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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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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 main entrance to the Executive Mansion of the Presidents of the United States, commonly known as the White House.

The National Elementary Principal

Volume XV, No. 2 December 1935

The Season's Greetings to You!

Christmas is here again and our thoughts are woven around the Christ-child, the giver of life, and St. Nicholas, the giver of gifts. May the spirit of each live in your heart thruout the coming year.

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THIS

TEA will be served Sunday afternoon, February 23, 4 to 6, Room 106, Statler Hotel, St. Louis, by the St. Louis Principals Club to all visiting principals. The officers of the Department are honor guests.

AND

THE St. Louis and Missouri principals are sponsoring the Tuesday afternoon program, February 25, of the Department of Elementary School Principals at St. Louis. W. D. Shewman will have charge.

THAT

AMONG the honor guests at the banquet Monday, February 24, 6 p. m., ballroom, Statler Hotel, will be Agnes Samuelson, president, National Education Association; Colvin McPherson, critic and dramatic editor, *St. Louis Post Dispatch*; and Henry Gerling, superintendent, St. Louis schools.



A. J. STODDARD, president, Department of Superintendence, has designated Wednesday, February 26, 1936, as Missouri Day at the convention. Unusually splendid programs are being prepared for that afternoon.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



Opportunities for Principal Leadership—

The effectiveness of the elementary-school principal may be measured first by what he

does himself, and second by what he leads others to do—his capacity to set in motion a multitude of activities which will be perfected by others.

Thru leadership the principal gets many important tasks done better than he could do them and takes advantage of the enthusiasm which people develop when they are encouraged to use initiative. This habit of encouraging others to lead out means that the school will be a place of growth for everyone who touches it—the child, the teacher, parents, and citizens.

Principals often do not know how much influence they have until they begin to lead out and to encourage others to lead. Many principals who have a deep appreciation of professional organization have not thought to speak about it to the teachers. The principal can give leadership in helping every teacher to understand the importance of professional organization and to take some part in it. He can lead the school faculty in the study of the publications of these organizations. He can take part on committees and at conventions and encourage others to do so.

One important field of leadership is the development of an annual post-con-

vention college for principals. Such a college would help to promote mutual acquaintance, to develop the kind of preparation which every school principal should have, and would add to the prestige of the principalship. This post-convention college could be held at some college or university in the region of the annual convention. Any institution would welcome such an opportunity. Under this plan the principals themselves each year would determine the courses which were needed and arrange to have them offered with or without college credit.

Another opportunity for leadership is the possibility of setting up standards for persons who enter the principalship for the first time, somewhat after the manner of the English registration councils. This policy of registration would mark the beginning of a new epoch in the elementary-school principalship by setting up progressive standards for principals of schools of different sizes and types; by revising these standards annually; and by setting standards which superintendents and schoolboards would recognize. All principals with reasonable qualifications under employment at the time the plan was put into operation could be automatically registered.

The principal, working with teachers and leading citizens, can do much to develop community pride, to initiate projects for the improvement of the community, and to help in correcting conditions which interfere with child growth or destroy child character.—
JOY ELMER MORGAN, *Editor, Journal of the National Education Association.*



*Sunset view of Art Museum taken after a shower
St. Louis, Missouri*

OUR WINTER CONVENTION CITY

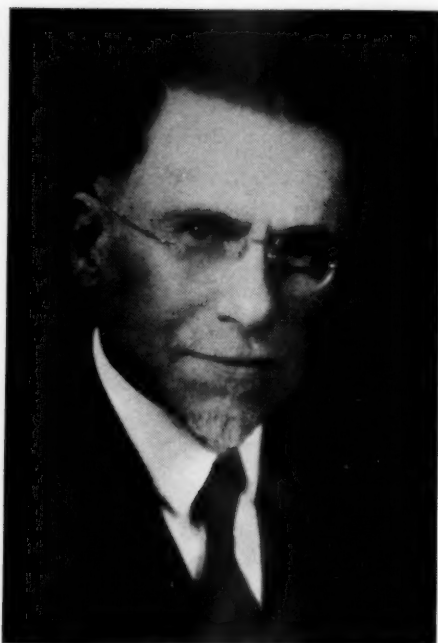
St. Louis—February 22-27, 1936

As a Cultural Center—St. Louis has been called "an old city with new ideals." This statement is remarkable, for, in recent years, its progress has more than ever marked it out as a city of destiny. The recent development of St. Louis is based upon sound and definite reasons, some foreseen a century and a half ago. The advantages which have lain dormant here for years, casually taken for granted, are now more generally understood and appraised at their true value. Its central location makes one think that it is the "city surrounded by the United States."

Art Hill, situated in beautiful Forest Park whose crest commands a natural amphitheater, the council grounds of Indian nations in centuries past, has

been the scene in recent years of great communal gatherings—forerunners of the spirit of unity and progress which lives in St. Louis today. The Art Museum which was erected during the World's Fair as a permanent building, stands on the summit of this significant rise. St. Louis fosters the development of artistic and cultural facilities for the public by a direct tax for the maintenance and development of its Art Museum, thereby making superior advantages of this kind available to everyone.

As a Convention City—The new St. Louis of today presents a picture of progress. Its physical appearance and conditions of yesterday are being so rapidly transformed that those of us who live in other parts of the United



HENRY J. GERLING



COLVIN McPHERSON

States scarcely realize what is evolving. Principal streets are being widened. A splendid Memorial Plaza, grouping the most important municipal buildings into a beautifully related architectural assemblage, is now being constructed in the heart of the city. The new Municipal Auditorium, where the general programs of the Department of Superintendence will be held, is a work of art in itself.

For a convention to be a real success, the places of meeting must be within easy walking distance of the hotels and the auditoriums. St. Louis has just this ideal set-up.

As our Hosts—The Department of Elementary School Principals is more than delighted that the Department of Superintendence accepted the invitation of St. Louis to have its 1936 meeting there. It gives us an opportunity to

enjoy the hospitality of these fine, friendly people. Let us go in great numbers and help St. Louis make this the greatest convention it has ever had.

W. D. Shewman, president, St. Louis Club of Elementary Principals and principal of Scruggs School, and Isabel Tucker, president, St. Louis Women's Elementary Principals Club and principal of Shenandoah School, are chairmen of the Hospitality Committee. Other members of the Committee are: Stanley Hill, principal, Benton School; Margery M. Griffin, principal, Clay School; George N. Martin, principal, Farragut School; Clara F. Jones, principal, Cupples School; A. F. Morrison, principal, Froebel School; Grace M. Large, principal, Mallinckrodt School; G. H. Green, principal, Gardenville School; Anna B. Boyd, principal, Roe School; Leonide M. Girault, principal, Woodward School; W. N. Sellman, principal, Wyman School; C. I. Fleming, principal, Clinton School; Jennie Wahlert, principal, Jackson School; C. E. Stephens, principal, Michael School; and Susan Ryan, principal, O'Fallon School.



ISABEL TUCKER



W. D. SHEWMAN

If you are planning to come to St. Louis be sure to make a reservation for breakfast, dinner, and tea so that the local committee will have some idea about planning for our number. You may withdraw your reservation by February 20.

Our Headquarters—The Statler Hotel, 9th and Washington Streets, will be headquarters for the Department of Elementary School Principals. We have every reason to believe that attendance at this convention will be a record, therefore, make your reservations early.

Our Program—President Harley W. Lyon is preparing a splendid program for our Monday afternoon meeting. He has invited the St. Louis and Missouri principals to have charge of the Tuesday program. The tentative set-up is as follows:

Monday Afternoon

1. Songs by a group of St. Louis elementary pupils, under direction of Eugene M. Hahnel, supervisor of music, St. Louis.

2. Today's Program of Elementary Education from the Standpoint of the Home.

3. Parent Education as Supplementary to the Modern Elementary-School Program.

4. Has the Public Accepted the New Elementary Education?—Address by John A. Sexson, superintendent of schools, Pasadena, California.

5. Youth in Revolt—a "radio" play which shows the need of modern educational methods in both school and home, directed by Virgil E. Dickson, assistant superintendent of schools, Berkeley, California.

Tuesday Afternoon

Three musical selections by a group of elementary orchestra pupils under the direction of Eugene M. Hahnel, supervisor of music, St. Louis.

The Elementary Principalship Develops—Address by John L. Bracken, superintendent of schools, Clayton, Missouri.

An Experiment in the Adjustment of Retarded Upper-Grade Pupils—Address by N. H. Mecker, principal of Blow School, St. Louis.

Socializing Procedures in the Elementary School—Address by F. M. Underwood, assistant superintendent of instruction, St. Louis.

(a) Demonstration of a Socialized Unit—by St. Louis elementary pupils.

(b) Discussion of the demonstration.

Our Social Affairs: Tea—Sunday afternoon, February 23, 4 to 6, in Room 106, first floor, Statler Hotel. The St. Louis principals have arranged this delightful affair so that the officers and members of the Department may have the opportunity and pleasure of meeting all principals and their friends who attend the convention.

"Get-together-Breakfast"—Monday, February 24, 7:30 a. m., in Parlor A, mezzanine floor, Statler Hotel. Price 85 cents. This family get-together is one of the most enjoyable meetings of the convention. Come and bring your friends. Isabel Tucker and W. D. Shewman, chairmen of the Hospitality Committee, will have charge of affairs. Announcement of our Department affairs will be made by President Lyon.

Banquet—Monday, February 24, 6 p. m., big ballroom, Statler Hotel. Price \$1.75. This is scheduled to be one of the loveliest, happiest, and most entertaining affairs in the history of the Depart-

ment of Elementary School Principals. Colvin McPherson, dramatic editor and critic, *St. Louis Post Dispatch*, Henry Gerling, superintendent of St. Louis schools, and Agnes Samuelson, president, National Education Association, are to be our honor guests. Mr. McPherson will bring us a message about "The Influence which Education has on Art, Music, and Movies." R. E. Strickler, principal, Hodgen School, will render several musical selections. Miss Gene Meenach will be his accompanist. During dinner, music will be rendered by a stringed orchestra.

Reservations—All reservations should be sent now to Isabel Tucker, Shenandoah School, 3412 Shenandoah Avenue, St. Louis. It is only fair to those making arrangements for these affairs to know how many they may expect to be present. If later you find you cannot go you may easily withdraw your reservation up to February 20. You need not send any money now. Make your reservations, for St. Louis hotels tell us there is to be a record crowd. If you have not done so, write Miss Tucker, now.

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.

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.

OUR ENROLMENT CAMPAIGN

EVA G. PINKSTON

ALL have heard over the radio the song, "Did You Ever See a Dream Walking?" Our Enrolment Chairmen are working so earnestly and are contacting so many principals, that we at headquarters are about to tell the world "that dreams do walk, that they do talk, and that they do come true." If news continues to come from every section of the country as it has been coming since the beginning of the school year, we are sure that our Enrolment Chairmen will contact every one of the 25,000 elementary-school principals in the United States. President Harley W. Lyon has set a quota for each State Enrolment Chairman, and each is doing his dead-level best to reach the goal set for him.

These fine people are working hard, but they need the help, cooperation, and encouragement of all our members. Many are trying to make their cities and counties 100 percent. **Kansas City, Kans., Watervliet, N. Y., and Aberdeen, S. D.,** have reached their goal. If your city has achieved this distinction, be sure to let us know so that we may give you credit and also publish the fact.

Perhaps there is some principal who has never been a member of the Department and who cannot be reached by the Enrolment Chairman. Won't you, as a member, go to him and try to get him to be one of our group? Let every member help our Enrolment Chairmen to set a new high record of membership in the Department this year. This goal can be easily attained if each member will get two of his friends to join.

There is more to being a member of your own group than just paying the \$3 membership fee. This amount and

more is returned to each member in the form of the Yearbook and bulletins, for these publications total \$3.75. There is also a professional satisfaction in being a member of your group. This is your Department, and the more you do to help it grow, the more benefit you will receive.

The following names represent the Enrolment Chairmen appointed by each State Chairman:

Arizona

County Chairmen—F. A. Kohn, Casa Grande; W. R. Sullivan, Palo Verde; H. M. Soule, Phoenix; O. S. Carlisle, Somerton; Willie McKinney, Winslow.

Arkansas

County Chairman—Rosa E. Moore, Morrilton.

California

City Chairmen—Arthur Heche, Alameda; Ruth Williams, Anaheim; Lucy B. Greene, Azusa; John L. Compton, Bakersfield; Mrs. E. W. Tudbury, Berkeley; O. H. Olson, Burlingame; H. L. Buckalew, Fresno; Mrs. Chloe P. Huckaby, Inglewood; N. Evelyn Davis, Long Beach; Bernhard J. Strand, Los Angeles; F. B. Zimmerman, Oakland; Iva Reeves Lee, Orange; Mrs. R. L. Farrington, Pasadena; F. E. Brolliar, Sacramento; Ray F. Glenn, San Bernardino; M. Ellen C. Barber, San Diego; R. B. Walter, San Gabriel; Helen R. Wright, Santa Rosa; A. L. Pursell, Tulare; Allan F. Locke, Vallejo; Charles A. Smith, Ventura.

County Chairmen—Mrs. Leify V. Upholt, Calexico; C. C. Carter, Calwa; Mrs. Howardine Hoffman, Chino; Marple Laird, Chowchilla; A. B. Miller, Crescent City; John Weaver, Eagleville; J. Ferrill McBroom, Greenville; Michael Garrigan, Gridley; Erma Pivetti, Hollister; A. Neil Hafley, Jamestown; B. J. Davis, Lakeport; Lawrence C. Curtis, Lawrence; Robert Lee, Livingston; Earl Gates, Loomis; Karl Gehringer, Oakley; Roy Liddicoat, Palo Alto; Mrs. Gertrude McKin-

stry, Petaluma; Mrs. Frances Judkins, Pismo Beach; John H. Palmer, Placerville; Peter Jacobs, Rio Vista; William Andrews, San Jacinta; Jack R. Singer, Shafter; David Smith, Stockton; J. E. Birch, Willows.

Colorado

City Chairman—Nellie A. Remick, Colorado Springs.

County Chairmen—Margaret Paradise, Alamosa; J. D. Rages, Aurora; A. R. McCormick, Delta; Arthur V. Lewis, Eads; Mrs. Edna A. McKay, Fort Morgan; Kenneth E. Kostenbader, Fowler; Ethel Hook, Loveland; W. Macomber, Montrose.

Delaware

City Chairman—Elva M. Dugan, Wilmington.

Florida

County Chairmen—Mrs. James H. Daughtrey, Jr., Bradenton; Katie Dean, Miami Beach; Edith Griffin, Ocala; Mrs. W. H. Crawford, Pensacola; Orion A. Mann, Pompano; James A. Shanks, Quincy; Ernest W. Cason, Winter Park.

Georgia

County Chairmen—Mrs. R. D. Osterbout, Atlanta; Mrs. J. W. Mozley, Emory University.

District Chairmen—May Taylor, Atlanta; Mrs. J. W. Chamlee, Canton; Mrs. H. B. Carriker, Decatur.

Illinois

City Chairman—Claude L. Williams, Chicago.

Indiana

City Chairmen—E. L. Morrison, Aurora; Edna M. Ivey, East Chicago; Charlotte Carter, Indianapolis; Lola S. Eller, Indianapolis; L. E. Hall, Indianapolis; Mrs. Georgia Lacey, Indianapolis; Dorothy Pennington, Indianapolis; Mabel Schmidt, Indianapolis; Elizabeth R. Witt, Indianapolis; Haines W. Sleeth, Kokoma; Charles E. Lykins, Muncie; Edythe Brown, South Bend.

County Chairmen—Harry H. Hays, Bargersville; Harold M. McClary, Boonville; Delver Carder, Indianapolis; Minnie Gibbard, Mishawaka.

Iowa

City Chairmen—Bertha Aarvig, Fort Dodge; C. O. Dahle, Iowa City; P. H. Willie, Muscatine; Grace Finley, Ottumwa.

Kentucky

District Chairmen—Mrs. John F. Haney, Catlettsburg; Julia A. Rause, Covington; J. V. Wert, Covington; Lottie McDaniels, Danville; W. K. Powell, Harrodsburg; E. M. Laferty, Jenkins; Nora S. Kelley, Lanisville; Lydia Reibert, Lanisville; Virginia Tate, Madisonville; B. E. Rippetoe, Middlesboro; Fred Boyd, Parksville; Bertha L. McClelland, Winchester.

Maryland

City Chairman—Annie Lee Manning, Baltimore.

County Chairmen—Mrs. Marguerite L. Hopkins, Eastport; Mrs. Katherine Bricker, Chevy Chase; Mrs. Marion Riffin, Crisfield; Mrs. Margaret S. Upham, Cumberland; Isabella Bechenbaugh, Hagerstown; Mrs. Catharine T. Reed, Mt. Rainier; Rosalie R. Click, Oakland; John W. Lord, Perryville.

New Jersey

City Chairman—Henry S. Hulse, Newark.

County Chairmen—Ralph E. McConnell, Atlantic City; Dorothea Wein, Cape May; Fred C. Shotwell, Franklin; Mrs. Jessie Wamsley, Pitman; H. Eloise Bryan, River-ton; Raymond Michael, Trenton; Jean F. Mackay, Vineland.

New York

City Chairmen—R. Henrietta Brett, Albany; Daniel Kinsman, Amsterdam; Earl Hunt, Binghamton; Louise V. Norton, Buffalo; Hazel Wolverton, Canandaigua; Mrs. Carrie VanDervoort, Cohoes; Ena G. Warner, Gloversville; Fred Painter, Ithaca; Velma Henrickson, Long Beach; Arthur Layman, Menands; Luke C. Rhoads, Mount Vernon; Charles W. Miller, Newburgh; William Thomas, New Rochelle; Carl A. Lewis, Poughkeepsie; K. H. MacLarland, Rensselaer; George W. Cooper, Rochester; Mark Hill, Schenectady; H. C. Gouldin, Syracuse; H. D. Vincent, Troy; J. L. Blood, Utica; Mary E. Walsh, Watervliet.

North Carolina

County Chairman—Lucile C. Boulston, Charlotte.

Ohio

City Chairmen—Henri L. Hess, Athens; R. P. Ulrich, Bellefontaine; M. P. Watts, Canton; Winfred Q. Brown, Cincinnati; W. A. Quirk, Cincinnati; Leona W. Logue, Columbus; Ruth Boardman, Delaware; Neal M. Watson, Lancaster; Clara E. Stolzenbach, Lima; H. J. Dotson, Mansfield; Delia McMyler, Shaker Heights; Amy Eldridge, Youngstown.

District Chairman—Martha A. Stewart, East Cleveland.

Oklahoma

City Chairmen—Jessie J. Clift, Blackwell; Linnie R. Wood, Bristow; May Calkins, Drumright; Etta D. Dale, El Reno; Mrs. Lulu D. Moorhouse, Enid; Mary Shirley, Muskogee; Juliette Gilmer, Oklahoma City; Hal B. Sherrod, Perry; J. E. Linsdale, Sapulpa; George J. Hooper, Tulsa.

Oregon

County Chairmen—Roy J. Haas, Aloha; G. E. Richards, Albany; C. E. Willard, Arlington; Howard C. Reed, Astoria; Gladys Hardesty, Baker; John G. Jensen, Bend; Maurice Hickenbottom, Burns; E. K. Gentle, Canyon City; Carl P. Rasmussen, Corvallis; T. J. Means, The Dalles; Ada R. Shuey, Eugene; Mary Thompson, Grants Pass; C. M. Quicksall, Gresham; Dora Oberton, Hood River; Lowell Kaup, Klamath Falls; J. W. Leonhardt, La Grande; Richard Hughes, Marshfield; J. C. Tucker, Medford; Mabel E. Rush, Newberg; May Roberts, Ontario; Cornelia Tones, Pendleton; W. E. Dillon, Oregon City; E. S. Hall, Roseburg; Wm. Buford Schnebly, St. Helens; Mabel Murray, Salem; Melvin Crick, Tillamook; Eugene Loving, Waldport; Lyle Thomas, West Salem.

Pennsylvania

City Chairman—Samuel Berman, Philadelphia.

Rhode Island

City Chairman—Robert W. Peabody, Providence.

South Carolina

County Chairmen—L. M. Togneri, Aiken; Mrs. W. L. Carson, Beaufort; L. E. Whittle, Blackville; G. V. Draughon, Cades; C. P. Goodyear, Camden; Mrs. W. M. Lightsey, Fairfax; W. B. Southerlin, Great Falls; H. Moody Henry, McBee; Eugene H. Poole, Orangeburg.

South Dakota

City Chairmen—Lydia Leistikow, Aberdeen; Isabel Hamilton, Lead; Ruth Wagner, Mitchell; Rose Hengel, Pierre; Rachel Newkirk, Sioux Falls; Adah E. Monard, Watertown.

Texas

City Chairmen—Noel T. DuBose, Beaumont; J. L. Buckley, Brenham; Laura Martin, Colorado; J. F. Kelly, Dallas; A. O. Bird, Gonzales; Mrs. Edith D. Wright, Houston; Wayne Young, Port Arthur; Mildred Baskin, San Antonio.

Virginia

City Chairmen—Mrs. L. P. Woodward, Alexandria; N. W. Shelton, Birds Nest; A. L. Sheppe, Bristol; Carrie C. Burnley, Charlottesville; Ella Sutton, Clifton; Nettie F. Wynn, Danville; Ida Sinclair, Hampton; Elsie E. Wilson, Hampton; Ethel Spilman, Harrisonburg; Henrietta C. Dunlap, Lexington; M. Lizzie Harvey, Lynchburg; S. R. Butler, Norfolk; Lannie V. Scott, Petersburg; Roland O. Edgerton, Portsmouth; Katherine K. Scott, Richmond; Richard O. Bagby, Roanoke; Bertha W. Starritt, Roanoke; Dorothy H. Truitt, South Norfolk; Mary R. Kellam, Virginia Beach; Powell W. Gibson, Winchester.

County Chairmen—Mrs. Virginia S. Lewis, Hopewell; E. E. Everett, Portsmouth.

Washington

City Chairman—Lulie Nettleton, Seattle.

Wisconsin

City Chairman—Fred Schnell, Sheboygan.

Hawaii

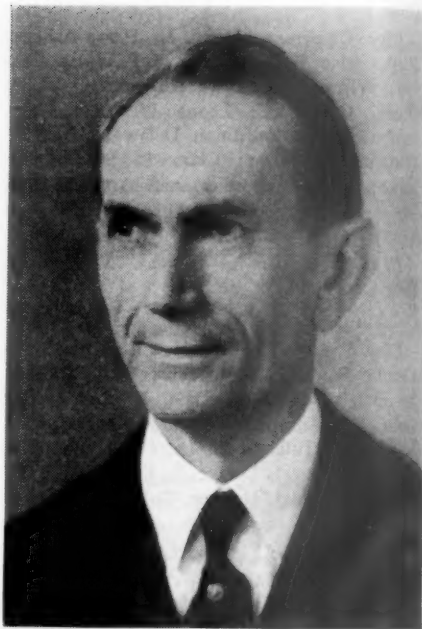
City Chairmen—Clarence Dyson, Aiea, Oahu; John C. Luiz, Honolulu; G. T. Lecker, Kai Malina; C. K. Dotts, Kau; L. Fennell, Molokai; Mrs. Myrtle Holtberg, Wailuku, Maui; Dallas C. McLaren, Waimea Kauai; L. K. Auld, Waiohinu.

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.

OUR EDITORS— PAST, PRESENT, FUTURE

THE Department of Elementary School Principals has always been most fortunate in having a splendid yearbook issued each year—from the *beginning* of its existence. Outstanding men and women have been responsible for these fine publications. Records at headquarters show that they have helped the Department materially in accomplishing the ideals for which it has always striven, namely, the elevation of the position of the elementary-school principal, raising the status of the position and helping the principal to know and understand his job.

Worth McClure, Gatewood School, Seattle, Washington (now superintendent of schools of Seattle), with a committee prepared the **FIRST YEARBOOK**. A statement published by them says, "the Department is here attempting to cover, in a general way, the field of elementary supervision." The **SECOND YEARBOOK** was prepared by John L. Bracken, principal, W. S. Grant School, Duluth, Minnesota (now superintendent of schools, Clayton, Missouri), and a committee, on the *Problems of the Elementary School Principal in the Light of the Testing Movement*. For the **THIRD, FOURTH, FIFTH, SIXTH, and EIGHTH YEARBOOKS**, Arthur S. Gist, principal, B. F. Day School, Seattle, Washington (now president, Humboldt Teachers College, Arcata, California), was editor-in-chief. The **SEVENTH YEARBOOK** was prepared by a committee of which W. T. Longshore, principal, Greenwood School, Kansas City, Missouri, was chairman. Since 1930 the yearbooks have been prepared by a rotating Edi-



R. C. T. JACOBS

torial Committee. Each member of this Committee serves for three years and each president with the help of the officers of the Department carefully selects each new member.

Earl R. Laing, principal, Burt School, Detroit, Michigan, was chairman of the committee preparing the **NINTH YEARBOOK**; Isabel Tucker, principal, Shenandoah School, St. Louis, Missouri, had charge of the **TENTH YEARBOOK**; Aaron Kline, principal, Pullman School, Chicago, was chairman for the **ELEVENTH YEARBOOK**; Helen B. Shove, principal, Portland School, Minneapolis, Minnesota, was responsible for the **TWELFTH YEARBOOK**; John S. Thomas, principal, Clippert School, Detroit, Michigan, was chairman of the committee for our **THIRTEENTH YEARBOOK**; and Bess Clements, principal, Eliza Clark School, Clarksdale, Mississippi, is chairman of

the committee for our popular yearbook this year, *Socializing Experiences in the Elementary School*, which is our FOURTEENTH.

Samuel Berman, principal, James R. Ludlow School, Philadelphia, Pennsylvania, is chairman for our FIFTEENTH YEARBOOK, *Personality Adjustment of the Elementary School Child*. In order to shift the chairmanship of the Editorial Committee from the second to the third year of membership on the Committee, Dr. Berman will also be chairman of the SIXTEENTH YEARBOOK.

Maude McBroom, principal, University Elementary School, Iowa City, Iowa, is a member of the Committee and will have charge of the SEVENTEENTH YEARBOOK.

President Harley W. Lyon has appointed as the new member of the Editorial Committee, R. C. T. Jacobs, district supervising principal, Hassell-Lagow Schools, Dallas, Texas.

The Department has always had the splendid help of the Research Division of the National Education Association, and since 1930 Frank W. Hubbard and Richard R. Foster have given unstintingly of their time and labor in the editing of our fine yearbooks. With their rich background and experience the Department has been most fortunate in obtaining their services. The publishing of these yearbooks is done here at headquarters, and it has been thru the Division of Publications of which Joy Elmer Morgan has charge that they have been cleared. Our parent organization has given much time and assistance in helping us.

**Make plans to be at St. Louis,
February 22-27, 1936.**

OTHERS ARE PRINTING TOO

Well worth its price of \$1, just off the press and containing eighty pages of valuable information, is the first report of the New Jersey Elementary School Principals, *Reducing Pupil Failure*. It is published by the New Jersey Elementary School Principals Association in cooperation with the State Department of Education. The editorial committee consists of John P. Milligan, principal, Walsessing School, Bloomfield, chairman; Helen Bannerman, principal, School Number 15, Jersey City; J. Ernest Crane, principal, Sumner Avenue School, Newark; and Elmer Holbeck, principal, Woodrow Wilson School Number 12, Passaic. This report is divided into three parts: (1) literature relating to pupil failure; (2) the extent of failure in New Jersey and its underlying causes; and (3) reducing failure in New Jersey schools.

Copies of this fine report may be had by contacting Mr. Milligan.

The Principal is published by the New York Principals Association. It has as its theme "Maladjustment and Retardation," and treats the subject with sympathy and understanding. Dr. Graves in the State Survey said: "Teaching should be evaluated not in academic terms but in terms of growth in personality, character, social responsibility, and those other characteristics which are essential to the desirable citizen." Harold G. Campbell, superintendent of schools, sums this up and expresses the spirit of the treatment given this subject when he says: "Thus the problem of maladjustment and retardation narrowly confined in past years to things scholastic is now extended to cover all the newer cardinal objectives."

A REPORT—INQUIRY SHEET

HHEADQUARTERS has had many requests this fall asking for the special interests and qualifications of principals. We answered all questions to the best of our ability but we did not answer them as well as we wish we might have. Since these requests were of such a new type we were not well equipped to give accurate information about the major interests of our members. Wanting to serve our group to the best advantage to them we mailed to all members on October 15, the Inquiry Sheet, a copy of which is printed at the end of this report.

A compilation has been made of the 500 replies received to date. It is interesting to note that the principals of the United States are on their "tiptoes" when it comes to working at their problems and thinking of their work in the light of its major importance. The notations and requests will be answered just as fast as we can get to them.

The Editorial Committee is anxious to know the problems which are of most importance to our members as a whole, and President Lyon has asked for the names of principals interested in certain types of work. The committee which is planning the two weeks' Principals' Conference at Portland, Oregon, next summer after the meeting of the N. E. A., will make its program according to your major interests. The officers of the Department feel that we have never attacked a problem of more importance than the one which the Inquiry Sheet reveals, namely, the major professional interests and activities of our members.

Facts revealed by the Inquiry Sheet are that principals are eager to know

how to analyze a teaching situation and determine corrective procedures. Under the topic, "Curriculum Construction," the subject listed most is social studies. This indicates that principals are particularly concerned about the present and future of the children in their charge. Many of our members are interested in the mental, physical, and moral health development of pupils, using the curriculum as a means to this end. Under the topic, "Character Education," we find that principals are anxious to know how to organize and block out a program of studies so that the students can achieve the highest ethical values in the development of individuality and sociality. Many of the replies have linked visual aids as they apply to social studies. These interesting combinations tell us that principals are interested in the guidance of the homeroom teacher and a study of certain homeroom situations wherein teachers have effected organizations that are motivating the citizenship of the youngsters. Of this particular group of replies, we find that principals feel that visual aids have done much for character education. They are also anxious to know what is the effect of certain teachers on pupils with regard to the child's mental health.

Should we be able to sum up in a few words the many interesting notations made, we believe we could do so by quoting from one reply which says, "The principal's work today is the endeavor to teach students to stand upon their own feet, to maintain standards in a chaotic world, to assume responsibility, to *really* think, to develop judgment and initiative."

Report on Major Interests for the School Year 1935-36

The officers of the Department of Elementary School Principals are anxious to obtain information as to the major professional interests and activities of principals during 1935-36. This information will be indexed and used in the following ways: (1) to guide the editor in obtaining materials for the official bulletin, *The National Elementary Principal*; (2) to provide the Editorial Committee with suggestions for future yearbooks; (3) to help officers in selecting members of important committees; and (4) to promote the exchange of professional information by correspondence between members of the Department. *In view of the potential return to all members, will you supply us with the information requested below?*

(1) In which three of the following general phases of education will you be most interested during the present school year? (Number 1, 2, and 3 to show order of interest.)

- | | |
|---|--|
|School organization and management |Pupil accounting and guidance |
|Supervision and methods of teaching |Teacher personnel, tenure, etc. |
|Mental and achievement tests |School finance, taxation, etc. |
|Mental and physical health of pupils |Character education, moral tests, etc. |
|Buildings, equipment, and supplies |Public relations and community contacts |
|Curriculum construction |Visual aids and other special methods |

(List subject or subjects)

(2) Describe briefly a specific phase of the topic ranked first above in which you are particularly interested:

(3) List local, state, or national professional committees of which you are a member:

(4) State briefly how the Department might be of assistance to you in connection with the interests indicated above:

Signed.....

Mail Address.....

(Use other side for additional information)

Major Interests for the School Year 1935-36

Listed below are the twelve general phases of education, listed in the Inquiry Sheet, and ranked according to total preference:

	Ranked according to first choice	Ranked according to second choice	Ranked according to third choice
1. Supervision and methods of teaching.....	1	1	3
2. Character education, moral tests, etc.....	4	2	2
3. Public relations and community contacts.....	7	3	1
4. Curriculum construction	2	7	8
5. Mental and physical health of pupils.....	3	4	7
6. School organization and management.....	5	5	4
7. Pupil accounting and guidance	6	6	9
8. Visual aids and other special methods.....	9	8	5
9. Mental and achievement tests.....	8	9	6
10. Teacher personnel, tenure, etc.....	12	10	10
11. School finance, taxation, etc.....	10	11	11
12. Buildings, equipment, and supplies.....	11	12	12

If you have forgotten to send in your answer to this inquiry, please do so at once. If you have misplaced your sheet please let us know so that we may send you another.

HEADQUARTERS WORKSHOPS

ST. LOUIS MEETING The Department of Superintendence meeting at St. Louis, February 22-27, 1936, will have twelve allied groups meeting at the same time. The Department of Elementary School Principals is one of this honored number. On pages 69-72, you will find the tentative plans of the program to date as President Lyon has made them. Besides our fine program, there is an inspiration which we receive when we meet with our group and are with those who speak a "common language." We talk to people who are busy at other types of work and this inspires us with new thoughts and causes us to make new plans. The exhibit is in itself an education. The people who plan the exhibit get up the textbooks which you are using. The newest materials, whether printed or manufactured, are to be found there. If you have not been to a convention, go this year, and see, be inspired, and find out what others are doing.

■ ■ ■

PRINCIPALS' CONFERENCE The Principals' Conference which is to be held the two weeks immediately following the summer meeting of the National Education Association will be in or somewhere near Portland, Oregon. The plans for this meeting are progressing splendidly.

The Committee which is making arrangements for us consists of Mrs. Edith B. Joynes, principal, Gatewood-Washington Schools, Norfolk, Virginia, chairman; Mason A. Stratton, principal, Brighton Avenue School, Atlantic City, New Jersey; Edythe J. Brown, principal, Kaley-Marquette Schools, South Bend, Indiana.

Editor Joy Elmer Morgan invited Mrs. Joynes to make an announcement about this important meeting in the November issue of the **Journal of the National Education Association**. You, of course, have seen it. Several colleges and universities have since sent the Committee an invitation for us to be with them. This fine spirit of cooperation is very much appreciated.

We here at headquarters have begun to get letters asking us for further details. Just as soon as arrangements are completed we shall

SHS YOUR CLEARING-HOUSE

let our members know, and we hope each of you will in turn become our advance agent and tell all your friends of this conference.

The principal subjects to be considered at the Conference will be those important phases of general education which you checked on the Inquiry Sheet and returned to headquarters—a report of which will be found on pages 78-79.

I wonder if you really have thought about the importance and outcome of such a conference as is being planned. With the elementary principals of these United States having in their charge **all** children during the first years of their school life, the responsibility is great, for the future of our country depends on the way these young citizens are directed. Therefore, begin to plan now to meet with us at the Conference next summer and let us give to **our** country **our** best.

■ ■ ■

RETROSPECTIVE As the last days of the year 1935 speed by and
and we examine closely the results of our work in
PROSPECTIVE the office and in the field, we experience a feeling
of mixed satisfaction and anticipation—that satisfaction which comes from knowledge that we have done the tasks at hand to the best of our ability, and anticipation that the coming year will bring us yet nearer the attainment of our goal. We do not feel that we shall ever quite reach our ideal because, as we near its achievement, the ideal always grows larger in conception, and thus eludes our grasp. This, however, does not cause discouragement, but acts only as an incentive. And so it is the earnest wish that we may continue in the way so promisingly begun these past months, and justify the faith which our membership has placed in us.

We wish for each of you the old yet ever new expression of greeting, "Merry Christmas and Happy New Year." May each fleeting hour of the passing year instil in your heart the peace "that was with the Wise Men," and may the glad bells as they ring in the new year bring to you the gladness and promise which shall make your vision greater than ever before.



GREETINGS TO THE ELEMENTARY PRINCIPALS

WE have been passing thru a period of change, a period in which all the fundamental concepts of experience have been weighed in the balance. We never stand still, we go either forward or backward. It has always been so and always will be to the end of time. Are we going forward? Let us hope so.

We are all working together to build up the ideals upon which the progress of the nation must depend. These ideals for which we are striving are culture, cooperation, and better citizenship.

We must become broad thru understanding the problems of others; loyal thru cooperation and participation in our own organizations; and tolerant in all things.

As unity becomes stronger in our profession, let us branch out for greater and broader things as citizens of the world struggling to know the truth. And finding the truth we shall realize a happy year of service—service to our schools, to our profession, and to our country.

"When we look into the long avenue of the future and see the good there is for each one of us to do, we realize after all what a beautiful thing it is to work, and to live and be happy."—MARY C. RALLS, *President, Department of Classroom Teachers, National Education Association.*

Character Education—Character education is conceived as a functional procedure and it is correlated with the general informality indicative of the school. Is a child, for example, who tries to write plainly in order that others may read easily not performing a moral act? A thing done for the sake of others would seem to take on moral significance because it is done in that spirit.

Most students of education will agree that there is a very definite trend toward a general revision of our whole concept of the purposes and methods of supervision. Even the word itself may be considered unfortunate. It connotes procedures that are scarcely consonant with the concept of our profession. It is a grave question whether

there is a place in the progressive American school for the close type of supervision which has been in vogue during the past. Even the inexperienced teacher if she is properly trained needs little more than skilful guidance and assistance without a type of direction which atrophies her ability to do her own thinking and planning.—R. H. RICHARDS, *Principal, Ensign Elementary School, Huntington, W. Va.*

Is your geography teacher having trouble in getting her class interested? Mrs. A. R. Wilson, Durham, North Carolina, is preparing *Units of Work* on the different sections of the United States. *Southern Lands, United States and Canada*, and *United States and Canada (Teachers' Key)*, are now available. Others are in preparation.

VOCATIONAL GUIDANCE IN THE ELEMENTARY SCHOOL

MRS. CHASE GOING WOODHOUSE *

Managing Director, Institute of
Women's Professional Relations,
Connecticut College, New London



THE idea expressed in the title needs some explaining. Naturally there is little room, if any, in the elementary school for vocational guidance in the narrow sense of the term. However, we cannot begin

too soon with the task of teaching the youngsters all they should know about the world of jobs and their relation to it. Every lesson in geography offers an opportunity to mention occupations; literature brings out many illustrations of the environment in different lines of work; and the discussions of current affairs found in many sixth grades involve men and women in various kinds of jobs.

Certainly the elementary school is the place to start an interest in fields of work, to arouse curiosity in the child about occupations, and to develop in him the desire to ask questions and to know.

But even more important is the inculcating of good social attitudes toward work and the eliminating of false

* Mrs. Woodhouse is also president of the International Altrusa Clubs.

social evaluations of different kinds of work. As I check over the young women who are now looking for clerical jobs, as I come in contact with them on certain work relief projects trying to do stenographic work, I wonder why we in education have done so little toward removing the stigma of domestic work and factory work and deflating the "white collar" field. Girls with limited social backgrounds, with limited language facility and limited general ability, with personal appearance and habits not acceptable in office work are struggling to join the army of workers in a field where they cannot meet the competition. What can we, the educators, do to restore the real democracy of work, to develop social attitudes which will enable each person to do the work for which he is best fitted and be happy in it, not humiliated by false social standards? This would be vocational guidance of the most socially useful sort.

Closely related is the use of the cumulative record card. Of course, we agree that there are not, as yet, any tests which will enable us to determine precisely at what occupational level a child should aim, but we do have tools which tell us something of general intelligence and aptitudes. Such information added to carefully kept records of grades, achievements, activities, and of teachers' comments, listed from time to time from the first grade on, provide us with a good working guide as to the occupational potentiality of each child. When the time comes for the question of which high school a child should at-

tend, here is the evidence upon which to base the answer, and, if necessary, upon which to seek financial aid. Shall it be the technical high or the academic high? How many students thruout the United States have specialized help in making such decisions—decisions which will have great influence in the shaping of their future lives?

One cannot leave any discussion of vocational guidance without mentioning the need for more work with the parents; it is they with whom the chief discussions on social attitudes toward jobs must take place. They must be given some intelligent approach to the understanding of the child's record as an indication of his abilities and potentialities. This is not an easy task, but the elementary school is better equipped than any other educational unit to do it. If this understanding by the parents of "fitting the job and the youth" could be forwarded just a little, the elementary school will have taken the most needed step toward a real vocational guidance in our communities.

GEOGRAPHY TEACHERS

The twenty-second annual meeting of the National Council of Geography Teachers will be held in the Hotel Chase, St. Louis, December 27-28. There will be five sessions and a dinner. For Sunday, December 29, a field trip around St. Louis is scheduled. Requests for programs and further information concerning the annual meeting may be addressed to Erna Grassmuck, chairman, Educational Relations Committee, State Teachers College, Indiana, Pennsylvania.

The February issue of the NATIONAL ELEMENTARY PRINCIPAL will contain the plans for the Principals' Conference at Portland as made by the Committee.

A TEACHER'S HANDBOOK

In the foreword of the *Teacher's Handbook* of the Washington Elementary School of Kenmore, New York, Fred H. Duffy, principal, makes this statement which every principal could use advantageously in impressing upon his teachers the importance of the elementary school: "Children come to us in the embryo stage of their educational attainment. What is more, we contact and influence all of them since every child must pass thru the elementary school. Ours is the opportunity and privilege to build as we will, ours is the duty to construct as we must." This interesting handbook is published annually in the office of the principal. This year's publication gives a comprehensive study and constructive suggestions on all forms of routine problems.

PLEASE HELP US

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

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

DEFINING AND CLARIFYING THE PROGRAM OF SUPERVISION FROM THE STANDPOINT OF THE FULL-TIME SUPERVISING PRINCIPAL *

R. H. RICHARDS

Principal, Ensign Elementary School
Huntington, West Virginia

I APPEAR before you not as an evangelist to promulgate the theories or doctrines of any specific school of thought. Nor am I clothed in the robes of the followers of subjectmatter as a means to an end, since the acquisition of content would seem to be an end within itself. I do come, however, as one to whom a responsibility has been delegated. This responsibility provides a laboratory with which to assist in the performance of an assiduous cooperative educational task.

This task involves continuous experimentation. No permanent solution is sought to any school problem as each is constantly redefined in the light of new evidence. We stand ready to open and reopen each question, follow where the argument leads, investigate, study, and experiment, and then, from the results obtained, evaluate, criticize, and formulate conclusions which may serve only as a tentative basis for more experimentation. Our problem is never completely solved. Few questions are ever closed with finality, a seldom used word. Supervision is the very heart of this activity.

I have chosen, as a full-time supervising principal, to defend the thesis that supervision is a democratic experience. The elementary school, as the first step in a national educational plan, has a specific job to do in a limited time with a limited amount of money. What

is the most feasible plan for eventuating this obligation? Why should the teacher not share in the planning and in the formulating of all policies concerning this school? Why should the willing and capable patron not share in the responsibility? Should we not mobilize and coordinate all community forces into a unified functioning whole? If the growing child is the focus of our endeavor, education must be seen in terms of growth—all-round growth, physical, mental, moral—and this education is organized around four or more chief impulses. For convenience we shall classify them as the social instincts, the interests of making, the expressive instincts, and the impulse toward inquiry.

Program for individual needs—

So far as possible our school tries to continue to be what life has previously been for the child—activity and experience. The whole child is the unitary aim of our program. From this point of view, education is by definition adaptation to individual differences. Our aim is always individual in the sense that each child is studied as such and that the work which he undertakes shall be precisely, in our best and combined judgment, what he as an individual needs. Purposeful diagnostic testing becomes a necessity in this technic. An organized intervisitation program in which both teachers and patrons have participated has promoted for us a most helpful spirit of cooperative procedure.

Democratic supervision very definitely involves the teacher. Attention is focused upon the teacher as a profes-

* Delivered before the elementary divisions of the West Virginia State Education Association which convened in Charleston, West Virginia, Oct. 24, 1935.

sional person and upon his growth and development rather than upon the teaching processes which he employs daily in the classroom. In this manner professional growth becomes a cooperative enterprise. Supervision becomes, in part, a means of providing professional education for both the teacher and the principal supervising officer; and in part, a process of leadership, organization, and administration. This approach allows the teacher a wide latitude in the application of the curriculum and theories of education. We find it extremely difficult to provide a place for formal periods of inspectional or dictatorial observation with this philosophy permeating our professional practises.

A working curriculum—Democratic supervision involves the curriculum. We believe the curriculum should include all the activities transpiring in school life thru which a child learns. It is our plan to provide those experiences which will make possible the most effective growth in learning. The curriculum then becomes a flexible, informal one with child interest as the orienting center of the program. The pupil under this concept must be free to plan, to judge, to make mistakes, to take his own time, to try again, and in his own way, to conclude and to test his conclusions. We are endeavoring to make our school a pleasant, wholesome, satisfying place where motivation is a result of interest and pleasure. We think its environment should be creative, its equipment informal, and its atmosphere intimate and personal. A landscaping project inaugurated last year included the planting of several hundred shrubs and evergreens. A pool and a rock garden to be constructed during the present year as a part of the project have helped to provide practical examples of child activity in art and in nature study.

They also assisted in producing desirable social attitudes so necessary for the proper concept of civic etiquette.

Adapting the classroom to needs—Our classrooms are adaptable. The straight rows of seats so familiar to us all are being placed on wood runners in groups of three or four seats each, to permit easy movement and adjustment as occasion demands. Our school is an active rather than a passive one. The gap between the curriculum and the interests and needs of the children is filled by a continuing stream of activities which have sprung from the desires and personally felt needs of the children. Stereotyped outlines have no place in this plan.

The schedule, which is constantly being modified, will eventually be a tentative, flexible, daily one with long periods for individual and group undertakings. The excursion plays a vital part in our plan and this long period fits admirably into the scheme. We are proceeding with the theory that if the teacher literally lives with her group of children thruout the year she will be better equipped to handle the learning process on an individual basis.

This procedure of a school day is not removed from the teaching of fundamentals as such. We recognize the desirability and need for specific knowledges and skills. It is our definite responsibility to equip children with the tools for learning. Our activities as centers of interest serve as motivators and as a means for stimulating learning thru a personally felt need to learn. Reading for information is encouraged; independent thinking and research are accentuated; essential health habits and health knowledges are acquired along with attitudes which we hope will lead to adult choices of desirable activity during leisure time.

Supervision Involves Philosophy of Education

— Democratic supervision involves a methodical philosophy of education. Our methods endeavor to apply the principle that interests and motives, real living, and concrete applications are essential and basic in education. We make no attempt to sponsor uniform devices to be applied to all children. Child interests demand flexible, diversified, and adaptable techniques. Experience is the keynote thru the child as an individual and as a personality. It is assumed that only that is educative which influences conduct, namely, activity, thinking, and feeling. Following one specific textbook, formal rote, and routine, or the hearing of recitations are seldom found among our methods. It must be the direct approach or none. It is the supreme opportunity for projects, for activities for living.

One may find children singing and dancing in our "little theater" where the furnishings are planned and largely made by the children themselves. The building of villages, playing store, drawing, painting, dramatizing, weaving, sewing, ironing, cooking, caring for pets, the rhythmic beat of an Indian band whose instruments consist of bags of stones, sticks, and cardboard tom-toms are typical activities of a group of busy, growing children who apparently do not have formal recitations but who wait for no assignments. The children share in the planning, and in conducting the life of our school. The boy and girl safety patrols are gradually and surely taking over the supervision of our playgrounds, corridors, and the entrances to the building where children come and go in a free and orderly manner without the necessity of military lines or lock-step maneuvering.

Our methods involve units of material which are organized around the

child's intention to learn rather than the teacher's intention to teach him. The typical activity disregards the boundaries of the traditional three R school and finds its own content wherever possible. Some reference material is indispensable. The excursion again comes into its own as an applicatory device.

The club is probably the most common form of group activity in American life today. Its educational value has long been recognized. A co-curriculum club program which includes the creation of a museum, a school bank, a newspaper, honor club, choral club, bird and nature clubs, reading circles, history clubs, health clubs, an orchestra, Junior Red Cross, campfire, and scouting provide much variety rather than uniformity of experience in our school not otherwise so easily acquired. These activities are directed by teacher sponsors and child officers chosen by the children. We have attempted to provide emotional stability thru happy, purposeful participation in the life of the school. Since reactions are largely colored by the emotions, we think a happy attitude in school participation accentuates mental processes and social relationships. Regular weekly assemblies and club activities provide both creative and emotional outlets for the child.

With your permission I shall close with the familiar rhyme quotation by M. Emma Brookes, a past president of the Department of Elementary School Principals of the National Education Association:

"The law condemns the ignorant fool
Who keeps the child away from school,
But no charge against the man is filed
Who takes the school away from the child."

CLUBS, PROGRAMS, AND NEWS

★ Mrs. Edith B. Joynes of Norfolk, Virginia, member of the Executive Committee of the D. E. S. P., is recovering from the injury which she experienced in the early part of October when a would-be purse snatcher tripped her and caused her to break her hip. The cast has been removed and Mrs. Joynes will soon be up and about.

★ The state meeting of the Oregon Elementary Principals Association will be held in Portland during the Christmas holidays. At this time these newly-elected officers will preside; president, William B. Schnebly, John Gumn School, St. Helens; vicepresident, Carl W. Muender, Klamath Falls; secretary, Carl S. Zook, Portland.

★ From the *Detroit Educational News* of October, we learn that Earl R. Laing of Detroit, member of the Executive Committee of the D. E. S. P., has been elected to the Board of Directors of the Michigan Education Association.

★ The Duluth, Minnesota, Principals Club is to be headed this year by: president, Mrs. Marion Wiersh; vice-president, Arne Bergum; secretary, Philip Nelson; treasurer, Susan House. The president reports the following program for the remainder of the school year: December—social evening (social committee in charge); January—report on Oxford conference, motion pictures of European trip; February—How Current Legislation has Affected (1) School Finances in Duluth, (2) The Retirement Fund in Duluth, speakers; March—conference on school problems, joint meeting with State Teachers College; April—speaker, ar-

rangements by program committee; May—open for discussion of any current problem.

★ Word comes from Cecilia Galvin, State Enrolment Chairman of Indiana for the D. E. S. P., that Edith Cothingham, City Enrolment Chairman for the Department last year, has retired and is no longer in active service. We hope that she is enjoying this wonderful opportunity for leisure and personal pleasures.

★ Arthur M. Nicholson, president of the Chicago Principals Club, has notified Isabel D. Annan, secretary, that the club will give its attention to the following matters: The part the school plays in community relations; articulation between the elementary and high schools; radio programs; pensions; acquainting the citizens with the schools. The group publishes a very interesting booklet, entitled the *Chicago Principals Club Reporter*.

★ The Seattle Principals Association will be headed this year by: Lulie Nettleton, president; C. L. McDonnell, vicepresident; Walter Marshall, secretary-treasurer. This group plans for its meetings: December—juvenile delinquency as a community problem; January—guest speaker, governor of Washington; February—speaker, "English and American Comparisons and Contrasts"; March—reports of delegates sent to the Department of Superintendence; April—open; May—reports of studies made by Committee on Education and Research.

★ Another active group in Seattle is that of the Principals Professional Study Club whose activities are directed

by Carl M. Towner, president; and W. W. Young, secretary-treasurer. Its program for the coming months consists of reports on New Tendencies: In Parent-Teacher Relationships, In European Education, In Teacher-Pupil Relationships, In Lay Criticism of Education, In Administrative and Supervisory Organization, In Teaching Materials, In Teacher Training, In Seattle Schools.

★ An interesting program has been received from the Elementary Principals Round Table of Columbus, Ohio. This includes for December—children's books; January—panel discussion on "Problems of the Elementary Principal"; February—unusual incidents that affected the life of Abraham Lincoln; March—spelling in the elementary schools and its correlation with other subjects; April and May—speakers. The officers of this group are: president, Grace C. Phelps; vicepresident, L. K. Cooperider; secretary, H. L. MacMillan; treasurer, Ruby MacMahon.

★ From Lenore Jones, principal of Yerly School, Mobile, we learn that the Mobile Principals Club will hold regular monthly luncheon meetings during the year at which times the following programs will be held: December—discipline, character education; January—as an outsider sees our schools; February—junior garden club and Mobile gardens; March—historic Mobile and the principal's responsibility in its appreciation; April—reports of state convention and principals' yearbook, *Socializing Experiences in the Elementary School*; May—garden trail, a visit to school gardens, and election of officers.

★ From the *Montana Education* for October we learned that R. G. Robert-

son has been advanced to the principalship at Bainville. Lee Stephenson, instructor in the Whitehall High School last year, was elected this past summer to the Harrison principalship. George Squire, Westhope, North Dakota, formerly superintendent at Whitehall, has been made principal at Galata. S. A. Sleck, formerly principal at Comas Prairie, is the new Arlee principal. Kremlin School is headed this year by R. C. Worstell. The principalship at Noxon is being filled by G. W. McMillin who was principal at Hedgesville last year. His place was taken by Lyle Bucklin, a Hedgesville instructor.

★ In the *Minnesota Journal of Education* for November we note the following changes of position: The principal of the Garfield and Maxfield Schools in St. Paul this year is Lucia M. Benet, formerly of the Garfield School. Ivan Johnson, formerly of the Garfield School, is now principal of the Grant School, and Irene Dunn who had charge of the Grant School last year, is now principal of the Tilden School.

★ The officers for the Arkansas Elementary Principals Section as reported in the October issue of the *Journal of Arkansas Education* are: president, Bessie Evans, Little Rock; and secretary, Ethel Woods, Jonesboro.

★ Headquarters has received word that the Schoolmen's Club of Allentown, Pennsylvania, has as its officers: president, Horace O. Beebe; first vicepresident, George C. Thomas; second vicepresident, Melville J. Boyer; and secretary, Blair Dreisback. The club meets monthly at dinner. This year the group sponsored an educational lecture given by William Beebe, the famous deep-sea authority.

★ We have received notice that the new officers for the Elementary Principals of the Iowa State Teachers Association are: president, Hugh Steele, Winterset; vicepresident, Mary E. Foster, Fort Dodge; secretary-treasurer, J. Ella Baker, Des Moines.

★ J. R. Sutton is the president of the Principals Club in Oakland, California, so we learned from H. W. Magnuson.

★ Following are the officers of the Principals Association of Baltimore, Maryland: president, Emma A. Schad; vicepresident, Margaret Adams; secretaries, Mary F. Sultzer and M. Grace Schaut.

★ *The South Dakota Education Association Journal* for November gives us the news of the new officers of the Elementary School Principals and Supervisors Round Table: president, Lydia Leistikow, Aberdeen; vicepresident, Mrs. Mayme Stapleton, Sioux Falls; secretary, Dorothy Peterson, Watertown.

★ From Akron, Ohio, by way of Bess Householder, secretary of the Women Principals Club, we have received the following information concerning the year's program: February—social meeting; March—travel talks; April—music; May—social meeting.

★ Thru the kindness of Clarence H. Jones, master of the Roger Wolcott School, the Department has received word that the Boston Elementary Principals Association is to be led by: president, Joseph O'Neil, principal of Warren School, Charlestown; and secretary, William S. Lenihan, principal of the Mary Hemenway School.

★ The new officers of the Kalamazoo Principals Club are: president, Ruth Eaton; and secretary, Marion H. Risley. This information was furnished thru the kindness of Pearl Schoolcraft, principal of North Westnedge School, Kalamazoo.

★ Recognition and appreciation we feel, are due to Carl S. Zook of Portland, Oregon, who joined the Department one year after its founding and paid each year until 1934 when he became a life member. Mr. Zook is at present principal of the Joseph Lane School of Portland, and State Enrolment Chairman for the D. E. S. P.

★ Chester Wickliffe, principal of Balsz School, and State Enrolment Chairman for the Department in Arizona, is now president of the Maricopa County Principals and Superintendents Association.

★ Following are the officers of the Elementary Principals Association of Washington, D. C.: president, Miss M. R. Pepper, C. V. Brown School; vicepresident, Miss B. L. Dore, Barnard School; secretary, Mrs. L. R. Duganne, Truesdell School; treasurer, C. K. Finckel, Thomson School.

★ We have received from C. H. Wadley, principal of Fairview Junior High School and president of the Memphis Principals Association, a copy of the year's program of his club as prepared by P. E. Callis, program chairman: October and December—promotion practises in the elementary school, modern versus traditional; January—what practises of promotion and classification in the junior high school are at present considered most desirable from the standpoint of pupil development? February—guidance and pupil adjust-

ment in the junior high school; March—what can the senior high school do to adjust pupils and to keep them interested at their achievement level?

★ The Georgia Elementary School Principals completed the formation of their organization last year in Macon at the convention of the Georgia Education Association, and elected these officers: president, Mrs. R. B. Whitworth, Atlanta; first vicepresident, Romana Riley, Savannah; second vicepresident, T. M. Atkinson, Valdosta; secretary, Fidelle Miller, Decatur.

★ The Elementary School Principals of Nassau County, New York, have scheduled an interesting program for the year. This includes monthly invited panel discussions for: January—the parents evaluate the school; March—needed adjustments between the elementary school and other educational organizations; April—integration within the elementary school; May—the coordination of the school specialist with the community. Their officers are: president, George E. Graff; vicepresident, Jessie A. Mitchell; secretary, Hannah F. Hanaway; treasurer, Lester G. Peck.

★ *The Journal of the Florida Education Association* for November has published a very interesting article by Elizabeth Cone of Tampa, chairman of the Elementary Principals of Florida. This message to fellow principals has as its title, "Our Slogan: The Principal at Work as a Leader." The other officers of the group are: vicechairman, Allie Hammond, Tampa; secretary-treasurer, Mabel Kelso, St. Petersburg; and corresponding secretary, Natalie Sterling, St. Petersburg.

★ One of the most interesting school newspapers seen at headquarters is that of the Cypress School of Johnstown, Pennsylvania, of which W. F. Grunizer is principal. It is entitled "For Our Cypress School," and features each month a specially appropriate front cover, attractively hand colored by the students.

★ Thru Jennie M. Clow, president, and H. J. Burk, secretary, we have secured the following tentative program for the Detroit, Michigan, Women Principals Club: December—Christmas party; January—twenty-fifth anniversary party; March—an evening of music; May—annual meeting.

★ Ernest J. Balurin, secretary-treasurer of the Syracuse Men Principals Association, has notified us that his group holds its meetings on the first Tuesday of every month.

★ *The Fortnightly*, the publication of the Elmsford Elementary School of Elmsford, New York, carries an announcement that the school gives free instructions on musical instruments weekly. The newspaper is sponsoring a splendid program whereby the children will be induced to beautify the school grounds and a committee has been appointed to direct the activities.

★ A series of clever cartoons is contained in the *Reflector* of Cooke School, Detroit, Michigan. This series is entitled "The Hinks Family" and has given the children an excellent opportunity to present their ideas in a popular form of picturization. The *Reflector* is the official semi-monthly publication of the school and has as its editor-in-chief, Patricia Forres.

★ *Web-Stirrings*, the school newspaper of New Rochelle, New York, under the direction of the 6H group, sponsored in the October issue a safety drive, impressing upon the children the necessity of obeying traffic rules, and, in verse form, the need and method for fire prevention.

★ With an intriguing title the *Who-Do's*, another clever school newspaper arrives at headquarters from Atlanta, Georgia. It is the publication of the Whiteford School of which Maude A. Rhodes is principal.

The *Who-Do's* reporters ask all to save their best stories, poems, and pictures for them. An added novelty, but one with a purpose is this statement: "It pays to advertise—*Who-Do's* will run quarter page ads to advertise your business-store, filling station, or anything for sale, at the rate of fifty cents for five consecutive issues."

★ What could be a more appropriate title for the paper of the Henry Clay School of Norfolk, Virginia, than the *Clay Model*, of which Ben Rees is editor-in-chief. The final issue of the *Clay Model* was enlarged into booklet form and presented by the School League to Ellie Marcus Marx, principal, as a Valentine token of esteem and affection.

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★ Even the thoughts of little children are now directed toward the question of war and peace. From the pen of a seventh-grade lad in the Leonin Elementary School of Leonin, New Jersey, there comes the following editorial, simple in expression but deep in thought: "Those who were living at the time of the World War, especially the ones who were living in Europe, know the terrible art of war. But look at today. Those who were the young boys of 1914 and were the ones who had to do the fighting are now leading the world into another war. Such a one is Mussolini. He is one of the veterans of the war and now is having thousands of young men killed in Africa. After all, in war there is always sorrow on both sides. So let us all try to preserve peace." This was published in the November issue of the *Leonin Lens*, the school newspaper.

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INTERESTING BOOKS

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The Teacher in Modern Education, by A. V. Overn of the University of North Dakota, D. Appleton-Century Company, New York, is a book which both teacher and administrator should read. The administrator will find how easy it is to invite teachers to join him in a cooperative piece of work. Capable teachers are being encouraged to assume many individual and cooperative functions which are supervisory or administrative in character. Teachers today more than ever before are sharing in the initiation and formulation of educational policies, therefore the book is a guide to professional problems and administrative responsibilities.

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The Readers and Manuals

Everyday Doings (pre-primer), Julia L. Hahn	\$.16
Everyday Fun (primer), Julia L. Hahn	.60

Everyday Friends (first reader), Julia L. Hahn	.64
Visits Here and There (second reader), Julia Harris	.72
Neighbors Near and Far (third reader), Julia L. Hahn and Jennie Wahlert ..	.80
First-Grade Manual	.88
Second-Grade Manual (bound in paper)	In press
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NECROLOGY

At the Denver meeting, Cassie F. Roys, Omaha, Nebraska, chairman of the Necrology Committee, made the following statement: "Since the grim reaper, Death, takes from our ranks each year many of our fellow principals, it is only fitting that we pay silent tribute to their passing. These fine people have finished their course, and the reports received from their friends and co-workers tell us of the loss suffered by the schools and communities which they served. Let us stand for a few moments and show our deep appreciation for the splendid work which they have done for education."

The names reported are:

Adrian, Henry A., Monticello, Wis.
Armbruster, Bertha Schjoldager, Chicago, Ill.
Bartholf, William J., Chicago, Ill.
Bateman, Grace, Detroit, Mich.
Baughin, Maude, Akron, Ohio
Birkhead, Mrs. Nina, Oklahoma City, Okla.
Bowen, Dwight A., Detroit, Mich.
Clayton, John T., Heronville, Okla.
Colburne, Willis Paul, Milwaukee, Wis.
Cooney, Lillian B., Syracuse, N. Y.
Craddock, Susan, Detroit, Mich.
Crosby, Clifford, Webster Groves, Mo.
Dill, Oliver T., Philadelphia, Pa.
Doble, Flora J., Denver, Colo.
Doris, Charles, Brooklyn, N. Y.
Fenner, Carlman, Syracuse, N. Y.
Fletcher, Elaine M., Shrewsbury, Mass.
Frederick, Mary C., Lakewood, Ohio
Frye, Dora Cox, Oklahoma City, Okla.
Funston, Clara, Des Moines, Iowa
Gormly, Kathryn, Windsor, Colo.
Graham, James R., Detroit, Mich.
Greenwell, William I., San Leandro, Calif.
Hacker, Albert, Tulsa, Okla.
Hammond, Rose Lytle, Columbus, Ohio
Herringer, Marie, Waterbury, Conn.
Hoover, Mrs. S. C., Oklahoma City, Okla.
Keele, Charles H., Salt Lake City, Utah
Krowl, Carrie E., New York, N. Y.
Lippert, Berthold, New York, N. Y.
Logan, Jean W., Detroit, Mich.

MacDonald, Mary Louise, Anaconda, Mont.
MacLaughlin, William H., Philadelphia, Pa.
Marshall, Alice Irene, Detroit, Mich.
McGaldrick, Mary, Detroit, Mich.
McLindon, Lauretta, Oak Park, Ill.
Morgan, Kate W., Richmond, Ind.
O'Brien, William S., Glenville, Conn.
Patterson, Emily S., Philadelphia, Pa.
Peasley, Florence C., Kenosha, Wis.
Phillips, Jennie G., Waterbury, Conn.
Riedel, L. R., Dayton, Ohio
Roland, Marie E., Philadelphia, Pa.
Roling, Grace, Columbus, Ohio
Satterthwaite, Tacie R., Langhorne, Pa.
Schuman, E. W., Milwaukee, Wis.
Sell, William F., Milwaukee, Wis.
Simmons, William M., Brooklyn, N. Y.
Sleezer, Margaret, Chicago, Ill.
Summers, Jennie T., Louisville, Ky.
Swan, Giles J., Brooklyn, N. Y.
Swartz, Sidney A., New York, N. Y.
Trapp, Frank G., Syracuse, N. Y.
Warren, Nellie G., Des Moines, Iowa
Weston, Susan, Waterbury, Conn.
Wetzel, Thomas E., Dayton, Ohio
Wilhelmy, George Max, Sunnyvale, Calif.
Wolf, Florence D., Detroit, Mich.

NOTICE

In the December issue of the NATIONAL ELEMENTARY PRINCIPAL is printed each year a list of active members and friends who have died since January 1 of the preceding year. It is the wish of the officers of the Department to pay some fitting tribute to those who have departed since the publication of the previous list. Members are invited to send in by November 15 of each year the names of former elementary-school principals who are to be honored. Statements as to experience and special services will be welcomed, altho space may not be available for all of the material received.

YOU ARE A MEMBER!!!

Because we are permitted to serve you we feel a friendliness we want to further express.

Friendliness is a part of the courtesy of this Department, so it is in friendliness we ask you to let us help enlarge your worthwhile services as a leader. It is in friendliness we extend the invitation of membership, if you have not already sent in your dues for 1935-36.

Membership in this Department is in itself a friendly cooperation on the part of all who are interested in promoting elementary education. It brings, as you know, service from headquarters as well as a greater opportunity for inspiration and help from co-workers.

WON'T YOU PLEASE SEE THAT SOME FRIEND OF YOURS USES THE BLANK BELOW?

MEMBERSHIP BLANK

*Department of Elementary School Principals
1201 Sixteenth Street, N. W.
Washington, D. C.*

Enclosed find \$3, my dues for the current membership year in the Department of Elementary School Principals. This fee is to include a year's subscription to the NATIONAL ELEMENTARY PRINCIPAL and a copy of the Yearbook.

Name

Address

City and State

Prerequisite—Membership in the National Education Association

Make Checks payable to Department of Elementary School Principals

PRINCIPAL, DECEMBER 1935

I AM told that I was the first to declare that the principal holds the key position in the profession. I presume I got the expression from someone else but I got the truth of it from my own efforts to inspire and improve the profession. I found the principal not only holding a central place between administration and teaching but I found him a trusted friend of teachers and superintendents alike. Yes, he holds the key place and he is meeting his responsibility remarkably well. In giving credit, do not forget the principal.

J. W. Crabtree,
