago, Ill.; Arthur Gist, Arcata, Calif.; W. T. Longshore, Kansas City, Mo.; L. Daisy Hammond, Dayton, Ohio; Mrs. Edith B. Joynes, Norfolk, Va.; Sally Blackwell, Raleigh, N. C.; Emily Eversfield, Baltimore, Md.—Aaron Kline, President.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



THE National Education Association keeps an open house at all times, but during its seventy-second annual convention which will be held in Washington, D. C. June 30-July 6, its doors will be found *wide open* to its members and their friends. Headquarters gives you a cordial invitation to visit and rest here. Those who have not been to see us since the completion of the new building will want to see where we work, and those of you who have been here we invite to come again.

On the first floor you will find the secretary's office, the chief assistant to the secretary and her staff, the office of the World Federation of Education Associations, the business office, and the board of directors room, off which the president's private office is located. On the second floor will be found the offices of the Department of Superintendence, the Department of Elementary School Principals, the membership division of the N. E. A., the division of field service, and the division of accounts. The third floor is occupied by the division of publications, the Department of Classroom Teachers, the National Committee on Education by Radio, the Association for Childhood Education, and the Department of Deans of Women. On the fourth floor the research division and the library hold sway. The fifth floor is occupied by the typing section. The National Congress of Parents and Teachers has the sixth floor at its command. On the basement floor are located the mailing, multigraphing, and mimeographing sections, which are parts of the business office.

The building is so changed from its original plans that one can scarcely comprehend the transformation. The first building on this site was a home built by a Mr. Howard but he never lived here. The property was acquired by the Guggenheims and today the secretary's office occupies the kitchen of their palatial home, the staff of the secretary's chief assistant uses the library, the legislative division office was the ballroom, the division of accounts is installed in the big dining room, and the boiler room now occupies what was once the wine cellar. During Teddy Roosevelt's administration, the Secretary of State, Robert Bacon, lived here and these rooms were the scenes of many international affairs. During the World War the building was used for offices and the Navy League had headquarters here. When this home became the possession of the National Education Association the first floor was used by the association, part of the second floor now occupied by the field division was rented to the Swedish legation, and the other floors were rented as apartments. This set-up continued until the whole building was needed for working space and now we have grown until the new seven-story building is comfortably full. Many of the departments have made their headquarters in this home office.—
J. W. Crabtree.

A FUNCTIONAL PROGRAM IN ELEMENTARY EDUCATION*

Turner C. Chandler

BETWIXT THE DEVIL and the deep blue sea" locates fairly accurately the position of makers of school programs in 1934. The purpose of this paper is to suggest that we need not be devoured by the one or swallowed up by the other. In carrying out this purpose I propose: (1) to name the opposing forces which have placed us in our dilemma; (2) to indicate where we may and where we may not make compromises with the organized groups demanding curtailments; (3) to call attention to the relationship of the unorganized public to a functional program of education; (4) to suggest the part that the so-called three R's and the part that the so-called fads should have in the making of such a program; (5) to give the gist of a functional program for elementary schools; and (6) to place the responsibility of the program upon the elementary-school principal.

Society has insisted either directly or indirectly that the schools take over functions formerly performed by the church, the home, the neighborhood, and the farm. The public only faintly senses the complex social order in which the child is living and for which he must be prepared. Simultaneously with this social demand a highly organized and articulate group, assuming to represent the whole public, berates the schools for having developed a program and activities essential for performing the services demanded. The most discouraging element in connection with recent retrenchments and curtailments in educational

service all over this country, lies not in the bitter, sinister, and vicious attacks of outright enemies of public education but in the indifference and ignorance of the great masses who should champion a progressive public-school program. Practical school people might as well recognize that the school program will be influenced by factors having nothing to do with child nature or the science of education. One of these factors is cost. Organized taxpayers will insist, and rightly, upon school authorities accounting for and justifying expenditures. It is not enough to call attention to the enormous sums spent for drinks, tobacco, entertainment, and other luxuries. The enormous cost of crime does not necessarily justify spending huge sums for education. The embittered taxpayer wants a direct justification of expenditures, not an indirect argument.

How shall the school program be affected by this situation? In many communities the retrenchments will be too drastic. But education must not be defeated by such action. We must build a program that will function regardless of buildings, equipment, and other material aids. We must remember that we cannot wait until tomorrow to educate the youth of today. In this connection we should insist that as large a part of current expenses as possible go to instructional service and material.

Another factor affecting the cost of schools is the organization and administration of the various units in the educational department. Regardless of ma-

*Abstract of address given before the Department of Elementary School Principals, Cleveland, Ohio, February 1934.

chinery and external organization there can be maintained, with more difficulty to be sure, that atmosphere, *esprit de corps*, enthusiasm, and teaching technic that make for real education. We must not let education be defeated by the taking away of any particular part of the machinery.

The third and most important factor in an educational program is the teacher and the supervisor. There can be no functional program without a teacher with genuine personality, more than average ability, and specific professional training and experience. To organize the program, initiate it, and supervise it there must be a principal who is infinitely more than an office manager.

The indifference and ignorance of the great masses concerning public education are caused by (1) the present generation of adults having very little schooling; and (2) the indifference, dislikes, and antagonisms of today being traced all too largely to the deadening, non-functioning program followed and the bitter memories fostered by it. The apperceptive mass of too many adults automatically reacts to the cartoons depicting Johnny going as a laggard to school.

If the very existence of functional education rests in the attitude of the great unorganized public, what can we as school people do about it? The enrollment figures indicate that we have already solved the problem of mortality so far as the elementary school is concerned and have made great strides in the high school. The solution has been aided, of course, by compulsory education laws and by economic conditions. The influence of the modern functional program, however, cannot be ignored. Children like to go to school. Parents

are beginning to recognize the value of the modern program. Indeed, one wonders if functional education is not succeeding. It is keeping children in school, and it does portend a peaceful economic revolution along the lines already initiated by the man who now so ably functions in the White House. We as school people must hold the lines until there is a new generation of adults educated under a program that actually functions.

In the meantime, we must be leaders among the public as it now exists. The unorganized public can be organized. As groups and as individuals we must keep in the public mind pertinent facts about the value and cost of education. I suggest particularly these four: (1) the nation is able to support its schools and can easily do so if more equitable revenue systems are devised and if taxing units are enlarged; (2) education pays for itself through the creation of demands for goods not known in a primitive social order; (3) our industrial, commercial, and social order depends upon the maintenance and further developments of that culture always associated with education; and (4) the cost of a functional program of education, or even a program of fads and frills, is not necessarily more expensive within itself than a program of so-called three R's. If we become leaders among the public, if we keep these four facts before them, and if we train the coming generation under a program that actually functions, democratic education in America is safe.

The nature and interests of the child, the nature of the learning process, and the nature and demands of the social order shall determine what shall constitute the future school program. The first objective is to make the school itself a social order in which the child

may live a normal and happy life; here under the influence of social pressure, carefully developed and maintained by principal and teachers, the child will develop those understandings, skills, and intellectual and moral attitudes desirable in the social order in which he lives and will live. Many of these, of course, cannot be perfected during the elementary-school period; many may be retarded by the child's social environment outside the school; but the program itself shall give to every child the opportunity of development along these lines: ability to cooperate with others; willingness to assume responsibility; regard for the sacredness and value of personality; an understanding of the distinction between liberty and license; ability to be a good sportsman regardless of victory or defeat; unwillingness to succeed at the expense of others; willingness to admit and adjust errors; hatred for shams and the unworthy; an understanding that in social living there are inalienable rights to be defended at all costs; that there are compromises that may be made, and that there are responsibilities that must be borne; a high regard for those fundamental traits of character suggested by honesty, truth, courage, and altruism; a genuine patriotism without jingoism, free from prejudices against other races and nations; some understanding of the economic interdependence of nations; a knowledge of how to use books, facility in using them, and the habit of reading them; an appreciation of the finer things of life as found in music, art, literature, nature, and cultivated people; an ability and desire to use leisure time in self-entertainment, self-development, and social service; some understanding and certainly a social attitude toward the

social aspects of arithmetic as related to practical measurements, home building, buying and selling, investments, banking, insurance, and taxation; the ability and habit of critical thinking; and particularly such a love for school and such an understanding of the vital relationship between education and democracy that the elementary school will not end his educational ambition.

As principals we must work out the details and technics for a functional program. We must train our teachers in service to accept this point of view, and we must prevent their harking back to the traditional methods and subjectmatter of their own school days. We must "sell" the new program to the public. We must carry out the fundamentals and the spirit of the program regardless of temporary curtailments in machinery and changes in organization. We must not let a temporary economic and financial crisis wreck the essentials of this program. All the units of the school system must, of course, cooperate, but high schools and colleges can do little unless we lay the foundation for the program.

We must hold the lines *now*, for when we once get a generation of adults that have been educated under a functional program in our elementary schools the future of our educational system and of American democracy is assured.

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HEADS CLUB

Lillian Johnson, principal, Patrick Henry School, Norfolk, Virginia, has been elected president of the Business and Professional Women's Club. Miss Johnson is a graduate of Windsor Academy and William and Mary College. She is our state enrolment chairman for the Department.

AIDS TO TEACHING IN THE ELEMENTARY SCHOOL

John S. Thomas

THE 1934 Yearbook of our Department is a coordinated series of articles on the subject of aids to teaching in the elementary school. The only factor to be forecast with any certainty in education for the new age is change. At present, we can only outline theories and a philosophy for that changed kind of education to come. We probably should make provision for a larger number and a wider variety of aids to teaching. Just as education in general lags behind social change, so have the materials and methods of elementary schools failed to utilize the discoveries and practises of science, industry, business, and life. A large share of the responsibility for putting theories and philosophies into daily practise devolves upon elementary-school principals.

In its title, *Aids to Teaching in the Elementary School*, the yearbook may seem to perpetuate the traditions and conservatism of the past. In reality, it exemplifies the spirit of progress. The yearbook looks ahead, planning upon a background of the sound knowledge of the present. In its application, the yearbook provides at least in part for the elementary school of the future, no matter what exact form that school may take. If any school of the present were to make use of all the aids to teaching described in the yearbook, that school would differ entirely from any we now know. The implied spirit of the articles denotes true progress to an even greater extent than the actual descriptions of practises. Also, the actual practises described are probably the finest examples of aids to teaching that can be found.

Throughout every chapter there is a spirit of helpfulness. The reader senses quickly the desire of the many contributors to be helpful. The fact that contributors have taken the time and the effort to write out carefully the details of their manuscripts is in itself an indication of their desire to cooperate. As we well know, cooperation is one of the most frequently mentioned goals in education for the new age.

In spite of the provisions which the yearbook makes for the future, it still attains a large degree of practicability for the present. In the elementary schools, we face a greater accumulation of problems than at any single time in the past. We must help children to recognize their problems and to solve them—more difficult and controversial problems than they have considered before. We are told that school is to help children to acquire the ability to think critically, train for wise use of leisure and, training, to work together cooperatively. The teacher will have to be supplemented by a greater variety of tools and materials. Among these aids are sure to be more and better sound motion pictures, radio programs for school use, models of all kinds, pictures, diagrams, stereopticons, and other devices as yet unknown. Perhaps the time may come when children learn to write, using a typewriter entirely. Perhaps children of the future may discard the ability to read the printed page for another ability to gain ideas from pictures, moving pictures, or radio broadcasts. Articles in the yearbook report many interesting results in the use of motion pic-

tures and radio broadcasts. Other articles describe uses and results of almost every aid to teaching other than the textbooks themselves.

The process of change to any different kind of education for the new age probably will be gradual. Whether or not many of the aids discussed in this yearbook are of a kind that will be retained permanently depends to a large extent upon the direction which that change takes. We may feel fairly confident, however, that all of these aids will be of value in the transition from elementary education as we now know it to education as it may become. Several articles in the yearbook deal with the equipment and uses for sound pictures in elementary schools.

In its organization and content, the yearbook recognizes a need to widen opportunities for learning in the elementary school.

One chapter of the yearbook is devoted to the subject of trips and excursions. Another chapter on object materials takes up largely the uses and values of museum objects for instructional purposes, and should be very instrumental in developing museums of value to children in many schools throughout the country.

The chapter on slides, still films, and opaque projections tells how children may *make* slides, as well as describing many desirable uses of materials under this general classification.

In these days when the word "economy" is used so frequently in connection with education, many people ask what is the value of a yearbook on aids to teaching when funds for their purchase are not available. Many of the aids described in the yearbook cost nothing

to secure, and many others require only a small expenditure. The last chapter of the yearbook is entitled "Sources of Aids." Here are brought together various listings of the aids to teaching included in the yearbook, some of which are free and others of which may be purchased for as little as the mailing cost. Most appropriately, this chapter on sources of aids is opened with an article on advertising in the classroom.

The Editorial Committee believes that the 1934 Yearbook on aids to teaching will prove a useful addition to the series of handbooks published by our Department. Our yearbooks have been largely instrumental in determining the professional status of the elementary principalship.

The yearbook deals with practises that will help make the schools of the present more effective. At the same time, in its spirit of presentation and implied progressivism, it looks forward to the elementary education for the new age. For the present and for the future, it is hoped that this yearbook will help to make the elementary school as dynamic and real as the society of which that school is a part.

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IMPORTANT NOTICE

The 1934 Yearbook, AIDS TO TEACHING IN THE ELEMENTARY SCHOOL, will be sent to all members on September 15. This change has been made because of the great saving by publishing the yearbook during the summer months, and because so many of our members prefer to have it come to their desks at the opening of school.

SOCIALIZING OPPORTUNITIES IN ELEMENTARY SCHOOL LIFE

Bess Clement

WE HAVE ALL stood by during the past few years, watching with interest the fast shifting scenes in a world facing overpowering economic, political, and social complexities. We have watched the deflation in value of our traditional school program of the three R's, which has had a toboggan slide equal to the one recently experienced by the American gold dollar.

Today, we are faced with an educational deficit, the result of civilization's having taken from our youth the experience in those activities which once were his life, his education.

Dr. Thorndike foresaw these needed adjustments as to the physical world; to family; to economic, social, and civic situations.

He has listed types of necessary personal equipment. They are physical health, mental health and balance, recreational resources; ethical and religious resources; and intellectual resources.

The sum total of these activities embraces what we dare to publish under the title of our new yearbook, *Socializing Opportunities in Elementary-School Life*.

The Editorial Committee believes that such a volume, based on actual experience, will stand the test of fitness to purpose.

Briefly summarizing six of the expected outcomes of such a publication we submit the following:

(1) It should cause principals and teachers to need first-hand knowledge of major or minor activities and should prove an asset to the principal in control.

(2) A definite written record of activities should result in the clarification of ideas and weighing of values.

(3) Scientific literature in the field of extra-curricular activities in the elementary school is meager, therefore there is a definite need.

(4) Teachers, in both normal school and early field service, need to have some tangible source from which to glean the better methods and practises.

(5) Socializing activities should be available to teachers of junior high and high school in order to perfect a closer articulation between these schools and elementary schools.

(6) This volume should supplant tendencies which crowd out and ignore the development of special abilities and interests. It should result in character building which fosters a sense of responsibility, leadership, initiative, pride, an appreciation for home and community, respect for law and standards of citizenship, a spirit of cooperation and team work, motivation and interest in work, and practise in life situations.

Are you promoting school assemblies, entertainments, plays, and pageants? Are you able to integrate the school life with the life of the community through celebrations and festivals? What are you doing about music and orchestras?

How are you guarding against your pupils' being denied powers to exercise controls and develop judgments? Clubs, athletics, cooperative community activities are better advertising than billboards.

The Editorial Committee invites your cooperation and help in publishing the 1935 Yearbook, *Socializing Opportunities in Elementary-School Life*.

The Editorial Committee will be glad to receive your outlines in August and your finished manuscripts by November 1 of this year.

Special Invitations to Washi

OUR CLEVELAND MEETING is now history! How we enjoyed those meetings! How efficiently the Cleveland Principals' Club, under the leadership of Carrie Bruhn, their president, provided every detail for our meetings! What wonderful service the Statler Hotel gave our Department! But that is all history now; we must not look backward—remember Lot's wife, the lady who looked back.

We are now facing our July meeting in Washington, D. C. We shall breakfast at Sholl's, 1032 Connecticut Avenue, (across the street

The National President from the Mayflower Hotel) 7:30 a.m., Monday, July 2; our first regular meeting will be held Monday, July 2, 2:00 p.m.

Our second regular meeting is on Tuesday, July 3, 2:00 p.m., and in the evening a lovely banquet has been arranged for us at the Shoreham Hotel, 6:00 p.m., July 3. Be sure to place these important dates on your calendar.

Our programs will be on live topics, by specialists in each field. They are in the process of formation. We are not yet ready to announce them in detail. Every principal interested in our Department will find it profitable to attend the Washington meeting. You will want to go some place before entering the university for that summer course. Our programs will furnish you with inspiration and enthusiasm. The addresses which you will hear will give you information that will help you in your work. Why not attend the meeting of our Department in Washington, D. C.?—*Aaron Kline.*

The Elementary Principals Association of Washington, D. C. extends to all principals of elementary schools a challenge!

For several years the principal's job, in theory at least, has become an exalted one. We ourselves recognize that we are "important people" but we also realize that many difficulties obstruct our "path to glory." **The Local President** An opportunity to get together, to pool our experiences, and to interpret our complex job presents itself in the coming convention of the National Education Association in Washington, D. C., June 30-July 6, 1934.

Come to this meeting and not only enjoy the advantages and privileges of your magnificent capital but permit our association to offer you an experience in hospitality and social intercourse which you will long remember.

The club is delighted that you are coming and the following principals have been appointed to take charge of all arrangements:

Cecilia P. Dulin, chairman, Buchanan School; Margaret Lockwood, Horace Mann School; Lulu Ballenger, Raymond School; Mrs. I. R. Duganne, W. B. Power School; Mary E. Draney, Burroughs School; Bertha E. Taylor, Henry School; Mrs. Florence Cornell, Edmonds-Kingsman-Maury Schools; Elizabeth Emmons, Kenilworth School; Eva Trusheim, Congress Heights School; Katherine Doonan, Amidon-Fairbrother School; Elizabeth O'Hara, Takoma Park School.—*Cecilia P. Dulin.*

to Washington Convention

The seventy-second annual convention of the National Education Association will be held in Washington, D. C., June 30-July 6. Programs are being prepared which will make this meeting one of the most outstanding in the history of the Association. The trend of the times makes it imperative that educators inform themselves about school conditions, therefore much thought has been given to the selection of speakers. Newton D. Baker and Daniel A. Poling will be among those whom you will hear.

National Headquarters

This important week of meetings will begin on Saturday evening with a general session at which Robert M. Hutchins, president of the University of Chicago will speak. A beautiful vesper service will be held in the Great Choir of the Washington Cathedral on Sunday afternoon, July 1. An organ recital from 3:30 to 4:00 p.m. will precede the service. It is urgently requested that visitors arrive early to be assured of a seat. The speaker on this occasion will be George W. Pepper. An opportunity will be given to visit the beautiful cathedral following the services.

One of the most outstanding festive occasions of the week will be the Life Membership dinner of the N. E. A. which will be held on Monday evening (as usual), July 2. Frank W. Ballou will be master of ceremonies.

Our Department

Registration for both the N. E. A. and our Department will begin Saturday, 8:00 a.m., June 30, Washington Auditorium. Be sure to register early at both places. President Kline has given you information about our meetings. Headquarters at 1201 Sixteenth Street, will be open at all times to welcome visitors. Come and bring your friends to rest and see our offices. You will find someone to greet you and give you information about the city's points of interest.

The Washington Auditorium

The auditorium will be the center of the general assembly, the delegate assembly, the registration booths and the exhibits. All will be found under the same roof. Those principals and friends who have not been making a visit to the exhibits a part of their regular program, should be sure to do so this time. Exhibitors have realized that the worn-out equipment as well as worn-out textbooks will soon have to be replaced, therefore they have made plans to bring to Washington the newest, the best, and the most practical of their wares. You will find persons at each booth who will be glad to give you assistance in your quest. These exhibits will be a real opportunity to those seeking information.

Round-trip railroad tickets to Washington will go on sale about June 25 and will be usable for thirty days. 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.

MEMBERSHIP CHATTER

Eva G. Pinkston

THOSE OF US who were brought up in the old-fashioned Sunday school remember the story of the walls of Jerusalem being in ruins. The people were panicky and depressed. When Nehemiah urged rebuilding, the people asked him with one acclaim: "But Nehemiah, who will rebuild the walls?," expecting some supernatural or super-human relief. Nehemiah, looking at them, said, "You will rebuild them, *you*, the people." And they set to work while scoffers derided and later shouted, "Their hands will drop the work and it will not be done." But it was done, because, the Bible tells us, "The heart of the people was in their work."

This story can be most aptly applied to our enrolment chairmen and our friends who have enrolled members in our Department this year. The stress of the times has caused it to be more difficult to get new members but their "heart was in their work." These fine people have been diligent. They have had the interest of the Department at heart, they have helped us grow. It has been nothing short of marvelous that the number of members has been so near to that of last year, yet our principals have felt the sting of shorter terms and lower salaries more this year than in the other years of the depression.

This past year has been a critical one for schools. School officials have been urged to expand their programs in order to participate in relief activities and to provide educational activities for the unemployed. Much of this work caused a reorganization to fit greatly decreased budgets. Principals have had to shoulder their part of this burden. They have

kept themselves professionally minded, regardless of the strain, and they have written us many letters of encouragement. We are glad that our group feel that Headquarters belongs to them and that we are their clearing-house for all questions. This procedure shows that they have faith in their Department. It is our desire and aim that this faith shall continue.

The reports which are coming from our larger cities are further proof of the faith of this loyal group. They tell us that they lack only two or three names of being 100 percent, while Dallas, Texas, and Mt. Vernon, New York, write us they have crossed the line.

Though we do not close our membership year until May 1, you will find on the opposite page the membership as it is today as we go to press and we are placing beside it the enrolment of last year. When these figures (on the opposite page) were presented to the Executive Committee at Cleveland, they were so desirous of our reaching the goal of last year that they instructed Headquarters to ask the enrolment chairmen to have an emergency membership drive. Letters have been written to state chairmen and a special offer leaflet has been prepared which gives to non-members an opportunity to get \$4.50 worth of material for \$3.

Won't every member of the Department help these enrolment chairmen and Headquarters by getting a member? Remember this is *your stock company* and it grows with the amount of attention you give it to help it grow. Make your state proud of its record. The more we grow, the more service we can render.

MEMBERSHIP FACTS

State	Member- ship 1933-34 ¹ (1)	Member- ship 1932-33 ² (2)	Percent col. 1 is of col. 2 (3)	State	Member- ship 1933-34 ¹ (1)	Member- ship 1932-33 ² (2)	Percent col. 1 is of col. 2 (3)
Alabama	20	32	62.5	New Hampshire	7	5	140
Arizona	15	12	125	New Jersey	185	237	78.05
Arkansas	6	10	60	New Mexico	5	11	45.45
California	416	394	105.58	New York	368	400	92
Colorado	54	54	100	North Carolina	15	29	51.72
Connecticut	58	78	74.35	North Dakota	13	17	76.47
Delaware	3	4	75	Ohio	163	223	73.09
District of Columbia	48	52	92.3	Oklahoma	50	47	106.38
Florida	39	39	100	Oregon	31	24	129.16
Georgia	48	53	90.56	Pennsylvania	174	211	82.46
Idaho	7	8	87.5	Rhode Island	12	11	109.09
Illinois	162	183	88.52	South Carolina	6	14	42.85
Indiana	106	127	83.46	South Dakota	22	25	88
Iowa	36	52	69.23	Tennessee	26	30	86.66
Kansas	85	88	96.59	Texas	119	116	102.58
Kentucky	23	33	69.69	Utah	32	31	103.22
Louisiana	21	26	80.76	Vermont	3	2	150
Maine	5	7	71.42	Virginia	43	44	97.72
Maryland	76	64	118.75	Washington	63	82	76.82
Massachusetts	160	175	91.42	West Virginia	11	15	73.33
Michigan	196	140	140	Wisconsin	103	153	67.32
Minnesota	52	121	42.97	Wyoming	12	16	75
Mississippi	25	13	192.30	Alaska	3	1	300
Missouri	147	136	108.08	Canada	3	3	100
Montana	12	13	92.30	Hawaii	21	28	75
Nebraska	62	65	95.38	Philippine Islands	1	9	11.11
Nevada	2	1	200	Porto Rico	5	8	62.5
				China	1	—	100
Total				3381	3772	Av. 89.60	

¹Memberships received up to and including March 15, 1934.

²Number of names printed in the Twelfth Yearbook in June 1933.

SUPERINTENDENTS COOPERATE*

The need for the united effort of all of us in the field of education in advancing the status of our profession is unquestioned. To me, the elementary school principal is one of the most significant figures in our school system. Meeting the public daily, as he does, much of our educational opinion is molded by him. The advantage of a national organization of these educational leaders is generally recognized.—Henry J. Gerling, St. Louis, Missouri.

I have regularly and frequently urged our principals to support your organization. You will remember that one of the founders of your association, Mr. Ide G. Sargent, was one of our principals for many years. Suggestions were made to him about the work of your association. I am sure the Paterson principals will be glad to give you loyal support.—John R. Wilson, Paterson, New Jersey.

*Lack of space limits printing many fine letters received.

THE SELECTION OF A FACULTY THRIFT CHAIRMAN

Raymond E. Pollich

IN MAKING the selection of a faculty thrift chairman there are characteristics which are essential. The person selected must have:

1. Leadership
2. Enthusiasm
3. Dependability
4. Good executive ability
5. Creative ability
6. Ability to get full cooperation from the principal
7. A pleasing personality
8. Popularity with children and sympathetic understanding of their thrift problems
9. Ability to follow through on details
10. Essence of tact
11. No fear of work. (A thrift chairman assignment takes time, energy, and labor)
12. Wholehearted attitude toward assignments
13. Courage even though results are not quickly realized
14. Perseverance plus
15. Ability to interpret and enlarge upon suggestions contributed by school savings supervisors
16. Ability to "sell" the thrift activity to members of the faculty and to parents
17. Ability to "farm" out labor to others; i.e., vice-chairman, teachers, and student thrift captains
18. Ability to make reports accurately
19. Ability to present instructions verbally to faculty and to do so in a tone and manner that will not be criticized as being dictatorial
20. Thorough knowledge of the thrift program and "modus operandi" so that he will be in a position to answer questions from teachers and pupils.

When the chairman has been selected he must familiarize himself with the value of thrift in education and school savings. This calls for some thought and study; reading must be done; the subject must be discussed with the teachers; the supervisor and his assistants

must be visited and consulted and they, in turn, must come to the school and talk with the teachers and children.

It is wise to select the person on the faculty who is "thrift conscious" for he will be of great assistance in putting over the program, and with your help, spirit, inspiration, encouragement, and leadership, great results will be obtained. Your "leader" will come to you for advice, consultation, help, and supervision. Confer with him; suggest new schemes and devices to make the activity more successful; and help him put these schemes and devices into effect. It should be the problem of the principal to "sell" thrift to teachers and parents and not the problem of the "thrift chairman." This subject is a curricular and not an extra-curricular activity. Principals are obligated to see that their teachers give to thrift the time allowed it in the course of study.

A perusal of the course of study in thrift will show that thrift in education is a worthwhile activity in the field of character education. The outcomes, objectives, activities, listed in this course all tend toward the development of ideals, habits and attitudes of a character-building nature. This subject is almost "made to order" for those principals who wish to cooperate with the Los Angeles' Elementary Principals' Club in its effort to improve instruction in character education. If there is an educator in California who fails to recognize thrift as a major objective of education, the fact that the parent-teacher associations make it a theme for one of their ten programs for the year

should be sufficient, at least, to make that educator give some thought to the subject.

A thrift program in your school is another activity and another responsibility—a most worthy one, and one that in this day and age cannot be forestalled. Through such a program you are modernizing your school; putting your school in the progressive class; and giving your children real live activities of the 1933-34 type.

MEETING AT AMHERST

The Sixth Annual State Conference of Principals and Supervisors of Elementary Schools was held on April 4, 5, and 6 at the Massachusetts State College, Amherst, Massachusetts.

Payson Smith, commissioner of education, Frank W. Wright, director, division of elementary and secondary education and state teachers colleges, and Burr F. Jones, supervisor of elementary education, prepared outstanding programs. The following topics were discussed:

"Character Values in Certain School Practices"

"Character Education—A Community Responsibility." Mark A. May, Graduate School of Education, Yale University

"Our National Education Association" Eva G. Pinkston, executive secretary, Department of Elementary School Principals, National Education Association

"Character Education Through Pupil Organization." Francis W. Kirkham, director, National Child Welfare Association

"Three Types of Supervision"

"Education and the General Social Order"

"Social Studies and the Curriculum"

Charles H. Judd, director, School of Education, University of Chicago.

A LETTER FROM A DISTINGUISHED EDUCATOR

DEAR DR. CRABTREE:

I did not plan to have so many days pass before sending you a word of good cheer and approval for your brave defense of education.

I am not especially surprised at Dr. Snedden's attitude. I have never felt that he had any broad sympathy with the education of all the people.

These are surely perilous times. One thing that troubles me is the attitude of a few college men toward the public schools. We are already top heavy. The elementary schools are being curtailed more and more, and the great number educated in colleges in things of which they have no understanding when all is done, are forcing retrenchment below where retrenchment is deadly.

Efforts to require tuition in high schools coupled with the most extravagant junior colleges *without* tuition are indicators of the very pronounced trend to curtail lower education and emphasize the higher types. Too many college professors are surveying public schools and giving advice for retrenchment here and there because they have no sympathy with an educator for all the children which shall open up the great wells of knowledge and the beauty of life even to those who must later earn a living by the sweat of their brow.

Democracy would be a futile dream, if those who are set in high places in education are permitted to lead and to play the prince to what in their inmost souls they look upon as paupers, namely our great public schools.

I am not well and cannot struggle as once I did. It is so hard to look on and not be in the thick of the fight striking blows for the children of all the people, those who cannot yet fight their own battles.

More strength to your hand and courage to your heart.

Most sincerely yours,

SUSAN M. DORSEY.

NEWS OF CLUBS, MEETINGS, AND FOLKS

LAURENCE, Massachusetts, Elementary Principals Association has had an interesting program this year on creative art, immigration, juvenile library work, vignettes and the folk and art song. Helen F. Gainey sends this information.

● Under the title "Newark Principals' Handbook" a booklet including a tabulation of all rules of the Board of Education affecting school administration and direction issued by the city superintendent of schools, has been published by the Public School Principals' Association and placed in the hands of all principals.

● E. C. Wine, Longfellow School, Wichita, Kansas, writes that the state association held its meeting at Wichita on Feb. 2-3, in connection with the State Council of Administration. The attendance and spirit were excellent. The panel discussion was centered chiefly around the needs for better financial support, certification laws, and changes in the state course of study.

● Navesink, New Jersey, School issues a splendid mimeographed bulletin. It is published by the pupils with the assistance of the faculty. J. J. Coughlin is the principal.

● Jessie M. Alworth, Council Bluffs, Iowa, writes that under the leadership of Superintendent J. A. True, the Principals and Supervisors have had a study class which has met once a month, this past year.

● Philemon E. Head, Summerfield, Florida, was elected chairman of the group of principals and supervisors who organized while at the state association meeting at Tampa.

● J. R. Byers, president of the Everett, Massachusetts, Principals' Club writes that they have a dinner meeting each month at which they have a talk on professional matters, and that a large part of the fun at these meetings is the freedom with which all members ask questions, express opinions, and discuss the subject on hand.

● The Georgia Elementary Principals are having their first real meeting as a department at the April convention of the Georgia Education Association. Jessie Beard writes that this forward step includes one hundred members on the active list.

● Florence Bergin is secretary of the Administrators and Supervisors Section of the C. E. A. of Pueblo, Colorado, which meets five times a year. At all meetings local conditions are discussed.

● Frank Farrar, principal, Adams School, Seattle, Washington, reports that Puget Sound Schoolmasters' Club is an informal organization, holding two meetings a year, in Seattle in April and in Tacoma in December.

● *The Tuskegee Messenger* sends us a marked copy of the February issue. "Our Library Project," an article by Alva B. Hudson, supervisor, Chambliss Children's House, Tuskegee Institute, uses our 1933 Yearbook as the basis of the subject.

● The University of Chicago expects to hold its second conference on business education, June 27 and 28. Important educators, economists, and men in public positions will take part in the program.

● A copy of the *Training and Certification of the Elementary Teacher*,

the Second Yearbook of the Texas Elementary Principals and Supervisors Association has been received. Everyone should be interested in this subject. More information may be had by writing Byron England, Abilene, Texas.

● The *California Elementary School Principal* is the official news bulletin of the state principals association. The N. E. A. Department of Elementary School Principals appreciates the front-page notice in the March 5 issue.

● A. Virginia Adams, president of the State Elementary Principals of New Jersey, has sent us a copy of the *New Jersey Elementary Principals Bulletin* for March 1934. All principals of the state should be proud to receive this worthwhile publication.

● Mary Henderson, president, Alabama Elementary Principals, had charge of the meeting which was held at Birmingham, March 23. Superintendent L. Frazer Banks, Birmingham, and Lenore Jones, principal, Yerby Elementary School, Mobile, were the speakers on this occasion.

● Earl R. Laing, a district principal of Detroit, and a member of the Department's Executive Committee, has recently received an appointment on the Rivers and Harbors Congress, an organization which includes federal, state, and municipal authorities, which convenes regularly to consider the problems of rivers and harbors in this country.

● The New Rochelle, New York, Schoolmen's Club is a social organization. The president is William Thomas. Leon J. Sturtivant is president of the Teachers Club.

● Svea Boson, president of the Levana Club, Worcester, Massachu-

setts, sends us a set of interesting bulletins which the club publishes each month.

● Rusha Wesley, Atlanta, Georgia, says that the program for their club this year has been in charge of a committee, which has either discussed some specific topic or has had a special speaker do so.

● Nell Craig, principal of Belvedere School, Omaha, has been elected president of the Nebraska Department of Elementary Principals for this year.

● Emma A. Waldick, secretary of the Principals' Club, Cleveland, Ohio, reports the club will discuss the community approach to the past, historical problems for grades 4, 5 and 6, and the adjustment of the history to demands for the integration of social studies.

● The folder of the Brookline Teachers Club gives the high spots for 1933-34. A meeting has been scheduled for each month.

● Kansas City, Missouri, has used as its club program this year, topics from suggestive geography programs. B. T. Ritter is president.

● Bellingham, Washington, sends a program of the Bellingham Administrative Group. W. O. E. Radcliffe is president and Madge S. Ware, secretary-treasurer.

● We have been sent a sample program of the Rochester Vocational Guidance Association, New York. Many interesting subjects were discussed.

● Oregon State Principals Association includes in its organization both elementary and high-school principals.

● The Canton, Ohio, Principals Club holds four meetings a year—October, December, March, and May.

INTERESTING AND RECENT BOOKS

EVERY elementary principal should have on his desk the new and valuable book on *Elementary School Organization and Administration* by Henry J. Otto, assistant professor of education, Northwestern University; D. Appleton-Century Company. This book presents a critical treatment of the fundamental principles which underlie the organization and administration of elementary schools and relates these principles to practical situations. The primary purpose of the book is to show clearly how those who administer elementary education can effectively deal with the variety of problems which must be solved through organization and administration.

Since play is considered as an integral and vital part of the general social movement, let me call your attention to *The Theory of Play* by Elmer D. Mitchell and Bernard S. Mason; A. S. Barnes & Company. Four lines of thought have been followed: (1) a historical background of the present play movement; (2) the theoretical explanation of play; (3) the need of play in modern life, and its place in education; and (4) the administration and organization of play.

Another outstanding book which is just off the press is *Home Room Guidance* by Harry C. McKown; McGraw-Hill Book Company. The two main emphases of this book are devoted (1) to the philosophy, purposes, and principles of organization and administration, and the development and presentation of homeroom programs and ac-

tivities; and (2) to program material and activities relating to particular phases of specialized guidance.

You will enjoy *Letters from a Hard-Boiled Teacher to His Half-Baked Son* by George Miller; The Daylton Company, Washington, D. C. The letters are written by one "Wm. H. Patterson" after teaching forty years, to his younger son, "John Henry Patterson," a tenderfoot teacher. Many truths are given in a quaint and interesting way.

Those who are interested in children's literature, should read *Literature Old and New for Children* by Annie E. Moore, former associate professor of education, Teachers College, Columbia University; Houghton Mifflin Company. It arouses and satisfies that genuine interest in children's books apart from school textbooks. Not only is it informational but it gives to the person who desires to read farther a wide range of bibliographies from basic and indispensable references.

To those principals who have an eighth grade or junior high in their building, *The World Around Us* by Powers, Neuner, and Bruner (Ginn and Company), should prove interesting. It is organized into relatively few teaching units, each of which is divided into conveniently arranged chapters. Its illustrations assist the student to arrive at desired understandings.

SECRETARY'S REPORT

Cleveland Meeting

The Department of Elementary School Principals held two general sessions at the Little Theater, Public Auditorium, Cleveland, Ohio.

The splendid musical program which preceded the Monday afternoon, February 26, session was given by a boys' chorus from the Rutherford B. Hayes School, directed by Vera Otto.

On Wednesday afternoon, February 28, the orchestra from the Miles Junior High and Elementary School, under the direction of Mary Kennerson, was enthusiastically received.

The topics and speakers for the meetings were as follows:

First Session, Monday Afternoon, February 26, 1934

Elementary Education and the Recovery Program

GREETINGS, Paul C. Stetson, superintendent of schools, Indianapolis, Ind., and president, Department of Superintendence

REPORT OF 1935 YEARBOOK, Bess Clement, principal, Eliza Clark School, Clarksdale, Miss., and chairman, 1935 Editorial Committee.

WHERE ARE WE AND WHERE ARE WE GOING EDUCATIONALLY? Edna Morgan, principal, Robert Fulton Radio Laboratory School, Cleveland, Ohio

SOME PRESENT AND FUTURE ASPECTS OF ELEMENTARY EDUCATION, Rudolph D. Lindquist, professor of education, Ohio State University, Columbus, Ohio

DISCUSSION FROM THE FLOOR

Second Session, Wednesday Afternoon, February 28, 1934

Elementary Education for the New Age

REPORT OF 1934 YEARBOOK, John S. Thomas, principal, Clippert School, Detroit, Mich., and chairman, 1934 Editorial Committee

A FUNCTIONAL PROGRAM IN ELEMENTARY EDUCATION, Turner C. Chandler, principal, Clissold-Esmond Schools, Chicago, Ill.

EDUCATION AND SOCIAL CHANGES IN AMERICA, George S. Counts, professor of education, Teachers College, Columbia University, New York, N. Y.

DISCUSSION FROM THE FLOOR

Breakfast and Banquet Meetings

The usual Department breakfast was held Monday morning, February 26, 7:30 a.m., at the Statler Hotel. Even though a blizzard raged, this family get-together registered more than one hundred. President Kline welcomed all and asked that each one present feel his responsibility in making the meeting a success. He then presented the members of the official family and called upon state, city, and county enrolment chairmen to introduce themselves. After a rousing good time we recessed to meet again at our banquet.

On Tuesday, February 27, 6 p.m., in the ballroom of the Statler Hotel was held the usual semi-annual banquet of the Department. This lovely affair was attended by 270. The music was furnished by the string quartette of the Greenville High School. Lee Belle Haight, assistant supervisor of schools in charge of elementary vocal music, led the community singing. Charles Lake, superintendent of the Cleveland schools, was the speaker of the occasion. He spoke on "General Trends in Education."

Executive Committee Meeting, Monday Morning, February 26, 1934

The first meeting of the Executive Committee of the Department of Elementary School Principals convened at 9 a.m., the Statler Hotel. The meeting was called to order by President Kline. Those present were: Aaron Kline, president; Elizabeth McCormick, first vicepresident; Mason A. Stratton, second vicepresident; M. Emma Brookes, third vicepresident; Margaret C. Mackintosh, fifth vicepresident; Herbert C. Hansen, Earl R. Laing of the Executive Committee, and Eva G. Pinkston, executive secretary. The minutes

of the meeting at Chicago were read and approved. The report of the executive secretary was read and discussed.

After a thorough discussion as to the ways and means of increasing the membership of the Department, a motion was made by Mr. Hansen, seconded by Mr. Laing, authorizing the executive secretary to work out and execute a plan for an emergency drive for membership. Motion carried.

A motion was made by Miss McCormick, seconded by Mr. Stratton, that the executive secretary should go to those nearby cities which have asked for help from headquarters. Motion carried.

A motion was made by Mr. Laing, seconded by Miss Brookes, that the Department of Elementary School Principals give \$25 to the National Education Association for the Federal Aid Fund. Motion carried.

A motion was made by Mr. Stratton, seconded by Miss Mackintosh, that the Constitution and Bylaws be so amended as to include a \$50 Life Membership. Motion carried. Payments may be made in full or in deferred payments of \$5 or \$10 per year. Credit is to be given to those members who have paid their membership this year by letting them add \$2 to the fee which they have already sent. This \$3 fee and \$2 additional would be the first payment on a Life Membership.

Mr. Hansen was instructed to make the necessary amendments to the constitution and bylaws and to give the first reading at the Monday program. The second reading took place Wednesday afternoon and the amendments were passed unanimously.

After a discussion of the reduction of the membership dues from \$3 to \$2, a motion was made by Miss Brookes, seconded by Mr. Hansen, that a decision be postponed until the problem could be more thoroughly considered. Motion carried.

The following report of the finances of the Department was made by the executive secretary:

Permanent Fund	\$5855.77
Balance on February 1, 1934	4685.26

A more detailed report, as to how the permanent fund came into existence, how it is increased, and how the interest from the fund is used, was given.

The minutes of the Executive Committee meeting held in the Baker Hotel, Dallas, Texas, March 3, 1927, show that the following persons were present: E. Ruth Pyrtle, president; W. A. Roe, secretary; Herbert C. Hansen, first vicepresident; Mrs. Julia M. White, second vicepresident; Eva G. Pinkston, third vicepresident; Arthur S. Gist, editor; and M. E. Peterson, W. T. Longshore, and Mrs. Jessie M. Fink, members of the Executive Committee.

The following motion was made during this session:

Mr. Peterson moved, seconded by Mr. Longshore, that the president appoint a committee of three to amend the constitution and that the committee report at the Seattle convention. Adopted. President Pyrtle appointed Mr. Peterson, Mr. Gist, and Mr. Roe.

At Seattle the following amendment was read and adopted.

Article VI of the bylaws read:

Ten cents from the membership fee of each member annually shall be set aside as a permanent Reserve Fund of the Department. This fund shall be placed in charge of the Board of Trustees of the National Education Association to be invested and conserved in securities that are legal. The Board of Trustees of the National Education Association shall be the Trustees of said Reserve Fund. At each annual summer meeting of the Department the Trustees shall report in detail the condition of said Fund and shall apportion the income to such uses as may seem, to the Department of Elementary School Principals, advisable. No part of the principal of said fund shall be spent except after the unanimous recommendation of the Executive Committee of the Department of Elementary School Principals duly ratified by a two-thirds vote of the members present at a stated annual summer meeting of the Department.

The minutes of the meeting at Atlanta, Georgia, July 1, 1929, show that the following

persons were present: Eva G. Pinkston, president; Helen B. Shove; John A. Spargo; F. H. Duffy; Jessie M. Fink; Elizabeth McCormick; Frank W. Hubbard, assistant director, Research Division, N. E. A.; Herman Ritow, national chairman, Enrolment Committee, and Herbert C. Hansen, secretary.

At this meeting it was voted that 50 percent of the cash balance on hand, July 1, 1929, be transferred to the Permanent Fund of the Department.

Today, the fund is \$5855.77 and is invested in Newport News Bonds. The interest from these bonds is used for paying the expenses of committees and office expenditures.

A motion was made and seconded that the meeting adjourn until 9 a.m., Tuesday, February 27. Motion carried.

Executive Committee Meeting, Tuesday Morning, February 27, 1934

The meeting was called to order by the president. The Editorial Committee had been invited to attend. The following persons were present: Aaron Kline, president; Elizabeth McCormick, first vicepresident; Mason A. Stratton, second vicepresident; Margaret C. Mackintosh, fifth vicepresident; Herbert C. Hansen, Earl R. Laing of the Executive Committee; John S. Thomas, chairman, 1934 Yearbook; Bess Clement, chairman, 1935 Yearbook; Frank W. Hubbard, associate director, Research Division, N. E. A.; and Eva G. Pinkston, executive secretary.

Mr. Thomas gave a comprehensive report of the Thirteenth Yearbook—*Aids to Teaching*, and of the work which had been done by the Editorial Committee. He offered several splendid suggestions as to future policies. A motion was made by Mr. Hansen, seconded by Mr. Laing, that a vote of appreciation be given to the Editorial Committee for the splendid work which they had done. Motion carried.

Miss Clement, chairman of the 1935 Yearbook, made a fine report of the work which has been started on the Fourteenth Yearbook, *Socializing Opportunities in Elementary School Life*. This topic was approved but the Editorial Committee was given the privilege of changing the wording should they deem it necessary.

Under present arrangements the member of the Editorial Committee who has served one year becomes chairman. The Editorial Committee recommended that this arrangement be changed so that a member of the Committee would not serve as chairman until the third or last year of membership, and that a special yearbook be prepared by the present committee so that the change could be made without added responsibility to any one member.

A motion was made by Mr. Laing, seconded by Miss McCormick, that the plan recommended by the Editorial Committee for changing the time for serving as chairman be approved. Motion carried.

President Kline discussed the problem of how the Department could get in touch with teacher-training institutions and get them to include courses on the professional ethics for teachers. The idea being that teachers and principals might be made organization-minded before they enter the profession, if courses in the value of organization work were offered in teacher-training colleges. It is also important to teach the proper relation existing between teacher, principal, supervisor, and superintendent. The committee should canvass the work now being done and prepare a syllabus of suggested material for such courses to be submitted to all teacher-training colleges. A motion was made by Mr. Stratton, seconded by Miss McCormick, that a committee be appointed to prepare a plan and to offer suggestions for such a course. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Laing, authorizing President Kline to confer with Faye Read, president of the Department of Classroom Teachers, for the purpose of establishing a joint committee of elementary principals and classroom teachers to bring about closer cooperation and understanding between principals and teachers for the welfare of the schools. Motion carried.

A motion was made by Miss Mackintosh, seconded by Mr. Hansen, that a letter be sent to Carrie Bruhn, president of the Cleveland Principals Club, thanking her and her many assistants for their delightful hospitality and personal service in making this meeting most profitable for the members of the Department. Motion carried.

A motion was made and seconded to adjourn. Motion carried.

CONSTITUTION AND BYLAWS

Department of Elementary School Principals

Amended February 26, 1934, at Cleveland

A great majority of our future citizens receive all their formal education in the elementary school. To it is intrusted the physical, mental, and moral training of the child during his tenderest years, and to it we must look for that basic training upon which all future education must rest. Educators everywhere and our federal, state, and local governments are realizing more and more the responsibility placed upon the elementary school but primarily it is the elementary-school principal who must face these responsibilities intimately. To meet the responsibilities of elementary education with a united mind and purpose, to study the problems of the elementary school with a broad and sympathetic outlook, to enlist the aid of educational forces everywhere, and, in general, to give to the elementary child the advantages of united effort, we do hereby form the Department of Elementary School Principals of the National Education Association and adopt the following:

CONSTITUTION

ARTICLE I. NAME

The name of the organization shall be the Department of Elementary School Principals of the National Education Association.

ARTICLE II. MEMBERSHIP

Section 1. Membership in the Department of Elementary School Principals shall be of three classes: Active members, associate members, and life members.

Section 2. Active membership is restricted to members of the National Education Association who pay the regular membership fee and hold positions of the following types: Supervising principals of elementary schools, teaching principals in elementary schools, assistant and viceprincipals in elementary schools under supervising principals.

Section 3. Associate membership is reserved for all members of the National Education Association who are not eligible for active membership. Associate members must pay the regular membership fee and are entitled to all privileges of the Department, except the right to vote and hold office.

Section 4. Life membership is reserved for those active members of the Department, who shall pay a life membership fee of fifty dollars (\$50). Life members shall have all the rights and privileges of active members.

ARTICLE III. OFFICERS

Section 1. The officers of the Department shall be the president and five vicepresidents, each holding office for a period of one year from date of election. An executive secretary shall be appointed by the Executive Committee.

Section 2. No elective officer may hold the same office for more than one term until the lapse of a period of one year or more.

Section 3. The Executive Committee shall consist of all the officers together with four members elected at large.

Section 4. Members at large shall hold office for four years, one member retiring each year. The member receiving the largest number of votes at the first election shall serve for four years, and the others, three, two, and one respectively, according to the number of votes received.

Section 5. The president of the Department shall be chairman of the Executive Committee and the executive secretary of the Department shall be the secretary of the Executive Committee.

ARTICLE IV. ELECTIONS

Section 1. Election of officers and Executive Committee shall take place in the business session held during the summer meeting of the National Education Association.

Section 2. Election shall be by ballot.

Section 3. Active members only are entitled to vote.

Section 4. The Nominating Committee shall be appointed by the president at the first

session of the summer meeting or earlier. The committee shall consist of not less than five members, of whom two or more shall be members of the Executive Committee. The Nominating Committee shall nominate one candidate for each office to be filled. Nominations from the floor shall be permitted.

ARTICLE V. DUTIES OF OFFICERS

Section 1. The president shall preside at all meetings of the Department and of the Executive Committee; appoint all committees not otherwise provided for; call meetings of the Executive Committee at his pleasure or upon written request of four of its members; sign all orders on the treasury; and perform such other duties as may from time to time devolve upon him. He shall be ex officio, a member of all standing committees.

Section 2. In the absence of the president of the Department, the vicepresidents in order shall perform all the duties of that office.

Section 3. The executive secretary shall keep a careful record of the proceedings of the Department and of all its committees, and he shall be responsible for their preservation. Within thirty days after any meeting of the Department and within ten days after any meeting of the Executive Committee, the executive secretary shall furnish a copy of the minutes to each member of the Executive Committee. He shall prepare and keep an accurate list of the members of the Department with their postoffice addresses, and perform such other duties as may, from time to time, devolve upon him.

Section 4. The Executive Committee shall be the administrative body of the Department, subject to the call of the president, except as otherwise provided for in the Constitution. To supplement and assist the president in the conduct of his office, the Executive Committee shall, by a majority vote of all its members, fill all vacancies, except that of the president. The president or Executive Committee shall prepare in advance a program for each meeting of the Department, and shall cause the same to be published prior to the meeting.

Section 5. The annual report shall contain a list of officers and committees of the Department, a list of members of the Department, together with their addresses and such other matter as the Executive Committee may direct. This report may be printed as a yearbook of the Department.

BYLAWS

ARTICLE I.

There shall be the following standing committees and such other special committees as the president may appoint: Committee on International Relations, Committee on Resolutions, Committee on Enrolment, Editorial Committee, Necrology Committee.

ARTICLE II. ORGANIZATION AND CONDUCT OF COMMITTEES

The first meeting of a committee shall be called by the first-named member thereof, who shall be its chairman. Minutes of the proceedings of each standing committee shall be kept and a copy thereof, certified by the chairman and secretary, shall be promptly furnished to the executive secretary of the Department. All standing committees shall report to the Department in writing at least annually and oftener if the president so directs. Vacancies on all committees except the Executive Committee shall be filled by the president of the Department.

ARTICLE III. COMMITTEES

Section 1. Committee on International Relations. The Committee on International Relations shall consist of three or more persons appointed by the president. This Committee shall bring before the Department all matters pertaining to international understanding, friendship, and world peace and shall cause the same to be widely disseminated.

Section 2. Committee on Resolutions. All resolutions offered at a regular meeting of the Department shall be referred to the Committee on Resolutions, unless otherwise ordered by the Department. This Committee shall submit to the Department for its consideration such resolutions as they may deem advisable.

Section 3. Committee on Enrolment. The Committee on Enrolment shall consist of not less than one member from each state, but additional members may be appointed by the president of the Department. This Committee shall secure members for the Department, collect the annual dues and pay them to the executive secretary, furnishing him there-

with a list of the names and postoffice addresses of members from whom such dues have been collected, and giving each member the secretary's receipt, countersigned by a member of the Committee.

Section 4. Editorial Committee. The Editorial Committee shall consist of three or more persons appointed by the president. This committee shall prepare the yearbook and such other publications as the Executive Committee may direct.

Section 5. Necrology Committee. A Committee on Necrology shall be appointed by the president.

ARTICLE IV. BOOKS, RECORDS, PAPERS, AND PROPERTY

Section 1. The records and accounts of the Department and of its officers, committees, departments, sections, and divisions, shall be kept in books provided by the Department, which shall be the property of the Department.

Section 2. All books, papers, records, and accounts of the Department and its officers, committees, departments, sections, and divisions, shall be open at all times to the inspection of the Executive Committee or any member thereof.

Section 3. Every officer, member, committee, department, section, or division of the Department having funds, papers, books, records, or property of any description belonging to the Department shall give up the same on demand to his or their successors in office, or to the person authorized by the Department or its Executive Committee to receive the same. All such material and property is to be delivered in good condition.

ARTICLE V. DUES

Section 1. The annual fee for membership shall be three dollars (\$3).

Section 2. The fiscal year of the Department shall coincide with that of the National Education Association. The membership year shall run from September 1 to August 31.

Section 3. The life membership fee shall be fifty dollars (\$50). This fee may be made in full or in deferred payments of five dollars (\$5) or ten dollars (\$10) per year.

ARTICLE VI. PERMANENT FUND

Ten cents from the membership fee of each member annually shall be set aside as a Permanent Reserve Fund of the Department. This Fund shall be placed in charge of the Board of Trustees of the National Education Association to be invested and conserved in securities that are legal. The Board of Trustees of the National Education Association shall be the Trustees of said Reserve Fund. At each annual summer meeting of the Department the Trustees shall report in detail the condition of said Fund and shall apportion the income to such uses as may seem to the Department of Elementary School Principals, advisable. No part of the principal of said Fund shall be spent except after the unanimous recommendation of the Executive Committee of the Department of Elementary School Principals duly ratified by a two-thirds vote of the members present at a stated annual summer meeting of the Department.

ARTICLE VII. ROBERT'S RULES OF ORDER

Robert's Rules of Order, insofar as they are not inconsistent with this Constitution, shall govern the meetings of the Department and its committees.

ARTICLE VIII. RULES OF DEBATE

The Department shall be governed by the ruling of the National Education Association that in debate each speaker shall be limited to five minutes unless otherwise ordered.

ARTICLE IX. AMENDING THE CONSTITUTION

Section 1. An amendment to the Constitution or Bylaws may be proposed by the Executive Committee or by a petition of at least ten regular members of the Department.

Section 2. The proposed amendment shall be read in regular session at least twenty-four hours before a vote is taken upon it.

Section 3. Two-thirds of the votes of the members present in a regular session will be necessary to make the proposed amendment part of the Constitution.

ARTICLE X

This instrument shall become operative from and after the last meeting of the summer session of the year 1927.

WITH THE AUTHORS

Bess Goodykoontz (p. 86) is assistant commissioner in the United States Office of Education. Miss Goodykoontz has been a regular contributor to our bulletin and has kept the principals informed about the federal activities in elementary education.

Edna Morgan (p. 88) is principal of the Robert Fulton Radio Laboratory School, Cleveland, Ohio. Miss Morgan is one of the pioneers in the use of the radio in the schoolroom.

J. W. Crabtree (p. 91) secretary of the National Education Association has had a long and useful career in public education. During these trying times he has held a strategic position in the conflict which has been waged for education.

Turner C. Chandler (p. 92) is principal of the Clissold-Esmond Schools, Chicago, Illinois. He has been one of the important members in helping the Chicago Principals Club in its efforts to save the schools of Chicago.

John S. Thomas (p. 95) principal of the Clippert School, Detroit, Michigan, is also chairman of the 1934 Editorial Committee of the Department. Mr. Thomas and his committee have selected as a title for the new yearbook, *Aids to Teaching in the Elementary School*.

Bess Clement (p. 97), principal of the Eliza Clark School, Clarksdale, Mississippi, is chairman of the 1935 Editorial Committee of the Department. Miss Clement is an authority on kindergarten and primary work.

Aaron Kline (p. 98), president of the Department of Elementary School Principals, is principal of the Pullman-Poe Schools, Chicago, Illinois. Mr. Kline is also president of the Chicago Principals Club and has been the leader of the movement in Chicago to save the schools.

Cecilia P. Dulin (p. 98), president of the Washington Principals Club, is an administrative principal of the Buchanan School, Washington, D. C.

Raymond E. Pollich (p. 102) is principal of the Grant School, Los Angeles, California, and is president of the Los Angeles Elementary Principals Club. Mr. Pollich has helped the city enrolment chairman to push California to first place in our membership list. It holds this rank at present.

TEACHING our children *what* to think cannot possibly fit them for life in these changing times. *We do not know* what they should think; for they must deal with things which we know nothing about. We must teach them *how* to think—how to find out about those things, so that they may apply this new knowledge to the new problems with which they will inevitably be faced.

—Edward A. Filene
Merchant, Boston, Mass.

