

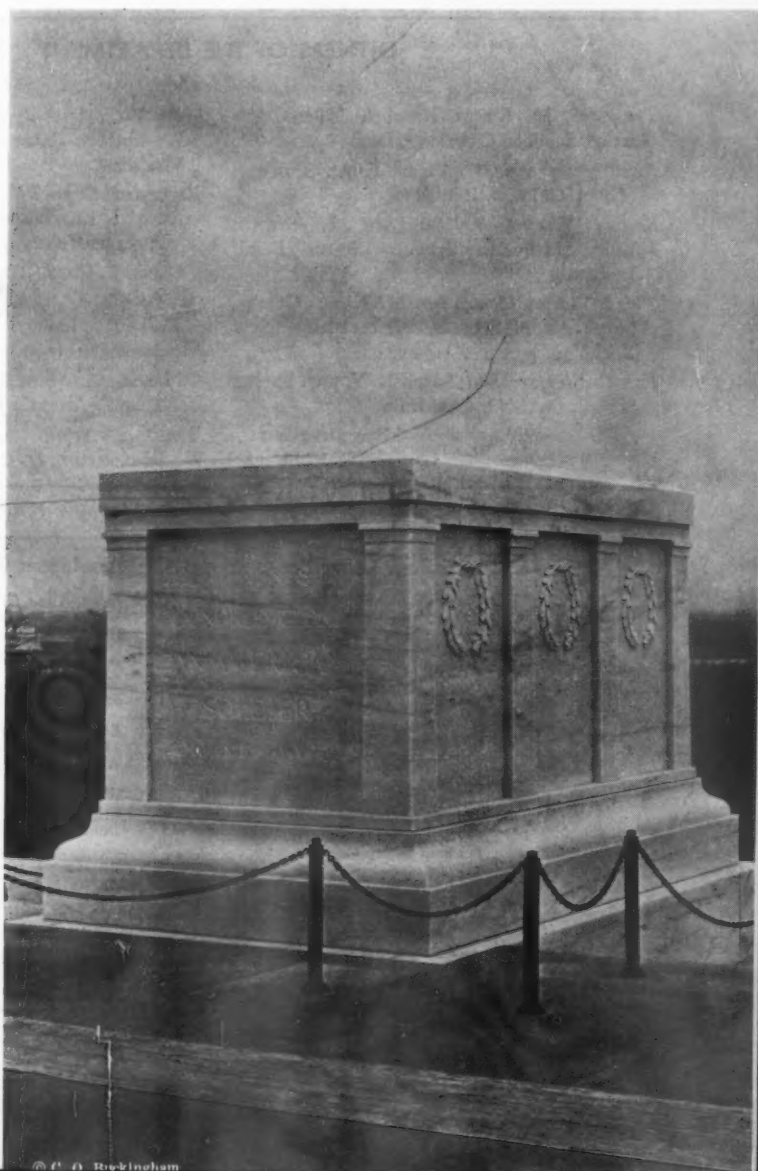
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The NATIONAL ELEMENTARY
PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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SOLDIER

December 1934
Vol. XIV, No. 2



THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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Eva G. Pinkston, Editor.

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1934-35

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

The Tomb of the Unknown Soldier pictured on the cover is situated on the heights in Arlington National Cemetery overlooking the Nation's Capital.

The National Elementary Principal

Volume XIV No. 2

December 1934

This issue is dedicated to

J. W. CRABTREE

beloved secretary of the National Education Association, who is retiring after many years of distinguished and fruitful service.

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AS

J. W. CRABTREE, the honored and beloved secretary of the National Education Association, retires from active service January 1, 1935. Willard E. Givens, superintendent of schools, Oakland, California, has been selected to carry on the work.

WE

THE NEW JERSEY Elementary Principals Association is sponsoring the Monday afternoon program, February 25, 1935, of the Department of Elementary School Principals at Atlantic City. Mrs. A. Virginia Adams will have charge.

SEE

J. CAYCE MORRISON, chairman of the panel discussion on Wednesday afternoon, February 27, 1935, will have a statement in the February issue of *The National Elementary Principal*.

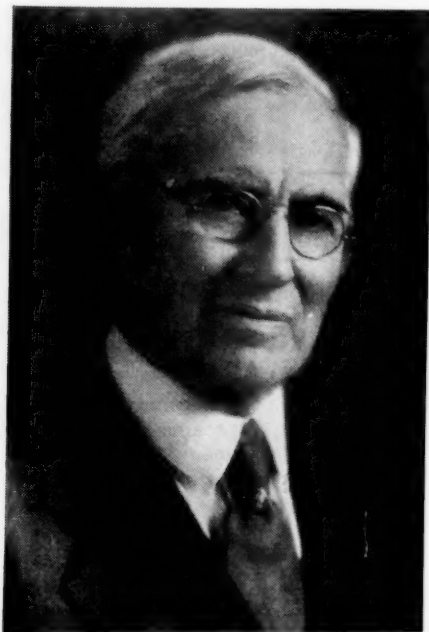
THINGS

THE TERCENTENARY Celebration of the founding of the Secondary School in America will take place at the meeting of the Department of Superintendence, Tuesday evening, February 26, 1935.



THE DENVER Convention will be June 29-July 5, 1935.

J. W. CRABTREE—ORGANIZER AND BUILDER



AS ONE ENTERS the noble building of the National Education Association its dignity, its beauty, and its gracious qualities of dedication to lofty service of education are apparent even as one passes over the threshold. Here is a new kind of building with an atmosphere entirely its own, and which has an intense appeal to the beholder. You will not have gone far before coming into the presence that pervades every corner, the modest gentleman whose splendid service has in large measure made this great national center of educational service possible, J. W. Crabtree, whose title is Secretary of the National Education Association. Almost every department of American public school education has found its own place in this great building. And the center and soul of it all is the always welcoming secretary, Mr. Crabtree.

If you would know the reward of this complex, intense, diversified service that is given so graciously to everyone that asks for it; service that fills every day with long hours of severest toil—for the problems of two hundred thousand public school teachers are heavy and bewildering—you should see the hundred employees as they depart at the end of the day. Mr. Crabtree leaves his most distinguished or persistent visitors as he stands beside his office door when the long file passes out. One can see the tired eyes brighten in response to this kindly gentleman's "Goodnight, Goodnight!"

Many a time his friends have tried to establish the secret of this leader's great power. He has the ability to put hours of deepest concentration to the study of some knotty problem, and hold himself rigidly to the task until the solution is laid bare. He can find latent ability of a high order in unpromising places. Himself a teacher of rare gifts, his loyalty to the teaching profession is unbounded, and the observer of this generosity to his fellow workers is filled with devout gratitude and with the kind of happiness one feels when a lonely roadside suddenly blossoms into rose garlands, and the evening song of the hermit thrush pours its thrilling beauty over the hushed forest.

The organization of life membership by Mr. Crabtree has largely paid for the reconstruction of the beautiful headquarters of the National Education Association. The *Proceedings* of the annual Association meetings will be priceless as the years roll on, and the staunch brown volumes stand the eloquent his-

torians of the greatest educational workers in America's public schools. But the spirit behind all the growth that these memorials exemplify will be that which has made our secretary beloved and honored from ocean to ocean. It is not the great organization and its beautiful building, its departments, and its literature. It is greater than all these, for it is the inspiration that made all these outward creations possible—it is the great power behind the deeds of this great man, the undying, the un-failing spirit of kindness.

WHAT IS GOOD?

by

James Boyle O'Reilly

"What is the real good?"

I asked in musing mood.

Order, said the law court;

Knowledge, said the school;
Truth, said the wise man;
Pleasure, said the fool;
Love, said the maiden;
Beauty, said the page;
Freedom, said the dreamer;
Home, said the sage;
Fame, said the soldier;
Equity, the seer.
Spake my heart full sadly,
"The answer is not here!"
Then within my bosom
Softly this I heard,
"Each heart holds the secret,
Kindness is the word."

—MARY McSKIMMON, *Past President
of the National Education Asso-
ciation and Principal Emeritus,
Pierce School, Brookline, Mass.*



*This
fine
building
stands
in
eloquent
testi-
mony
to the
courage
and
fore-
sight
of our
beloved
J. W.
Crabtree.*

U. S. DEPARTMENT OF INTERIOR OFFICE OF EDUCATION

School Libraries—In past months the general activities of the Office of Education have been discussed; also its work in such special fields as exceptional children, health, and parent education. This month space is given to a brief description of its school library activities.

The Office conducts investigations in the field of school libraries and publishes reports of the same, prepares bibliographies, and cooperates in various ways with outside agencies. Not the least in importance of its duties is the help that it extends to individuals seeking advice thru the medium of letters and personal interviews.

As I write this article I pause for an interview with a principal. He has \$100 to spend for books and wants to find authentic booklists. We discuss the problem, stressing such factors as school enrolment, grades represented, needs of the course of study, number and character of books already in the school library, public library resources, and the social and economic status of the community. Then we check on Circular No. 69, *Aids in Book Selection for Elementary School Libraries*, lists of books that will help him to spend his \$100 advantageously. Single copies of this circular may be obtained free by addressing the United States Commissioner of Education.

Rural school principals may find help in a publication entitled *A Study of Rural School Library Practices and Services*, which was made by the Office in cooperation with the American Library Association and the Carnegie Corporation. The number of available copies is limited, but so long as the

supply lasts single copies may be obtained free by writing to the Commissioner of Education.

Those receiving library service from county libraries may wish to consult two publications that can be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C.: (1) *County Library Service to Rural Schools*, and (2) *School and County Library Cooperation*. The price of the former is 15 cents, the latter, 10 cents.

An *Open Forum on School Library Practices in Elementary Schools in Cities* is now in preparation. To this supervisors, principals, teachers, and librarians are contributing brief articles describing library practises in their schools that have made unusual contributions to the efficiency of the schools. The Office staff appreciates the cooperation that it is receiving in the preparation of this symposium and hopes that it may do much to improve library conditions in elementary schools.—EDITH A. LATHROP, *Assistant Specialist in School Libraries*.

ELEMENTARY SCHOOL JOURNALISM PROJECT

The Division of Publications of the National Education Association thru the National Association of Student Editors is developing a service for elementary-school publications. Write to headquarters office, 1201 Sixteenth Street, N. W., Washington, D. C., for complete information about this organization, its projects, and official publication—*Vitalized School Journalism*.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS

The Technic of Building a School*

—What am I doing and what more can I do to make my school better? This question raised by President Henry Lester Smith in the *Journal of the National Education Association* for October 1934 presents a challenge that should be steadily in the consciousness and on the conscience of every principal, teacher, and student in the school.

It raises the eternal question of growth, for which schools exist. There is no better way to establish the habit of growth in individual children than to make the school itself in every phase of its work an example of growth and of the spirit of searching and experimenting on which growth rests.

This is not difficult. It is a remarkably easy task, because it is merely a matter of preserving and developing the normal impulses of the children themselves—their insatiable curiosity, their overbubbling energy, their trustfulness and goodwill, their eagerness to share, and to help.

The principal is inherently an executive. He is in a field where action is inescapable. Unlike the artist and the scholar he cannot surround himself with solitude, following the flow of his own thought and taste. He is at a point where decision and action are ever necessary. It is easy in this situation to be governed by circumstances rather than to govern them.

There are two kinds of administrators. One type of principal will take a school as it comes to him. He will do fairly well the things that have always

been done and the people of the community will accept him and may be enthusiastic even over his good works and his fine character and culture.

Another principal will do all this—but something more. He will recognize that education and growth are one and that when an institution has stopped growing, it is dead. He will know that teachers and students must practise the art of creation if they are to live it, that every day and week and year should have new elements in it. This does not mean that fundamentals should be slighted, but it does suggest that a fraction of each day, each week, each year, of each subject and of the curriculum, should be new and different, should represent an experimental effort to find a better way.

Is it asking too much that one-tenth of the time and money and energy that goes into education should be spent on this experimental factor? Is it not possible that such a program would make the other nine-tenths much more effective? Try this in your own work. Ask each teacher to try it. Seek to give each child at least 10 percent of activity which will be different from that of any other child. Weigh the results. Select and continue the things that prove good. Let everyone feel that he is a part of a living, growing, institution.

This spirit of searching for something better is particularly important in this age of the great transition because it emphasizes a quality of mind and spirit that must be widely developed in a democracy if democracy itself is to survive.—JOY ELMER MORGAN, Editor, *Journal of the National Education Association*.

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

STILL MORE ABOUT MEMBERSHIP

EVA G. PINKSTON

THE EARNESTNESS with which State Enrolment Chairmen are carrying forward the enrolment campaign is most heartening to headquarters. They have made plans which best suit their state. Some chairmen have divided their states into districts, others are appointing city and county chairmen as helpers. Regardless of the plans used it is the ambition and determination of all these fine people to see that every elementary principal in his or her state is given an opportunity and a cordial invitation to become a member of the Department. Won't you help this splendid group of workers by asking your friends to send in their dues?

We were unable to give a complete list of the State Enrolment Chairmen in the October issue of *The National Elementary Principal*, therefore, we are giving below the supplementary list of names:

Minnesota—Selma L. Saam, 906 W. 42nd St., Minneapolis

Mississippi—Laurie Doolittle, 44 Victoria Ave., Cleveland

Missouri—R. V. Blomfield, 1821 Clay St., St. Joseph

North Dakota—Mrs. Sadie Walker, Emerson-Smith School, Fargo

South Dakota—Lydia Leistikow, Garfield School, Aberdeen

Washington—Isabelle Parker, Adams School, Spokane

Wisconsin—Ethel M. Gardner, Andrew Jackson School, Milwaukee.

Headquarters has asked that each state chairman send us his or her list of district, city, or county enrolment chairmen. Some have appointed their helpers but are holding the names until they can send us a complete list. Others

have given us notice of appointments as they have been made. The list below gives the names of those received to date:

California

City Chairmen—Mrs. Gertrude Best Hammond, Los Angeles; Ray F. Glenn, San Bernardino; Clara M. Perrin, Ontario; R. Gerald Mitchell, Fontana; H. F. Heisner, Colton; Mrs. Howardine Hoffman, Chino; Harold W. Cook, Uplands; Mrs. Ellen C. Barber, San Diego; Fred Tonge, National City; Roby T. Elwood, Alhambra; George N. Hale, Azusa; A. N. Baxter, Bellflower; Edward J. Hummel, Beverley Hills; Virgil R. Kindy, Burbank; J. F. McMaster, Glendale; Mrs. Gertrude G. Howard, Inglewood; V. I. Correll, Long Beach; Mrs. Rachel Farrington, Pasadena; Lucy B. Greene, Pomona; Marianetta Knowles, Redondo Beach; J. W. Coakley, San Gabriel; Bertha Parker, Santa Monica; Maude K. Harris, South Pasadena; William Scalapino, Santa Barbara; Allen W. Mavis, Calexico; Guy Weakley, El Centro; Elizabeth Renshaw, Anaheim; Verna E. Wells, Santa Ana; J. R. Croad, Sacramento; Mrs. Ethel W. McGinley, Eureka; J. M. Bryan, Alameda; Mrs. Ethel W. Tudbury, Berkeley; Robert M. Reid, Hayward; Sarah L. Young, Oakland; O. H. Olson, Burlingame; W. J. Peters, San Jose; I. O. Addicott, Fresno; John L. Compton, Bakersfield; Waldemar Jaeger, Porterville; Arthur L. Pursell, Tulare; John H. Enoz, Visalia; Florence Faris, Redlands; Mrs. Ida Cordy, Compton; Vivian Cox, Wilmar; Mrs. Zela W. Davis, Hawthorne; Frederick F. Klaus, Hermosa Beach; Mrs. Stella M. Callahan, Monrovia; Letha Raney, Corona; Nellie McCleish, Riverside; Mrs. Maude Wickline, Santa Maria; Floyd Sowers, Brawley; Mrs. Mollie H. Thatcher, Fullerton; H. W. Emley, Garden Grove; Mrs. Alta Proud, La Habra; Mrs. Iva Reeves Lee, Orange; Leonard E. Hummel, Placentia; Mrs. Thelma Bedell, Santa Paula; Mrs. Miriam Nuttall, Richmond; Bessie Reed, Lodi; Walter A. Jack, San Mateo; Allan F. Locke, Vallejo; Elsie V. W. Turner, Modesto; Elsworth T. Patterson, Lynwood; Lee H. Collins, Montebello; Elizabeth Le Chien, Whittier; Ruth Lowry, Ventura; William E.

Owen, Stockton; John Gill, Redwood City; Helen R. Wright, Santa Rosa.

County Chairmen—William Kendig, San Bernardino; Don T. Delmet, Los Angeles; Clarence W. Chamberlain, Riverside; Frank R. Johnson, Santa Barbara; J. L. G. Swinney, Imperial; Henry Abrams, Orange; Maud Truscott, Inyo; Mrs. Inez T. Sheldon, Ventura; R. M. Sisk, Butte; V. Bernard Johnson, Alameda; Alice Brinskill, San Francisco; J. J. Finney, Solano; C. C. Carter, Fresno; N. H. Farnham, Kern; J. M. Moon, Madera and Mariposa; Mrs. Gladys R. Stansfield, Tulare; Grace V. Widemann, Monterey; Mrs. Della Briggs, San Benito; Mrs. Lorena Edgar, San Luis Obispo; Joseph A. D'Anna, Santa Cruz; Hugh B. Stewart, Counties in North Coast Section; John S. Reid, San Diego; J. E. Birch, Glenn; Paul Woodward, Yuba; Oliver C. Lawson, Contra Costa; Frank F. Zeek, Napa; Harry Knoff, San Joaquin; Warren Natwick, San Mateo; Mrs. Grace Paul, Santa Clara; Mrs. Gertrude McKinstry, Sonoma; Mrs. Blanch Lucas, Merced; Mrs. Ulyssa Woodbury, Sacramento; T. L. Whitehead, Yolo; E. R. Deering, Siskiyou; Della B. Heisser, Stanislaus; B. J. Davis, Lake; Mrs. Letha Jenkins, Marin; Robert E. Cowden, Tuolumne; Willard Engvall, Kings; Mrs. Kate Herrington, Counties in Northern Section.

Colorado

City Chairman—Elizabeth Fischer, Fort Collins.

Delaware

City Chairman—Mrs. Elva Dugan, Wilmington.

Florida

County Chairmen—Mrs. W. H. Crawford, Escambia; Mrs. Ethel D. Hendry, De Soto; Mrs. A. H. Stafford, Orange; Mrs. Elizabeth Cobb, Leon; Ruth E. Smith, Gadsden; Mrs. Mildred Helm, Largo; Cecil Hamilton, Lee; Mrs. Ora S. Rice, Sarasota; Mrs. Lola M. Culver, Duval.

Georgia

District Chairmen—Caroline Miller, Savannah; Winona S. Cox, Moultrie; May Taylor, Atlanta; Mrs. Alex M. Goodman,

Macon; Ada Jenkins, Rome; Mary Letford, Waycross; J. D. Twitty, Gainesville; Mrs. George Gaines, Elberton; Mrs. Hugh Lasseter, Fitzgerald.

County Chairmen—Paul West, Fulton; Sarah Duggan, De Kalb.

Illinois

City Chairman—Claude L. Williams, Chicago.

Indiana

City Chairmen—Mrs. Mabel Schmidt, L. E. Hall, Ruby Lee, Mrs. Georgia Lacey, Mrs. Grace Granger, Charlotte Carter, Elizabeth Witt, Mrs. Henrietta Hudson, Frank Echolds, Indianapolis; Clyde W. Hendricks, Fort Wayne; Edith Cottingham, Bloomington; Ethel M. Estabrook, Gary; V. B. Hayward, Hammond; Edythe Brown, South Bend; Carl W. Lemme, Evansville; Charles E. Lykins, Muncie.

Kentucky

City Chairmen—J. K. Powell, Harrodsburg; B. E. Rippetoe, Middlesboro; Evelyn Sandusky, Somerset; William Smith, Stinnet; Mrs. F. J. Bowlds, Owensboro; Pattie Chambers, Paducah; Katherine Boltz, Newport; Harry D. Perkins, Versailles; Edith Davis, Maysville; Annye Orr, Mayfield; Lottie McDaniels, Hopkinsville; Julia Ewan, Lexington; Ellen Young, Henderson; R. T. Wittinghill, Hazard; Nellie Shaw, Frankfort; Sue Proctor, Fort Thomas; Julia A. Rouse, Covington; Mrs. John F. Haney, Catlettsburg; Jennie West, Bowling Green; Estill Williams, Ashland; Virginia Tate, Madisonville; Blanche Lindley and W. G. Coslow, Louisville.

Maryland

City Chairman—Annie L. Manning, Baltimore.

New Jersey

City Chairman—Henry Hulse, Newark.

County Chairmen—Raymond Michael, Mercer; Elizabeth Mathews, Camden; Jean Makay, Cumberland.

New York

City Chairmen—G. Harold Carl, Buffalo; Giles D. Clark, Albany; H. D. Vincent, Troy; Mary T. King, Mt. Vernon; Mrs. Dorothea Lortcher, Rochester.

Ohio

District Chairmen—Mrs. Leona Logue, Columbus (Central Section); Martha A. Stewart, Cleveland (Northeastern Section); W. G. Brown, Cincinnati (Southwestern Section); Henri L. Hess, Athens (Southeastern Section); George C. Schultze, Marietta (Eastern Section).

City Chairmen—Ethel Bright, Bellaire; Eula Bell, Cambridge; Hazel Kingsborough, Cleveland Heights.

County Chairmen—Glenn R. Dye, Monroe; Irwin Massie, Tuscarawas; Willa Carpenter, Columbiana; C. K. Pepper, Muskingum; Nellie F. Brown, Guernsey; W. R. Bell, Carroll; W. R. McCormick, Harrison.

Oklahoma

City Chairmen—C. C. Mason, Tulsa; T. E. Jones, Muskogee; Mrs. Beverly Timberlake, Stillwater; W. T. Doyel, Seminole; Ralph J. Hall, Pawhuska; Ruby Perry, Pauls Valley; Margaret Fox, Lawton; C. H. Boehm, McAlester; R. L. Albers, El Reno; C. E. Cooper, Sapulpa; Mrs. George Pruett, Ponca City; Louis Armstrong, Durant; Ralph H. Dona, Cushing; Margaret Embree, Henryetta; Alberta Hamilton, Miami; Linnie Wood, Bristow; Carrie King, Clinton; Alma Watkins, Guthrie; Jessie Clift, Blackwell; Stella Berry, Altus; Kate Hamilton, Shawnee; George W. Coffman, Ardmore; Esther Lamar, Okmulgee; Mrs. Lulu Moorhouse, Enid; Isabel Watson, Bartlesville; R. V. Jennings, Oklahoma City.

Pennsylvania

City Chairman—Samuel Berman, Philadelphia.

Rhode Island

City Chairman—Robert W. Peabody, Providence.

Texas

City Chairmen—Lilla Thomas, El Paso; Walter J. E. Schiebel, Dallas; Mildred Baskin, San Antonio.

Virginia

City Chairmen—Bertha W. Starritt, Roanoke; Carrie Wilson, Lexington; Lannie V. Scott, Petersburg; J. J. Brewbaker, Norfolk; Mary Coppedge, Norfolk; Helen Truitt, Suffolk; Carrie M. Burnley, Charlottesville; Eva Vaughn, Pulaski; G. M. Cannon, Norfolk; Katherine K. Scott, Richmond; Virginia S. Lewis, Hopewell; R. W. Eaves, Alexandria; N. H. Hurt, Martinsville; Roland O. Edgerton, Portsmouth; M. Lizzie Harvey, Lynchburg; Mrs. A. L. Sheppe, Bristol; Mary R. Kellam, Virginia Beach; Mrs. Nettie F. Wynne, Danville; Mrs. Elsie Wilson, Newport News; Katherine Sinclair, Hopewell; Bertha Scott, Hopewell; Louise Hendrick, Suffolk.

County Chairmen—Mattie Roberts, Mt. Carmel; Gertrude Crusier, Carrsville; Bessie Grinnan, Smithfield; Lucille Bannish, St. Brides; E. Tapelle Pruden, Franklin; Ruth L. Claude, Sedley; Florence Winborne, Sebrell; Zula Cutchins, Hanson; Alma Linquist, Ivor; Vivian Rollins, Branchville; Lucye J. Hillman, Nokesville; Nettie W. Shelton, Birds Nest; Nellie Bosman, Chat ham; H. M. Pearson, Remington; Carrie C. Burnley, Charlottesville; Sarepta A. Moran, Charlottesville; Rose L. Brimmer, Schoolfield; Margaret M. Lockwood, Rosslyn; Helen M. Phillips, Melfa; W. M. Greenwood, Machipongo; Ida Shoemaker, Matoeca; Mary Cooke, La Cross; Powell W. Gibson, Winchester.

Washington

City Chairman—W. O. E. Radcliffe, Belingham.

County Chairman—Violetta Guthrie, Chelan.

State Enrolment Chairmen should send to headquarters the names of their District, County, and City Enrolment Chairmen as soon as they are appointed. An additional list will be published in the February issue of the bulletin.



The Traymore Hotel, Illinois Avenue and Boardwalk, which is headquarters for the Department of Elementary School Principals at the meeting of the Department of Superintendence, February 23-28, 1935.

ATLANTIC CITY CONVENTION

Monday afternoon

The members of the New Jersey Elementary School Principals Association will have charge of the program of the Department of Elementary School Principals, Monday afternoon, February 25, 1935. They are planning a program in which many principals will participate and many issues and ideas will be discussed. They will present to us many opinions worked out by individuals and groups. The subject which has been selected is "Principals and Principles."

Mrs. A. Virginia Adams, principal of East Landis Avenue School, Vineland, New Jersey, and immediate past president of the New Jersey Elementary Principals Association is arranging the program.

Wednesday afternoon

E. E. Oberholtzer, president of the Department of Superintendence, has designated Wednesday, February 27, 1935, as Principals and Supervisors Day at the Atlantic City convention. M. Emma Brookes, president of our Department, has asked J. Cayce Morrison, assistant commissioner for elementary education, Albany, New York, to conduct a panel discussion at our program meeting that afternoon. Dr. Morrison is carefully selecting a group of outstanding men and women in education who will participate in the discussion of a topic which pertains to the development of the principalship.

The February bulletin will give a detailed account of this splendid program.

WHAT A MODERN SCHOOL SHOULD DO FOR A MODERN CHILD*

ROLLO G. REYNOLDS, Principal

**Horace Mann School,
New York, N. Y.**

THERE ARE in the United States of America today about 28,000,000 children in school. It is hard to comprehend what that means—even in this age when we talk in billions. Perhaps you can get a better conception of that vast army when I tell you that, if you put them four abreast and three feet apart, these 28,000,000 children would sweep a line across this country, from the Statue of Liberty in New York Harbor to the Golden Gate in San Francisco, with almost enough left over to reach from Chicago to New Orleans. Enough children to span America East and West—North and South! Empty the four great states in which these lines of march start and end—New York, Illinois, California, and Louisiana—of all their present inhabitants, and the school children would fill them up again to their 1930 population level.

What should the modern American school do for these 28,000,000 modern American children and the disorganized modern world which is ahead of them?

I believe it should develop within them four simple powers:

The power to know things
The power to do things
The power to think things
The power to feel things.

Let us take them up in order. A good school should give your child knowl-

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

edge. In sensible education the 3 R's are still in good repute. Your school should teach your child to *know* things that are worth knowing. He should know those facts of the Story of Man which will enable him to understand how that measure of liberty and equality which we now possess has been gained. He should be put into possession of that body of useful knowledge which should be the common possession of a free people. He should possess those skills by means of which modern people live together, communicate and transact the World's business. But I hasten to say that not only should a good school teach your child to *know* things but it should teach him to know things that are *worth* knowing.

If a school takes an hour, a day, a year of your child's time, the most valuable thing which he possesses, it owes it to him and to you to put into that hour something worth the time it takes. This is no time for a school to teach detailed and unimportant facts of history for his memorization, or intricate and obsolete mathematical manipulations for his so-called mental training. A modern school should determine as scientifically as possible, what, out of the great mass of human learning, is worthwhile for a boy or girl to know.

Then, too, the modern school must teach the modern child the truth so far as the truth can be ascertained. It is of no avail to lie about the past; one way of learning is to benefit by our mistakes. To gloss them over, to idealize or rationalize our every act is not a service to our children. Let's admit our errors so

far as we can detect them; let's give our children the realization that there is something left for *them* to do; let's make them feel that upon our achievements and our failures they can build a better world in which to live. Yes, the modern school should teach children to know the truth. Let them know the truth about our politics, our economic system, our social injustice, our wars. Let them know what liberty is, but let them also know where it does not exist: let them get the American concept of equality but let them know where in America equality is but a name.

How else can they achieve real liberty? How else can equality of opportunity be theirs?

In the second place a good school develops in children the power to *do* things. This is an age of action. Whether we like it or not a man is judged by what he does. It is not enough to know the problems of life: they won't be solved unless somebody does something about them. A good school is one in which children learn to do by doing. You want the school to build character into your boy. It won't do it by preaching to him—nor can character be built by beating. A good school and, incidentally, a good home is one which constantly sets up situations in which doing the right thing is desirable to the child. In that way, and that way only can character be developed.

Your boy has something in him which makes him different from anyone else in the world; he has a place to fill—a contribution to make. The good school and the good home try to find out what that something is. To find out what's in a boy and make the most of it, after all, is really to educate him.

And next, the modern school should

teach a child to *think*—not do his thinking for him. He should think for himself. But I believe that the school owes it to me to help me teach my child how to think straight—in the face of objective evidence. An eminent lawyer once told me that a good citizen is one who has the qualities of an honest jurymen; that is, a good citizen like an honest jurymen is one who when faced with a civic decision weighs all the evidence on this side of the case then on the other and by means of straight thinking arrives at an honest conclusion. That's exactly what I want my son to do—I don't want to think for him, I don't want his teacher to think for him, and above all I don't want any political demagog to think for him. I want him to think for himself. If the modern school could bring up a generation trained in straight thinking like that it would bring us a long way toward the realization of what James Truslow Adams calls "The American Dream."

Dr. Harry Emerson Fosdick once said, "Nothing is so wonderful as to see a young person take charge of his own mind." A modern American school should help your child to do just that.

And finally a good school should develop within children the power to *feel* things. What we know does not make us what we are. What we think does not necessarily distinguish us as individuals. Even what we do is not an index of our real selves, as modern psychology will substantiate. But, what we feel—and no one in the world knows what that is except ourselves—what we feel, that we are. Knowing, doing, thinking, are after all more or less artificial; feeling is reality. Nothing great was ever thought or done which was not first greatly felt.

In this realm of feeling comes that whole category of things good and bad such as tolerance, kindness, fairness, loyalty, affection, dependability, persistence, love, and their opposites. There can be little doubt as to the importance of these characteristics as compared with much of the knowledge which we insist upon in our system of education. It may be interesting to know how to bound the state of Missouri, but how does it compare in importance with the development in a child of the spirit of tolerance? It may be of value to learn the products of Paraguay, but how does it compare with the value of instilling within a boy ideals of honesty and fair play? I should like my daughter to know how to spell correctly but if a choice were necessary between that and her ability to love, understand, and respond to one of Beethoven's symphonies, there is no doubt in my mind as to which I should choose.

This realm of feeling includes an appreciation of the beautiful in literature, music, and art. In these modern days, our children are literally surrounded with these things. The home and libraries bring, in the form of books and magazines, an ocean of literature; the radio floods them with music; art in all its forms is everywhere. Our obligation is to build up within them a feeling for that which is lovely in literature, delightful in music, and beautiful in art. In this age of materialism this is more than ever the responsibility of the school.

We cannot foresee what the future will be: we cannot look ahead five years—or even tomorrow. We do not

know what these children of ours are to possess. But one thing we do know. When these boys and girls leave school they will have put into their hands more power than any generation ever dreamed of in the history of civilization. Power on land, power on the sea, power in the air, a billion wild horses, as Stuart Chase puts it. Somehow, a good school should recognize in its teaching the possession of this tremendous power and give to children a feeling for its wise use.

What these children *do* with it, this tremendous power, will determine the fate of civilization. Will they use it for the happiness of mankind or for his destruction? The feel of useful power gives a righteous indignation for power which destroys. No greater service can the modern school render to its boys and girls than to develop within them a feeling for these great forces which underlie and control modern living.

Twenty-eight million boys and girls! You have no greater responsibility than that of seeing to it that the children of today are being prepared in modern schools for the America of tomorrow.

OUR BUSY PRESIDENT

President M. Emma Brookes is also president of the National Council of Retirement Systems, which met in Washington, D. C., November 9. This made possible a welcome visit to headquarters at that time. On November 10 she attended the meetings of the New Jersey Elementary Principals Association in Atlantic City, and was the guest speaker at the luncheon at the Hotel Traymore.

Have you given thought to Life Membership in your Department?

See pages 85 and 95.

PROFESSIONAL ETHICS COMMITTEE

MASON A. STRATTON, Chairman

THE TEACHING profession has met and is being called upon to meet a real test of its spirit and loyalty. The teachers thruout our country want to be recognized as members of a real professional group. To be so acknowledged we must first place ourselves in the ranks of professional organizations.

America's economic situation has shown to the members of the teaching profession the need of cooperative efforts from within the ranks in order to direct wisely and establish the educational field on a par with other professional fields.

The Department of Elementary School Principals cooperating with the American Association of Teachers Colleges is working on this problem. It is essential that teachers in training shall understand the code of ethics of the profession. No such "code" exists in a definite form. Training schools give their students valuable guidance in this field but not in any systematic form. Our committee plans to present a syllabus which can be used by our teacher-training institutions for such a purpose.

Our own members in the field will find such a syllabus valuable in leading discussion groups with teachers in service. It will be food for thought and meditation for many of us.

A study will be made of what the institutions are already doing in the line of professional ethics and a similar study of what local systems have done.

Members of our Department can aid the committee greatly by advising its

chairman, Mason A. Stratton, Brighton Avenue School, Atlantic City, New Jersey, of any such codes now being used. Send a copy of the same to Mr. Stratton if possible.

Our Department is grateful to Roscoe L. West of State Teachers College, Trenton, New Jersey, who is chairman of the committee from the American Association of Teachers Colleges. He has given valuable aid and suggestions for our work.

ELEMENTARY PRINCIPALS

A significant trend in the development of secondary education has been the setting up of rigid standards as a requirement for high-school principals.

Recently the Elementary Principals Association originated a similar movement in that organization. A group of officials placed as a maximum goal for elementary principals the master's degree. A request was also made that the State Board of Education establish an elementary principals certificate. The Board, within a week after the request was sent in, authorized such a certificate and named a committee to outline its provisions.

As a result we predict that there will be soon coming into the service an increasingly large number of men and women who will be eager to qualify for the special certificate and the master's degree upon assuming the duties of an elementary principal.—*West Virginia School Journal*, November, 1934.

The more we grow in membership the better we can serve.

LINES TO A SECRETARY

This is a tribute to a man who has built a fine brick house—the home of the National Education Association. He conceived the idea that educators thruout the nation would like to have a part in this enterprise, therefore, he established a life membership fund, which erected the building. This man, more than any other one person, made possible this institution which stands in the heart of Washington, D. C. With foresight and zeal he built it for the teachers of America. We can truly say with Sam Walter Foss that “he lives in this house by the side of the road and is a friend to man.” There is a hospitality about this professional home which is unequalled because the kindly gentleman whose office is on the left as you enter the front door is always ready to greet friend and stranger and give them the right hand of fellowship. You should know him. He is J. W. Crabtree.

The Department has never had a better friend since its establishment than the secretary of the National Education Association. He has given freely of his splendid advice and wise counsel and when principals have sought his help, he has given of his time to their cause.

He retires from active service on January 1, 1935, but still he will be available for help on all problems concerning the Department, for which the officers are most grateful, especially the executive secretary.

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PICKING UP THE ENDS

Since November 6 (election day) the school people of the country know just about how much support they can or cannot expect from their city and their state administrations. Many states have lost numerous vital issues and our educators who have worked so hard “to right the wrongs” done to the children of our country, are finding that people still take their public school for granted.

In some states the men and women elected to run our governments are working hand in hand with those who are seeking to stimulate our boys and girls to live better lives, to become better citizens and to be able at the age of maturity to shoulder the responsibilities of life. Today it is our duty to rebuild faith which the last few years have completely shattered. Nowhere else in the whole range of human endeavor is there any group so precisely in the right position to do this work as the 25,000 elementary-school principals of this nation.

The elementary school has become in the past few years an institution of no mean proportion. Its personnel (pupils, parents, and

INTERVIEWS THE SITUATION

teachers) includes the greater part of the population. What happens to these people means future happiness or the decay of democracy. Thru them direct contact may be made to stabilize conditions or uproot everything. Therefore, the school must begin with the education which the average child receives at home and in the street.

With principals strongly organized in city, state, and nation, we can train a popular sentiment that will compel a fair hearing for education. An isolated individual, no matter how great his merit, is in too precarious a position and courts destruction. Some tests of the depression are passing but others will take their place. One of the economy measures of many boards of education has been to let two or more schools have the services of one principal.

Some embrace the removal of such subjects in the curriculum as physical training, home economics, and manual training. We should strive to reestablish the speedy return of competent physical instruction, training in the practise of household arts, and in the use of tools. Educational progress must parallel mechanical achievements.

If we do not meet these tests we can look for bolshevism, communism, and socialism to supersede a sane thinking people. Whatever method you may choose, the teaching is going to be done now.

We must become organization-minded, for the changing times show us that no principal can go his own pace in his own way any more than he can cross the street when and where he pleases. Therefore, if you haven't a local principals club or a state principals club, organize one. It is the earnest desire of the officers of the national group that principals of the United States join together so that we may rebuild faith in education and our fellow-man. Let us help the schools NOW.

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CALIFORNIA FOLLOWS NEBRASKA

At a special meeting of the Board of Trustees in St. Louis, Missouri, November 10, Willard Givens, Superintendent of Schools at Oakland, California, was elected secretary of the National Education Association. Mr. Givens succeeds J. W. Crabtree, who has reached the retirement age. He will come to Washington headquarters January 1, 1935.

The officers of the Department of Elementary School Principals extend to Mr. Givens a most cordial welcome and pledge their hearty cooperation in the responsibilities which he is about to assume.

THE ELEMENTARY PRINCIPALSHIP FORWARD OR BACKWARD?*

M. P. WATTS

Principal, Daniel Worley School
Canton, Ohio

THE PURPOSE of this study is to give some light on the effect of recent events on the elementary principalship. It does not in any way attempt to chart the rise or fall of the teaching profession as a whole, but to note the relative changes on the status of the principal, and to make comparisons with the status of teachers as a group.

Fifty questionnaires were sent to principals in Ohio who were selected at random in every large city. Two questionnaires were sent to every city with a population of 30,000 or over; a few were sent to cities slightly smaller. The writer realizes that a study based on a small number of returns is not conclusive evidence, yet the results do include returns from practically every sizeable city in Ohio and are more accurate than their number might imply because of the uniformity existing in most city school systems. For instance, two replies from the same city were very similar on most items. Ten questionnaires were mailed to cities of comparable size in the United States. They also were selected at random and widely scattered. The returns from them will be interpreted merely as straws to determine the direction of the wind. In fairness, it may be said that these returns represent the best that these cities afford, as the returns were sent in by principals who, in most cases, headed local organizations.

* Results of a study made December 1933. Principals everywhere should be vitally interested in this excellent article.

A reading of this study will indicate that there has not been a radical change in the position of the principalship, that its prestige has actually increased to as great a degree in some cities as it has suffered in others.

Teaching Principals—Principals were first asked what time they had devoted to the teaching of regularly scheduled classes. Twenty-seven Ohio principals answered this item. In 1929-30 sixteen Ohio principals were supervising principals, in 1932-33 fifteen did not teach, and in the current year, fourteen were still supervising principals. In other words, the percentage of supervising principals had dropped from 59% in 1929-30 to 52% in 1933-34. At all three periods, the median principal was a supervising principal. In this connection, it is later noted in the study that the median principal reporting supervises only thirteen teachers, and that the study included eight principals who supervise ten or less than ten teachers. The often reported idea that principals are losing their supervisory powers is evidently not supported by the facts in Ohio. It is also heartening to note that the five out of the state schools all report supervising principals at the present time. These include a southern and a middle-western school in medium-sized cities. The loss of supervision seems most serious in the smaller cities where principals who formerly had a half day for supervision find themselves teaching regularly.

Supervising Principals—In answer to the question as to how much time they spent in supervision, the median principal in 1929-30 spent 37½% of his time in supervision; in 1932-33 he spent 34% at this phase of his work; and in 1933-34 he also spent 34% of his time in supervision. The slight decrease in the time spent in supervision is possibly due to added responsibilities which have been thrown upon the principal's shoulders. In one or two cases, supervision has suffered at the expense of classroom teaching.

Many principals who are full-time teaching principals list ways in which they attempt to

do supervisory projects. The principals from other sections than Ohio report that they spent more than half their time in supervision.

Administrative Principals—Time spent in administrative duties seems to have increased slightly in recent years. Principals reported that they spent 25% of their time in administrative duties in 1929-30 and that this had increased to 30% in 1933-34. (These figures represent medians.)

The median principal among those who participated in the study supervised thirteen teachers in 1929-30, had the same number in 1932-33, and in the current year supervised the work of thirteen teachers. Extremes ranged from 5 to 46 teachers under one principal. It is probable that principals have more children under their jurisdiction as the number of pupils per teacher has increased in most communities.

While 22 teachers were reported as teaching their first year in 1929-30, there were only 9 in 1932-33 and again 9 in 1933-34. In all cases, the median principal had no new teachers. While one principal reported 6 beginning teachers in 1929-30, only one principal has more than one beginner the current year. The depression has been responsible for this situation, temporarily at least.

It has frequently been rumored that principals everywhere were being given two and three buildings where they had formerly had only one. The figures are absolutely unchanged in this respect. While there may be individual shifts and changes, the average seems to remain exactly the same.

Assistant Principals—Of 26 Ohio principals who answered this part of the study, 5 had an assistant principal in 1929-30, while only 3 retained the assistant in 1933-34. Six of the 26 principals had clerical assistance in 1929-30 and in all but one case this was for full time. In 1933-34, 6 principals still had clerical help but on a slightly diminished scale. Four of the 6 schools from other parts of the United States reported clerical assistance, 3 of them full time. Several schools mentioned various sorts of assistance such as the privilege of getting duplicating done at the superintendent's office. One or two mentioned student assistance.

Salary Reductions — Principals were asked to give their total salary reduction since 1929-30 as nearly as it could be estimated. They were also asked to give the

total percentage of reduction in the salaries of teachers so that comparisons might be made. In three cases, the salaries of principals were cut more than those of teachers. This is probably accounted for in the fact that some cities adopted sliding scales of reductions which tended to cut the higher salaries more in proportion than the smaller ones. In only one case were the teachers' salaries cut more than the principal's and it appears that the principal had been given increased responsibilities in the meantime. The total percentages of decrease in salary range from 10 to 55%.

Other sections of the United States seemed to compare very favorably with Ohio in the matter of salary reduction. Wichita, Kansas, reported a reduction of 33% in principals' salaries and 18 to 25% in the salaries of teachers. Tampa reports a reduction of 37½%. Teachers in Savannah have suffered to the extent of 17½%. In Little Rock, principals have been cut 35% while teachers have lost 20 to 25% of their incomes. Waterbury, Connecticut, has decreased 20%. Sacramento reports a decrease of 7½% for principals and 5% for teachers.

Reduction of Supervisors—With the exception of four replies, all reported a cut in the number of supervisors. The median cut was 50%. Many seemed in doubt as to how all-inclusive the term "supervisors" was intended to be, wondering if it included gym teachers, assistant superintendents, etc. At any rate it is evident that the cut in the number of supervisors has been drastic and widespread. It is also evident that this tendency has added very materially to the burdens of the principal. Most principals have had no beginning teachers the last two or three years; the return of normal conditions in this respect will make the absence of supervisors more noticeable.

All but half a dozen principals considered that relief problems had greatly increased their load. Several mentioned the fact that it decreased the time formerly allotted for supervision. Principals in some districts described the relief program that was being carried on in their schools. A reading of the relief plan showed that in many schools it had overshadowed all other duties of the principal. Inasmuch as school neighborhoods differ, one principal outlined an extensive relief program while another principal in the same city reported that relief had not changed his situa-

tion to any noticeable degree. Only 2 principals considered that this problem had not in any way increased their burdens.

Principals Associations—Local associations of principals do not seem to have been particularly active in the schools which were surveyed. Of 27 replies to this question from Ohio principals, 13 reported some sort of organization, while 14 reported that they were unorganized. Of the 13 organizations, 3 were not of the entire group. One was reported as existing for social purposes only, another was an organization of only the women principals, while another was called an association of principals and supervisors. Many of the remaining 10 did not indicate much activity in their replies. Cincinnati principals report that their club is at the present time attacking the problem of a stabilized taxation program for the support of Ohio schools. Toledo principals report that their organization has devoted its time largely to specific problems of supervision and greater efficiency, and that matters of general policy have been worked out by teachers, principals, and supervisors as a group. Cleveland reports that the Principals' Club has helped somewhat by influencing public opinion.

A Wichita, Kansas, principal reports that they have presented facts showing the importance of the elementary principalship directly to the board of education and to the public. He believes that this has helped them to hold ground. In Tampa, Florida, the Principals' Council joined with the other teachers organizations to protect the interests of all. The County Teachers Federation broadcasts every Wednesday evening in an effort to inform the public properly. The work of the supervising principals in Savannah, Georgia, was also reported.

There have been many interesting comments connected with this survey which would be given if space permitted. One principal suggests that we might be able to raise our standards if we increased our membership in the Department of Elementary Principals of the National Education Association. One principal makes the following statement, "Some five or six years ago we were asked to do full-time teaching as an emergency measure with the impression that we would soon go back to half-time teaching. I must handle administrative problems before or after school hours." Another says, "I offered to

teach to help out in the emergency. Now it is rather taken for granted that I can be clerk-teacher-principal. My work is never done. I have the feeling now that I made a big mistake in being too willing to step into the classroom." One principal reports that she is both principal and acting primary supervisor for the city system. One principal in a large city made this statement: "There is little to be done now for principals as such—all efforts seem bent on keeping schools afloat." One principal suggests that efforts should be made to secure greater recognition of degrees in setting the salaries of principals.

Conclusion—It may be noticed that there has been less change in the status of the principal in his relation to other groups than we have been led to believe in some quarters. While principals have lost ground in some smaller cities by going back into the ranks of teaching principals, there is no evidence of a trend along this line in the larger cities. Principals have lost their assistants and clerks to some extent but not in the larger schools. In few cases have principals been discriminated against in salary adjustments. The cuts have usually been the same as those taken by the teaching body. It may be noticed that the position of the principal has increased in prestige in some cities because of the added responsibility. Other eliminations and decreased services have magnified the importance of the principalship in many communities.

Principals must use all their efforts to prevent lost ground and to retain their relative rank in educational circles. We must be awake to the fact that changes are being made and that the principalship is not static. What these changes are to be rest partly upon our shoulders. Let us all work to carry the principalship to higher educational levels.

LIFE MEMBERSHIP IN YOUR DEPARTMENT

INQUIRIES about life membership in the Department of Elementary School Principals have been coming to headquarters so often, we believe that all our members would like to know of the plan. Since the Cleveland meeting when Aaron Kline, president of the Department at that time, asked that such a membership be established, sixty-five have joined.



Sixty-six Life Membership certificates, on their way to elementary principals, testify to the enthusiasm with which this new form of membership has been received.

The Permanent Fund—Action was taken at the Cleveland meeting, February 26, 1934, to amend the by-laws, so as to create a \$50 life membership. The income from this source is to be added to the small permanent fund which the Department now has and

from which only the interest is used for current expenses. This was advisable in order to place the Department on a more solid foundation for future development.

Advantages Received—A life membership in the Department gives the member all the rights and privileges of active membership thruout life, does away with further payment of dues. It furnishes him the bulletin, *The National Elementary Principal*, and the yearbooks. These publications are of vital importance to those who are directly concerned with the principalship and who are interested in keeping pace with its advancement.

Professional Spirit—A great deal of the joy of life consists in doing everything one attempts to the best of one's ability. There is a sense of satisfaction and a pride in such work—a work which is rounded, full, exact, and complete. A life membership in the Department of Elementary School Principals tends to give this satisfaction. It provides an opportunity to grow professionally, advance educational standards, and to establish and maintain helpful, friendly relationships. Life membership furnishes a bulwark for protecting, perpetuating, and guiding the advancement of the elementary-school principalship.

Emblems and Certificate—A gold key or pin and a life membership certificate will be sent to you immediately upon receipt of application. This membership is nontransferable. For further information see page 95 of this issue of the bulletin.

CONVENTION ACTIVITIES

Atlantic City, February 23-28, 1935

Vesper Service—The vesper service of the 65th annual convention of the Department of Superintendence will be held at the Atlantic City auditorium, Sunday, February 24, 1935. As is always the case, a beautiful musical program has been planned. President G. Bromley Oxnam, De Pauw University, Greencastle, Indiana, will deliver the address.

Eminent Speakers—Among the speakers who will appear before the general sessions of the Department of Superintendence are Charles A. Beard, author of *The Rise of American Civilization*; Arthur E. Morgan of the Tennessee Valley Authority; Arthur N. Holcombe, professor of government, Harvard University; and President Glenn Frank of the University of Wisconsin.

1935 Yearbook of the Department of Superintendence—One of the high spots of the meeting will be the panel discussion of the issues raised in the 1935 Yearbook, *Social Change and Education*. The members of the Yearbook Commission will constitute this panel. The United States Commissioner of Education, J. W. Studebaker, who heads the Commission, will act as moderator of the panel. Those who will participate in the line-up are:

Frank W. Ballou, Superintendent of Schools, Washington, D. C.

Lyman Bryson, Visiting Professor of Education, Teachers College, Columbia University, New York, N. Y.

John L. Childs, Assistant Professor, Department of Philosophy of Education, Teachers College, Columbia University, New York, N. Y.

Frederick S. Deibler, Professor of Economics, Northwestern University, Evanston, Ill.

J. B. Edmonson, Dean, School of Education, University of Michigan, Ann Arbor, Mich.

Fred J. Kelly, Chief, Division of Higher Education, United States Office of Education, Washington, D. C.

Worth McClure, Superintendent of Schools, Seattle, Wash.

Jesse H. Newlon, Director, Lincoln School, Teachers College, Columbia University, New York, N. Y.

W. W. Theisen, Assistant Superintendent of Schools, Milwaukee, Wis.

Carroll H. Wooddy, Adult Forum Leader, Department of Adult Education, Public Schools, Des Moines, Iowa.

Our Meetings—The Department of Elementary School Principals will have its headquarters at the Traymore Hotel, Boardwalk and Illinois Avenue. Indications are for a record breaking crowd. Be sure to make your reservations early!

The Atlantic City Principals Association will have charge of the official breakfast, which will take place Monday, February 25, 7:30 a. m. at the Traymore Hotel. The semi-annual banquet on Tuesday, February 26, 6 p. m., will be held in the Belvedere Room, Traymore Hotel. Mason A. Stratton, principal, Brighton Avenue School, Atlantic City, and member of the Executive Committee, will represent the Department.

High-School Principals—The 300th anniversary of the American high school will be celebrated by the Department of Secondary School Principals. Various afternoon group meetings will discuss its rapid advance from April 13, 1635, to the present day when there are

six million young people in the secondary schools of the nation.

Tuesday night there will be a joint program in celebration of the Tercenary in the ballroom of the Atlantic City auditorium, under the direction of C. O. Davis of the University of Michigan. On this occasion Charles H. Judd will outline "The Historical Development of Secondary Education in America"; Thomas H. Briggs will discuss "The Philosophy Which Must Guide Secondary Education Today"; Sidney B. Hall is scheduled to speak on "The Financial Policies Which Must Be Worked Out for Secondary Education"; and the session will be closed by George F. Zook in an address entitled "The Public and the Program of Secondary Education."

The officers of the Department of Elementary School Principals will be platform guests at this important meeting.

The Convention Exhibit—Another place of meeting! The exhibit is an official enterprise for which the Department of Superintendence and the National Education Association are jointly responsible. It is arranged as a service both for those attending the convention and those who desire the opportunity to demonstrate school materials and activities.

No exhibit ever has been more timely. The reductions of expenditures for teaching materials and equipment have made heavy contributions to the lessening of the efficiency of the schools. Shortages of materials and the use of unfit equipment have emphasized how important a part these tools play in the operation of educational systems. Real

economies are possible thru the use of well-adapted equipment. The use of worn-out equipment and the omission of desirable teaching material may be the means of temporary savings of a few dollars, but such savings are at the expense of the boys and girls and the teachers.

The exhibit contains a wide variety of materials. Here are complete lines of textbooks, a wealth of teaching aids, school furniture and equipment, and scientific materials as well as instruments for bands and orchestras. For the building and its maintenance will be heating, ventilating, and air conditioning apparatus, and a wide variety of materials for the janitor. Nothing is lacking!

College Dinners—As usual, college dinners will be held Wednesday evening, February 27. Leading colleges have already completed arrangements for these functions. The Atlantic City Convention Bureau reports that reservations have been made for over two hundred meetings, including about seventy breakfasts, luncheons, and dinners.

Hotel Accommodations—Sleeping rooms may be reserved by addressing the chairman of the Housing Bureau—A. S. Chenoweth, 16 Central Pier, Atlantic City, N. J.

Reduced Railroad Rates—The identification certificate plan will be in effect February 17 to 25. Identification certificates will be ready January 10, 1935, and may be procured by addressing the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C.

VISUAL EDUCATION

S. R. BUTLER, Principal

**John Marshall School
Norfolk, Virginia**

THE TERM "visual education" is not as new as some imagine. Years ago many of our able teachers were using types of visual aids such as posters, maps, charts, and, in some instances, clay models. This article will deal, however, with the following types of visual aids: (1) the use of slides in the classroom; (2) strip films or still films; (3) the use of a machine which throws postcard and other pictures on a screen or blackboard; (4) stereoscopes and stereoscopic views; (5) motion pictures as an aid in classroom teaching.

Slides can be used to advantage in classroom teaching. Excellent slides are now on the market covering almost every conceivable subject, and along with the slides are furnished explanations either in book form or on cards numbered as the slides are numbered. If the teacher makes use of those explanations alone, however, and does not add to them or allow the pupils to discuss them the most wholesome part of the recitation will have been missed. The use of slides alone with meager and vague explanations will fail to stimulate interest, or the showing of too many slide pictures at one time, even if accompanied by accurate information, will tend to confuse pupils. Some teachers take the cards containing explanations of certain slide pictures, read them carefully and give them to a committee of pupils, who in turn study them. Then, when the pictures are shown on the screen, members

of the committee who have studied the cards corresponding arise and explain the meaning and significance of the pictures. While each picture is being shown, different members of the class are given an opportunity to ask questions or discuss what is on the screen. At times, some of the above-mentioned teachers appoint other committees to write down questions on what is being presented and discussed. Those questions, after having been compiled and sorted, can be given back to the class in the form of a test or used as a basis for future study.

Some of these projects would not be applicable to the primary grades, but by no means should they be overlooked. Some primary teachers have been unusually successful in teaching reading thru the use of slide pictures thrown on the blackboard. The teacher may show a picture of a boy and a dog. She can use colored chalk to write over the dog the name of the dog and over the picture of the boy the name of the boy. Then when the current is cut off those names are frequently indelibly impressed on the child's mind. Children naturally like pictures and this type of instruction seems like play to them.

Care should be taken not to use too many different pictures during a recitation; especially is this true with primary children. The showing of too many slides at a time seems to be the tendency of the inexperienced teacher.

There is a field, especially in the lower grades and in certain sciences, for the home-prepared or classroom-made slide. Frosted or plain glass slides can be purchased at very low cost. Also

cellophane (celluloid) sheets to go between the plain glass slides can be obtained. Regular pencils can be used to draw pictures on frosted glass and india ink gives the cellophane sheets or frosted glass sketches a brilliant hue. Chemically prepared colored pencils are now being manufactured. Very attractive pictures can be drawn with them on glass slides.

Some teachers have such slides prepared by pupils who are interested in and have talent for that kind of work. Other pupils are granted the privilege of writing explanations, after which the class recitation can be conducted on a similar plan to the one used with manufactured slides. Homemade slides are often crude, but they frequently stimulate more interest on the part of the pupils because they are the actual work of the classroom. After all, visual instruction is not an end within itself but one means to an end.

It might be well to add that no one form of presentation or study should be advocated for all classes or even followed continuously with the same class, but successful teachers realize that pupils, on the whole, enjoy their work more when they are given an opportunity to participate.

Still films or strip films—those that do not show motion—can be purchased covering a variety of different school subjects, and they are much cheaper per picture than the manufactured slide. Many of these films are especially adapted to supplement the classroom work in geography, history, and hygiene. Films of this type can be purchased at a cost of from fifty cents to three dollars per reel. Individual pictures would be very cheap, inasmuch as some of the reels contain approxi-

mately one hundred pictures. At reasonable prices, machines are now on the market that are powerful enough to show pictures from these films on a screen or blackboard of an ordinary classroom in which the window shades have been lowered.

The delinescope is being used in many schools today. This is a machine that can throw postcard or other pictures on the screen. Many teachers favor this visual device because pupils are anxious to bring postcard and magazine pictures which fit in so well with the classroom work. Teachers frequently bring back postcards views of different places of interest, and they are glad to lend them to classes for study. One class in the John Marshall School of Norfolk, Virginia, undertook to write to the larger cities thruout this country for postcard views of geographic and historic interest, and obtained some very satisfactory results.

The delinescope pictures do not show to a decided advantage, however, except in a rather dark room or on a daylight screen. Even when that screen is used, the room should not have too much light.

Stereoscopes and stereoscopic views have their place in the classroom because they bring out clearly the three dimensions of a picture, and thus make pictures seem real and lifelike. Stereoscopes can be used to advantage in supervised study and, at times, during class periods. But, as has been mentioned in connection with the showing of slides, this procedure should not be overworked. A few stereoscopes may prove very helpful when pupils are working in groups or completing units on a contract basis, but any teacher attempting to show twenty-five or

thirty stereopticon views to that number of pupils at the same time will doubtless find that the pupils become restless and inattentive.

Motion pictures undoubtedly have a place in the education of a child, but "just what place" is at times a question. Many schools have carried out experiments with motion pictures in the school auditorium, only to find that the results obtained were not entirely satisfactory from an educational standpoint. Movies in the school auditorium are entertaining and, in many instances, enable the school to make money. Moreover, the shows put on in the school are often more wholesome than those which the child might otherwise see. But, if the child is to derive the greatest amount of good from movies shown in a school, they must be shown to individual classes. Some schools prefer the 16M.M. machines because the cost of the films is not so great as of those of standard size. Some educational films can be secured by paying mailing charges; others of a very high grade can be rented at a nominal cost.

One grade school in Norfolk, Virginia, has a classroom set apart for visual instruction work exclusively. This room can be made light or dark and contains a slide machine, strip film machine, machine for throwing postcard and other pictures on the screen, and a motion picture machine. Classes may use this room freely or they can take material from the room to the regular classrooms. Motion pictures are shown only in this room, however, because it is difficult to get the other classrooms sufficiently dark. Films are rented to correlate with the work of the different grades and shown to classes during school time. The expenses of the

films when thus shown are defrayed by motion picture shows after school. The admission charge for those afternoon or night shows is five, ten, or fifteen cents, depending on the picture.

Motion pictures can be and are used in classrooms, but many teachers believe that other forms of visual instruction are more effective.

Education is not a limited process nor can it be obtained thru any one or all of the above-mentioned devices. Materials for this type of teaching do not minimize the importance of the teacher, but stress that importance. The incompetent teacher will doubtless make a failure with any one or all of such devices; but, the alert, progressive teacher can use some or all of these types in such a way as to enlighten his pupils, and lead them to greater accomplishment. Many children can learn more readily thru the eye than the ear, and practically all can obtain information more easily thru both sight and hearing.

Why not give the child every advantage?

STATE SCHOOL LEGISLATION AND LONG-TIME PLANNING

The Joint Commission on the Emergency in Education has issued invitations to a Conference on State School Legislation and Long-Time Educational Planning, to be held December 11-13, 1934, at the National Education Association headquarters, Washington, D. C.

The purposes of the conference are: (1) to get and to give help with relation to state school legislation to be enacted in 1935; (2) to take counsel on a long-time program of educational planning, recovery, and reconstruction.

NEW BOOKS

How You Can Get a Job. By Glenn L. Gardiner. Published by Harper & Brothers, New York.

Mr. Gardiner is a successful business executive with a rare talent for telling others how to succeed in business. He has been conspicuously successful over a number of years in advising with applicants for jobs in a commonsense, constructive way that has helped hundreds of men and women to get positions. His advice is complete, definite, and simply presented. The discouraged jobseeker no less than the beginner in search of a foothold in paying employment will find practical guidance and new stimulus in the business of getting work in a business-like way. Mr. Gardiner is the author of a number of other helpful texts relating to the training of executives and supervisors.

★ ★ ★

Saplings. Published by Scholastic Corporation, New York and Pittsburgh (1934).

Is published yearly as a corollary of the Scholastic Awards, a nationwide high-school contest in creative writing and the visual arts. The awards were conceived for the purpose of encouraging high-school students and teachers to turn their attention to creative work and presenting the creations of talented pupils to a large and sympathetic public. The 1934 edition is the Ninth Series.

★ ★ ★

Child Psychology. By John J. B. Morgan, Professor of Psychology, Northwestern University. Published by Farrar & Rinehart, Inc., New York (1934).

This book attempts to present in systematic form the latest findings in child psychology, its main purpose being to present verified facts in a logical order. Because the book sets forth the principles of child development, it should be of value as a reference work for all teachers.

★ ★ ★

South America. By Nellie B. Allen. Published by Ginn and Company, New York (1934).

The children in our schools, who are our business and professional men and women of the near future, should become more interested in and more intimately acquainted with the people, the countries, and the resources of South America. To help in this direction the

old edition of this book has been largely rewritten. Old pictures have been replaced by new ones, facts and figures brought up to date, important matters of the present day stressed, and other new features added.

★ ★ ★

Finger Painting. By Ruth Faison Shaw, is "An Atlantic Monthly Press Publication" issued by Little, Brown & Company, Boston, Massachusetts (1934).

This unusual book is styled a perfect medium for self-expression. It relates with unflinching interest the process by which Finger Painting was evolved and it defines the methods whereby other teachers and mothers can introduce this extraordinary play medium into school and home. Reproductions in the book done by youngsters between the ages of two and a half and thirteen, demonstrate the author's words.

Miss Shaw has discovered a formula of a firm, clayey paint which, when mixed with water, can be easily manipulated by a child's fingers, and (Praise be!) is absolutely harmless to the skin and stomach.

★ ★ ★

Singers In The Dawn. Compiled by Robert B. Eleazer. Published by Conference on Education and Race Relations, Atlanta, Georgia.

By freely quoting from three or four anthologies covering the field of American Negro poetry, the compiler has presented a survey of a little known region in literature. He begins with an early poetess of slave days, Phyllis Wheatley, who was honored by Washington himself for the merits of a poem dedicated to him. Many voices are lifted in eloquent song thru the intervening years, down to our own time and the well-known Countee Cullen and James Wellon Johnson. The latter has written "Lift Every Voice and Sing," which is called the national Negro Anthem.

★ ★ ★

The World's Messengers. By Hanson Hart Webster; Houghton Mifflin Co., Chicago, Illinois (1934).

A Social Studies Series for the middle elementary grades showing activities centering around communication to supplement admirably the formal study of history and geography.

NEWS ITEMS

★ R. E. C. McDougall, former principal of Cherry and Washington Schools, Canton, Ohio, is now principal of Lorin Andrews Junior High, Massillon, Ohio. L. H. Booker has succeeded him in Canton.

★ The newly elected officers of the New Jersey Principals Association are:

President, Francis H. Budd, Franklin School, Newark

Vicepresident, George H. Cowie, Jr., Harlen-Looker Schools, Hillside

Secretary, Floyd A. Potter, Massachusetts Avenue School, Atlantic City
Treasurer, Anna C. Scott, School No. 3, Leonia.

★ Irene A. Thompson, secretary for the Pittsburgh Principals' Club, has sent us the list of officers for 1934-35:

President, William A. Dannels

Vicepresident, Annie Lytle

Secretary, Irene A. Thompson

Treasurer, Joseph A. Schartung.

★ Lydia M. Leistikow, state enrolment chairman, sends word about the newly organized Aberdeen Elementary Supervisors and Principals Club, Aberdeen, South Dakota. The officers elected were:

Chairman, Esther Detjen, Lincoln School

Secretary, Maude Johnston, Henry Neill School.

★ Don Longnecker, Fairview High School, Dayton, Ohio, has been elected president of the Dayton Principals and Supervisors Association for 1934-35.

★ The program for the year of the Norfolk Principals Club is centered around the New Curriculum which has been adopted in Virginia.

The subjects yet to be discussed are as follows:

January

"Book Reports." The books selected will be the ones that will assist us in our study of the New Curriculum.

February

Reports on units of work from the first, fourth, and seventh grades will be made by principals who have supervised this work during the entire term.

March

Reports of the Atlantic City meeting.

April

A dinner meeting for the members of the department, schoolboard, and city council. Speaker to be selected at a later date.

May

Reports on units of work from the second, third, and fifth grades will be made by principals who have supervised this work during the entire term.

★ Earl E. Bovee, state enrolment chairman, Sioux City, Iowa, sends us the names of the newly elected officers of the Iowa Elementary Principals' Association. They are:

President, Mary Foster, Fort Dodge

Vicepresident, Marjorie Walters, Cedar Rapids

Secretary, Hugh H. Steele, Winterset.

★ Sarah L. Young, president, California Elementary School Principals' Association and fourth vicepresident of the D. E. S. P., has sent us the following interesting item:

The subject of our yearbook is "Leisure, Loafing, Living." Each elementary principal four times a year receives the official news bulletin, *The California Elementary School Principal*. The state department publishes and mails to each elementary principal in the state, five times a year, a professional bulletin entitled *The California Elementary School Journal*.

★ John Milligan is educating his community along with its children. As principal of the William Campbell School at South River, New Jersey, he reserves a corner in the *Weekly Parent News* in which different phases of school work are discussed both plainly and directly with the parents of the school.

★ At the North Central Teachers Association which met in South Bend, Indiana, Superintendent Dean Walker, Plymouth, Indiana, was elected chairman for next year. Edythe J. Brown, South Bend, was elected secretary and treasurer.

★ The National Advisory Council on Radio in Education enters the field of public health with a series of broadcasts entitled "Doctors, Dollars, and Diseases." These programs will be every Monday evening (10:45 Eastern Standard Time) over a nationwide network of the Columbia Broadcasting System.

★ Ruby V. Perry of New Orleans, who is president of the Louisiana Teachers Association and principal of Allen Commercial High School, has also been appointed principal of Allen Elementary School.

★ George W. Wannamaker, superintendent of schools, Griffin, Georgia, has sent us a check covering the membership of every elementary principal in the city. This makes our first 100 percent city this year.

★ The news that the principals of District 75, Evanston, Illinois, are 100 percent in membership has come from Helen Sanford, secretary of the Principals' Club.

★ Kansas City, Kansas, is not only 100 percent with regard to N. E. A. memberships but also is 100 percent in the National Department of Elementary School Principals.

★ Hazel Kingsborough, city enrolment chairman for Cleveland Heights, Ohio, writes us that her city is 100 percent too.

★ *Longfellow Topics* published by the pupils of Longfellow Elementary School, Teaneck, New Jersey, of which John Dolen is principal, is one of the best school newspapers which headquarters has received this year. It is mimeographed and splendidly illustrated. It covers all types of articles from the kindergarten thru the grades. Eleanore Franke, editor, expresses thanks to the faculty for their helpful cooperation.

★ The newly elected officers of the Nebraska State Principals Association are:

President—Eva Bentner, Schuyler

Secretary—Eleanor Cech, Schuyler.

★ The 1935 meeting of the World Federation of Education Associations will be held August 10-17 in England at Oxford. Complete announcement will be ready soon. Attractive rates for the meeting are assured.

★ The new cover on *The Principal*, the publication of the New York City Principals Association, is very attractive. The content of this publication is splendid and the editors are to be complimented on their selection of interesting and worthwhile material.

NECROLOGY

EACH YEAR the Department pays a humble tribute to those fellow principals who have passed on. They fought a good fight, kept the faith, and have finished their course. We shall miss their wise counsel and words of encouragement. We are sorry that we have not had the opportunity of knowing all these fine people for those sending in their names have told us of the loss which the school and the community will suffer because of their going.

The names reported are:

Brennan, George E., Chicago, Illinois
Brett, Anna, New York, N. Y.
Brewer, Mrs. Clara T., Cleveland, Ohio
Bruff, Thomas, Baltimore, Maryland
Cappleman, John W., Fresno, California
Chase, Frank H., Chicago, Illinois
Cloud, Elizabeth, Lexington, Kentucky
Colburn, Jessie, New York, N. Y.
Corris, Elizabeth, Cleveland, Ohio
Cowan, Ora V., Mobile, Alabama
Daly, Minnie E., Chicago, Illinois
Dodge, William E., Chicago, Illinois
Freeman, Mayme, Pensacola, Florida
Garthe, Martha, Baltimore, Maryland
Harrah, Mrs. Harriett, Los Angeles, California
Hobbs, Mollie, Baltimore, Maryland
Jamison, Rachel H., Los Angeles, California
Knox, Eloise, Kansas City, Missouri
Lippert, Mrs. Mabel M., Oak Park, Illinois
Marshall, Emma A., Dubuque, Iowa
Murphey, Carobel, Los Angeles, California
Orr, Anna, San Francisco, California
Percy, Lola, Gary, Indiana
Pendleton, M. R., Los Angeles, California
Pich, Martha, Indianapolis, Indiana
Ritchie, R. R., Dayton, Ohio
Riniker, Amelia, Canton, Ohio
Roche, Sarah, Baltimore, Maryland
Schroeder, Alfred W., Chicago, Illinois
Smythe, Elizabeth, Baltimore, Maryland
Sweitzer, Mae C., Oil City, Pennsylvania
Thurston, I. P., Los Angeles, California
Travis, W. I., Los Angeles, California
Way, Mark, Rochester, New York

White, S. Eleanor, Fort Dodge, Iowa
Wilcox, Walter E., St. Louis, Missouri
Williams, Clara M., Los Angeles, California
Zirkle, H. W., Denver, Colorado

GEOGRAPHY TEACHERS

The National Council of Geography Teachers will meet in Philadelphia, December 26 and 27, 1934.

Wednesday morning will be devoted to discussions of geographic field work and its relation to planning toward better utilization of natural resources. The program includes reports of specific field work as it now is being carried on in given college, high-school, and elementary classes, and suggestions for capitalizing further opportunities for such work.

The Wednesday afternoon discussions will center on developing independence in the use of geographic tools. A prominent feature of the afternoon will be a lively hour during which a large group of Council members will participate in attempting to answer briefly specific questions about teaching geography which have been received and are being received from teachers in many sections of the country.

The Thursday morning session will stress urban studies. These will be followed by a discussion of "Organizing Urban Material for Classroom Use" by specialists in this field. On Thursday afternoon the session will be devoted to teacher education. Specialists in promoting the progress of in-service teachers of geography will deal with this aspect of teacher education. The banquet speaker, on Thursday evening, will be Isaiah Bowman, director of the American Geographic Society of New York City.

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THE unit of the American Republic is the neighborhood. The only universal functioning of a neighborhood is the elementary school, whether of one teacher or of a hundred teachers. In the final analysis the principal is the functioning factor in the elementary school which is the functioning unit of the neighborhood from which the American Republic is built.

—A. E. Winship