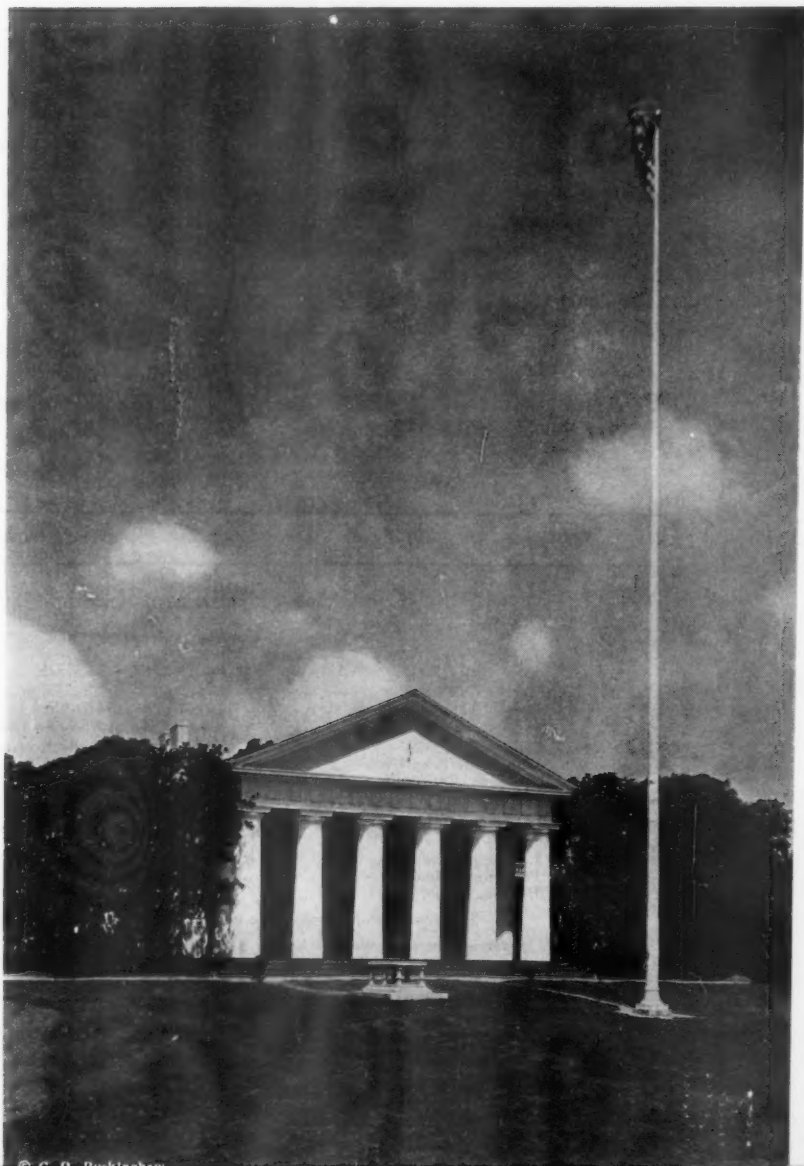


The NATIONAL ELEMENTARY **PRINCIPAL**

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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XIV No. 1



THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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1934-35

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The contents of this Bulletin are listed in the Education Index.

The picture appearing on the cover is the Lee Mansion in Arlington National Cemetery overlooking the Nation's Capital.

Education
Direct
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The National Elementary Principal

Volume XIV No. 1

October, 1934

Report of Convention Issue

This issue of the bulletin is devoted primarily to reporting the addresses made by the speakers on our program at Washington, D. C., June 28-July 6, 1934, and to reporting the meetings of the Executive Committee.

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ITEMS

THE Department of Superintendence meeting will be held at Atlantic City, N. J., February 23-28. The Department of Elementary School Principals will hold afternoon programs February 25 and 27. Our banquet will be Tuesday evening, February 26. Headquarters at Traymore Hotel.

OF

RADIO programs of the N. E. A. have been changed from the usual Sunday night to Saturday afternoon, 5:30 E. S. T.

INTEREST

DR. E. E. OBERHOLTZER, President of the Department of Superintendence, has planned to have Wednesday, February 27, the big day for principals and supervisors, at the Atlantic City convention. He has suggested that principals of schools along the Eastern Seaboard be given leave of absence to attend the convention on that day.



AMERICAN Education Week is from November 5-11. Material and a handbook may be secured from the N. E. A., 1201-16th Street, Washington, D. C.



DENVER will be our host in the summer of 1935.

WHAT IS HAPPENING TO THE POSITION OF THE PRINCIPALSHIP?

FORCED economy for the past few years has caused many to ask, "What is the job of the elementary principal? What is he supposed to do?"

The name has run the gamut from almost nothing to supervising principal. The answers to a questionnaire sent out by the U. S. Office of Education answers the question in so many different ways that the Assistant Commissioner is like Alice in Wonderland; she doesn't know which way to turn.

Let us begin by giving a few phases which the position has at present. Many principals have been given classes for every period of the day, yet are expected to care for the general welfare of the pupils, see that reports go to the superintendent, give time to teacher pupil problems, and help build the community; another group has the responsibility of a class each day with the exception of one or two hours. During this time off he supervises, makes reports, and cares for all school problems. This principal has a larger corps of teachers than the first mentioned. The third type of principal has been given more time to supervise, for his

school is still larger than those yet mentioned but he teaches only two classes a day. Still another type, is the principal who is required to supervise his school and take care of his community problems. Another step in this elevation is the elementary principal who has been given one large school to manage and

because a small school has been placed in an adjoining neighborhood, he has been told to take that group under his wing too. At this stage of the elevation his time begins to be divided again for he is required to be at each school part of each day or certain days each week or parts of certain days each week.

These tests of endurance and other tests which the schools have had are going to have to be met and if schools are really

going to *function to full capacity*, each elementary school must have the right to the full time of its own principal. He must be free to supervise, to care for the needs of the pupils, and to have time to help in the activities of the community.

The best publicity agent the school can possibly have is the principal him-



M. EMMA BROOKES



self when he is well informed about these conditions. The Department of Elementary School Principals is trying thru its bulletins to keep its members informed and to give the impetus and direction to this type of self-study about the elementary school principalship.

After all, we can go just so far because the strength of any organization is its *size* and *leadership*. The Department has grown and its achievements have been outstanding since its organization in 1921. The step to elect and place at N. E. A. headquarters an executive secretary, whose time would be devoted entirely to the interests of the Department, was forward looking. How much might be accomplished if the potential numerical strength could be within the Department! We find 63% of the doctors belonging to the A. M. A. and 75% of the bankers belonging to their national organization, but only about 18% of the elementary principals belonging to the D. E. S. P.

In this issue on page 63 you will find a regular membership blank. Sign it and send it on to Washington if you have not yet sent in your dues. If you have already joined for this year, then ask some principal, who is not one of our group now, to join for this coming year. Let us depend on each one of you to renew his membership at an early date and promise to get one new member.

Our Professional Ethics Committee, appointed during the administration of Aaron Kline, is working jointly with a committee appointed by H. L. Donovan of the American Association of Teach-

ers Colleges, on a movement to get students entering teacher-training institutions to become professionally- and organization-minded. Kipling was right when he said that:

*"The strength of the Pack is the Wolf
And the strength of the Wolf is the
Pack."*

The advantages of our national organization are so self-evident that a mere enumeration of them will be sufficient. Our strong national organization provides opportunities thru group action at a cost far lower than could be secured by individuals; develops professional ideals; serves as a center for national activities; makes a professional code of ethics possible; brings to the group yearbooks of great value; becomes a spokesman for education thru its bulletins; and is a power which is recognized by all groups. This *power* can grow only as the size and leadership of our group grows. To grow every member must realize that he (or she) is a vital part of the whole, therefore, must not be passive and feel that his duty is done when he sends his membership dues to Headquarters at Washington. He must be so interested in elevating his own position of the elementary school principalship and in strengthening the whole structure, that he is willing to go to others and ask them to join the movement. We can become organization-minded and the changing times show us that if we wait on the side lines for apples to fall in our laps, that we shall soon find others have plucked the fruit. Let it be our slogan this year for **"Every member to get a member."**

M. Emma Brookes

U. S. DEPARTMENT OF INTERIOR

OFFICE OF EDUCATION

Getting the Parents' School Started, Too.—I heard of a school the other day which refuses to let pupils enroll unless the parents will promise to come to school, too.

"Queer," we say. "Why do they do it?"

"Because," says the principal, "no school can be a very good school unless parents understand and approve what it is trying to do. Furthermore, children's in-school program is such a short one and their at-home program is so much longer, that something has to be done to tie the particularly important parts of the two programs together. We're trying to do that by having the parents come to school, so that we can plan together."

"But how do they do it?" we ask.

"In two ways," the principal says. "First, the parents are required to spend some time in the school each month, seeing how things are done and helping to find ways for the school and the home to work together on the hardest problems. Second, there are discussion groups or study groups for the parents, when they come together to talk about their problems with their children, and about what the homes and the schools and the community each should do."

So——

If you or your parent-teacher program committee are planning to organize parents' study groups, a new publication called "Handbook for Leaders of

Parent Education Groups" gives some helpful advice on organizing study groups, picking leaders, "the first meeting," selection of materials for study, and so on. This bulletin may be secured from the Office of Education for 25 cents.

If your parent-teacher groups want outlines for the year's study, there are some reading courses which might prove useful:

The Pre-school Child
The Whole Child
Problems in Adolescence
Foundations of Family Life.

Each one may be secured from this office.

If parents sometimes ask you for good books to read about children and their difficulties, you may be able to suggest some delightful recent novels and short stories which throw light on personalities and problems of children. A series of reading lists called "Searchlights," planned especially for parents, may be had upon request.

Getting free or inexpensive material for programs or for a parents' reading shelf in the library is sometimes difficult. To help with that problem, you might like Circular No. 54, U. S. Government Publications of Interest to Parents, and Circular No. 82, Practical Aids for Study Groups in Child Care and Training. These too are free on request.—BESS GOODYKOONTZ, *United States Assistant Commissioner of Education.*

TO THE ELEMENTARY PRINCIPALS

Fellow Educators:

THE classroom teachers of the United States greet you at the beginning of a new school year. Let us endeavor to forget the difficulties we have experienced during the trying years just past, for it seems that the clouds are turning about and we are beginning to see the silver lining. However, we must pull together in these days of readjustment and reorganization made necessary through the Social Revolution which this Power Age has brought about. Educators have never had an easy task and in facing the many alterations which a changing world is bringing about in education, as elsewhere, we must present a united front. We are Americans with the splendid traditions of our pioneers. Sometimes we have envied the fearless, courageous, pioneers—now we have a chance to emulate them. With our pioneers a strong fortification of some sort was considered necessary. Educators will find the National Education Association and the Department of Elementary School Principals their strongholds in the difficult, but interesting days ahead. It would be an invincible fortress if every principal could say, "All my teachers are members" and if every classroom teacher could say, "My principal belongs to the N. E. A. and his own D. E. S. P." As President of the Department of Classroom Teachers of the N. E. A. I send you our best wishes for a successful year, professionally, and otherwise.—DAISY LORD, *President, Department of Classroom Teachers, N. E. A.*

SUCCESS

By BERTON BRALEY

If you want a thing bad enough
To go out and fight for it,
Work day and night for it,
Give up your time and your peace and your sleep for it—
If only desire of it
Makes you quite mad enough
Never to tire of it,
Makes you hold all other things tawdry and cheap for it—
If life seems all empty and useless without it,
And all that you scheme and you dream is about it,
If gladly you'll sweat for it,
Fret for it,
Plan for it,
Lose all your terror of God or man for it,
With all your capacity,
Strength and sagacity,
Faith, hope, and confidence, stern pertinacity—
If neither cold poverty, famished and gaunt,
Nor sickness nor pain,
Of body or brain,
Can turn you away from the thing that you want—
If dogged and grim you besiege and beset it—**YOU'LL GET IT!**

—Copied from the June, 1934 issue of the *Kansas Teacher*.

MORE ABOUT MEMBERSHIP

EVA G. PINKSTON

IN DURHAM, N. C., there is a certain barber shop at which a worthless, harmless negro has made his home or "hangout" for many years. Charles shines shoes, keeps the shop swept, and does errands when the "spirit moves him." One hot summer day two men drove up to the steps of the shop in a big hurry, sending a cloud of dust in all directions. Charles was sitting on the porch dozing.

One of the men called out in a loud voice, "Hey, boy, how do you go from here to Roxboro?"

Charles waking about halfway answered, "I dunno suh."

The gentleman called out, "Well, if I can get to Woodsdale, I know the way from there. Which road do I take to go to Woodsdale?"

Again Charles answered, "I dunno suh."

"Well, if I can get to Bragtown, I think I know the way. How do I go to Bragtown?"

Still Charles answered, "I dunno suh."

The other gentleman in the car said in a voice loud enough for Charles to hear, "I believe that fellow's crazy."

Charles came alive instantly.

"Yessuh, I may be crazy, but I ain't lost suh."

So many things have happened during the past few years that all of us have felt "crazy" at times, but the membership of the Department hasn't at any time been "lost."

Our records for last year show 3672 regular members and 62 life members. There was also a greater demand for our yearbooks. These facts have helped

us to continue to write our checks in black ink.

Our members have been our staunch supporters. Very seldom does a day pass that we do not get a letter from someone telling us about the services received, the splendid yearbooks, and the newsy bulletins.

What are the plans for the coming year? The president has just sent out the regular broadcast letter to about 18,000 elementary principals, in which she stresses membership. A letter has been sent to every City and State Principals' Club, which was listed in the yearbook, inviting all to join now. The Department, as you know, depends on the \$3.00 membership fee for its support and each year the demand for service has increased. The principal writing to us for help receives it promptly whether a member or not.

The officers of the Department are stressing organization this year more than ever. Organization in any field counts. The more closely a group is united and the larger its list of members, the more consideration will be given when its opinion is expressed. When the superintendent of your city or county wants a piece of work done, he goes to his elementary principals, for they are in direct contact with the teachers and the communities. If Mr. J. W. Crabtree, Secretary of the N. E. A. wants to get a message to the teachers of the United States, he writes directly to every elementary principal. Both seem to believe the saying, "as the principal goes, so goes the school." Therefore, let's become organization-minded and use our latent power.

Our president, Miss M. Emma Brookes, is urging all to unite and again reach our record year of enrolment—that of 1930-31. She has adopted as her slogan—*Every Member Get a Member*—and it behooves each and every one of us to follow our leader.

The State Enrolment Chairmen did a splendid piece of work last year in acquainting the principals of their state about the D. E. S. P. and it has been thru their combined efforts that we have stood the strain of the depression as splendidly as we have.

Below are listed the State Enrolment Chairmen who have said they would help us enlist the principals for this coming year:

- Alabama—Robert C. Johnston, 2030 Magnolia Ave., S., Birmingham.
- Arkansas—Ralph B. Jones, Peabody School, Fort Smith.
- California—Harley W. Lyon, 95 N. Sierra Bonita Ave., Pasadena.
- Colorado—Mrs. Margaret Mendenhall Smith, Ebert School, Denver.
- Connecticut—Elizabeth R. Malcolm, 181 Blake St., New Haven.
- District of Columbia—Elizabeth O'Hara, Takoma Park School, Washington.
- Florida—Frank Marshall Foulks, 404 E. Ross Ave., Tampa.
- Georgia—Maude A. Rhodes, 185 Westminster Dr., N. E., Atlanta.
- Idaho—Mrs. Alice G. Cosgrove, Washington School, Pocatello.
- Illinois—Helen A. Mack, 417 Prospect St., Alton.
- Indiana—Cecelia Galvin, 836 N. Rural St., Indianapolis.
- Iowa—Earl E. Bovee, 4315 Orleans Ave., Sioux City.
- Kansas—Myrtle Evans, Abbott School, Kansas City.
- Kentucky—E. E. Gotherman, Jefferson Davis School, Lexington.
- Louisiana—Amy H. Hinrichs, 7336 Hurst St., New Orleans.
- Maryland—Mrs. Margaret S. Upham, 211 Washington St., Cumberland.
- Massachusetts—Effie Grace Higgins, 27 Marianne Rd., Waltham.
- Michigan—Albert A. Graham, Priest School, 7840 Wagner Ave., Detroit.
- Nebraska—Stella Holmes, Bancroft School, Omaha.
- Nevada—K. O. Knudson, 216 N. Sixth St., Las Vegas.
- New Hampshire—Mrs. Agnes Merriam, Box 506, Groveton.
- New Jersey—Mason A. Stratton, 272 Huron Ave., Absecon.
- New Mexico—Stella Kiker, 240 S. Fifth St., Raton.
- New York—A. Earle Hemstreet, 2334 Main St., Buffalo.
- North Carolina—Mrs. A. R. Wilson, Lakewood School, Durham.
- Ohio—L. Daisy Hammond, Patterson School, Dayton.
- Oklahoma—O. C. Griggs, 43 N. Wheeling St., Tulsa.
- Oregon—Carl S. Zook, 7200 S. E. 60th Ave., Portland.
- Pennsylvania—Roland T. McLaren, 685 Fourth Ave., Williamsport.
- Rhode Island—Herman G. Patt, John Clarke School, Newport.
- Texas—Thomas E. Pierce, 1141 Beech St., Abilene.
- Utah—Frank S. Allen, 770 S. Eighth E., Salt Lake City.
- Virginia—Lillian M. Johnson, Patrick Henry School, Norfolk.
- Wyoming—Margaret Chambers, Grant School, Casper.
- Alaska—Anthony E. Karnes, Box 1841, Juneau.
- Hawaii—Elmer A. Brown, Kuhio School, Honolulu.
- Puerto Rico—Mrs. Rita Davila de Arroyer, Jose de Diego School, Caguas.
- Virgin Islands—Amadeo I. Francis, George Washington School, Saint Thomas.

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

THE OBSERVANCE OF AMERICAN EDUCATION WEEK

NOVEMBER 5-11, 1934

A Special Help for Elementary Schools

THE purpose of the American Education Week observance is to give the public an opportunity to participate in selecting educational objectives and appraising the work of the schools. It is estimated that about eight million adult citizens visited the schools of the nation for this purpose last year.

The plan of observance is nationwide. Between three and four thousand communities celebrated the occasion last year. Thirty-four governors helped to make the occasion a success in their states by issuing special proclamations calling the attention of all citizens to American Education Week as an appropriate time to study and help their schools.

The theme of the fourteenth annual American Education Week is *Educating for Tomorrow*. Special topics have been selected for discussion each day.

Recent critical developments in national life make participation in the observance of American Education Week 1934 a paramount duty of good citizenship. The observance will include a study of the social and economic goals toward which our nation is moving.

The burden of economic collapse has fallen heavily on the elementary schools. In thousands of school systems class size has been increased. School subjects which had been added within recent years to enrich the curriculum have been curtailed or abandoned.

The schools attended by the younger children need the sympathetic understanding and appreciation which results

from frequent conference of parents and teachers. An essential feature of the American Education Week observance is the strengthening of home and school contacts. It is an appropriate time to arrange for teachers to begin systematic visiting of homes.

The following topics for the day-by-day observance have been selected. Each community will select and adapt the program to meet local needs:

Monday, November 5—*Planning for Tomorrow*

Tuesday, November 6—*Developing New Types of Schooling*

Wednesday, November 7—*Improving the Rural School*

Thursday, November 8—*Financing Our Schools*

Friday, November 9—*Quickening the Sense of Civic Responsibility*

Saturday, November 10—*Preparing for New Kinds of Service*

Sunday, November 11—*Enriching Character thru Education*

Packets which will be of particular interest to the elementary schools are:

The Elementary School Packet.—30 copies of *The American School*, 50 stickers, posters, programs, and a handbook of general information and suggestions.

The Kindergarten and Primary School.—Contains helpful suggestions for the use of teachers of young children who wish to make their influence count for the good of education; a large colored poster, articles, addresses, and material for a large class of children to prepare a message to parents for American Education Week.

Rural School Packet.—A new feature of American Education Week 1934 is a special packet adapted to the use of teachers in one-room rural schools. This packet has been prepared with the help of nationally-known specialists in rural education, including state superintendents of schools, college teachers in rural education, rural school supervisors, and rural teachers.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS

The Technic of Growth.*—President Henry Lester Smith in the JOURNAL of the National Education Association for October, outlines a program of action for 1934-35. He suggests that each of us ask himself these questions: What am I doing and what more can I do—

To make myself better?

To make my school better?

To make my community better?

To improve my profession?

To give leadership toward a better world?

The National Education Association itself is a good example of the spirit of growth which President Smith has in mind. It is a growing organization. Its members are growing. Its departments are growing. Its staff is growing. Its influence and power in the national life are growing. Its far-flung projects such as American Education Week reach farther each year.

Principals of schools have a peculiar interest in this problem of growth because they head institutions whose only excuse for existence is in the growth which they can encourage in the lives of individual boys and girls and in the community itself.

To grow one must find a place to begin, and the best place to begin is with himself because he can exercise over himself a degree of control which he cannot exercise over those around him or over circumstances. *The first step is a genuine desire to grow, not a mere wish or fancy, but a desire so strong*

* First in a series of four articles to be published during 1934 in the *Bulletin* of the Department of Elementary School Principals.

that it leads to action. Such a desire can be fostered by realizing that it is actually easier to grow than it is to stagnate.

The next step in growth is planning so as to bring the different parts of one's life into proper balance and harmony; so as to make the best use of each hour of the day and night; so as to keep proper distribution of time and energy over one's various activities and projects; and so as to weigh each activity to be sure that it is really worthwhile.

Another important step is to put one's self in the place of others, to understand their deeper motives and purposes which are mostly like one's own. Some principals have never envisioned the new power that would come were they to give all a chance to play their part and have the fun of participation.

A next step is to look constantly and steadily at what goes on day by day in home, school, and neighborhood, to evaluate it with a sympathetic but critical attitude.

Finally no one can get far in the business of growth until he builds a philosophy of life. A good way to begin is with Benjamin Franklin's Autobiography, particularly the section which sketches his own plan for personal growth. Franklin selected the qualities in which he wished to make progress and by keeping a record of his progress day by day and week by week, he was able to take each virtue in turn and to strengthen his character. Self-discipline still remains the price of achievement.—JOY ELMER MORGAN, Editor, *Journal of the National Education Association*.

ELEMENTARY EDUCATION IN A DEMOCRACY*

HONORABLE JOHN DICKINSON

United States Assistant
Secretary of Commerce

I AM delighted to have this opportunity to speak to a gathering of the school teachers of the Nation because it is you, who, as you perform your daily routine in the cities and towns and countrysides, make us what we are as a people, or rather what we will be twenty years from now. All of you in your own way and in your own special niche in the vast system of national education are contributing to shape the character, the mental outlook and attitude, which constitute the American people of today and tomorrow. It is appropriate that the teaching staff of the Nation should come here to Washington at this time, not merely to compare notes and exchange ideas and foster a sense of common purpose which is so needful in a country of such magnificent distances as ours, but also to get a sight and feel of the great governmental effort which is going on here today and which has been going on for the past sixteen months to make this a better country for all of us to live in.

I wish to bring you an unofficial report from the standpoint of an observer here in Washington as to what your work means in the building of the Nation. You see the task of education at close quarters in your own daily work.

Under the conditions of life as they exist today, under our modern meth-

ods of working and traveling and employing our leisure, intelligence has ceased to be a luxury. It has become a necessity. Because of the tools we use, the mechanisms upon which we rely, the way in which our life is organized from the electric waffle iron, the vacuum cleaner, and the electric refrigerator in the home, to the automobile and the traffic signal on the streets and the complicated machinery in our factories, it is obvious that our whole system of life would break down and become entangled in hopeless snarls if a reasonably high level of intelligence did not prevail among the individuals who make up our communities. I am not speaking now of the type of intelligence which is needed to reach wise decisions on important questions of government. I am speaking merely of the type of intelligence which is needed for people to get around in this complicated modern world without getting in each other's way, without injuring one another, and without injuring themselves. Of course, in a democracy much more than that is needed. If democratic government is to work, if it is to perform the task which all government must perform of maintaining an orderly social and economic life and not be swept aside by some more absolute form of rulership, as is the fate of governments which cannot govern, then it is essential that our people should have not merely the intelligence to use the modern mechanisms of daily life and find their way about in the modern world without injury, but also that at least the majority of them should be capable of forming

* This address slightly abbreviated was delivered at the banquet of the Department of Elementary School Principals at the Shoreham Hotel, July 3, 1934, Washington, D. C.

sane social judgments and maintaining sane and reasonably far-sighted attitudes toward the major issues of national policy. It is your task to insure that both these results are attained. As teachers of the Nation, the Nation looks to you to train a population which shall be sufficiently intelligent not to add to the snarls and tangles of life by their inability to take advantage of our new technology and which shall also be sufficiently wise and far-sighted and self-restrained to choose and follow wise and far-sighted leadership.

I do not believe we always realize, unless we make a point of stopping and thinking about it, how basic and essential are accuracy and quickness of response in the kind of world we live in. In our world today, there is no room for carelessness and sluggishness. They are too expensive to too many people, and when I speak of expensiveness, I am not thinking merely or mainly in terms of money. I am thinking in terms of time and effort and accomplishment. From the careless driver who fails to read his traffic signals correctly and promptly, to the careless mechanic who fails to set his machine accurately, and the careless lawyer who fails to analyze his client's case properly, carelessness and sloppiness take a daily toll of effort and impose a daily strain and burden that we can ill afford to bear. We hear a great deal about the strain and killing pace of modern life. That strain would be infinitely lightened and that pace could be greatly reduced if it were possible to rely on a greater measure of carefulness and accuracy. I would therefore recommend to you the inculcation of accuracy and promptness of response as the basic task of elementary education today.

Of course, elementary education should go a great deal farther. There are

many other things that it should do, and I wish to speak of some of them tonight. But there is no more essential or fundamental service that elementary education can render, there is none more imperative, than to relieve the community of the burden and strain of guarding against carelessness and sluggishness in a type of civilization which for its proper functioning requires prompt and accurate responses.

You are devoting all that is in you to the study and application of educational methods, and you know far better than a mere layman how a given educational end may best be attained. My own teaching experience, which extends over many years, has lain in a different field, but from observation of the students with whom I have had experience, I would like to say a word in behalf of promoting accuracy and quickness of intelligence through the old basic elementary subjects of writing and spelling and arithmetic. No doubt, as I have said, elementary education must go beyond these things, no doubt there is much to be said in favor of teaching them in a more attractive and stimulating way than once was done, but in our desire to make them attractive and to enhance their appeal, care should be taken not to diminish their effectiveness as a means for the inculcation of accuracy and quickness of response. It may be that other and more effective means have been or can be developed, but in the absence of such more effective substitutes, I should like to plead against all arguments based on a desire to make education more attractive, this being the case for the old-fashioned three R's.

A second task which our modern way of living suggests for elementary education is the task of acquainting our

people with their immediate environment. In a small agricultural community such acquaintance follows so much as a matter of course from the mere routine of daily life that to make it a matter of education for the schools would hardly be thought of. A country boy or girl grows up to know the landmarks of his community, the roads, the industries, the churches, as a part of his everyday experiences. But as communities grow larger, as life grows fuller, the degree of ignorance of his immediate environment which the average citizen displays is often amazing. He does not know the names or locations of the streets a few blocks away from his home. He does not know the public buildings of his town or what they stand for. He does not know where the highways or the railroads lead to that pass through his community. He knows nothing of its history, of the important and interesting events of which it may have been the scene. He does not know the name of the public officials or civic leaders in his community. Obviously, a life lived in such ignorance of a man's immediate environment is incompatible in all save the most exceptional cases with any true or correct understanding of things farther afield. We may seek to broaden the minds of our children by teaching them something of the history of the American Revolution and the structure of the national government. But these things must inevitably be dim and obscure and can mean very little to minds that are not oriented in their own immediate environment. Of course, there is a practical side to the type of information about which I am speaking. It is easier for the people of the community to find their way about and to perform their daily tasks more smoothly and efficiently if they know

their community. But it is not that side of the matter which I have mainly in mind.

What I have in mind is that no one can be expected to think intelligently or fruitfully in however small a way about the larger community of the State or Nation who has not had some training in knowing accurately the smaller community, village, or town, or city, where he belongs and with which he is in direct physical contact.

This brings me to another thought about elementary education with which my own teaching experience, although lying in a different field, has impressed me. I have found that abstract concepts, concepts with a wide scope, have little if any meaning to those who are not in some degree acquainted with the practical details which the concepts sum up and cannot be fruitfully or usefully handled apart from such familiarity with details.

There remains, of course, the additional problem which cannot be evaded, of making at least a beginning in the development of those habits of abstract thought which ultimately, in the mature and fully educated man, constitute the essence of mental life. How is this to be done at the elementary stage of education? For my own part, I do not believe that it can be done through such subjects as civics and economics. Such economics and civics as can be taught would seem to be properly limited to a presentation of elementary facts which leave little or no room for training in the use of abstractions. Elementary mathematics of course affords an opportunity for such training, but the time-honored device has been the study of language. I am not sure whether today we fully appreciate the importance of language in life. And yet, as I have

said, when we stop and think of it, there is no tool that is more important in our living and our thinking than language. There is no tool that we use more frequently or has more valid and more important purposes. It lies at the basis of our mental life and our social life. Without it, thought would be impossible, and without it, men could not live in communities. And besides this importance of language, it supplies an additional vehicle for the accomplishment of two of the most important objectives of elementary education. In the first place, there is no better agency for the inculcation of accuracy. In the second place, the analytical study of languages is, apart from elementary mathematics, practically the only available vehicle for the development of habits for abstract reasoning in pupils still so immature that they have not at their command a body of experience sufficient to enable them to deal fruitfully with social studies. As compared with elementary mathematics, the analytical study of language has the great advantage that it deals with a subject-matter which men are using continually, whereas their use of figures is only occasional.

I hope I may not have seemed presumptuous in devoting the greater part of what I am saying to subjects in which you are far better versed than I. My excuse for venturing to speak to you about these subjects is precisely that I come to them from the outside and that those of us who are primarily concerned with the problem of government and the larger problem of a better ordering of society cannot avoid facing the question of what we must build upon. You

have the foundations in your hands. Necessarily the foundations will determine the super-structure and those of us who are interested in the super-structure wish to see the foundation firmly laid.

A firm foundation means one that can be built upon. It means a foundation that does not attempt to be a super-structure. That means that elementary education should be elementary. It should not attempt to do the things which belong to higher education. Rather it should lay the basis for higher education. Of course, it is true that the large majority of our people cannot afford the luxury of higher education in the scholastic sense. But it is not merely of that kind of higher education that I am thinking. On a broad foundation to begin with, all life is a process of education and in this sense the elementary education that everyone receives is a preparation for further education through the schools. As such a preparation it needs above all to emphasize the basic things on which a super-structure can later be built. Those basic things are not a premature acquaintance with subjects of an advanced character, but rather training which will be useful to everyone for further growth whether or not he has the opportunity of higher education in the formal sense. Such basic training, which must underlie any improvement in the social order, consists primarily, I believe, in the inculcation of accuracy and promptness, in the awakening of an awareness to, and interest in, the immediate physical environment, and an understanding and mastery of language, the chief tool of communication and thought.

Have you sent in your dues for 1934-35? The new year begins with this issue. Unpaid members will not receive the next bulletin.

RENEW IMMEDIATELY.

THE SERVICE WHICH ELEMENTARY PRINCIPALS SHOULD RENDER AT THIS TIME*

ELSIE E. GREEN

Administrative Principal, Whittier School
Washington, D. C.

THIS is a strategic moment for the elementary principal to make clear that his role is one of *educational leadership* in a world that is rapidly adjusting to new needs of a swiftly-changing social order. This he can do by a two-fold effort: first, by the *constant promotion of desirable, high quality growth within his school*, and second, by the *effective interpretation of his educational program to his community*.

An elementary school is an active, growing center of young life, and the constant guidance of that growth is the joyous adventure and high privilege of the principal of the school. He must be continually growing himself, else how can he lead the others? He must cultivate that experimental attitude of mind which is so fundamental in this strange new order of things into which we are being thrust. If he would lead truly, he must have more knowledge of contemporary life and culture, of the backgrounds and significance of far-reaching social and economic policies that are shaping themselves in the great life outside of school. He must explore more in the wonderlands of science, if he is to develop appreciation of the marvels of this world in which we live. Reading, observing, and evaluating must be his constant habits.

Increasing knowledge of the human materials with which he works is essen-

tial. So delicate, so plastic, are they, that it is nothing short of high crime to cause tragedy through lack of endeavor to understand them more. The fields of child study, mental hygiene, and social psychology offer abundant assistance to the earnest leader.

Teaching techniques and much educational procedure are undergoing such changes that perforce the principal must continuously study, judge, and adapt these devices of the profession.

Above all, should the principal's own personal growth be great in those qualities which, in the wear and tear of daily living, make for success or failure to himself and the others in his school. His honesty, sympathy, helpfulness, loyalty, his poise and self-control must spread ever-widening circles of influence. For it is human beings, not a building nor a curriculum, that make a school; and spiritual forces underlie all growth, unseen, inaudible, but powerful.

Dynamic Leadership

It is almost inevitable that such a dynamic principal will promote a kindred growth in the teachers of his school. His glowing spirit will spread its contagion, and if he offers a well-planned program of in-service courses, study groups, panel discussions, demonstrations, and research problems for individual study as a means of teacher growth, there will be eager, voluntary quest for self-improvement. Improved teaching skill, enlarged professional interests, and wider visions of a new and more abundant life will be their just rewards.

* This address slightly abbreviated was delivered before the Department of Elementary School Principals, July 3, 1934, in the Washington Auditorium, Washington, D. C.

With such leadership, pupil growth is sure. So swiftly is our life today passing from one stage and standard to another, that only certain facts seem clear. The citizen in this new world must possess the following qualifications:

(1) Health; (2) Knowledge; (3) Ability to think clearly and independently; (4) Creativity; (5) Character; and (6) Training for leisure.

Therefore, our wise principal, assisted by his alert faculty and by the responsible participation of the children themselves, will sponsor in his school an educational program which will best develop this type of citizen.

Health Improvement

This program in its efforts for health improvement will not only keep a watchful eye upon such matters as ventilation, lighting, and proper seating, but will provide a wealth of games and dances as an integral part of the social science units of work. It will feature contests of skill and strength. It will have regular medical inspection. It will give free milk to underweight pupils, school lunches, shoes and clothing to the needy; secure free dental and medical services, and make provision for handicapped children, such as cripples, the deaf, those with defective vision and those with incipient tuberculosis. Physical growth in his pupils must be the principal's primary consideration.

Just what knowledge will be of value to the new citizen is not clearly known, but the curriculum sponsored by the principal must be rich, integrated, and based on life situations. It must include:

1. Tool subjects: reading, writing, arithmetic.

2. Understanding and appreciating the fundamental principles of the social sciences and the natural sciences.

3. Elements of vocational training: handcraft; pottery; basketry; weaving; art composition; design; music study; vocal; piano.

4. Training for worthy home membership: cooking, food values; sewing; hygiene and sanitation; loyalties and appreciation of the work of the various members of the family.

Since our new world is demanding clear and independent thinking, there must be set in operation those teaching techniques which make use of problem assignments and organization of committee groups among the pupils for extensive and intensive research, whereby pupil planning, pupil direction and pupil growth in the selection, organization, and evaluation of materials may be encouraged. Opportunities for the challenging combat of ideas, for the tolerant evaluation of the opinions of others, for the independent formation of one's own opinion, must be provided. Power in these lines comes only with opportunities for practice, and the earlier the training is begun the better. Simple problem-solving and evaluation begin properly in the kindergarten.

In a land where only a small percent of the citizenry bothers to take any active interest at the polls in the welfare of their government, it becomes an essential service of the principal of the elementary school to stimulate within his school a fine sense of the obligation to participate, and to make worthy contributions to the general well-being. Many building opportunities are available for this purpose: Safety patrols, athletic teams, Girl and Boy Scout Troops, clubs (Red Cross, drama, glee) and often student councils. Life in the modern school is rich in chances for encouraging acceptance of responsibility for active contribution to the society in which we live, whether it be in art, music, literature, or the everyday routine of citizenship.

Character Education

The old, yet ever new field of character education demands from the elementary principal at this time an intensive effort. With the ancient roots of our national life apparently shifting and weakening, with crime among youth steadily mounting, with home and church seeming to be either unwilling or powerless to do anything about it, the entire country has issued a clear call and challenge to the public schools to make one supreme effort to save American youth, as it drifts, troubled, storm-tossed, uncertain as to right and wrong in these strange, new ways of life, lacking courage or desire to save itself. And the public schools, the best laboratory in the world for this great experiment, will respond grandly, courageously to that challenge. Here in the District of Columbia, in response to an appeal from our superintendent of schools, we have launched a three-year program in character education in which elementary principals are leading gallantly. At the same time, we are planning to cooperate in the Copeland experiment, in character education, which has been inaugurated by Congress. What an investment of the principal's time and effort!

Then, too, we are entering upon an era of greater leisure for many millions of our people. The causes of this development, and its dangers, are well known to all of you. Here again, the elementary principal is privileged to assume the leadership in training for the wise use of this new leisure. He has it in his power to implant in the hearts of hundreds of children each year, a love for good books which will magically bear them away into realms of literature, history, and travel, where they may tread thrilling fields of adventure with heroic

souls. He can strangely stir their souls through poetry, music, great pictures and intimate friendship with trees, hills, and stars, with bird songs and flower charm, until the world is no longer commonplace and feverish, but a wonderland of calm, sweet beauty. He can go with them to learn more secrets of magic in electricity and radio, to seek deep principles of science that built the world and made it what it is. Life has always been the Great Adventure.

Hobby Week

The first week of June was Hobby Week in our school, and it was interesting to see the pets and playthings of the tiny children, but we were keenly gratified to see the hobbies of some of our older pupils. Richard, who is always buried in a science book, had made a derrick which when properly attached to a floor plug, alternately raised and lowered an electro-magnet. Jack brought his stamp collection, Jane her embroidery, Thelma her home library, Mary flowers from her garden, Robert his kodak collection, and most exciting of all, Bill brought an honest-to-goodness phonograph which he had made out of a few pieces of wood, string, and mica. He worked it by hand-power to play our records, but said he was trying to figure out some other way of making it run alone. We hope that the keen enthusiasm of our children for these active, worthwhile forms of recreation will not give way to cheap, passive forms of commercial amusements.

This leisure time is a tremendous challenge to the elementary principal, and in training the young citizens for its worthy use, he is not only insuring to the individual an inner wealth of spiritual joy, which will defy the jars and buffets of "outrageous fortune,"

but he is building quality and stability into the very fiber of the nation.

In this world of swiftly-emerging new movements, some elementary principals have been called upon to sponsor programs of adult education. These include extension courses in subjectmatter to meet new vocational needs, and citizenship forums where serious attempts are made to evaluate modern theories of social, economic, and political life. There is also adult education in the lighter fields of drama and the dance. O, are we not, as Browning said:

"Living in a grand and awful time,
In an age on ages telling,
To be living is sublime."

And best of all, what a rare privilege to serve as an elementary principal in such a day!

But, although the promotion of a rich and profound growth within his school must be the first consideration of the elementary principal, he has yet another obligation. He must interpret his school, "sell" its services vigorously and tactfully to his community, and build

faith in it. "Open House Days" for visits, parental educational conferences, when teachers may explain the educational procedures and program of their school to the patrons of the school, "School Nights" in the various citizens' organizations, all afford opportunities for high-powered salesmanship of the real quality and high value of the services rendered by the elementary school. He must convince the taxpayers that his school is a sound investment for their money; that it is a permanent, stable investment; that it bears tremendous dividends in enlightenment and understanding; that it achieves greater social security, because its pupils have respect for life and property.

He must convince the legislators that it deserves support and promotion from government, because it is the one great unifying, non-political, non-secretarian force in our national life. He must open their eyes to the truth that in the public elementary school of America, lies the last hope of Democracy, the Great American Experiment.

Dare we principals fail in this high service? We cannot, and we shall not.

PRINCIPALS' AND SUPERVISORS' DAY

Atlantic City, New Jersey, Wednesday, February 27, 1935

The Department of Superintendence has conferred a distinct honor on the principals and supervisors of the nation by designating one day of their important convention as PRINCIPALS' AND SUPERVISORS' DAY. Miss M. Emma Brookes, president, has arranged for the afternoon program to be a panel discussion. Dr. J. Cayce Morrison, Assistant Commissioner for Elementary Education, Albany, New York, will be the chairman. Let every elementary principal of the nation make an effort to be there. Let us make this day thoroughly worthwhile. The Department of Superintendence has tossed us the gauntlet. Look in the December issue of the Bulletin for complete plans.

WHAT WILL FOLLOW THE MOTION PICTURE DECENCY CRUSADE?

CATHERYNE COOKE GILMAN

**Chairman, Motion Pictures Committee
National Congress of Parents and
Teachers**

THE entire nation is aroused over the motion picture situation as it has been revealed thru scientific research and actual experience. The conditions are not new, as any cursory study of the facts will show. It is not the first time the nation has been aroused and the real question is, what policies and procedures will be adopted for the long time program of action. Will history repeat itself and failure be the result, or have we at last dependable leadership and a fundamentally sound program?

A review of the public's consistent demand for better motion pictures shows that in 1909 all of the motion picture theaters in the city of New York were closed by the Mayor because of the undesirable character of the pictures then being shown. The organization of the National Board of Censorship, now known as the National Board of Review, followed. It began a service of previewing and publishing film estimates of "recommending the best and ignoring the rest" and organizing better film committees or councils for community action.

After working for thirteen years with such inconsequential devices, the nation again awoke to the fact that motion pictures were making tragic changes in the attitudes and conduct of children, youth, and retarded adults. This awakening resulted in the introduction of censorship bills in more than three-fourths of the state legislatures.

The trade associations of the motion picture industry became alarmed and in 1922 organized the Motion Pictures Producers and Distributors of America, Inc. A motion picture code for self-improvement was signed by the members of the organization and the public trusted their integrity. The new trade organization in turn developed a Public Relations Committee of national welfare organizations. They sponsored the same system which included previewing and publishing film estimates, "supporting the best and forgetting the rest," and better film committees or councils. After a time the inadequacy of such procedures became evident and one by one the largest and most responsible of the welfare groups withdrew, and the industry announced that the Public Relations Committee had served its purpose and that a new plan was to be inaugurated which would insure the public better motion pictures. The Public Relations Committee disbanded as such, and an open-door policy was substituted and the Public Relations Studio opened at Hollywood. The purpose of this department, entirely financed by the industry, was to receive complaints, transmit them to the producers, and secure more suitable pictures for the public. Welfare groups were again coaxed into cooperation and lulled to sleep with proposals to have a national committee preview and publish film estimates, "to promote the best, and ignore the rest" and to organize better film committees or councils in each community. Sycophants from religious, welfare, and educational fields were employed by the in-

dustry as liaison officers, but the results were the same, and pictures grew steadily worse, both in the selection, and in the treatment of subject material. The organized parenthood in churches, schools, and clubs formed a protective organization for the motion picture industry which admitted its purpose was personal profit, not welfare. These organizations have only recently been made to face these ugly facts.

In 1927 when the U. S. Trade Commission finally, after seven years, made public its report, another slight stir was noticed. The industry called together a large group of religious and welfare leaders, educators, and parents, and issued its list of 11 "don't's" and 26 "be careful's," as a public pledge to provide cleaner films. The public accepted the pledge of self-purification, and again all was quiet.

Each wave of indignation caused the employment by the industry of more religious leaders of different denominations, educators of prominence, magazine writers of real ability, and in 1929, a woman ambassador for the inner circle. Following this new gesture in 1930 a new Code of Ethics which promised a real "clean-up" from within the industry was given great publicity. The old wolves in new swansdown were offered to an aroused, but confused world. Actually, the new program consisted of previewing committees at Hollywood and New York, the so-called West and East Coast Committees, publishing film estimates to be reprinted and posted in churches, schools, and women's clubs, and the promotion of better film committees or councils. Early this year the entire nation, and indeed the entire world became aroused

and ready for action. What that action will be is still uncertain. From the publications being issued it is predictable that history will repeat itself unless prompt and intelligent action is taken by parents, teachers, religious, and welfare workers.

Already previews and film estimates are being republished and posted in churches of all denominations. There is no plan to inform the public as to what children will see when they go to the theater to see "Little Women," "Disraeli," or "The Barretts of Wimpole Street." There is every reason to believe that the disapproved films will benefit by the advertising given them because the immature and the curious are stimulated to see "how bad they really are."

Already the Federal Council of Churches of Christ in America, Inc., and the General Federation of Women's Clubs, have proposed the use of previews and film estimates, patronizing the best, which means subsidizing the rest, and most surprising of all, they are definitely advocating the organization of better film committees or councils in each community.

These menacing devices which have been used by national organizations in cooperation with the motion picture industry for a period of 25 years can have but one result—a most dismal failure on the part of leaders to guide and direct an aroused public opinion.

Better film councils or other local pressure groups have no fundamental influence and no authority. They mislead the public into thinking that their recommendations are dependable. They increase attendance at commercial theaters, whose programs, because of blind

and block booking and other trade practices cannot be controlled, by the councils or by the theater managers. These councils serve only as deflecting agencies. They are really not aimed at the production of better pictures, but are "made work" for the uninitiated.

The National Congress of Parents and Teachers, after careful study of historical facts and the research findings of the Payne Fund Studies initiated by the National Motion Picture Research Council, issued its program. It calls for a welfare and an educational approach to the whole motion picture field.

It proposes the use of visual aids to religious and secular education. It asks, that the Board of Education or some other local tax-supported board provide and administer recreational activities including motion pictures in community auditoriums and agrees to support the necessary local, state, and national legislation designed to improve the production, distribution, and exhibition of motion pictures.

Before there is any widespread advocacy of the methods which have repeatedly failed, there should be a positive program designed. All cooperation with groups whose objectives are not in accord with broad fundamental welfare purposes of education, religion, and general welfare, should be disregarded.

Some assume responsibility and others have it thrust upon them. There is no doubt about who is responsible for the evil in motion pictures, nor is there any doubt about the responsibility resting upon the leaders of education, religion, and welfare for the elimination of the present menace.

ENROLMENT CHAIRMEN MEETING

State, City, and County Enrolment Chairmen met in Room 701, N. E. A. building, Washington, D. C., Thursday, July 5, at 9:00 a. m.

Those present were:

Aaron Kline, president, Chicago, Illinois; M. Emma Brookes, Cleveland, Ohio; Lillian M. Johnson, Norfolk, Virginia; Helen A. Mack, Alton, Illinois; Frances M. Cleaves, Elkton, Maryland; Cecelia Galvin, Indianapolis, Indiana; Thomas E. Pierce, Abilene, Texas; Elizabeth O'Hara, Washington, D. C.; Mrs. Winona S. Cox, Moultrie, Georgia; Mason A. Stratton, Atlantic City, New Jersey; Maude A. Rhodes, Atlanta, Georgia; Mrs. Margaret Upham, Cumberland, Maryland.

President Aaron Kline, who was chairman of the meeting, asked that the following topics be discussed:

1. How to increase the membership of each state.
2. How could contact be made with each elementary principal in the state.
3. How could those persons, who had just been elected to the principalship, be informed of the Department's bulletins, yearbooks, and services.
4. How to get those members of many years to send in their dues early each fall.

Many helpful suggestions were offered and it was decided that the usual broadcast letter be sent out; that a letter be sent to each Principals' Club listed in the yearbook, asking the president to present the subject of membership in the Department at the first meeting of the Club, and that a campaign of information be started early in the fall so that principals could include the \$3.00 membership fee of the Department in the budget of their local and state groups.

THE USE OF THE GRAPH

H. D. VINCENT

Principal, School Sixteen
Troy, N. Y.

IT IS one thing to tell the members of a class that they have done better today than they did yesterday. But it means much more to them if, by means of a graph placed upon the board, they are able to see how much better they have done. They enjoy seeing their record improve from day to day. It is a great satisfaction both to them and their teacher to see the curve bend upward. And, if the record should drop for a single day, they gladly look for the reason and strive to correct the fault.

Children like contests. Keeping a record by means of a class graph resembles the accumulation of the scores in a baseball game. Interest increases as the game proceeds. When we have stimulated a keen interest on the part of the child, we have done much to assure his school success. Interest has a twofold duty to perform in school. It relieves the teacher of the problem of discipline and, in the second place, it causes the child to think in the right way. Thorndike has pointed out the importance of interest as follows: "We cannot, in fact, teach anybody anything unless he is interested." Therefore, if we expect to produce results, we must help our pupils to think for themselves. So the claim is well made that, if the use of the graph will cause pupils through increased interest to think, it is an indispensable aid in the teaching process.

Technic of the graph—There are various types of graphs in use in schools. The simplest form is best.

Those published by some book concerns under the title of "progress charts" are quite satisfactory. However, regardless of the type used, there must be a measuring scale marked off at the left side. Units to indicate the test periods are usually shown on a horizontal line at the bottom of the graph. The idea is to make the graph in such a way that ready comparisons of results may be made.

A progress chart was used to cover a series of thirty lessons in fourth-grade arithmetic in our school. It will be observed that the class as a whole did not fluctuate very much from day to day. The interesting fact is that at the end there was an improvement in results. This advance is usually the case when a graph is used. It is the result of the growing interest that accompanies the use of this aid. The tendency in human nature is to become negligent when there is no check up. The graph stands for a sort of "pay-as-you-go" method. If there is a failure one day, it is made up the next. If there were no check on results until examination day, failures would quite likely be more plentiful.

The individual graph—It is a splendid thing to have each child keep his own personal graph. This plan is often followed by pupils on their own initiative. It enables each pupil to compete on a scientific basis with the class as a whole and with his own record. The scheme intensifies the individual interest of the child and he will strive to beat the class average from day to day. At the close of the month his final average is made and compared with that of the class. So reliable is this record kept by most children that the teacher may accept the marks for the monthly report card. Spaces are sometimes left to be filled out by the child at the close of the month, as follows: "My average is The class average is My

average is points above (or below) the class average."

The record was made of a pupil in the class. It is an individual graph showing how the pupil compares with the class as a whole. This graph shows that his marks fluctuate very much from day to day. He started off two points below the class average. The second day he dropped down to almost nothing. The class graph at the same time shows a slight slump which would indicate that the test was a little harder than usual that day. While the class graph indicates a steady normal trend, this individual graph shows that the boy in question had "his ups and downs." On the whole he is not dependable from the standpoint of ability to do school work in arithmetic. By the use of the graph this boy can see for himself that his work is not satisfactory. In other words, he is showing himself just where he stands. It is not necessary for his teacher to tell him.

Each pupil recorded his marks on his individual graph. It will be noticed that from start to finish his marks were high. In no case was there any noticeable slump. His progress was steady and, in nearly every case, he ranked higher than the class as a whole. In the end the class average was 8.1, while his own average was 9.1, which was one whole point above the average of the class. (Reduced to a percentage this one point would stand for 10 percent.) His teacher could, therefore, safely grant him a mark of over 90 percent in arithmetic in marking his report card.

Teamwork with graph—To stimulate interest and as an added incentive to work, the teacher often forms two or even more teams in the class. Sometimes the girls are put on one team and the boys on the other. It is probably better, however, to make the choice from the standpoint of ability to do school work in order that each team may have a fair chance. The record of both teams should be neatly recorded day after day on the blackboard. By the use of two colors of chalk the records of the two teams can be shown on the same graph. If, for example, yellow is used for the boys and blue for the

girls, the results may be appraised at a glance. In this way teamwork may be carried out with several classes using the same graph. So long as there is a different color to represent each team, there will be no confusion. It is more interesting when there are several teams in the race.

Use of the graph in departmental work—The departmental teacher has a splendid opportunity to utilize the graph. He generally teaches several classes of a grade in the same subject. A well-arranged graph placed in a conspicuous place on the blackboard soon becomes the pride of the workers. After a few records have been placed on the graph, pupils of the respective divisions become more and more interested, and competition waxes strong.

Interest seems to be greater when there are several classes working in competition on the same graph. For example, a teacher of music may use six different colors of chalk to record the marks of six classes on the same graph. The legend indicating the class for which each color stands may be written at the left. At a glance the observer can see exactly how the classes compare for the day. Moreover, one can see just how the whole record stands from the start.

As a further illustration of teamwork, let us consider the history classes taught by one teacher in a departmental group. Three seventh-grade classes are graphed as one unit and three eighth grades as another. The scale is marked off in intervals of ten points each, and the average marks are placed on the graph to show the standing as nearly as possible. The actual average of the class is kept in figures, and the result at the end of the contest is carefully computed.

The scheme was carried out with three seventh-grade classes in history. It will be observed that there are fifteen tests which actually covered that number of weeks. With different colored chalk a mark was recorded for each class at the end of every week. At a glance, one may see that the B1 class did best, the B2 was second, and the B3 was lowest. Each group fluctuated more or less due to some extent to the difference in the difficulty in the work as time went on. While the B2 class fluctuated least of all, that class was on the downward trend at the end; and its final score was less than five points above the lowest class.

Various uses of graphs—Graphs may be used in connection with almost any subject. They work very well in penmanship. In many schools a system of writing is used that is accompanied by a measuring scale. To illustrate, if the Palmer method is used, a rating is easily obtained for each pupil from the scale, and the average is then readily computed. The use of the graph in penmanship brings out the interesting fact that even when there is a general upward trend in quality the results will fluctuate at times. It is quite noticeable that, if the test is given immediately after the class has been subjected to physical activity, the results will be unsatisfactory. This result affirms the recommendation that the writing period should not follow a recess.

Another good use that may be made of the graph is in connection with spelling. This subject is one in which the marks are easily determined on an objective basis. In our school the test-study-test method is used, and there is an established norm published for each lesson. A pupil can determine at once whether he has earned a mark equal to that of the average pupil. A heavy horizontal line may be drawn across the graph to indicate the mark the class is expected to earn normally. If

the class mark in spelling does not fall above the line, the work for that lesson is unsatisfactory, and remedial steps are taken. In addition to this, each pupil keeps his individual graph. Those pupils who have subnormal marks are easily singled out. In fact, when each pupil compares his own graph with that of the class, he can see at once the result of his contribution.

Most schools have some problems in regard to attendance. In this case a class graph for attendance may be a paying proposition. Experience in our school has proved many times that the attendance graph has raised the percent of attendance in the class. The chart is constructed so as to show the number of days at the bottom and the number of marks at the left. Tardy marks as well as half days of absence may be given equal weight in making the record.

Approval of parents and pupils—So far as parents are concerned, any aid in school work that creates and holds interest is popular. At parent-teacher meetings occasionally a parent speaks of the graphs. Some parents have come to take the records very seriously. It has happened that some unreasonable parent has distrusted the judgment of a teacher in giving marks for the report card. But when the child keeps his own record, and the mark is transferred to the card by the teacher, all doubt is removed as to the rating of the child so far as the parent is concerned.

It is needless to say that children are pleased to do their own accounting in school. They are proud to record their own marks; and, when they are granted this privilege, they naturally strive to earn good marks. In this way their interest is stimulated to a very high degree. So strongly do children

approve of the use of the graph, that they are willing to mark their record, whether it is good or bad.

Obtaining the marks—The question may be raised as to how the marks are established. In general there must be some kind of a test. As mentioned above, in some subjects standard norms are available. But in certain subjects the teacher will find it necessary to make her own test. However, the test should not be long, and the questions should be of the objective type. The time required to administer the test should not be longer than the regular lesson period. If the class calculates its own average there will be a correlation with the work in arithmetic.

Approval of the graph by teachers—It seldom happens that a teacher objects to the use of the graph. On the other hand, most teachers have much to say in its favor. Not long ago a college professor was in our school to address the pupils in assembly. As he was leaving the building he saw a graph on the blackboard. In his comment he said, "That is one of the finest things that can be done as an aid in teaching."

The writer has taken the pains to ask the opinion of experienced teachers

in regard to the use of the graph. Such answers as the following were given: "The graph is a potent factor in stimulating individual activity and in developing a personal pride on the part of the pupil" and "Graphs stimulate interest and a sense of pride in the individual pupil as well as the class as a whole." Another teacher said, "A graph is one of the finest things for stimulating interest and developing personal pride among pupils." Others stated, "The graph visualizes the actual progress of the class and tends to stimulate interest" and "An individual graph aids the teacher in giving the parent a clear conception of the child's progress. Graphs save time and create interest in the work."

Conclusion—Let no one get the impression that the graph should be used merely for the sake of having something different or novel in school. There is a far deeper meaning in this aid. The main purpose of the graph is to stimulate interest and pride on the part of the pupil. Someone has called it a "work motivator." It is the measuring stick in education for the pupil, and it serves a useful purpose for the teacher and the parent. In the words of Robert Rogers, "It is a tonic and a stimulus."

Words of Appreciation

Since the yearbook was mailed September 15, we have received a harvest of complimentary letters about it. All have been glad of the change in time of mailing for now it gets to each member at the opening of school. We shall pass the good news on to the Editorial Committee and to Dr. Frank W. Hubbard of the Research Division of the N. E. A., who have worked so diligently.

We thank you for the many lovely things you included about the bulletins and so long as we can see the many improvements which should be made, there will be no ill effects. Remember we shall appreciate your constructive criticism, too. The bulletins are YOUR publications. With your aid and suggestions we hope that they may become of more practical help to you.



Officers of the D.E.S.P. for 1933-34 attending the convention in Washington, D. C., June 30-July 6. Seated (left to right) Margaret Mackintosh, Brooklyn, N. Y.; M. Emma Brookes, Cleveland, Ohio; Aaron Kline, president, Chicago, Ill.; Elizabeth McCormick, Superior, Wis.; Eva G. Pinkston, executive secretary, Washington, D. C. Standing (left to right) A. B. Heacock, Los Angeles, Calif.; Earl Laing, Detroit, Mich.; Mason Stratton, Atlantic City, N. J.; Herbert Hansen, Chicago, Ill.

THE ELEVATION OF THE ELEMENTARY SCHOOL PRINCIPAL

GILES D. CLARKE

Principal, School Twenty
Albany, N. Y.

IT MAY seem trite to state that there has been much discussion as to the position and activity of the elementary school principal in the past as compared with his position in our present-day educational set-up. During the early period of his inception into office the elementary school principal was the pivot about which the entire school rotated. His was an enviable position. He was charged with the complete control of his institution. He was the caretaker of the physical tools used in the process of education. At the same time he alone was held definitely responsible for the development of that higher phase of his work—the supervision of all the intellectual, physical, social, ethical and spiritual ideals, the attainment of which caused him to be looked upon as a leader in his community.

With the introduction of subject supervisors the situation of the elementary principal was completely changed. His duties as supervisor of the educational processes were immediately transferred to the supervisors. He became nothing more than a dignified clerk for the local Board of Education and time hung heavily on his hands. His position became a mere sinecure. The situation became one of friction and complication because of a misunderstanding of the functional activities of those involved. The principal found himself enmeshed in the throes of dual authority.

The foundation on which our public schools rest has always been, and is

now, the welfare of all the children. Anything, therefore, that militates against this ideal is dangerous and must of necessity be eliminated in order that the children, the prime benefactors of our school system, might receive their birthright from the state—a free school education. With this thought in mind the Board of Education, acting upon the recommendation of the Research Department of the city of Albany, established a new set-up in January, 1931, making the elementary principal the key man of the system and eliminating the last evidences of dual authority.

The duties of the supervisors were clearly outlined as follows:

Supervisors are charged with the supervision of subject matter and instruction of their respective subjects within definite limits. Their duties are essentially instructional. They shall supervise and instruct teachers both in private conference and in teachers' meetings, in regard to their special subjects. They shall promote the work of the classroom teacher through demonstration teaching and classroom visitation, followed by a conference with the teacher observed. Supervisors shall consult, always, with the principals of the various buildings as to special weakness or strength of the teacher of the particular subject in that building. All outlines of work and any particular requirement should reach the teachers through the principal. Supervisors shall report on the progress of the work in their subject to the superintendent or director in charge of the subject.

It can be seen from the above outline of supervisory duties that the work has taken on a positive and objective attitude. The supervisors have now be-

come, as they should have been in the past, specialists in their respective fields, subject to the call of wise principals who recognize their necessity as a service agency.

The duties of the principal, too, were clearly set forth:

Full Control of Property and People.—

While on duty, the principal of each school shall exercise a full and courteous control of the buildings and grounds, of all activities carried on thereon, and of all pupils, teachers, supervisors, nurse teachers, custodians and other individuals who are in or about the building and grounds subject to the Rules and Regulations of the Board.

Responsible for Supervision.—Principals shall be responsible for the organization, administration, and supervision of their schools; also for the order and cleanliness of their respective buildings and grounds.

Hours.—Principals shall be on duty at least 15 minutes before the opening of each session and remain as long after the close of school in the afternoon as may be necessary for conferences with pupils, teachers, supervisors, or parents, but all principals shall be at their posts for at least 15 minutes following afternoon dismissal unless temporarily excused, for reason, by the superintendent.

Report Changes.—The principal shall make and certify to the correctness of the payroll of teachers and other employees reporting at his school, on forms provided and at various times designated by the Division of Business Affairs. Every change on the payroll, such as appointments, resignations, transfers, and absences must be reported, giving complete information regarding every case of absence and the reason therefor, including cases of quarantine.

Keep Inventory.—Principals shall keep accurate inventories and account of all books and supplies received at their respective buildings, and shall make and file with the Division of Business Affairs at the close of the school year, or whenever called for, a complete inventory of all books, supplies, and any other property of their particular schools.

Records.—Principals shall keep such records and make such reports as the Superintendent may direct.

Fire Drill.—Principals shall see that the fire drills are given in accordance with Section 730, Article 28, of State Education Law, which reads—

"It shall be the duty of the principal or other person in charge of every public or private school or educational institution within the State, having more than one hundred pupils, or maintained in a building two or more stories high to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time and without confusion or panic. Such drills or rapid dismissals shall be held at least twelve times in each school year, eight of which required drills shall be held between September first and December first of each year. At least one-third of all such required drills shall be through use of the fire escapes on buildings where fire escapes are provided, and signals for such shall be separate and distinct from signals used for drills through corridors and stairways."

System, order, obedience, and steady control shall be the points of merit in fire drills instead of extreme rapid movements and the shortening of time.

Principals shall report promptly any neglect of duty upon the part of any employee.

Non-Resident Pupils.—Principals shall report to the Division of Business Affairs at the beginning of each term the names and residences of non-resident pupils, together with the names and addresses of their parents or guardians.

Tardiness Reports.—Principals shall keep on file and, at the end of each month, submit to the Superintendent, on blanks to be supplied, reports of personal absence or tardiness with reasons therefor and similar reports of their teachers.

Supervision.—Principals shall see that all rules and regulations affecting teachers or pupils are brought to the attention of those concerned and that such rules and regulations are observed.

The Principal shall give such class instruction and exercise such supervision as may be directed by the Superintendent, or by these rules.

Discipline.—The Principal in each school shall have charge of all cases requiring

severe discipline—subject to the advice and direction of the Superintendent—and shall, in all cases of discipline, avoid corporal punishment. In extreme cases he may temporarily suspend pupils, reporting details to the Superintendent as soon as possible. Chapter 628-F, Education Law.

Janitors.—The Principal shall have control of the janitor, engineers, etc., during the school session, and shall report to the Division of Business Affairs any neglect on the part of said employees in the performance of their duties as stipulated in these Rules and Regulations.

Supervise All Instruction.—The Principal shall carefully supervise all the classroom and other instruction of all the teachers under his charge and shall aid these teachers to make their work increasingly efficient.

Report Accidents.—The Principal shall report all accidents that occur on the playgrounds or in the school buildings, causing injury to any pupil, to the Superintendent and School Medical Supervisor. This report shall be made on the day the accident occurred and shall give the nature of the accident and the injury caused.

Report Thefts.—The Principal shall report immediately to the Superintendent any thefts or other happenings of an unusual nature about his school.

Notice of Absence.—The Principal shall notify the office of the Superintendent by telephone at any time when he wishes to be absent from his building for any purpose.

Direct Help.—The Principal shall direct and supervise the work of such help as may be assigned to his building.

Substitutes.—The Principal shall secure substitute teachers, when necessary because of the absence of the regular teachers, from list submitted by the Superintendent.

No Advertising.—The Principal shall not permit notices of public entertainments or meetings, except those connected with the school, to be given or read to the pupils, or advertisements of any kind to be read or distributed among them, in the classrooms or on the school premises, or furnish the names of teachers or pupils for commercial purposes. Neither shall the Principal allow pictures of pupils under his charge to be taken for commercial or publicity purpose except upon the written order of the Superintendent.

Flag.—The Principal shall see that the flag is displayed as required by Article 24 of the Education Law.

No Toll Calls.—Telephones are not to be used by teachers or pupils during school time unless the need be urgent. School telephones must not be used for toll calls.

Transfers.—The Principal shall issue transfers to pupils removing from the district. All transfers from one school to another for other reasons than change of residence must be made by the Superintendent.

Subjects Required by Law.—The Principal shall be held responsible for the instruction in physiology and hygiene as required by Article 26 of the Education Law; in the humane treatment of animals and birds, Article 26-B; in patriotism and citizenship, Article 26-C. He shall be responsible for the observance of Arbor Day in compliance with Article 29 of the Education Law.

Assistant Principal.—Assistant Principals and Assistants to the Principal shall perform those general and special duties assigned to them by the Principal. In the absence of the Principal, the Assistant shall become Acting Principal with the duties and authority of the Principal.

From this outline we readily observe that the elementary principal is not only an administrative officer within his building but that he also enters into that larger field of supervision for which he has presumably been trained. It becomes his immediate duty to co-ordinate the activities of the various supervisors within his respective domain to the end that there may be a fine balance in the materials offered. The most valuable and constructive work of the principal under this system, however, lies in the field of supervision. It is in this field that he secures recognition as an educational leader. It is true that the principal under this system is also the business manager of his school but this phase of his duties is of lesser importance.

This action on the part of the Albany authorities establishing the principal as an administrator and supervisor is quite

in agreement with the writings of most of our modern educators.

The principal acts as a direct representative of the superintendent and his duties are subject only to the authority of the superintendent. There are no conflicting lines of authority. Once again the elementary school principal by action of the Albany Board of Education is established as the supreme authority in his own building.

The primary function of supervision whether administered by the principal or by a special supervisor is the improvement of the quality of instruction. Supervision is primarily a matter of cooperation. Consequently supervision by dictatorial authority is in most cases ineffective. The successful principal and supervisor are those who recognize the fundamental position of the teacher in the public school, who appreciate the fact that oftentimes changes which would be apparently beneficial may not function in a particular situation.

Before bringing my report to a close may I mention just a few of the tan-

gible results that are evident during the short period that has elapsed since the inception of this system? It is the consensus of opinion that everyone in the department has benefited either directly or indirectly. The principals, in common parlance, know where they stand. The supervisors, having had their status clearly outlined, have accomplished much more in the field of cooperative supervision. The teacher is no longer a victim of the maelstrom arising as a result of dual authority. The most important result of this progressive step in the field of education, however, is the "professionalization" of our entire force which, needless to say, reacts most favorably on the children in our system.

The entire layout has as its function the idea of a mutual spirit of cooperation existing among all those engaged in the all-important task of educating our youth. All parties so engaged under this system, in case of disagreement, have the superintendent as their final court of appeal.

ATLANTIC CITY CONVENTION

February 23-28, 1935

Important announcements for Elementary Principals

Headquarters for Elementary Principals—

Traymore Hotel, Boardwalk and Illinois Avenue

Official Breakfast—

Monday, February 25, 7:30 a. m.

Semi-annual Banquet—

Tuesday, February 26, 6 p. m.

Department Programs—

Monday, February 25, 2 p. m.

Wednesday, February 27, 2 p. m.

Read The National Elementary Principal
for place of meetings and programs

BEHIND THE SCENES IN OUR

THERE IS A BRIGHT SIDE The year of opportunity which lies just ahead appears brighter than for some time. Word has come that 138 principals have been reinstated in the Chicago schools; Detroit has been returned to its 1929 salary schedule; Dallas has had its yearly increment added and the cut reduced; LaGrange, Illinois, authorized an upward revision of salaries of teachers in the lower salary bracket; Duluth, Minnesota, Board of Education, voted to restore salary cuts from 4 to 10 percent; Newport News, Virginia, restores half of the 10 percent salary reduction; Toledo, Ohio, Board of Education, agreed to raise pay of 475 teachers for 1934-35; Tulsa, Oklahoma, has an 8 percent increase and this restores the salaries paid a year ago. So we might continue to enumerate many similar instances showing the breaking clouds on the financial horizon. Besides receiving salary increases in many places, word has come that many positions are being filled which last year were left vacant and several cities have added from two to 900 teachers to their pay rolls.

All this good news brings added responsibility to our shoulders for with the social changes which have taken place we must make our schools measure up to the need required. The schools are the bulwark for the nation and must progress to meet this need.

One reason for our not receiving as much lay support as we should have had is our own negligence. We have been so busy teaching school that we have not been educating our communities along with its children. We have taken for granted more than we should have. It is the thing we do not know, that we distrust or do not like. Every parent would be enthusiastic about the way schools are run today if they only knew "why" and "what for."

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CONTACT THE CANDIDATES To justify the costs of public education and secure the support of taxpayers for expenditures which seem must become rapidly greater, educators should watch school procedures carefully. School people have a right to know

OUR HEADQUARTERS WORKSHOP

what measures are being contemplated by legislatures toward helping the schools, and legislatures have a right to require that educators have a training that will enable them to meet these demands efficiently.

A splendid questionnaire has been sent "To Candidates for Governor and Members of Legislatures" by the Newark, New Jersey, Teachers Association. It seeks information about the candidates' opinion and standing on seven important school questions. (On page 44 will be found the questionnaire.) It tells him "Your replies or the fact that you do not reply will be given to the newspapers and announced over the radio, besides being communicated to all members of this association." Every candidate for Congress should be interviewed to the end that he will understand the emergency needs of education in your state, and that he is committed to support necessary additional legislation in order that the needs of education may adequately be met.

More power to Newark and let other associations follow the example set!

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ANOTHER SERVICE PROPOSED This office has been receiving so many splendid books for review purposes that we do not have space in this issue to tell you about all of them. Our shelves are beginning to overflow with excellent material about which you should know.

If you would like to have us review these fine books and send you a mimeographed list each month for the sum of five cents a copy or fifty cents per year, we shall be glad to add this to our list of services. Your fifty cents will be used for paper and postage, and we will devote our time. On page 63 you will find a regular membership blank. Add 50c to the fee of \$3 and send it to this office. The \$3 brings a yearbook and four bulletins; the 50c will bring you each month a brief review of the new books. Page 52 of this issue carries the notice about a few of these outstanding books which we have on our shelves.

Let us know how HEADQUARTERS may be of service to you and how we may help you in your educational work.

THE PLACE OF THE PRINCIPAL IN THE SCHOOLS OF TOMORROW

JESSE H. MASON

Superintendent of Public Schools
Canton, Ohio

ACCORDING to H. G. Wells, education is a race between civilization and catastrophe. The forward march of civilization since 1929 has been attended by distressing and disturbing factors. Our social structure has been creaking annoyingly because of the burden imposed upon it by changing economic conditions. The sturdy faith of our fathers has given way to skepticism touching not only our social institutions but even our democratic theory of government.

No leadership has escaped the hissing criticism of those who have lost ground in their struggle for useful and satisfying existence. The successful business man, the clergy, the man of the professions, the statesmen—all alike have come in for their share of discredit. As with our leadership, so has it been with our social institutions. Everywhere, the critic has demanded attention. Long standing loyalties have been disturbed in every field of human activity.

In this period of social readjustment, the schools have held no monopoly on the devotion and loyalty of the sons of democracy. A depression-ridden public has shown new willingness—almost an eagerness—to hear public institutions, schools included, accused of extravagance and inefficiency.

The enemies of tax-supported free schools and selfish interests have been quick to capitalize on the situation. Costs of the schools of today have been compared with the costs of the schools of 1890 in featured newspaper articles

that made no attempt to analyze the tremendous expansion that had taken place in the program of service rendered. Stories of extravagance found their way into the columns of many of our newspapers.

Business interests forged to the front in an effort to secure reductions in taxes. One group sought and secured tax relief for real estate. Other groups fought to prevent additional indirect tax levies.

In this struggle between various business interests to escape taxation, it has been necessary to have the public believe that the schools are extravagant. School authorities, who lifted a voice to give warning of approaching chaotic conditions, have been caricatured as professional propagandists. No one else has appeared to be vitally interested in the actual facts in the situation.

An official of the Ohio Chamber of Commerce called a hurried meeting of some one hundred business men in my city to warn them lest they have a sales tax saddled upon them for schools through the activities of the "professional school man." He sneered at the Mort Plan. He pointed to the old state aid plan as being sufficient to meet the needs of the present crisis. Without going to the trouble to investigate the financial condition of the Canton schools, he assured these men assembled under the auspices of the Canton Chamber of Commerce that they had good schools and that they were facing no grave financial dangers. Seemingly it mattered not that the school year had already been shortened and that, at that moment, the average Canton teacher

could have provided better for his family if he had given up his position and taken employment as a guard in the County Work House.

So, it has been in every nook and corner of the state. Little wonder that teachers everywhere have questioned whether the achievements of Horace Mann and other pioneer educators who have gone down in history as great Americans, great benefactors of democracy, were to be suddenly cast off by the prosperous state of Ohio.

At this moment of threatened financial chaos when many are wondering about the place of the public schools in the future, I am asked to speak to you on the subject, "The Place of the Principal in the Schools of Tomorrow." At first the task seems formidable.

However, in my judgment, this is not a moment for pessimism for school people of vision. There is disappointment ahead, no doubt, but the need for the public school has never been greater than it is now.

Observe the work done by the schools in solving the outstanding problems of the last few decades. It has not been long since our people were harassed by the problem of producing enough to care for human needs. There was concern lest our farms should be unable to produce enough to care for our increasing population. Schools of agriculture and industrial courses were placed in the school curriculum. Educators accepted seriously the task of teaching a new generation how to bring about more and better production. The success of this venture was so great that today we are able to produce all that we can consume in a small part of the working day of yesterday.

The period of life was short a generation ago because we had not solved the

problem of healthy living. Again the schools were called upon. New textbooks in hygiene came to supplant the technical physiologies of previous periods. We taught habits of health. We explained the germ theory. Eyes, teeth, and tonsils were examined. Immunization against certain diseases became a part of the medical program of the public schools. Everywhere public schools labored to create an understanding of the laws of health. Again the schools assisted society in meeting an unsolved problem. As a result the life span has increased into the fifties.

The coming of the automobile gave our people many new problems among which not the least important was that of safeguarding life on our busy thoroughfares and streets. State legislatures passed laws regulating traffic but this did not solve the problem. Again, our people turned to the schools and again educators accepted a new responsibility. Safety posters, safety slogans, and safety teaching took their place in the school curriculum. The school boy patrol appeared on our streets, and the school paid its public another dividend. So great was the dividend that at once our State Industrial Commission took steps to expand the safety program of the public school. Today, we check accidents of every nature, we study fire prevention, and we teach caution designed to carry over into every walk of life. Where else can this needed task be so adequately performed?

Another great social problem came with the machine age. Young boys and girls could no longer be used profitably by our industries and we found ourselves with thousands of unoccupied youth of adolescent age. Who was to protect society in this crisis? Again, thinking citizens turned to the public

schools and again teachers of the nation accepted the task. The high school with its broad program of interests came in to render essential service in every community.

The youthful criminal is still with us. With his every movement, new critics rise to embarrass public schools but who would hazard a guess as to what the increase would have been had the schools like the business world denied our adolescents a place? Crime has not yet been eliminated but here again is a problem in citizenship that will not be solved by closing schools, enlarging penal institutions, or passing drastic criminal laws. The problem will be solved by a readjusted program in public schools. Already, a changing philosophy of education is placing the teacher in a position to make a significant contribution in the field of crime prevention.

Perhaps educators have been tardy in appreciating that a new problem must be solved before our present social unrest can be eliminated, namely, the problem of distribution. This does not mean that the schools are unequal to the task or that they will have any less share in its final solution. Even though there are those who hunger while food rots on our farms, the threat against organized government is less than it would be if we faced hunger with no food to meet the situation. The problem of distribution is certainly less serious than an unsolved problem of production would be in a nation of 120,000,000 people.

Our machine age has made it possible for our people to lift themselves from bondages and shackles that have tied us to the drudgeries of the middle ages, to a plane of living, refined, cultured, and comfortable. The schools will of neces-

sity carry a major portion of the work in making this transformation. Our curriculum will become more complex. The retrenched program of today will be expanded. The problem of support will be solved in a fair and adequate manner. The wise educator will not be worried about the place of the schools in the social order of tomorrow. Instead, he will be concerned about preparing himself adequately for the opportunity of service that confronts him.

What shall be the place of the elementary principal in this enlarged program?

It should be encouraging to your organization to note that while the ax of retrenchment has been falling ruthlessly in every department of the public school, the supervising principal has been protected. Few states have sacrificed their schools as Ohio has. But even in Ohio, according to a study made recently by your president, the number of supervising principals has not been greatly reduced.

It was a long struggle that relieved principals of teaching responsibilities and opened up the possibilities of the supervising principalship. It is a high tribute to the quality of service rendered by the elementary principals in Ohio that this ground has been held in the face of retrenchments that have threatened the efficiency of our entire program.

The unshaken position of the principal in the face of depression draws our attention to the fact that the scope of service and the range of responsibilities carried by elementary principals have been greatly enlarged during the past ten or fifteen years.

A backward glance at the growth of the responsibilities of the elementary principal quickens our appreciation of

the importance of the work of the modern elementary principal. Early New England elementary principals were responsible to the public for their schools. They made their own curriculum, led the educational interests of their particular community and ran their own school. With the growth of urban centers came the superintendent of schools. He took over many responsibilities formerly carried by principals. Then came special teachers and special supervisors as assistants to the superintendent and for a time it appeared that the superintendent with the assistance of supervisors and special teachers would carry the major problems of the school system, leaving the principals to teach and tussle with the problems of petty administration and discipline. This was the period of the untrained principal who came into power either by reason of a strong right arm in disciplinary matters or out of respect to his teaching ability or by reason of long years of service or a combination of these factors.

Recent expansion in the executive responsibilities of the superintendent of schools necessitated decentralization of control of supervision. The principal became the personal representative of the superintendent of schools and, as such, responsible not only for problems of building administration but also for supervision of instruction. The expert supervisor ceased to be the representative of the superintendent and became an adviser and assistant to the principal. The supervisor may develop a program of instruction and have it accepted by superintendent and principals but the responsibility for the development of this program now rests in large measure with the principal.

Our new philosophy of education that calls for an age of expression accentuates the importance of the supervisory work of the building principal. Never in the history of our schools has the influence of the principal had such bearing upon the lives of children. Little wonder that his position has remained so firm throughout a great economic depression. As supervisors and special teachers have been crowded from the payroll the work of the supervising elementary principal has increased in its importance. At the present moment, the one great cause for concern should be that so few principals are adequately prepared to carry the additional supervisory responsibilities that the new order places upon them. The challenge of the hour is for principals who are trained, who understand our changing philosophy of education, and are in position to make such modifications in the program of yesterday as are essential if we are to prepare children to live in this changing world of ours. This cannot be done by the office principal who is content to manipulate the machinery of administration. New emphasis must be placed upon supervision and the classroom contact by the average elementary principal if he is to occupy the place of eminence in the schools of tomorrow that awaits him.

Numerous studies have been made to assist the principal in making daily and weekly programs and time charts. Opinion varies but all studies indicate that too much time has gone to the administrative details and too little to the work of supervision.

The elementary principalship is without question in a process of healthy evolution. Great progress has been made even in the last few years and the close observer of present public school trends

sees the elementary principalship advancing to assume more important responsibilities in the social order of tomorrow.

We all appreciate that we are in the midst of economic revolution of some sort. It is impossible to think of our returning to an age of class domination. Democracy dares not yield to autocracy with its peasantry and its social parasites. Civilization does not move backwards. It is not difficult for us to think of the new era into which we are entering as of greater significance than the Renaissance of the Middle Ages. It does not require great vision to see our people entering an age in which the consideration of human values will supplant that of material possessions. If we do and if we are to become concerned about how to live, how to use our leisure time, how to make use of the arts, how to get the most out of life, the elementary principal will become a much more important agent in molding the

character of our civilization. In my opinion, the challenge awaiting the elementary principal in the schools of tomorrow is tremendous.

You cannot afford to be without adequate training. You dare not overlook the fine things that come to you through membership in the Department of Elementary School Principals of the National Education Association. You must keep in touch with the progressive programs of our graduate institutions. You can no longer be classified as an administering principal. Your major concern must be focused on the child and the educational program. You are henceforth to be supervising principals. Your philosophy of education must prepare you to meet the needs of a changing world. You are to be student, teacher, administrator, and supervisor, and as such your place in the schools of our changing democracy will rise to new peaks of eminence and new levels of achievement.

Important Requests

A great many requests from different sections of the country have come to headquarters lately, asking for the programs for this coming year of the Principals' Clubs. Will you send us the program for your club so that we may render this service to the principals?



In the December issue of *The National Elementary Principal* each year is printed a list of active members and friends who have died since the January preceding. It is the wish of the officers of the Department to pay some fitting tribute to those who have departed since the publication of the previous list. Members are invited to send in, by November 15, the names of former elementary principals who are to be honored. Statements as to experience and special services will be welcomed, although space may not be available for all the material received.

CONSTRUCTIVE AND PREVENTIVE ASPECTS OF TEACHER HEALTH *

STEPHEN F. BAYNE

Associate Superintendent of Schools
New York City

In approaching the subject of teacher health, it is well for us to agree that in this there is cooperative responsibility. Administration and supervision must assume a large share of this responsibility for the physical welfare of teachers. The teacher likewise, not only for her own personal comfort and happiness, but also in fulfillment of her professional obligations, must take her part in keeping herself fit for her work. In administrative responsibility let us have clearly in mind that, in the final analysis, the purpose of the conservation of teacher health is not so much the welfare of the teacher as an individual, but the welfare of the child who comes in contact with the teacher, as well as the maintenance of a high type of instruction. We try to make teachers grow, not because we feel primarily responsible for *them*, but rather because we are concerned with child welfare. These two views may seem somewhat opposed but they are in reality two ways of looking at the same thing.

When an individual enters the teaching profession, she imposes upon herself limitations. Many teachers do not recognize that they are, in a measure, restricting their personal freedom. We are subjected to limitations of conduct and of dress because we realize the effect upon imitative children, and be-

cause we must face young people in our best physical, mental, and emotional condition. We must accept limitations as to outside occupations because they must not conflict with our work in the classroom. Avocational interests must not be of a nature that will produce a strain and affect our classroom efficiency. We must accept limitations of speech because we are setting an example to those who will use our language in the years to come.

In the history of educational administration in our country we have seen the unit of school administration grow from the one-room village school with its local autonomy and control to county and state control and even now there is thought of growth to a measure of federal control. Despite this growth, there still persists a large measure of local control and decidedly a large measure of local interest. I doubt if we shall ever see the time when there will be a divorce between the interests of the home and the class or school in which the child from that home is being taught. It is always a matter of concern what the mental and physical health of the teacher is and what assurance may be had of the continuance of strong, normal people in positions of guidance over our children. What assurance should a community have of the health of prospective teachers? Surely a community is entitled to look forward to future teachers who are strong in body, normal in functioning, well-balanced, and with a cheerful outlook on life. These qualifications are not measurable or accurately predictable but no matter how devastat-

* This address slightly abbreviated was delivered before the Department of Elementary School Principals at the Washington Auditorium, July 2, 1934, Washington, D. C.

ing our procedure may be, no individual should be permitted to enter our teacher-training schools who does not give promise, by careful examination, of possessing these prime requisites for the teaching profession. Medical examination of students in teacher-training colleges should be required and no candidate for teaching should be permitted to enter who is not able to pass a physical and personality examination. We are coming to the point where, in communities giving tenure to teachers for life or for a long period, the teacher must furnish evidence of complete physical and mental health before permanent appointment is given.

We are concerned with safeguarding the rights of teachers. We must be sympathetic with every problem a teacher faces for it is becoming evident that we revert again to our prime responsibility in educational administration and that prime responsibility is not the teacher but the child, so, while we shall safeguard the tenure rights of teachers, we have a greater responsibility in safeguarding the rights of children.

A study of the nature of illnesses of teachers in the City of New York made some years ago indicated that the prevailing types of illnesses from which teachers suffer were: throat and lung affections, nerve diseases, abdominal diseases, stomach and kindred affections, eye, ear, or nose affections, skin or blood infections, women's diseases, sprains, heart diseases, teeth, etc. In the year in which this survey was made, over nineteen thousand applications for refund of salary for illness were made. Of these applications over eleven thousand of them were due to throat and lung affections. A sampling survey of three hundred cases made within the last month indicates that nearly two-

thirds of the cases were caused by throat and lung affections. While these figures are subject to a number of interpretations, it is obvious that the strain of the classroom directs itself emphatically on the throat. There are also evidences of nervous disturbances. The question arises whether conditions of this sort should not be watched and should not periodic examinations of teachers' mental and physical health be made while they are in service.

In any school system there should be some form of medical supervision of teacher health. In the City of New York we have a Medical Board which has a slight measure of control of the candidates for teaching positions before appointment. This Board passes upon the absences of teachers, examines teachers who have been absent more than ten days and also other teachers who may be reported to it because of physical condition or mental instability. What should be the function of a medical board if we accept the criteria that schools exist for children rather than for teachers and that the community is entitled to teachers who possess normal physical, mental, and emotional qualities that are necessary for real teaching? It seems that in general we must provide for medical supervision of teachers from the time they enter our training institutions until they pass out of educational service. This is a tremendous responsibility. The rights of teachers would have to be safeguarded. Once a teacher has been given tenure, no medical board, without the approval of the administrative authority, should be able to terminate that teacher's service. A further limitation on any proposed medical control must be that it is adequate. It should be composed of specialists and for purposes of absolute

justice to the teacher, it should have a group of eminent practitioners, not connected with it, that would serve as a court of appeals. With this set-up the rights of teachers as well as the rights of children would be safeguarded.

Instruction in the use of the voice for classroom purposes should be given in teacher-training institutions and also should be a matter of persistent concern by supervisors for those teachers in service.

As supervisors and administrators we have the responsibility of so conditioning a teacher's environment that her health will not be affected thereby. This implies adequate and efficient ventilation and instruction of teachers in manipulating ventilating devices. In this day and generation ventilating and heating engineering should have arrived at a point where the proper conditioning of the schoolroom environment can be insured without undue cost. Our environment should include also an adequate rest room for teachers. I hope some time that our oldest group of school buildings will have a more humane provision made in this regard than is made for factories. Our newest schools meet this requirement. The whole problem of school housekeeping is of vital importance. The use of chalk, book covers, and other matters coming under this head are matters of our daily concern. If the teacher lives up to her part of the health contract, does not the community and the school administration have an equally important responsibility?

We are further concerned as supervisors and administrators with other elements in our organization which cause a strain on teacher health. Is there an effect on the teachers' welfare through having large classes? Have we

investigated fully the demands that the curriculum makes upon our grade teachers? Is it not true that too frequently our curriculum in the intermediate grades is written with the thought that the teacher is an expert in every subject of that curriculum? It behooves the supervisor to realize that the teacher cannot be an expert in every field of the curriculum, and he should make allowances and give interpretative guidance in the light of that recognition. Have we watched the time schedule and assignments of teachers? Have we seen to it that the teachers have a regular time for lunch hour and a proper place in which to eat? In our disciplinary adjustments are we guided by an intimate knowledge of the nervous and emotional differences of teachers or are we regarding all teachers as Ford cars or pickets in a fence? Have we with care objectively considered our supervision? Have we actively and intelligently put our supervision on the level of cooperation or on the highest level of creation? In my opinion more maladjustments of teachers are initiated or magnified by repressive, critical, and unsympathetic supervision than are ever recognized in a study of teachers' health.

What responsibility for out-of-school activities of the teacher has the supervisor? It is quite true that many teachers would reject advice on their recreational and avocational interests. Where there is reasonably perfect understanding and confidence between teachers and supervisors, guidance in recreational and avocational fields would be accepted and welcomed by many teachers. Have we encouraged the intelligent recreation and travel of teachers; taken the lead in bettering conditions for teachers; regarded it as one of our duties to maintain a whole-

some relation with the community not only on behalf of ourselves but on behalf of teachers; and given a social atmosphere to the school? Many in the profession prefer to limit their contacts solely to professional matters, but if we look at this as a practical question and we realize that with many teachers their whole life or the major part of it is centered in the school atmosphere, does it not seem reasonable that we should encourage a social intermingling of teachers, not necessarily taking the leadership in this but in aiding and abetting it wherever it seems wise?

What care are we giving to the woman teacher from forty-five to fifty-five years of age? Does she not become a matter of concern to us and does it not become our duty to understand her problem better, be extremely sympathetic, though not necessarily soft, in our dealings with her; to wit, to guide her in her outside activities, and to make her a matter of special study and help?

Where teachers have adequate tenure, adequate possibility of leaves, and a satisfactory retirement system, all these facts present a most promising and healthful situation. They seem to have grown up, however, without definite coordination; first one kind of leave, then another; an imperfect retirement system, then a more substantial one; leaves for study and for health, then the sabbatical leave, then the maternity leave. If all these procedures can be coordinated and re-organized in the light of some guiding principle, a more systematic and efficient personnel organization can be individualized and many of our problems of the health of the teacher would tend to disappear.

We have a great number of nervous cases, some undoubtedly inherent in

the individual teacher and made pathological by the strain of teaching. Such people should never have entered teaching, but if we have an adequate stream of people who desire to become teachers, if we have medical control of teachers before they receive permanent tenure, if we have intelligent and adequate supervision of teachers' absences because of illness, and then have at our command power to grant health leaves, sabbatical leaves, and finally close cooperation with the retirement authorities, the way would seem clear toward keeping constantly in service a sane, vigorous body of teachers able to assume the tremendous responsibility that their profession imposes upon them.

At the present time in a teaching corps of approximately 35,000 in the City of New York, we have 400 teachers on health and other leaves, 1200 on sabbatical leave, 1100 on maternity leave. In other words, about 8 percent of the staff are out of the classroom for a term or more. In addition to this, there are a large number of teachers out because of illness or other causes of a short or long duration. In addition to these absences, we are carrying 1600 vacancies in the high schools. It is not a wild estimate if we say that on the average there are 10 to 12 percent of the classes in our city in the hands of substitutes. Most of these are young people waiting appointment but who because of economy measures cannot be appointed. For them we have great concern. Their morale in the face of this situation has been shaken but happily not broken. Every aid and assistance must be given them by us to bring about the resumption of appointments.

Leaving out of consideration for the moment the emergency vacancies, it remains that at any time in the future

possibly 10 percent of the staff will be out of the classroom. The use of the various forms of leave with pay, in whole or in part, must be studied and fitted into an organic form of procedure with a philosophy of action based on the welfare of pupils as well as of teachers. Sabbatical leaves must be used for the good of the system as well as of the teacher. They must have a greater measure of direction, guidance and check up by the supervisor than they have now. This does not mean that the teacher will never have freedom in the use of her leave, to travel, to study along avocational lines, or if she is of long experience, to rest. It does mean, however, that the supervisor who knows her strength and her weaknesses, her narrowness and her breadth, her mental and emotional problems will assume a greater share in advising, directing, and checking up the purposes and results of sabbatical leaves. Sabbatical leaves offer a powerful medium for effecting improvement in morale and teaching efficiency. The need of careful study of their operation and possibilities as an administrative instrument is a matter of immediate concern.

The absences of teachers would bear careful analysis. The subject of refunds of absences for illness or other causes presents items of interest too far reaching to be discussed here. One item may be mentioned, however. In our city, up to a year ago full refunds of pay for absence were granted up to 60 days for the teacher of long experience. Last year, only half pay was granted. Immediately, the number of absences and their duration dropped off 30 percent. How careful we must be to interpret these results. Have teachers been malingering and staying away from school unfairly or has the impossibility of ob-

taining full refund driven teachers back to school before they have fully recovered? I lean strongly to the latter view. The truth lies most likely somewhere between. Here, too, we need careful study and evaluation of a situation.

In a tenure situation, one of the most difficult and often most depressing problems is that of retirement of teachers. Consideration of long and faithful service makes one hesitate to recommend retirement of a teacher now incapable of rendering it in the present. Here the personnel administration must be guided by the rights of childhood while overflowing with sympathy for the teacher. No matter how difficult it may be, his function is to see that as far as possible the schools are manned by teachers fitted physically, emotionally, and mentally, and as wisely and considerately as possible he must make the necessary decision.

All this procedure implies confidence in the administration and supervision of schools. It implies that there is fairness and justness in the attitude and in the judgment of those who have authority over teachers. If these conditions exist, and not only schools but the school systems are based on mutual confidence and reliance in supervisors by those supervised, certainly the mental and physical health of teachers should be much better than at present and much better than in those systems where these advantages are not present.

In our educational systems today teachers are working under reduced salaries with crowded classes in buildings suffering from want of rehabilitation. Because they have some kind of steady income, teachers are frequently called upon to carry the economic load of their families or friends. They are dealing with innocent children suffering

want and the nervous strain of homes facing economic insufficiency. They are having contact with parents depressed by the uncertainties of our economic and social life. Theirs is not an easy problem at any time—certainly, not now. Sensitive teachers who recognize these conditions and these evidences of unrest are under strains that few laymen realize. They cannot come into contact with children, parents, and communities suffering these discouragements

without paying the penalty in the form of a physical, nervous, or mental let-down. If ever there was a time for community consideration of teacher health, for wise and sympathetic administration, and for supervisory concern for the health of teachers, it is now. And as supervisors and administrators, it is well for us to make careful survey of our programs, our practices, and particularly our attitudes toward teachers.

QUESTIONNAIRE *

To Candidates for Governor and Members of Legislature:

For the information of the 2300 members of this association, teachers in the Newark Public Schools, and their friends, you are requested to answer definitely the following questions. Your replies or the fact that you do not reply will be given to the newspapers and announced over the radio, besides being communicated to all members of this association.

Question 1. Are you in favor of further crippling of the public school system and lessening of the opportunities of New Jersey youth for education, or will you use your vote and influence, if elected, to maintain and improve educational standards and facilities?

Question 2. If elected, will you give your influence and vote for or against the educational equalization plan, with a minimum contribution by the state to school districts, on the basis of school attendance, for the joint purpose of maintaining statewide equality of educational standards and relieving the burden of local taxation on general property, as recommended by Governor Moore's School Survey Commission and embodied in Assembly Bill 169 (1934 session)?

Question 3. If you favor larger state support for schools, for what method or methods of securing state revenues for this purpose will you, if elected, use your influence and vote? New State taxes which have been proposed for this purpose include:

- | | |
|---------------------|---------------------------------|
| a. Income tax. | d. Increased inheritance taxes. |
| b. Sales tax. | e. Intangible property tax. |
| c. Corporation tax. | Diversion of gasoline tax. |
| Land value tax. | Diversion of liquor tax. |

Question 4. Do you favor and will you, if elected, vote for the continued application of the principle of home rule in local expenditures, or state control of municipal and school budgets?

Question 5. Will you, if elected, use your influence and vote to compel payment by the state of its statutory contributions to the Teachers Pension and Retirement Fund?

Question 6. Will you, if elected, use your influence and vote to maintain and enforce the principle of the Teachers Tenure Law and to prevent violation and evasion of its purposes?

Question 7. In the face of increased and increasing cost of living, will you, if elected, use your influence and vote for or against continued pay cuts and suspensions of statutory salary increases for teachers and civil service employees?

* A copy of the questionnaire which is being sent out by the Newark, New Jersey, Teachers' Association to all candidates for governor and the legislature.

WHO'S DOING WHAT?

★ Mrs. Lotta Mosier, Lee School, Oklahoma City, has been elected President of Oklahoma Elementary School Principals' Association.

★ Our Herbert C. Hansen, member of the Executive Committee of the D. E. S. P. and former principal of Talcott School, Chicago, has been appointed principal of the Foreman High School.

★ Miss Frances McClelland has become a regular member of the headquarters staff of the office of the Association for Childhood Education in the N. E. A. building in Washington, D. C. She will be responsible for the editing, not only of the JOURNAL, but also of other publications of the Association for Childhood Education.

★ Miss Mary Margaret Roach, principal of Roach School, Decatur, Illinois, has been elected President of the Decatur Teachers' Federation. She served as vice-president during the last year.

★ The Committee for Education and Research of the Seattle Principals' Association has made, under the direction of Superintendent Worth McClure, a splendid compilation of reports of individual building studies which are interesting and worthwhile. This committee consisted of the following: J. Edward Petite, *chairman*; Eugenie Pariseau, Earl M. Towner, J. M. Knisley, Herman F. Smith, and Charles F. McKeehan.

★ *Hough Highlights* is the name of the school paper of Hough School, Cleveland, Ohio. Miss Martha Stewart is the progressive principal. She is

also City Enrolment Chairman for the D. E. S. P.

★ Miss Lillian Towne, a vice-president of the Department of Elementary School Principals during the years 1932-33, was made Master Emeritus of the Thomas Gardner District on her retirement September 1, 1934.

★ Miss Edith B. Hanna, chairman, Professional Committee of the Philadelphia Principals' Club and principal, Richard L. Wright School, issued in May a six page leaflet on "Individualization of Instruction"—which stressed *Problem Solving*. The September issue deals with *Reading*, Grades 1 to 3.

★ The meetings of the Joint Commission on the Emergency in Education will be thru the west and drought stricken territory. The following is the schedule arranged:

October 27—Chicago—Representing Illinois, Indiana, Iowa, Kentucky, Michigan, Missouri, Ohio, Wisconsin

October 29—Minneapolis—Representing Minnesota, Iowa, Nebraska, North Dakota, South Dakota, Wisconsin

October 31—Cheyenne—Representing Wyoming, Colorado, Idaho, Kansas, Montana, Nebraska, South Dakota

November 1—Ogden—Representing Utah, Arizona, Colorado, Idaho, Nevada, New Mexico, Wyoming

November 3—Portland—Representing Oregon, Idaho, Montana, Nevada, Washington

November 5—Oakland—Representing California, Nevada, Oregon

November 10—Los Angeles—Representing California, Arizona, New Mexico, Nevada

November 17—Austin—Representing Texas, Arkansas, Kansas, Louisiana, Missouri, New Mexico, Oklahoma

REPORTS OF COMMITTEES

PROFESSIONAL ETHICS

MASON A. STRATTON, Chairman

Principal, Brighton Avenue School
Atlantic City, N. J.

During the meetings of our Department in Cleveland there arose a felt need for some type of plan whereby the work of our Association would be better known to the teachers in training. We have a million teachers in the country with only about 200,000 holding membership in the National Education Association. With about 25,000 elementary-school principals in the country, only 4000 are members of our Department.

It was suggested that a committee of our Department be appointed to confer with the American Association of Teachers Colleges to work out such a plan and possibly lead to a course of study to be used in teacher-training institutions to make the prospective teacher "organization-minded."

H. L. Donovan, president of the American Association of Teachers Colleges, favored this cooperative effort and heartily endorsed the plan. Immediately co-operating committees were appointed. Roscoe L. West, president, State Teachers College, Trenton, N. J., is chairman of the committee appointed by Dr. Donovan.

Dr. West and I have conferred and have canvassed numbers of our group on certain basic problems. We meet tomorrow morning to plan a scheme of work and assignments and expect to be able to present a report in better form at our February meeting in Atlantic City, 1935, and a completed report by our next annual meeting in June 1935.

It is interesting to attend several sessions of groups meeting at this present convention to realize how this same need has been felt. At the Life Membership dinner last evening Dr. Rosier made the point that all recovery programs are based on united action and cooperative effort.

At a meeting of the Committee on International Relations of the N.E.A. it was my pleasure to find that there, too, the same feeling existed, that the valuable work of the various committees of the N.E.A. is not well understood.

It is our purpose to work on a project whereby our teachers in training may be given thoro instruction as to the work of: *N.E.A.*—departments, committees, plans; *state associations*—departments and committees; *local associations*—departments and committees.

We hope, thru this enlightenment, to secure better support of incoming teachers to the profession. We hope to build up a high standard of professional ethics—conscious of the obligation of each member of the profession to the group. It is not a question these days of what we get out of, but what we give to our profession.

We cannot do this in a day or a year. We can build this foundation gradually, and make our Department felt and our teacher-training institutions our cooperative workers.

YEARBOOK *

BESS CLEMENT, Chairman

Principal, Eliza Clark School
Clarksdale, Miss.

The 1935 Yearbook of the Department of Elementary School Principals is to deal with the topic *Socializing Opportunities in Elementary School Life*. The Yearbook will be concerned primarily with the informal group activities of the modern elementary school. While in the past, in some school systems, these activities have been labeled "extracurriculum," the viewpoint of the present yearbook will be that these are all parts of the child's normal school experience.

Since the preparation of articles is one important professional responsibility of principals will you call this opportunity to the attention of the elementary-school principals of your school system?

The members of the Editorial Committee would welcome correspondence with members of your staff for the purpose of supplying any information. We urge those who are interested in contributing on a specific topic to communicate with us at their earliest convenience.

* Report given by Samuel Berman, Principal, James R. Ludlow School, Philadelphia, Pa., in the absence of Bess Clement.

RESOLUTIONS

HERBERT C. HANSEN, Chairman

Principal, Talcott School
Chicago, Ill.

1. We commend the American Legion for its deep interest in education, as is indicated by the following resolution which was passed at its recent convention in Chicago:

It is the sense of this organization that education should be given its proper consideration by legislative bodies and should not be made to bear a major part of the sacrifices for economy.

2. We commend the splendid work of the Joint Commission on the Emergency in Education and we hereby pledge that Commission our hearty support in carrying out its recommendations.

3. We urge immediate and vigorous action in support of the program of the National Committee for Federal Emergency Aid for Education.

4. We urge that principals assume educational leadership in other states and local communities to develop programs of adequate local and state support for schools.

5. We adopt as our educational platform the splendid statements contained in the report of the Resolutions Committee of which A. B. Heacock was chairman, and which were adopted last July in Chicago.

6. We express our hearty appreciation of the generous hospitality extended to us by the Washington Principals' Club, the teachers of Washington, and the several professional organizations of this area.

7. We commend our president, Aaron Kline, for the splendid programs prepared for this convention and for his unswerving devotion to duty thruout a most critical period.

8. We express appreciation of the valuable work accomplished by the Editorial Committee. Hearty appreciation is due Dr. Hubbard and Miss Pinkston for maintaining a high level of efficiency in all the several activities of our Department.

9. Hearty thanks are hereby extended to all who have assisted in making this a notable convention.

INTERNATIONAL RELATIONS

A. B. HEACOCK, Chairman

**Principal, Los Feliz School
Los Angeles, Calif.**

Concurring in the opinion that the important task which faces our social structure today is that of developing a new point of view capable of seeing beyond national boundaries to embrace the world in which we live and sharing in the belief that it is possible to develop world understanding and international mindedness without loss of national loyalty, your committee is happy to present the following report:

Herman-Jordan Plan

In hearty accord with the major objectives of the Herman-Jordan Plan, which are:

1. To promote worldwide friendship without creating local disloyalty
2. To create a genuine world understanding, based on knowledge and respect
3. To realize that education is the only sure agency for producing desirable changes in civilization
4. To create a passion for and a knowledge of the truth in reference to peoples and nations
5. To break down prejudices, selfishness, and undue boastfulness and pride on the part of youth
6. To acquire the proper attitude toward war as opposed to other means of settling disputes between nations
7. To create a real national patriotism, a patriotism that calls for loyalty without suspicion, distrust, and hatred of other nations and peoples
8. To strive for fair consideration to be shown toward other nationalists
9. To create a new state of mind which will transcend national boundaries, translating knowledge into new modes of conduct on the part of the individuals composing all nations

and realizing the need for a definite plan of procedure in undertaking a program of such magnitude, your committee heartily endorses the Herman-Jordan Plan, with the sincere hope that its aims may be definitely attained.

A preliminary working outline of the plan is herewith presented:

FOREWORD:

This plan should contain materials and suggestions which are available to education in all lands.

Teaching has two purposes: (1) to inform with reliable, unprejudiced information; (2) to create attitudes.

This plan is like vocational education which prepares one for doing to a point of skill, a particular kind of work, or like profession as training which prepares for a particular type of highly intellectual skills; it prepares for the fine art of people living together in a new world community; it goes beyond the material, the selfish side of life, and assists the individual to act and react with his fellows.

AIMS:

1. Ultimate: World peace and the happiness of mankind.
2. Immediate: Understanding, sympathy and cooperation, goodwill.

SOURCES OF MATERIALS:

1. *History*—Great movements, national contributions, race experience. Biography of great personages. Liberal use of sources of information.
2. *Literature and fine arts*—Community aspect; universal means of expression; derivations and similarities.
3. *Applied science*—As an integrating force in modern life.
4. *Government*—International law: comparative government, world citizenship; world civics.

METHODS:

1. Methods should be intellectual; should lay the foundation for intellectual appreciation; should be adapted to the procedures of the several countries.
2. These methods to be available thru a. Classroom instruction; b. International radio; c. Motion pictures; d. International plays and games across border lines; e. Magazine articles, books; f. Contests, creative work, oratory, essays, art; g. Assembly program and observance of World Goodwill Day.

RELATED PROBLEMS OF ADMINISTRATION:

1. Training of teachers
2. Educational exchange of students and teachers
3. Lectures on the interpretation of national life
4. School correspondence and exchange of portfolios.

Pact of Paris

Your committee recommends that a copy of the two essential articles of the Paris Pact be placed in every classroom of America and be memorized by pupils as a part of the supreme law of our land:

The Paris Pact, signed by representatives of fifteen leading nations August 27, 1928, promulgated July 25, 1929, and since adhered to by forty-seven nations, making a total of sixty-two, is now a part of the supreme law of our land and of international law.

In this treaty the nations of the world renounced war and the war method of achieving national policies and pledged themselves to seek the solution of all international differences only by pacific means. Secretary Stimson showed how fundamental and epochal this agreement is: it sets off the present and future from all past history. The nations have begun to shape their policies in the light of it. A nation, temporarily controlled by a militaristic and imperialistic party, may disregard the pledge it has solemnly made and thus lose the benefits of the treaty. Or, a nation may set up the claim that its military operations are in self-defense. Such a nation has simply failed to live up to the level of the great agreement. The treaty contains no provision for its abrogation. It was intended to be a permanent document. It was negotiated by the various governments because of the demand of public opinion, according to Secretary Kellogg. Since it was negotiated, public opinion has been greatly consolidated behind it in practically all nations, but particularly in the United States.

The two essential articles of the Paris Pact are:

Article I—The High Contracting Parties solemnly declare in the names of their respective peoples that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

Article II—The High Contracting Parties agree that the settlement or solution of all disputes or conflicts of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

Department of International Relations

Your committee recommends that a Department of International Relations be established in the Office of Education, United States Department of the Interior, under the direction of the United States Commissioner of Education with a similar Department of Education.

These administrative units would, in turn, be responsible for requiring a Department of International Relations in all state universities and teacher-training institutions, and in the educational administrative personnel of all school districts.

World Goodwill Day

To establish a better understanding of and a finer appreciation for all peoples of the world, your committee recommends that an annual observance of Goodwill Day, the anniversary of the Hague Tribunal, May 18, be made obligatory in all public schools.

Junior Red Cross

It is the opinion of your committee that the Junior Red Cross has definitely established itself as a successful medium of furthering fine relationships and developing splendid attitudes among the children of the world. Eastern and western cultures are being brought into closer contact and lines of nationalism are rapidly being submerged by the depth of international thinking.

We believe the activities of this organization should be advanced by the public schools of America.

Limitation of Armaments

Believing that an unrestrained international armament program may result in the most disastrous conflict man has ever known, your committee favors a program of limitation of armaments, land, sea, and air, entered into by all nations.

Some one hundred and twenty-five years ago, Napoleon said, "The world is governed by two powers—the sword and the spirit. But in the end the spirit will triumph." It is our belief that the expressed desire of the people of the world is that this end may be not far off.

Government Control of Instrumentalities of Warfare

Believing that little progress can be made in a program of armament reduction so long as the manufacturing of munitions be left in the hands of private interests and enterprises, we recommend that the manufacturing and sale of all instrumentalities of war be under direct control of the federal government.

World Economic Planning

With an understanding of the interrelations between men, a knowledge of the common life problem of peoples, and realizing the inter-dependency of all nations of the world, your committee favors a definite program of world economic planning.

A Friendly World

We believe that a definite program of education, provided by the schools of the nations, working with other agencies of civic, social, and governmental life, can be most effective in developing within the individual a feeling of world understanding and goodwill, without the loss of any quality essentially desirable to national citizenship.

If we can create a state of mind in each individual which will permit an appreciation and understanding of world problems, we will have traveled far on the road to a friendly world, and we will have done much toward the developing of world citizens and the creation of world peace.

General

Your committee expresses its sincere appreciation to all organizations, institutions, and agencies which are engaged in the promotion of international relations and goodwill.

We believe that the contributions we can finally make to the children of the world will be in direct ratio to our capacity to see beyond the confines of state and national territories to that greater world horizon.

The Committee on International Relations of the Department of Elementary School Principals of the National Education Association is happy for the privilege of sharing in the work this year and to submit this report.

NECROLOGY

ELIZABETH MC CORMICK, Chairman

**Principal, Timothy O. Howe School
Superior, Wis.**

We are gathered together in the annual meeting of the great National Education Association. As we study great movements of the past in education, as we plan for effective ones for the future, it is fitting that we pause for a moment to pay tribute to those of our co-workers who have this year passed to the great beyond.

Whether their service was given in a small rural community, or in one of our great metropolises, who can say what their influence may have been? Let us do them honor by standing in silence.

Benjamin Franklin once said, "I now behold a rising, not a setting sun." It is for us, the living, to face a rising sun for education, and to dedicate ourselves anew to the unfinished work which our associates did their part to advance.

We may not have the names of all our members who died this year, so none will be read at this time.

MORE INTERESTING BOOKS

Every elementary principal has a treat in store for himself when he reads a book just off the press by one of our own members—*The Administration of Supervision*—by Arthur S. Gist, President, Humboldt State Teachers College, Arcata, California; Charles Scribner's Sons. The purpose of the book is to outline the various purposes of supervision, its historical development, its organization and the techniques necessary to successful administration of supervision. Altho the book has been written primarily for those in elementary education, the basic principles of supervision and many of the practices, outlined, may be of value both to those in the secondary field, as well as those in rural and in urban localities.

★ ★ ★

All principals interested in supplementary readers for grades two and four will be glad to know of *Our Farm Babies and Other Farm Babies* by O. Stuart Hamer and Anna M. Hamer; McKnight & McKnight Company, Bloomington, Illinois. These books are attractively bound, clearly printed in large readable type, carefully graded for word difficulty, and are richly illustrated with actual photographs. Each of the twenty-three stories appearing in these two books relates the actual experiences of a little boy as he came in contact with these baby animals on the farm. There is an abundance of interesting information in each story about little farm animals in their most fascinating stages.

★ ★ ★

Principals and teachers who are especially interested in correct speech will find a wealth of material in a new book just off the press for the teacher's use—*English and Everyday Life*, Book One, and a notebook for the pupils' use—*My Treasure Chest* by L. J. O'Rourke; The Psychological Institute, 3506 Patterson Street, Washington, D. C. These books are designed to insure emphasis on essentials and maximum progress in the mastery of those phases of usage taught. The studies are designed to make English instruction carry over into life situations.

★ ★ ★

Have you seen *Psychology of the Elementary School Subjects* by Luella Cole, formerly assistant professor of Psychology, Ohio State University; Farrar & Rinehart Co., New York? This book concerns primarily the

learning of elementary-school subjects. It deals only incidentally with children. It contains a selection of digested and organized material. The author "confesses to a secret hope that the teacher who has read this book will go forth and sometimes do differently than she might have done had the points in the chapter not been brought to her attention."

★ ★ ★

The National Congress of Parents and Teachers, 1201 Sixteenth Street, Washington, D. C., announces *Our Public Schools* as a new book for laymen. This book was written by men and women nationally known and was compiled by Charl Williams, the fifth vice-president of the organization, and field secretary of the N. E. A. Its good print, illustrations, and flexible binding, make it attractive, and its size is just right to tuck into pocket or bag.

★ ★ ★

The Modern Family by Garry Cleveland Myers; Greenburg Company, 160 Fifth Avenue, New York, New York, is an interesting book. The author says, "In this book I have attempted to make a psychological analysis, in language that anybody can understand, of a few of the human relationships within the average family of parents and children; of these relationships as modified by factors outside this group; and to suggest a few practical means of rendering family life more satisfying." Dr. Myers is head of the Department of Parent Education, Western Reserve University; Editor-in-Chief of *Junior Home Magazine*, and one of the leading figures in the P. T. A. movement. His daily column of advice to parents is syndicated in nearly 100 newspapers.

★ ★ ★

Language in the Elementary School. By Paul McKee. Houghton Mifflin Co., Chicago, Illinois. A complete and practical treatment utilizing the results of recent scientific research.

★ ★ ★

Reading and Literature in the Elementary School. By Paul McKee. Houghton Mifflin Co., Chicago, Illinois. Lays particular emphasis upon teaching the type of reading essential to effective study and stresses the developing of extensive tastes in reading.

MINUTES OF THE EXECUTIVE COMMITTEE*

Minneapolis, Minnesota, February, 1933

The first meeting of the Executive Committee of the Department of Elementary School Principals of the National Education Association was held Monday morning, February 27, 1933, in the parlor of President Elizabeth McCormick's suite, Nicollet Hotel, Minneapolis, Minnesota.

The following persons were present: Elizabeth McCormick, president; John R. Thomas, representing Earl R. Laing, first vice-president; Margaret C. Mackintosh, fourth vice-president; M. Emma Brookes, Herbert C. Hansen, and Cassie F. Roys of the Executive Committee; Aaron Kline, retiring member of the Editorial Committee; and Eva G. Pinkston, executive secretary.

President McCormick called the group to order. The usual procedure of business was suspended and a discussion of the Chicago program took place. It was decided to have only one Department breakfast at the summer meeting and this to take place on Monday. This change was made so that the members of the Department would have an opportunity to attend their state breakfasts on Tuesday.

The representatives of the Chicago meeting were strongly urged not to allow our hosts to prepare for lavish entertainment of its guests.

A motion was made by Miss Brookes and seconded by Miss Mackintosh to suspend the reading of the minutes of the Atlantic City meeting, each member having read them in the October issue of THE NATIONAL ELEMENTARY PRINCIPAL. Motion carried.

There was a discussion of different ways to increase the membership in the Department. A motion was made by Miss Mackintosh and seconded by Miss Roys that wherever conditions warranted it in certain states district enrolment chairmen be appointed instead of state chairmen. Motion carried.

A motion was made by Mr. Hansen and seconded by Miss Brookés that a letter be sent to all State Enrolment Chairmen expressing appreciation for their cooperation and for the splendid work done in enrolling and interesting members in joining the Department this past year. Motion carried.

A motion was made by Miss Roys and seconded by Miss Brookes that the Executive Committee extend to Dr. Frank W. Hubbard, a vote of appreciation for his very excellent work on the bulletins for this past year.

Letters and telegrams expressing regrets that they could not be present were read from Earl Laing, A. B. Heacock, Lillian Towne and H. B. Norton.

Mr. John Thomas, chairman of the 1934 yearbook, reported that the thirteenth yearbook would be as follows:

1. The name to be *The Principal and Aids To Teaching*.
2. It would contain eleven chapters.
3. Instead of subtopics under each heading there would be specific questions.

* The minutes of the Minneapolis meeting have not been previously published because the Executive Committee decided to give this particular space in the April, 1933, BULLETIN, to the use of the Joint Commission on the Emergency in Education.

4. Generally speaking there will be modifications and change of plans so that in the future better and better yearbooks will be produced.
5. Yearbook to be more and more a handbook in evolving and administering aids to teaching.
6. Leaflet will be sent to all prospective contributors soon after 1933 yearbook is out.

Mr. Thomas presented the following recommendations of the Yearbook Committee:

1. Follow the plan of this year and have only one meeting, this meeting to precede the meeting of the Department of Superintendence.
2. Suggest that a report be prepared by Editorial Committee and such report be read at Chicago by president or executive secretary.
3. Individual stationery be given each member of committee.

Mr. Thomas expressed the appreciation of the committee for the much extra work done at headquarters.

A motion was made by Mr. Hansen and seconded by Miss Brookes that the report be accepted and appreciation be expressed for the splendid work done. The Executive Committee realized the extra burden caused by having only one meeting. Motion carried.

No action was taken about recommendations of Editorial Committee.

Meeting adjourned.

The second meeting of the Executive Committee of the Department of Elementary School Principals of the National Education Association was held Tuesday morning, February 28, 1933, in the parlor of President Elizabeth McCormick's suite, Nicollet Hotel, Minneapolis, Minnesota.

The following persons were present: Elizabeth McCormick, president; John R. Thomas, representing Earl R. Laing, first vice-president; Margaret C. Mackintosh, fourth vice-president; M. Emma Brookes, Herbert C. Hansen, and Cassie F. Roys of the Executive Committee; Aaron Kline, retiring member of the Editorial Committee; Bess Clement, new member of the Editorial Committee; Frank W. Hubbard, associate director of Research Division of the National Education Association; and Eva G. Pinkston, executive secretary.

The president called the meeting to order. The minutes of the meeting on Monday, February 27, 1933, were read and approved.

A motion was made by Miss Brookes and seconded by Mr. Hansen that the report of the executive secretary be accepted and appreciation expressed for the detailed way in which it was presented. Motion carried.

An informal discussion was held about plans for the summer meeting at Chicago. Mr. Kline was again instructed not to allow the principals of Chicago to embarrass themselves by planning lavish entertainments. He was asked to keep prices within the reach of all. At the request of the president the Chicago principals were to be asked to take full charge of the annual banquet.

A motion was made by Mr. Hansen and seconded by Miss Roys that the Department of Elementary School Principals offer to the Joint Commission on the Emergency in Education, space in THE NATIONAL ELEMENTARY PRINCIPAL for June, if they wished to use it. Motion carried.

There was a discussion about the sale of previous yearbooks. A motion was made by Mr. Thomas and seconded by Miss Mackintosh that yearbooks previous to the last issue be reduced in price and that a sliding scale be used. The price is to be determined by the executive secretary. Motion carried.

Miss Bess Clement of the Editorial Committee gave a brief report of the tentative plans and titles selected for future yearbooks:

1935—The Principal and the School-Life Activities

1936—Leadership in the Principalship

A motion was made by Mr. Hansen and seconded by Miss Roys that Miss Clement's report be accepted. Motion carried.

Due to the absence of Miss Shove, Mr. Thomas read her report of the work of the Editorial Committee of this year. Miss Roys made a motion, seconded by Miss Mackintosh that Miss Shove's report be accepted and hearty appreciation be expressed to the committee for the work done and that the report be made a part of the minutes. Motion carried.

Miss Shove's report was:

February 27, 1933

REPORT OF EDITORIAL COMMITTEE—1933

HELEN B. SHOVE, *Chairman*

Madam President:

Executive Committee Members:

Executive Secretary:

Being unable to be present, I desire to make a brief statement for the Editorial Committee having the Twelfth (1933) Yearbook of the Department of Elementary School Principals. The book is ready for the press with but one exception, after intensive work on the part of the committee, Dr. Frank Hubbard and assistants in the Research office. Some over a hundred manuscripts were received from the school and library fields. What suited the purposes of the Yearbook have been welded into a unified volume which, we hope, will interest and serve both school and library folks.

We have labored better to organize and reduce the page volume of the book. We have tried a simple evaluation sheet which may be improved the coming year. We believe the method of having all manuscripts read and evaluated by each member before reaching Dr. Hubbard is an advance over our previous method. The three days' meeting, previous to the Superintendence convention, with such preparation, have seemed most fruitful and inspiring. Dr. Hubbard and the Research Division have been exceedingly helpful at all times. The Executive Secretary, Miss Pinkston, has advised constructively and has done a great deal to promote the best interests of the Yearbook through the Bulletin, etc.

The committee members, Aaron Kline and John Thomas, have been tireless in their efforts for the Department and have given a service that few can fully appreciate. The broad experience, unselfish interest, and sane leadership of Aaron Kline should be utilized by the Department as he concludes his splendid

service on this Committee. The plan and organization for the 1934 Yearbook under the leadership of John Thomas promises outstanding success.

The new member, Miss Bess Clement, gave real help at her initial meeting with the Committee and promises unusual abilities and interest.

The Chairman wishes to express appreciation for the opportunities of service which membership on this Committee offers, but regrets that a combination of the times and unusual circumstances has not permitted a greater contribution. Anticipating the coming year as one which will challenge and interest, and, we trust, be of increasing value to the Department, I am

Most respectfully yours,

(Signed) HELEN B. SHOVE,
Chairman, 1933.

JOHN THOMAS
AARON KLINE

A motion was made by Miss Brookes and seconded by Miss Roys that the Department of Elementary School Principals consider the advisability of holding a joint meeting with the Department of Supervisors and Directors of Instruction at the summer meeting in Chicago and appoint Miss Mackintosh of New York to confer with Dr. Hosic and Mr. Hansen to select an impartial chairman from Chicago. Motion carried.

After a discussion of the various ways of holding the election of officers a motion was made by Miss Brookes and seconded by Miss Roys that the present method of the election be changed so as to vote by ballot. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Thomas that the executive secretary be instructed to make a plan of honoring people who have been longest in the service, this person or persons to be the guests of the Department at the banquet at the Chicago meeting. Motion carried.

Miss Mackintosh offered resolutions from the New York City Principals' Association. Mr. Hansen made a motion, seconded by Miss Roys, that these resolutions be accepted and be given publicity in the June issue of the Bulletin. Motion carried.

These resolutions were read by the executive secretary at the Wednesday afternoon, March 1st, program of the Department.

Resolutions from the Boston Principals' Association, sent by Miss Lillian Towne, were read by the executive secretary. Miss Roys made a motion, seconded by Mr. Thomas, that appreciation be expressed to the Boston club for their thoughtfulness and their interest in the Department.

Motion was made by Mr. Thomas and seconded by Miss Brookes that Miss Roys, Miss Mackintosh and the executive secretary be instructed to write a letter to the Minneapolis Principals' Forum and chairmen of committees expressing appreciation for the arrangements made by them for the meetings of the Department and for their lovely hospitality. Motion carried.

Meeting adjourned.

EVA G. PINKSTON,
Executive Secretary.

FINANCIAL STATEMENT

Year Ended May 31, 1933

ASSETS

Permanent Fund—Cash and Securities..... \$6,048.77

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

Receipts:

Membership Dues

Current Year—3652 Members at \$3 each.....	\$10,956.00
Arrears—32 Members at \$3 each.....	96.00
Sale of Yearbooks.....	1,651.01
Interest on Bonds (Newport News).....	412.50
	13,115.51

\$17,114.53

Disbursements:

Printing

April 1933 Bulletin.....	\$168.69
October 1933 Bulletin.....	187.43
December 1933 Bulletin.....	186.81
February 1934 Bulletin.....	137.91
April 1934 Bulletin.....	213.68
Yearbook, June 1933.....	2,454.23
	\$3,348.75

Printing—Leaflets, Cards, etc.....	534.04
Services in Typing Section.....	571.87
Services in Multigraphing Section.....	189.93
Services in Mailing Section.....	172.20
Services in Addressograph Section.....	34.00
Postage.....	1,477.64
Stationery and Supplies.....	579.54
Stenographic and Clerical Service and Salaries.....	5,454.93
Insurance.....	280.00
Telegrams and Express.....	32.76
Donation to Legislative Commission.....	25.00
Chicago Convention Expense.....	53.06
Cleveland Convention Expense.....	75.50
Miscellaneous.....	147.90

Traveling and Expense of Yearbook Committee

Helen B. Shove.....	\$55.98
John S. Thomas.....	27.67
Bess Clement.....	71.45
	155.10

Traveling Expenses—Officers

Elizabeth McCormick.....	\$57.14
Aaron Kline.....	23.20
Eva G. Pinkston.....	205.75
	286.09

13,418.31

Balance as at May 31, 1934..... \$3,696.22

PRINCIPAL, OCTOBER, 1934

SECRETARY'S REPORT

Washington, D. C., Meeting

June 30—July 6, 1934

The Department of Elementary School Principals held two general sessions in the Assembly Room of the Washington Auditorium, Washington, D. C., on July 2 and 3, respectively. The musical program which preceded the Monday afternoon session consisted of beautiful harp selections rendered by Mr. William T. Cameron of the United States Navy Band, and head of the Harp Department of the Washington College of Music. Mr. Cameron is a composer as well as a performer. The musical program which preceded the Tuesday afternoon session was given by members of the music appreciation group of the Americanization School of which Miss Maude Aiton is principal. It consisted of dances and folk songs and was arranged by Mrs. Helen C. Kiernan-Vasa, director of music.

The topics and speakers for the meetings were as follows:

FIRST SESSION, MONDAY AFTERNOON, JULY 2, 1934

Health

Sponsored by the New York City Principals' Association

Music

Constructive and Preventive Aspects of Teacher Health, Stephen F. Bayne, Associate Superintendent in Charge of Personnel, Board of Education, New York, N. Y.

The Mental Health of The Teacher: Its Effect upon the Child, Lawson G. Lowrey, Chairman, New York City Committee for Mental Hygiene, New York, N. Y.

Discussion

SECOND SESSION, TUESDAY AFTERNOON, JULY 3, 1934

Services of the Modern School

Music

What a Modern School Should Do for a Modern Child, Rollo G. Reynolds, Principal, Horace Mann School, Teachers College, Columbia University, New York, N. Y.

The Service Which Elementary Principals Should Render at This Time, Elsie E. Green, Principal, Whittier School, Washington, D. C.

Reports of Committees

Election of Officers

Breakfast and Banquet Meetings

A delightful get-together breakfast was served Monday, July 2, at Sholl's, 1032 Connecticut Avenue. Even though the weather was stifling hot, there were more than one hundred and twenty present. President Aaron Kline gave a word of greeting; emphasized registering at registration desk in the Washington Auditorium; made announcements of the activities of the week which would interest elementary principals; gave an urgent invitation for all to visit department headquarters in the National Education Association Building, 1201 Sixteenth Street; and announced the following Nominating Committee for the election of officers for the ensuing year: Earl R. Laing, Detroit, Michigan, Chairman; Margaret C. Mackintosh, Brooklyn, New York; George Hale, Azusa, California; Cecelia Galvin, Indianapolis, Indiana; and Lillian M. Johnson, Norfolk, Virginia.

In the West Ballroom of the Shoreham Hotel, the semi-annual banquet was held at 6:00 p. m., July 3. This delightful occasion was made more enjoyable because of the group singing, led by Mrs. Lillian G. Brosseau, Instructor in Music in the Washington schools, and the soloist, Miss Hattie Herfurth, contralto, a teacher in elementary schools. Mrs. H. M. Belman was the accompanist. The Honorable John Dickinson, Assistant Secretary of Commerce, was the guest speaker and his timely topic was, "Elementary Education in a Democracy." The hostesses for the evening were the principals of the District schools. All local arrangements for the Department were made by the Washington Principals' Club of which Miss Cecilia P. Dulin, principal of the Buchanan School, is president. Her steering committee consisted of the following principals: Margaret Lockwood, Horace Mann School; Margaret Pepper, E. V. Brown School; Lou Ballenger, Raymond School; Mrs. I. R. Duganne, W. B. Powell School; Mary E. Draney, Burroughs School; Bertha E. Taylor, Henry School; Mrs. Florence Cornell, Emonds-Kingsman-Maury Schools; Elizabeth Emmons, Kenilworth School; Eva Trusheim, Congress Heights School; Katherine Doonan, Amidon-Fairbrother-Rossell Schools; Elizabeth O'Hara, Takoma Park School.

At the business meeting Tuesday afternoon, July 3, President Kline urged the cooperation of all principals in the great undertaking of getting elementary principals to unite and work toward restoring education to its 1929 level. Reports from the following committees were read and approved:

- Report of Secretary, Eva G. Pinkston, 1201 Sixteenth St., N. W., Washington, D. C.
- Resolutions Committee, Herbert C. Hansen, Principal, Talcott School, Chicago, Ill., Chairman.
- Professional Ethics Committee, Mason A. Stratton, Principal, Brighton Avenue School, Atlantic City, N. J., Chairman.
- Yearbook Committee, Samuel Berman, Principal, James R. Ludlow School, Chairman, 1937 Yearbook.
- International Relations Committee, A. B. Heacock, Principal, Los Feliz School, Los Angeles, Calif., Chairman.
- Necrology Committee, Elizabeth McCormick, Principal, Timothy O. Howe School, Superior, Wis., Chairman.

Earl R. Laing, Detroit, Michigan, Chairman of the Nominating Committee, submitted the following report for officers for the ensuing year:

- President—M. Emma Brookes, Cleveland, Ohio.
- First Vice-President—Aaron Kline, Chicago, Illinois.
- Second Vice-President—Edythe J. Brown, South Bend, Indiana.
- Third Vice-President—Ira M. Kline, White Plains, New York.
- Fourth Vice-President—Sarah L. Young, Oakland, California.
- Fifth Vice-President—Mrs. Edith B. Joynes, Norfolk, Virginia.
- New Executive Committee Member—Mason A. Stratton, Atlantic City, New Jersey.

A motion was made by Mr. Laing and seconded by Mr. W. T. Longshore, Kansas City, Missouri, that the report be adopted. Miss Dorothy Bildersee, New York City, New York, moved that nominations be closed. There being no opposition to the report, Mr. Laing moved that voting by ballot be dispensed with and that the Executive Secretary be instructed to cast the vote for the

assembly. This motion was seconded by Miss Elizabeth McCormick, Superior, Wisconsin. Motion carried. The ballot was cast by the Executive Secretary.

A motion was made by Mr. Herbert C. Hansen, Chicago, Illinois, and seconded by Miss Elizabeth McCormick, Superior, Wisconsin, that an expression of appreciation be given to the Washington Principals' Club and other individuals for their generous hospitality and for making the meeting such a great success.

Meeting adjourned.

EXECUTIVE COMMITTEE MEETING, MONDAY MORNING, JULY 2, 1934

The meeting was called to order by President Kline in room 701, seventh floor, N. E. A. building, 1201 Sixteenth Street, N. W. The following persons were present: Aaron Kline, president; Elizabeth McCormick, first vicepresident; Mason A. Stratton, second vicepresident; M. Emma Brookes, third vicepresident; Margaret C. Mackintosh, fifth vicepresident; A. B. Heacock, Herbert C. Hansen and Earl R. Laing of the Executive Committee and Eva G. Pinkston, executive secretary.

A motion was made by Mr. Laing, and seconded by Miss Mackintosh, that the minutes of the Cleveland meeting be omitted because all the officers and the members of the Executive Committee had been sent copies which they had approved and returned and these had been published in the April issue of *THE NATIONAL ELEMENTARY PRINCIPAL*. Motion carried.

It was brought to the attention of the board by the executive secretary, that the minutes of the Minneapolis meeting had never been published because of the lack of space, eight pages or one-fourth of the bulletin having been assigned to the Joint Commission on the Emergency in Education in the April, 1933 issue of *THE NATIONAL ELEMENTARY PRINCIPAL*.

A motion was made by Mr. Stratton, seconded by Miss Brookes, that the minutes of the Minneapolis meeting be published in the October, 1934 issue of *THE NATIONAL ELEMENTARY PRINCIPAL*, so that they will be available in printed form. Motion carried.

A written report of the executive secretary had been previously given to each member of the Executive Committee. The president asked that each section be discussed. A motion expressing appreciation of the work done at Headquarters last year was made by Mr. Laing and seconded by Miss Brookes. Motion carried.

After studying the problems of finance, the Budget Committee was asked to make a proposed budget for the Department for the year 1934-35. Herbert C. Hansen, Chairman of the Budget Committee, submitted the following report:

Budget 1934-35

Total estimated receipts.....	\$17,500
Office expenditures and salaries.....	\$7,000
Contingent fund.....	1,000
Printing and postage.....	8,000
Permanent fund and annuities.....	1,500
	\$17,500

On motion of Mr. Heacock, seconded by Mr. Stratton, the report of the Budget Committee for 1934-35 was approved. Motion carried.

After a detailed discussion as to the ways and means of increasing the membership of the Department, a motion was made by Miss Brookes, and seconded by Miss McCormick, authorizing the executive secretary to work out and execute a new plan for obtaining members. Motion carried.

After a discussion as to the change in time of the meetings of the Executive Committee, a motion was made by Mr. Stratton, and seconded by Miss McCormick to change the time of meetings so as not to conflict with meetings held by the N. E. A. because many of the group are also official delegates to the convention. Motion carried.

A motion was made by Mr. Heacock, and seconded by Miss McCormick, that officers meet at a Sunday morning breakfast at each convention and from this go into executive session. Motion carried.

Because of the large amount of splendid material which is available for 'THE NATIONAL ELEMENTARY PRINCIPAL, it was voted to leave to the judgment of the executive secretary as to whether one or more issues of the bulletin would be increased in size.

There was a discussion about sending one copy of the Research Bulletin to the members of the Department of Elementary School Principals should one seem to be of especial interest to elementary principals. No final action was taken.

A motion was made by Mr. Laing, and seconded by Mr. Hansen, that the executive secretary be instructed to write Dr. Frank W. Hubbard, associate director of Research, a letter of appreciation for the splendid services he has rendered the Department for many years in editing the yearbooks and to wish him success and happiness in his chosen field of work. Motion carried.

Dr. Richard Foster of the Research Division has been assigned to the work of helping the Editorial Committee edit the yearbooks of the Department in the future.

Meeting recessed to 9:00 a. m. Tuesday, July 3.

EXECUTIVE COMMITTEE MEETING, TUESDAY MORNING, JULY 3, 1934

The recessed meeting of the Executive Committee was called to order by President Kline in room 701, seventh floor, N. E. A. building, 1201 Sixteenth Street, N. W.

The following persons were present: Aaron Kline, president; Elizabeth McCormick, first vicepresident; Mason A. Stratton, second vicepresident; M. Emma Brookes, third vicepresident; Margaret C. Mackintosh, fifth vicepresident; A. B. Heacock, Herbert C. Hansen and Earl R. Laing of the Executive Committee and Eva G. Pinkston, executive secretary.

The minutes of the meeting of July 2 were read and approved.

The morning was devoted to the selection of a suitable Life Membership emblem, certificate and card. The executive secretary read the following plan for Life Membership in the Department:

Action was taken by the Executive Committee of the Department of Elementary School Principals at the Cleveland meeting, February 26, 1934, to amend the Bylaws to include a \$50.00 Life Membership. The income from this source would be placed in the permanent fund of the Department and only the interest used. Payments can be made in full or in deferred payments of \$5.00 or \$10.00 per year. Credit to be given to those members who have paid their membership for this year by letting them add \$2.00 to the fee which they have already sent. This \$3.00 membership fee and the \$2.00 additional to be the first payment of a Life Membership. Life members will receive all publications of the Department throughout life and shall have all rights and privileges of active members. This membership will be non-transferable.

A letter was sent first to each member of the Department whose name appeared in the First Yearbook, asking if they would like to have any particular number of certificate when issued. It was felt that the staunch supporters of the Department should have a choice. The second letter went to the entire membership, giving all an invitation to become a charter member of this group. A goal was set for 50, but up to the time of the convention there were listed 51. Now 61 have joined. These names will be listed at the beginning of the directory in the Thirteenth Yearbook which will be sent to all members, September 15.

As each application was received a letter was sent asking for their preference about a life membership emblem. Many suggestions have been received and it is most gratifying to Headquarters to see the interest which has been exhibited in this new plan which will mean so much to the future of the Department.

Mr. Stephen O. Ford, representative of the L. G. Balfour Company, which makes the Life Membership keys for the National Education Association, had been invited to come and give suggestions and prices for an emblem.

After much discussion a motion was made by Mr. Laing, and seconded by Mr. Heacock, to ask Mr. Ford to make a drawing using a book for the background and a raised key across, the key to be similar to the one presented to the elementary principals at the Los Angeles meeting and the executive secretary was authorized to complete the action for the pin. Motion carried.

A motion was made by Miss Mackintosh, and seconded by Mr. Stratton, that a letter of appreciation be sent to R. C. T. Jacobs, Dallas, Tex., Frank W. Hubbard, Washington, D. C., and Harley W. Lyon, Pasadena, Calif., for their splendid drawings for a Life Membership emblem. Motion carried.

A motion was made by Miss Brookes, seconded by Mr. Hansen, instructing the executive secretary to write a letter of appreciation to Miss Margaret C. Mackintosh and her committee for the exceptionally fine program which they had prepared for the Monday afternoon session; that a letter be sent to the New York Principals' Club thanking them for sponsoring the program; and that a letter be sent to Dr. Harold G. Campbell, Superintendent of Schools, New York City, informing him of the high praise which it won.

A motion was made by Miss McCormick, seconded by Mr. Stratton, that letters be sent to Miss Cecilia Dulin, president of the Washington Principals' Club thanking her and her many assistants for their delightful hospitality and personal service in making this meeting so pleasant and profitable for the members of the Department. Motion carried.

A motion was made to adjourn. Motion carried.—EVA G. PINKSTON.

NOW IS THE TIME—

TO MAKE: Your plans for 1934-35.

TO INCLUDE: Your own department—the Department of Elementary School Principals—so that you may get the latest news and ideas.

TO GET: The bulletin—The National Elementary Principal which is published each October, December, February, and April. Its purpose is to help principals in keeping pace with activities which should concern them.

The yearbook, which is published under the supervision of the Editorial Committee, with the help of the Research Division of the N. E. A.

TO REMIT: \$3.00—for your membership expires with this issue of the bulletin, provided you have not sent in your membership dues for 1934-35. If your remittance has been sent, won't you see that the blank below is given to a person who is not a member?

TO THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS 1201 Sixteenth Street, Northwest, Washington, D. C.

I am a member of the National Education Association. I enclose my fee of \$3.00 for membership in the Department of Elementary School Principals. This fee is to include a year's subscription to THE NATIONAL ELEMENTARY PRINCIPAL and a copy of the Yearbook issue.

Address all publications to me at the address below.

Name
(Typewrite or print)

Mailing Address
(School or street)

.....
(City and State)

MAKE CHECKS PAYABLE TO DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

LET us have the courage of our convictions. Education is one of the most fundamental concerns of our civilization. Without it, democracy is impossible. Let us be sure that the measures we support are sound. We can validate them by referring them to the thousands of intelligent parents who have no interest in education except as it contributes to the welfare of their children.

—John K. Norton
*Chairman, Joint Commission
on the Emergency in Education,
Washington, D. C.*