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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

THE HISTORIC
POTOMAC

June 1935
Vol. XIV, No. 5



THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Published in October, December, February, April, and June by the Department of Elementary School Principals of the National Education Association of the United States.

All elementary principals—administrative, supervisory, and teaching—are eligible to active membership in this department. The payment of \$3 dues entitles active members to attend all meetings of the department, to hold office, to vote, and to receive the Bulletins.

Associate membership may be had by all members of the National Education Association who are actively engaged in any phase of school work by paying the regular membership fee of \$3. They are entitled to all privileges except the right to vote and hold office.

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Executive and Editorial Offices, 1201 Sixteenth Street, Northwest, Washington, D. C.,
Eva G. Pinkston, Editor

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

The picture appearing on the cover is a view of the historic Potomac as seen from a beautiful park in Washington.

The National Elementary Principal

Volume XIV, No. 5

June 1935

SPECIAL ISSUE

It is important that all principals know about the three splendid articles which have been received here at headquarters and about the plans for our meeting at Denver. So that they may have this information we are printing an additional bulletin and we are delighted to give our members this extra service.

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THIS

ALL of our bulletins are organized to save your time and effort. Their aim is threefold—to tell the complete story, to tell it accurately, to tell it quickly. This bulletin comes to you as an extra issue in this year's series.

ISSUE

DON'T MISS the N. E. A. convention which will be held in Denver, June 30-July 5, 1935. The D.E.S.P. will have afternoon programs on July 1 and 2 in the Central Christian Church.

IS AN

THE DEPARTMENT breakfast will be on Monday morning, July 1, at the Shirley-Savoy Hotel. The Brown Palace Hotel has been selected for our banquet on Tuesday evening, July 2.

ADDITIONAL

HEADQUARTERS of the Department will be at the Shirley-Savoy Hotel.

SERVICE

PRESIDENT M. Emma Brookes, principal, Miles-Cranwood Schools, Cleveland, Ohio, and Dr. Samuel Berman, chairman of the 1936 Editorial Committee and principal of James R. Ludlow School, Philadelphia, will be the speakers on the June 1 radio program of "Our American Schools"—4:30 p.m., E.S.T.

THE CASS STREET ROTARY SCHOOL

THOMAS W. BOYCE

Principal, Cass Street Rotary School
Milwaukee, Wisconsin

BEFORE discussing the organization of the Cass Street Rotary School and its adaptiveness to the social development of children, it seems wise to recall some of the social traits universally marking good citizenship that a school may well develop: ability to perform daily tasks happily and pleasantly, enjoyment in serving one's group or community, self-reliance in thinking and acting, good health, ability to adjust easily to one's environment, cooperation with others, obedience to rightly constituted leadership, dependability, leadership, and esthetic appreciations.

The building of the Cass Street Rotary School is divided into two groups of rooms, homerooms and special rooms. Homerooms have the usual equipment of rooms in a traditional school. The fundamentals are taught there. Special rooms are equipped for the particular kind of work to be given there.

The rotary part of this school consists of 24 classes numbered from 1 to 24. While even-numbered classes are in the homerooms, the odd-numbered classes are taken care of in the special rooms. We have a six-hour school day divided into four quarters, two in the morning, two in the afternoon. The even-numbered classes spend the first quarter of the day in the homerooms; the odd-numbered classes, the first quarter in the special rooms. The even- and odd-numbered classes then alternate their homeroom and special room

activities for the remaining three-quarters of the day. The periods in the special rooms vary from 30 to 90 minutes depending upon the character of the work obtained there.

Let us now trace a few classes through the homeroom and special room activities of a day to observe just what opportunities this organization affords children.

Class 4, composed of first grade A children, starts its day in the homeroom at 8:30 and spends one and one-half hours in a varied program of review of previous day's work, word drill, phonic drill, recognition of phrases, reading of review lessons, and presentation of new material with a short intermission for a milk and cracker lunch and a toilet recess.

At 10 o'clock this class passes to the primary art room where one period is spent in illustrating a story previously read in the library; at 10:30 the children go to one of the play rooms and play such games as London Bridge, Farmer in the Dell, and compete in a bean-bag toss; at 11 o'clock they pass to the nature study room for a study of the woodpecker from many pictures, museum specimens, and information material in the hands of the teacher.

At 12:30 p. m. this class returns to the homeroom for a repetition of the morning's program with the exception that the milk and cracker lunch is omitted and a penmanship teacher relieves the homeroom teacher to take the children for a half-hour in penmanship practise.

At 2 o'clock this class reports to the gymnasium where the children exercise as firemen in a story play, galloping to the fire, climbing a ladder, jumping into the nets, and end the period with a folk dance, a children's polka; at 2:30 they report to the juvenile literature room where "The Pancake," a story in their first readers, is read to them and the dramatization of the same begun in preparation for the reading of "The Pancake" in the homeroom; at 3 o'clock this class reports to the auditorium where 10 minutes is given to the "Salute to the Flag" and a rehearsal of poems for the coming patriotic program, and

a 20-minute music appreciation program played on the victrola.

The program of class 3, the companion of class 4, is the same for the day with the exception that special activities occupy the first and third quarters of the day and homeroom activities the second and fourth quarters.

Class 22, a sixth-grade A class, starts its day in the homeroom with a Clapp division test for speed and accuracy and then takes up the subject of division of decimals; a 30-minute period is then given to audience reading, 5 children presenting their selections and the class praising or criticizing the renditions; a short period is then given to class criticism of two or three compositions written in the history class on "Life in Early England"; a cracker and milk lunch and toilet recess close the period.

This class then spends 30 minutes in our library reading the "Weekly Reader" in preparation for current event topics to be reported on later in the auditorium and looking up references on topics assigned by the teachers in either geography, nature study, history, or literature classes; at 10:30 the children report to the music room to practise on the parts and ensemble of "Hail, Bright Abode" by Wagner in preparation for the Spring Festival. This number has been played and analyzed previously for music appreciation in the auditorium. At 11 o'clock they report to the history room for their topic in English history, "The Coming of the Danes."

In the afternoon this class reports to the homeroom for its spelling exercise, consisting of a review drill and the presentation of new words; a McCall standard test in silent reading with the reading, discussion, and corrections that necessarily follow. In penmanship practise this class copies on suitable paper in presentable form the composition, "Life in Early England" previously written in the history room and corrected in the morning as a class exercise. At 2 o'clock the boys and girls go to their shop and cooking, respectively.

Class 21, the companion of class 22, follows this program for the day in reverse order.

It will be interesting at this juncture to ascertain in what ways this program of academic and cultural activities contributes to the growth of those desirable social traits previously enumerated.

Children approach the supposedly dry, uninteresting, tiring academic

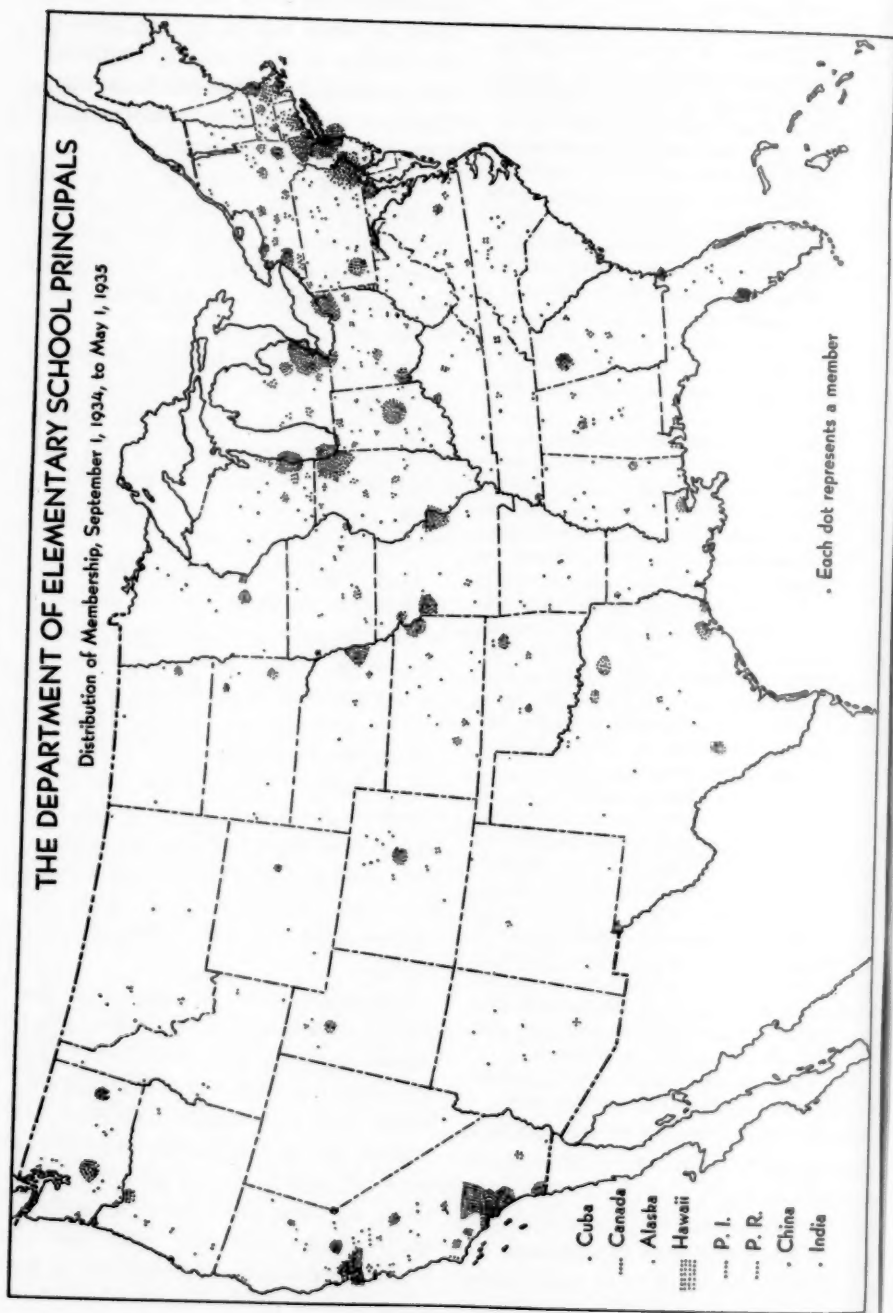
work of the homerooms for one and one-half hours each day in the same spirit in which a good mother takes up the burden of dishwashing, scrubbing, and cleaning if it is not an all-day task. Children learn here to perform daily tasks happily and pleasantly.

Numerous opportunities to act as barrier boys, milk distributors, captains and lieutenants of classes when passing, cadets and traffic directors, give children practise and enjoyment in serving their school and community.

Daily practise in learning where to hang wraps, where to report for first period classes, where to find the various activities promotes independence and self-reliance. A balanced program of work, study, recreation, and play contributes to good health.

In a large school community of this type where children must of necessity be on their own so frequently, cooperation with others and obedience to rightly constituted leadership must follow or anarchy will result. Mistakes will be made, disorders will break out, but children cannot learn the great lessons of leadership, cooperation, obedience, and dependability unless situations arise giving them the opportunity to go right or wrong and to be complimented when right, to be helped when wrong.

First-class work in music, in glee club or orchestra practise, in dramatics, regular contacts with good books in a fine library in charge of a librarian who knows and understands children's literature, seeing fine pictures and doing one's art work under the direction of an artist, all these make for those esthetic appreciations and that wise use of leisure time which are recognized as the acme of good citizenship.



WHERE WE STAND

EVA G. PINKSTON

THE officers, the executive committee, and headquarters staff want to thank all enrolment chairmen for the splendid work which they have done for the Department this year. It has been a privilege and an honor to serve with people who have been so willing to sacrifice their time and energy for a cause.

A membership in the Department means more than just getting the news bulletins and the yearbook. It means that the principals of the United States have joined together to present a united front in bringing to the attention of school authorities and communities the necessity of stressing the importance of the *first* teaching of the child, and to raise the status of their position.

Comparing this year's membership count with that of last year at this time, we are delighted to announce that we are more than holding our own. As we go to press, May 1, our total number of official membership cards issued—including life memberships—is 3639. We shall not have to close our books until May 15. Help carry our Department's service to all principals. The Department needs your help in this last drive of the year. *Get one member.* Every new member means a stronger Department and greater service to you.

The table and the map on the opposite page show that thirty-two states are ahead of or even with their membership of last year; that eight states are ahead of our peak membership year (1930-31); that we have ninety-eight life members; and the dots on the

map show how splendidly our enrolment chairmen have worked. We thank you.

	1930-31	1933-34	1934-35	Life Members
Ala.	39	24	25	2
Ariz.	15	15	13	
Ark.	13	13	8	
Calif.	385	467	490	21
Colo.	85	54	54	
Conn.	103	64	52	
Del.	10	3	7	
D. C.	65	57	54	2
Fla.	54	47	48	1
Ga.	48	50	54	3
Idaho	14	7	8	
Ill.	317	173	198	6
Ind.	137	110	111	10
Iowa	78	39	34	
Kans.	100	85	74	
Ky.	48	23	26	
La.	31	27	28	2
Maine	10	5	3	
Md.	57	77	77	
Mass.	50	171	143	1
Mich.	375	224	229	4
Minn.	119	57	41	3
Miss.	19	27	25	1
Mo.	190	153	124	3
Mont.	22	13	13	
Nebr.	74	62	58	
Nev.	3	2	1	
N. H.	12	8	6	
N. J.	292	203	185	10
N. Mex.	15	5	8	
N. Y.	400	397	360	4
N. C.	62	17	22	2
N. Dak.	17	14	13	1
Ohio	307	172	183	2
Okla.	56	56	42	
Ore.	96	31	21	1
Pa.	258	186	196	3
R. I.	12	12	11	
S. C.	15	6	6	
S. Dak.	28	21	24	
Tenn.	39	31	21	
Texas	152	134	121	5
Utah	39	34	23	
Vt.	5	3	3	
Va.	44	47	49	3
Wash.	138	67	76	
W. Va.	29	14	15	1
Wis.	82	108	104	4
Wyo.	11	12	10	1
Alaska	2	3	1	
Canada			4	
China		1	1	
Cuba			1	
Hawaii	32	29	28	2
India	1	1	1	
P. I.	14	1	4	
P. R.	8	5	4	
Total ...	4830	3670	3541	98

INFORMATION AND PLANS F

WHY GO TO DENVER?

A convention is a marvelous institution. When you think of the many opportunities it affords, you are amazed. The "clan" collects to discuss problems, to talk over ways and means for improvement in service, to listen to people who know give plans which will help everyone.

Attendance at a convention brings that enthusiasm and inspiration which carries over into our work and makes us do a better job for humanity.

Another way by which we can look forward to the Denver convention has been aptly written by Mary E. Leeper, executive secretary, Association for Childhood Education:

"Lights strongly influence our daily lives. There are guiding lights that hold us to the safe course and show us the way just as the high, clear, and strong lights point out the path for the night mail planes. There are protecting lights that tell us when to stop and change and go, the red, yellow, and green traffic lights. There are inspirational lights, warming and comforting, like candle light and the light of an open fire. All of these lights can be found at the Denver convention."

• • •

OUR AFTER-NOON PROGRAMS

A real treat is in store for all those attending our Monday afternoon, July 1, program. President M. Emma Brookes has planned for us to have a panel discussion and has selected as chairman our beloved friend and father of this Department, Secretary Sherwood D. Shankland of the Department of Superintendence. The topic chosen for discussion is "The Environment and Its Relation To the School." Both afternoon programs will be held in the Central Christian Church.

For the past few years the officers of the Department, our members, and our friends have enjoyed having one of our afternoon programs sponsored by the principals of the city and state in which the meeting is held. This year the principals of Denver and Colorado will have charge of our Tuesday afternoon, July 2, meeting. Mrs. Smith has selected as her chairmen in arranging for this fine program Dr. Gilbert S. Willey, president, Denver Principals and Directors Association, and Miss Nellie Lind, principal, Stedman School, co-chairmen. Mrs. Clara F. Johnstone, principal of Rose-dale and Milton Schools, will be in charge of all of the music.



ANS FOR THE DENVER MEETING

Our very efficient chairman, Mrs. Margaret Mendenhall Smith, principal, Ebert School, Denver, has appointed committees for each of the activities in which our Department will participate.

SOCIAL FUNCTIONS

On Monday morning, July 1, 7:30 o'clock, the official breakfast of the Department will take place. This affair will be at the Shirley-Savoy Hotel and Mrs. Smith has selected the following persons to help her: Miss Louise Kline, principal, Columbian and Beach Court Schools, Denver, *chairman*; and Mr. Aubrey Bennet, principal, Central and Elmwood Schools, Denver, *co-chairman*.

Our semi-annual banquet, Tuesday, July 2, 6 p. m., which will be held at the Brown Palace Hotel, will be one of the big events of the convention.

We always have a large crowd, for the honor guest and banquet speaker is chosen with great care and deliberation. On this occasion we will be privileged to hear Dr. A. J. Stoddard, superintendent of schools, Providence, Rhode Island, and president of the Department of Superintendence. His subject will be "What Is Progressive Education?"

Mrs. Smith has chosen as her committee for this delightful occasion Miss Lila M. O'Boyle, principal, Whittier and Gilpin Schools, *chairman*, and Mr. Dave D. Evans, president, Denver Teachers Club, *co-chairman*.

We are indeed glad that the N. E. A. has chosen a cooler clime for its meeting this year after our experience with hot weather in Washington last summer. With

WHAT CAN BE FOUND IN AND AROUND DENVER

cooler weather guaranteed, Denver principals and friends are preparing to give all in attendance a royal welcome, to entertain lavishly, and to close the convention with a trip to the mountains. Could prospects be more ideal?

Those who have time for a vacation, after our week at the convention, will find in Colorado two national parks. Estes Park is only 90 miles from Denver, while the famous Pike's Peak and the Garden of the Gods can be reached by traveling 75 miles. Denver itself is just 12 miles from the mountain range, therefore scenic beauty will surround us.

Mrs. Smith tells us that in packing our bags for Denver we should show foresight and put in those hiking boots, golf sticks, and fishing tackle. She emphasizes the fact that we should bring our riding outfit for the West offers no greater thrill than that of horseback rides thru pine forests to distant hills.



SALARIES PAID ELEMENTARY-SCHOOL PRINCIPALS

WILLIAM G. CARR

Director, Research Division
National Education Association

THE seventh biennial survey of salaries paid city school employees conducted by the Research Division of the National Education Association has just been completed.¹ This year the number of cities reporting was 1989. Nearly three-fifths of all cities in the country and practically every one of the nation's larger cities are included. This article deals especially with the salaries paid elementary-school principals.

Trends since 1930-31—It is well known that all school salaries have suffered reductions during the economic depression. Table 1 shows this trend in terms of the median salaries for elementary-school principals as revealed by the biennial surveys for the school years 1930-31, 1932-33, 1934-35. In reviewing these figures it should be remembered that probably the lowest point reached by salaries is not shown. Nationwide estimates indicate that the 1933-34 average salary of all teachers, principals, and supervisors was below that of 1934-35.

¹ The full reports of these surveys are available in various *Research Bulletins* and in the *Special Salary Tabulations*. Students of salary problems are invited to write the Research Division for further details.

These figures should also be considered in connection with the following trends as indicated by recent reports of the National Industrial Conference Board:

Date	Index of cost of living
July 1929.....	100.0
February 1930.....	98.5
February 1931.....	89.6
February 1932.....	80.1
February 1933.....	72.1
February 1934.....	78.3
February 1935.....	82.4

It remains to be seen whether present trends toward economic recovery and higher living costs will be paralleled by salary increases or whether school employees are to be left stranded at the low levels enforced by the depression.

Interstate comparisons—The average salaries paid elementary-school principals, like those of all other school employees, vary considerably from state to state. Differences in experience and training, salary schedules, variations in costs of living, and basic economic resources are among the factors involved. The basic facts are given in Table 2.

Table 1—Salaries Paid Elementary-School Principals
In 1930-31, 1932-33, and 1934-35

Population groups	Teaching ¹ elementary-school principals				Supervising ¹ elementary-school principals			
	1931	1933	1935	Percent decrease 1931-35	1931	1933	1935	Percent decrease 1931-35
I	2	3	4	5	6	7	8	9
I. Over 100,000.....	\$2,436	\$2,184	\$2,135	12.4	\$3,519	\$3,102	\$3,016	14.3
II. 30,000 to 100,000...	2,011	1,872	1,738	13.6	2,646	2,569	2,364	10.7
III. 10,000 to 30,000...	1,742	1,648	1,476	15.3	2,349	2,252	2,119	9.8
IV. 5,000 to 10,000...	1,583	1,465	1,246	21.3	2,239	2,314	1,962	12.4
V. 2,500 to 5,000...	1,409	1,353	1,181	16.2	2,175	2,000	2,038	6.3

¹ Teaching principals do some regular classroom teaching; supervising principals devote full time to administration and supervision.

**Table 2—Median Salaries Paid Elementary-School Principals in
Certain States—1934-35¹**

States	Teaching principals in cities of:					Supervising principals in cities of:				
	Group I	Group II	Group III	Group IV	Group V	Group I	Group II	Group III	Group IV	Group V
1	2	3	4	5	6	7	8	9	10	11
United States.....	\$2,135	\$1,738	\$1,476	\$1,246	\$1,181	\$3,016	\$2,364	\$2,119	\$1,962	\$2,038
Alabama.....						2,575	1,461			
Arizona.....		1,950		1,550	1,350		2,250		1,900	
Arkansas.....		1,388		-1,000	-1,000		2,050			
California.....	2,463	2,483	2,042	1,853	1,763	3,171	2,807	2,163	2,375	
Colorado.....			1,500	1,330	1,300	2,940	2,017			
Connecticut.....	2,283	2,050		1,383		2,900	2,742			
Delaware.....						2,700				
Dist. of Columbia..	2,614					3,049				
Florida.....	-1,200				-1,000	1,530				
Georgia.....	1,700	1,550	1,083			2,189	2,050			
Idaho.....			1,675		1,190					
Illinois.....		1,917	1,358	1,343	1,071	3,603	2,069	1,675	1,875	
Indiana.....	2,025	1,758	1,456	1,188	1,229	2,503	2,000	1,873		
Iowa.....		1,608	1,376	1,021	1,047	2,283	1,955	1,600		
Kansas.....	1,670	2,125	1,371	1,213	1,000	1,970		1,400		
Kentucky.....	1,450		1,050		-1,000	2,238	2,033	1,570		
Louisiana.....						2,048				
Maine.....			1,195				2,350			
Maryland.....	2,450	1,530	1,525		1,317	2,844				
Massachusetts.....	2,522	1,663	1,619	1,564	1,800	2,786	2,444	2,307	1,838	
Michigan.....		1,863	1,450	1,125	1,120	3,213	1,938	2,450		
Minnesota.....	2,150		1,487	1,133	1,113	2,562		1,650	2,125	
Mississippi.....		1,258			-1,000		1,400			
Missouri.....	2,083	1,340	1,170	-1,000	-1,000	3,354	1,710	2,550	3,150	
Montana.....				1,600			1,890			
Nebraska.....	1,842	1,563	1,280	1,100		2,200	1,779			
Nevada.....			1,650							
New Hampshire.....			1,250				2,375	1,750		
New Jersey.....			1,883	1,917	1,750	3,567	3,542	2,539	2,483	2,550
New Mexico.....				1,400	1,375			1,975		
New York.....		3,125	2,035	1,800	1,740	5,316	3,046	2,579	2,567	2,550
North Dakota.....			1,525	1,100				1,633		
Ohio.....	2,511	1,462	1,363	1,314	1,283	2,459	2,083	2,050		
Oklahoma.....	1,500		1,313	-1,000	1,075	2,443	1,750	1,710		
Oregon.....	1,970		1,433	1,270	1,283	2,831				
Pennsylvania.....	3,571	1,797	1,523	1,422	1,383	3,674	2,294	2,000	1,750	2,725
Rhode Island.....	2,158	1,812	1,663			2,725	1,783			
South Carolina.....							2,290			
South Dakota.....			1,343	1,350	1,310		1,544			
Tennessee.....	1,617			-1,000		1,725		1,350		
Texas.....	1,650	1,825		1,188	1,140	2,573	1,850			
Utah.....			1,575	1,081	1,223	2,744	2,400			
Vermont.....			1,170	1,129						
Virginia.....	1,450			1,013		2,450	1,786	1,736	1,450	
Washington.....	1,958	1,825	1,642	1,450	1,375	2,633	1,975	1,750		
Wisconsin.....	2,625	1,900	1,611	1,229	1,294	3,733	2,393	2,263		1,650
Wyoming.....			1,738	1,700	1,400			2,029		

¹ For population ranges and definition see Table 1. Items are omitted where data do not permit extended comparisons. A minus sign before a median figure means that the median is below the sum given.

THE EMERGENCY NURSERY SCHOOL— ITS SERVICE

GRACE LANGDON

Specialist, Emergency Nursery Schools
Federal Emergency Relief
Administration

Washington, D. C.

I THINK the nursery school is nice because my child learns not to kick and bite no more and he gets good care besides that he can't get at home because of no money for oranges and cod liver oil and any way there is too many other kids at home. I am for it very much and there's others is too."

So writes the mother of a three-year-old boy who, like some fifty thousand others in the United States, spends six or seven hours a day in an emergency nursery school sponsored by the Federal Emergency Relief Administration. There are about nineteen hundred such schools in the United States, the District of Columbia, and Puerto Rico, where two- and three-year-old children from needy homes come to play and eat and sleep under the guidance of teachers who themselves come from the rolls of the unemployed. In the year and a half since their authorization as a relief measure these emergency nursery schools have given some seven or eight thousand teachers, nurses, and other professional workers the chance to do work that not only assures them the necessities of life but brings with it its own satisfaction in having made living easier for someone else, for the emergency nursery school *has* made life easier for many people.

To really feel what any emergency nursery school has meant in the lives of little children and their families one must watch the children

as they come in the morning and follow them thru the day as they eat and sleep and wash and play together. One must see them as they hang up their wraps for themselves, struggle with their washcloths, go from this plaything to that—trying out first one thing, then another, talking to one another and to the teachers, learning little by little all of the different ways of getting along with other people without kicking and biting and pushing and screaming. One must talk to the parents or watch them as they talk to the teacher or the nurse and ask about Mary's misbehavior or Tommy's indigestion or Bobbie's lack of clothes.

As one talks to the teacher in this nursery school or that, one gets some little idea of the far-reaching possibilities of beginning education thus early. She points to Margaret who is happily putting her doll to bed. When Margaret came three months ago she was sullen, unhappy, and met every advance with a shrinking away. Or there is Dona Anne who is the picture of health. She was pale and anemic and underweight seven months ago when the nursery school opened, but having her tonsils out and having the right food every day has helped. Evelyn comes by rolling a doll carriage and beaming at whomsoever looks her way. Six months ago she had three or four tantrums a day, as who wouldn't, being one of six children living in a two-room tenement with three adults? There is Bobbie who arrived at the nursery school with his bottle even tho he was three and a half. Now he feeds himself albeit with many spills.

To many a parent the emergency nursery school has meant the chance to get all of the every-day round of cooking and scrubbing and cleaning and mending without the two- and three-year-old to care for as well, and in a tiny home crowded with unemployed adults that is no small relief. To some parents the emergency nursery school has meant a place to go and someone to talk to about what to do about Tommy's temper tantrums and Rosie's fretfulness and Tony's sleeplessness, and many a weary mother has drawn a sigh of relief to find out that there really is a way of getting Lena to feed herself. To some parents the emergency nursery schools have

brought the courage to go on making the effort to keep Susie's head and body clean and Teddy's clothes in order. To hundreds of parents the emergency nursery schools have brought the first glimmer of the idea that there is more to bringing up children than just letting them grow as best they may. Many have learned for the first time what kind of food their children need and how necessary restful sleep is to good health and how, with right guidance, behavior problems can be prevented or cured.

All of the children come from needy families but a study of the former occupation of the father or mother shows that they represent very nearly a cross-section of the total population of the United States so far as occupational status is concerned.

How, one may ask, have these nursery schools come about? Who pays the bills? What has made them possible? They were authorized by Harry L. Hopkins, F. E. R. A. Administrator, in October 1933 as the sixth of the Emergency Educational Projects. The salaries of the teachers are paid from funds allocated to the states by the Federal Emergency Relief Administration to be expended for education. The food for the children comes from general relief funds and lumber and labor for equipment is authorized thru the Works Division. The building in which the nursery school is housed is furnished by the community. One finds all sorts of buildings used for this purpose. A large majority are in public school buildings, for, according to the authorization, the building which houses the nursery school must either be owned by or officially loaned to the public school since the emergency nursery school is

under the general supervision of the public school.

The communities in which the emergency nursery schools exist have done much more, however, than merely to furnish the building. From every community come reports of what different organizations and individuals within that community have done to make the emergency nursery school possible. Social service agencies have helped to find the children in greatest need and have given information and advice as well as making their facilities available to the nursery school. Professional and religious groups, civic and recreational clubs, fraternal organizations and commercial concerns have all combined to furnish equipment, supplies, and services of all sorts. From one end of the country to the other doctors have given their services to provide for vaccination, immunization, and for the correction of all sorts of physical defects, and dentists have given their services to safeguard the teeth of the children. Scarcely an organization can be mentioned but has somewhere, somehow, helped with carrying on the emergency nursery schools.

Before the emergency, nursery schools were for the most part connected with colleges or universities or with already existing private schools. Thru these the children of moderately well-to-do and well-to-do parents received their services. During the emergency the children in economic need have been the ones to receive such services. Already many communities have resolved that the nursery school shall be kept as one way of meeting the community's service to its little children.

Are you planning to be in Denver? Drop a postal to Headquarters and let us know your plans and where you will be staying.

IMPORTANT ANNOUNCEMENTS

Life Membership Dinner in Honor of Dr. Crabtree

The Seventh Life Membership Dinner will be held in the Silver Glade Room of the Cosmopolitan Hotel, Denver, Colorado, on July 1, 1935, in honor of Secretary Emeritus J. W. Crabtree. Dr. Willis A. Sutton, past president of the N. E. A. and Superintendent of Schools at Atlanta, Georgia, will have charge of the interesting program.

Much credit for interest and growth is due to officers who have constantly kept the value of life membership before the profession. However, the one to whom most credit is due is Secretary Emeritus Crabtree, for it was in his mind that the idea was conceived and brought to fruition. Dr. Crabtree became secretary of the Association in 1917.

Principals who are life members, join us in honoring Dr. Crabtree. Those of you who have been contemplating a life membership, enrol now so that you may have a part in this outstanding event.—HARRIETT M. CHASE, *Chief Assistant to the Secretary of the National Education Association.*

Professional Relations Committee

A complete report of the work done to date of the Professional Relations Committee will be printed in the October issue of *The National Elementary Principal*. This report is too important to be presented in brief. The committee, of which Mason A. Stratton is chairman, has done an excellent piece of work.

Plans for the 1936 Yearbook

The Department's yearbook for 1936 will deal with the topic, "Personality Adjustment in the Elementary School." Questions concerning the nature of the normal child, types and causes of pupil maladjustment, ways of preventing maladjustments, discovering and correcting maladjustments, and sources of specialized assistance are among the most important and difficult in the entire field of education.

The Editorial Committee will welcome questions or further suggestions from members of the Department who are especially interested in this subject. Members of the Committee for 1936 are: Samuel Berman, chairman, James R. Ludlow School, Philadelphia; Bess Clement, Eliza Clark School, Clarksdale, Mississippi; and Maude McBroom, University Elementary School, State University of Iowa, Iowa City, Iowa.

Radio Announcement

Dr. Florence Hale, originator and director of the radio programs of the National Education Association, has asked Miss M. Emma Brookes, president of the Department of Elementary School Principals and principal of Miles-Cranwood Schools, Cleveland, Ohio, and Dr. Samuel Berman, chairman of the 1936 Editorial Committee and principal of James R. Ludlow School, Philadelphia, to be the speakers on the June 1 radio program of "Our American Schools"—4:30 p. m., E.S.T. Be sure that you and your friends listen in.

NEWS NOTES

★ The news that the principals of Auburn, New York, are 100 percent in membership has come to us from Miss Helen V. Shaw of that city.

★ Many school newspapers have come to our desk recently and they are excellent. We have enjoyed reading each one. These papers show the fine work which these schools are doing and the progress which they are making. The names of the papers and schools are as follows:

The Reflector, Cooke School, Detroit, Michigan; *The Parent's News*, William Campbell School, South River, New Jersey; *Farragut News*, Farragut School, Philadelphia, Pennsylvania; *Hilltop News*, William Campbell School, South River, New Jersey; *The Observer*, Thomas H. Patterson School, Bristol, Connecticut; *Web-Stirrings*, Daniel Webster School, New Rochelle, New York; *Eliza Clark School News*, Eliza Clark School, Clarksdale, Mississippi; *Hough Highlights*, Hough School, Cleveland, Ohio; *The Boydenite*, Seth Boyden School, Maplewood, New Jersey.

★ Mrs. A. R. Wilson, state enrolment chairman for the D. E. S. P., Durham, North Carolina, was the honor guest and speaker at a meeting of the elementary-school principals of Robeson County, Lumberton, North Carolina. At this meeting a county organization of elementary principals was formed and proposed state legislation was discussed.

★ Arrangements have now definitely been made for the meeting of World Federation of Education Associations at Oxford, England, August 10-17, 1935. Persons interested may obtain information by writing the headquarters

office of the World Federation of Education Associations, 1201 Sixteenth Street, N. W., Washington, D. C.

★ The Professional Committee of the Philadelphia Principals' Club, of which Miss Edith B. Hanna, principal, Wright School, is chairman, has done an exceptional piece of work in publishing bulletins on the following subjects:

Why Activities?; The Assignment of Homework; Making the School Attractive: Decorations and Displays; Word Derivation; Subject Index to the Helps for Teachers; A Plan of Supervision Thru Teachers' Meetings; Digests of Professional Committee Reports in the Various School Districts of Philadelphia; Improvement of Written English; Individualization of Instruction in Arithmetic; Individualization of Instruction in Reading, Grades 1-3; Individualization of Instruction in Written English.

★ The Third Conference on Business Education will be held at the University of Chicago, June 27 and 28. "Business Education and Money Management" will be the general topic discussed at the conference. This conference should be exceedingly interesting to teachers of business and the social sciences.

★ Miss Florence J. Quirk, city enrolment chairman for Batavia, New York, reports that her city is 100 percent in membership.

★ The name of the Wall Street School, Stamford, Connecticut, was changed on March 5 to the "Weaver School" in recognition of the services of Miss Alice M. Weaver who has been principal for the past twenty-five years.

SOCIALIZING EXPERIENCES
IN THE
ELEMENTARY SCHOOL

THIS Fourteenth Yearbook, to come from the press September 15, will deal with important socializing activities such as school assemblies, entertainments, dramatics, special-day celebrations, musical activities, clubs, games, publications, and pupil participation in school management. This yearbook, of about 354 pages, will contain articles from Kilpatrick, Morrison, Dykema, and other well-known educators. It is a book which both principals and teachers will need.
