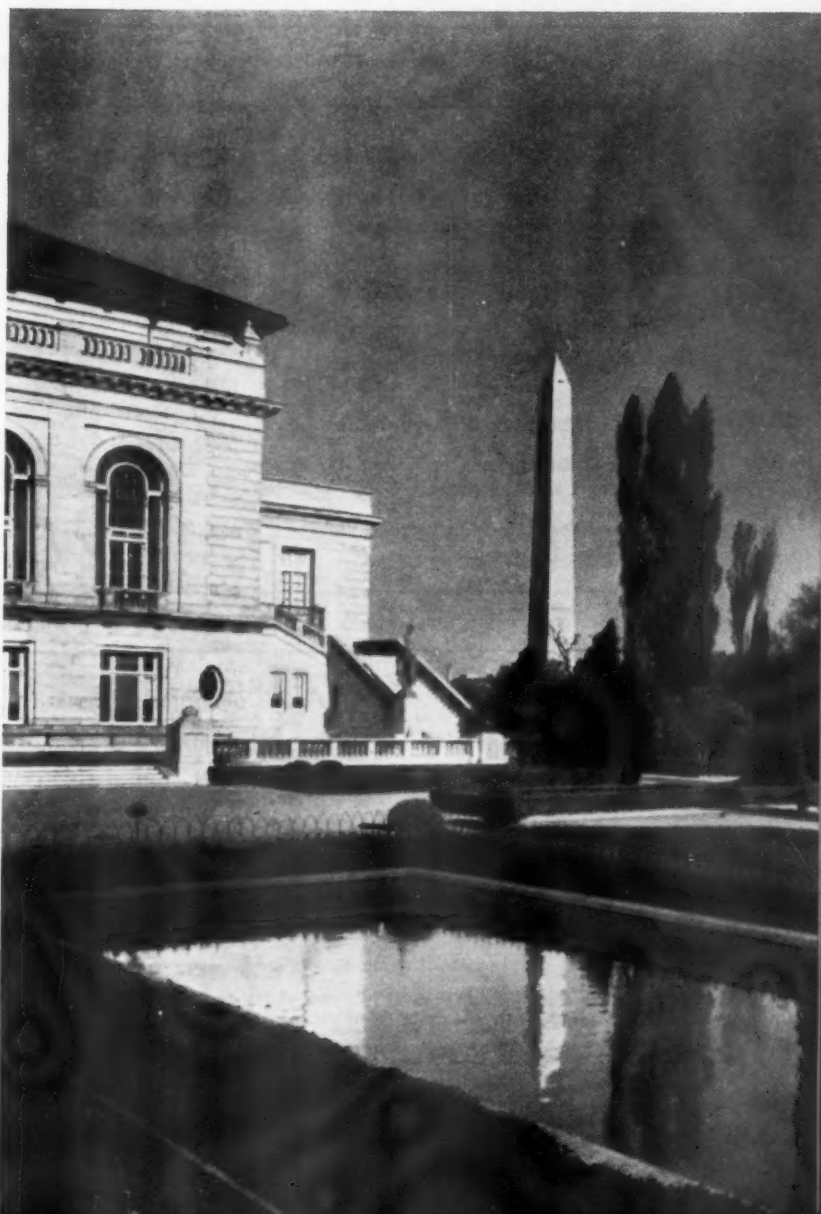


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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION



IN-AMERICAN
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February 1936
Vol. XV, No. 3

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 gardens in the rear of the Pan-American Building situated in the Nation's Capital. Note the Washington Monument towering in the background.

The National Elementary Principal

Volume XV, No. 3 February 1936

Pre-Convention Issue

This issue of the bulletin is devoted primarily to the programs and happenings which are to take place at the St. Louis Convention, February 22-27, 1936.

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NEWS

TEA—Sunday afternoon, February 23, 4 to 6, in Room 106, first floor, Statler Hotel. This delightful affair has been arranged by St. Louis principals in honor of the president and other officers of the D.E.S.P. Come, meet your friends.

OF THE

GET-TOGETHER Breakfast—Monday, February 24, 7:30 a.m., in Parlor A, mezzanine floor, Statler Hotel, price 85 cents. For this family get-together there is being planned a very enjoyable program. Isabel Tucker and W. D. Shewman, chairmen of the Hospitality Committee, will have charge of affairs.

ST. LOUIS

BANQUET—Monday, February 24, 6 p.m., Statler Hotel, price \$1.75. Colvin McPherson, dramatic editor and critic, *St. Louis Post Dispatch*, will be one of the honor guests and the principal speaker at the banquet.

CONVENTION

THE afternoon programs of the D.E.S.P. will be held in Assembly Hall No. 4, Municipal Auditorium. The Statler Hotel at 9th and Washington Streets has been selected as the headquarters hotel for the D.E.S.P. All social functions will be held there.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS



OPPOR- TUNI- TIES for Principal Leadership

—A superintendent of schools was looking for a principal for a fine new ele-

mentary school. He had considered hundreds of names and talked with many candidates. At last he had narrowed the choice to two men. Both had attractive personalities; both were well educated; both had good records in similar positions in smaller schools. They had an even chance for a great opportunity.

Then the superintendent took up the Yearbook of the Department of Elementary School Principals of the National Education Association and looked over the list of members. Only one of the names was in that great "Who's Who" among elementary-school principals. That man got the job.

The superintendent, in commenting on the matter, said: "It is my business to see those men not only as they are today but as they will be five or ten years from now. Experience has taught me that those who take their part in organizations have a better sense of loyalty and are likely to grow more than those who have not learned to carry their share of the work of the profession. Effective work requires that our schools be staffed by people who are fully awake."

The elementary-school principal is the key to the success or failure of pro-

fessional organization in his school. As an administrator and executive, the task of leadership is his.

The principal who exercises such leadership becomes a leader. He will get recognition in his community. The teachers will appreciate his leadership and his encouragement to grow and to take part in the work of their professional organizations.

There is another field of leadership which has been especially neglected—the possibility of getting new teachers who, as they come onto the staff are possessed not only of good personal qualities, but in addition have had during their period of preparation the particular type of instruction which the principal, out of his experience, is in a position to suggest. In other words, have principals kept as close as they might to the teachers colleges which are training the new recruits?

Leadership is also needed to elevate the elementary school to its rightful position. The importance of the elementary school has always been underrated in practise. This is shown by the practise of paying teachers in the elementary school less than those in the high school, and paying elementary-school principals less than high-school principals, in spite of the fact that the best educational thought demands a single salary schedule. It is an encouraging sign to see teachers and principals joining in the demand for the single schedule, but the leadership must come largely from elementary-school principals.—JOY ELMER MORGAN, *Editor, Journal of the National Education Association.*



The Municipal Auditorium and Community Center Building, where our meetings are to be held

THE ST. LOUIS CONVENTION

FEBRUARY 22-27, 1936

THE Department of Elementary School Principals will hold, as usual, its mid-winter meeting at the time of the convention of the Department of Superintendence. This time we go to St. Louis, Missouri. The programs in which principals and those interested in elementary education will want to attend are to be given Monday, Tuesday, and Wednesday afternoons, February 24-26.

The St. Louis principals and school people have that happy faculty of making you feel thoroly welcome and "at home" the moment you enter their fair city, therefore make your plans to come and enjoy every moment of your stay. You will return to your work filled with an enthusiasm and an inspiration which come only by meeting and talking to others working on problems similar to yours, and learning from noted educators about the new ideas in education

which are helpful and are being used in other places.

This convention is yours. Come and help make it a success by contributing from your wealthy storehouse of experiences.

President Harley W. Lyon has prepared an excellent program for Monday afternoon, February 24. He asked the St. Louis and Missouri principals to sponsor the Tuesday program, February 25, and they have done an exceptionally fine piece of work.

President A. J. Stoddard of the Department of Superintendence has designated Wednesday, February 26, as Missouri Day, and no feature at the convention will be more helpful than the thirty-six group discussions which will take place Wednesday afternoon. The programs will be administered in nine major divisions, each of which will meet in four groups. The gamut of

educational levels will be run. Bess Goodykoontz, Assistant Commissioner of Education, United States Office of Education, Washington, D. C., is chairman for the division on *Elementary Schools*. We are indeed happy to announce that she has chosen as chairmen of two of her group meetings two members of our Department who hold important positions, namely, President Harley W. Lyon and Maude M. McBroom, member of our Editorial Committee and chairman of our 1938 Yearbook.

The convention activities for principals and their friends are as follows:

Sunday Afternoon Tea

The Hospitality Committee, of which W. D. Shewman, president, St. Louis Club of Elementary Principals, and Isabel Tucker, president, St. Louis Women's Elementary Principals Club, are chairmen, has arranged a tea for the St. Louis Principals Club in honor of the president and other officers of the Department of Elementary School Principals. This delightful affair will take place on Sunday, February 23, from 4 to 6, Room 106, Statler Hotel. All visiting principals are cordially invited.

The Official Breakfast

The *Get-together Breakfast* on February 24, 7:30 a.m., Parlor A, mezzanine floor, Statler Hotel, price 85¢, will be for all *members* of the Department and their friends. It is one of the most enjoyable affairs of the convention. President Lyon is planning many attractive features. He is anxious that this occasion be made a memorable one as well as a profitable one for all present. Songs, reports, plans for convention week—all indicate a jolly good time will be had. Come and bring your friends.

Monday Afternoon Program

February 24, 2:15

Assembly Hall, No. 4, Municipal Auditorium

HOME AND SCHOOL CONTACTS

Elementary-school principals hold key positions in education and in their communities. They should encourage contacts between school and home, and interest themselves in adult education as well as in the education of children. Complete adjustment of the child is impossible unless both the school and the home are interested.—*Harley W. Lyon, President, D.E.S.P.*

Presiding—Harley W. Lyon, President, D.E.S.P., Longfellow-Cleveland Schools, Pasadena, Calif.

MUSIC

By group of St. Louis elementary pupils, directed by Eugene M. Hahnel, supervisor of music, St. Louis

GREETINGS

Willard E. Givens, Executive Secretary, National Education Association, Washington, D. C.

REPORT OF THE 1936 YEARBOOK COMMITTEE
Samuel Berman, James Ludlow School, Philadelphia, Pa.

TODAY'S PROGRAM OF ELEMENTARY EDUCATION FROM THE STANDPOINT OF THE HOME

A. F. Harman, President, Alabama College, Montevallo, Ala.

PARENT EDUCATION AS SUPPLEMENTARY TO THE MODERN ELEMENTARY-SCHOOL PROGRAM

Miss Willie Lawson, Secretary, Arkansas Education Association, Little Rock, Ark.

HAS THE PUBLIC ACCEPTED THE NEW ELEMENTARY EDUCATION?

John A. Sexson, Superintendent of Schools, Pasadena, Calif.

YOUTH IN REVOLT

A "radio" play directed by Virgil E. Dickson, Assistant Superintendent of Schools, Berkeley, Calif.

The Banquet

Colvin McPherson, dramatic editor and critic, *St. Louis Post Dispatch*, will be the guest speaker at the semi-annual banquet of the Department on Mon-

day, February 24, at 6 p.m., big ballroom, Statler Hotel, price \$1.75. He will be introduced by Dr. Henry Gerling, superintendent of schools, St. Louis. Mr. McPherson has chosen as his message a subject of vital interest to all, "The Influence Which Education Has on Art, Music, and Movies."

Among our distinguished guests of honor will be Agnes Samuelson, president of the National Education Association and state superintendent of public instruction, Des Moines, Iowa; A. J. Stoddard, president, Department of Superintendence and superintendent of schools, Providence, Rhode Island; Willard E. Givens, executive secretary, National Education Association; S. D. Shankland, executive secretary, Department of Superintendence; J. W. Crabtree, secretary emeritus of the National Education Association; James Fitzgerald, president, and Mrs. Elias Michael and Richard Murphy, members of the Board of Education of St. Louis, and George Melcher, superintendent of schools, Kansas City, Missouri.

Tuesday Afternoon

The St. Louis Elementary Principals Club is in charge of the program of the Department of Elementary School Principals, Tuesday afternoon, February 25, at 2:15 p.m., in Assembly Hall, No. 4, of the Municipal Auditorium. They have planned the following program which will be especially helpful to all of us:

Presiding—W. D. Shewman, President, St. Louis Principals Club and Principal, Scruggs School, St. Louis, Mo.

Music

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

THE ELEMENTARY PRINCIPALSHIP DEVELOPS
John L. Bracken, Superintendent of Schools, Clayton, Mo.

AN EXPERIMENT IN THE ADJUSTMENT OF RETARDED UPPER-GRADE PUPILS

N. H. Mecker, Principal of Blow School, St. Louis, Mo.

SOCIALIZING PROCEDURES IN THE ELEMENTARY SCHOOL

F. M. Underwood, Assistant Superintendent of Instruction, St. Louis, Mo.

(a) Demonstration of a socializing project, "The Correlation of Work in English," third-grade pupils of the Humboldt School, St. Louis—principal, C. L. Sampon; teachers, Helen Pierce and Adele Cunningham.

(b) Discussion of the demonstration.

Wednesday Afternoon

Bess Goodykoontz, Assistant Commissioner of Education, United States Office of Education, Washington, D. C., is one of the division chairmen for the directed group discussions. She will have charge of the division on elementary schools. The general theme is *Adjusting the Elementary School to Present Needs*. Each division is divided into four groups. Below are listed the programs:

Group A—NEW CONCEPTIONS OF ELEMENTARY EDUCATION AS EXPRESSED IN THEORY AND PRACTICE

Chairman, Maude M. McBroom, University Elementary School, State University of Iowa, Iowa City, Iowa

HOW FAR CAN THE CHILD DEVELOPMENT IDEAL PERMEATE THE ELEMENTARY-SCHOOL PROGRAM?

J. Freeman Guy, First Associate Superintendent of Schools, Pittsburgh, Pa.

"SIGNIFICANCE" AS ONE OF THE CRITERIA IN SELECTING EXPERIENCES FOR THE ELEMENTARY-SCHOOL CURRICULUM

C. L. Cushman, Director of Research and Curriculum, Public Schools, Denver, Colo.

CONTRIBUTIONS OF THE ARTS TO THE OBJECTIVES OF THE ELEMENTARY SCHOOL

Jane Betsey Welling, Associate Professor of Art Education, Wayne University, Detroit, Mich.

Discussion from the floor, with speakers participating and answering questions.

Group B—ADMINISTRATIVE PROBLEMS IN ELEMENTARY SCHOOLS

Chairman, Paul T. Rankin, Supervising Director of Curriculum and Research, Public Schools, Detroit, Mich.

THE EFFECT ON THE TEACHING STAFF OF PROHIBITIONS AND PRESSURES

John W. Studebaker, Commissioner of Education, United States Office of Education, Washington, D. C.

REORGANIZATIONS NEEDED IN THE LOWER ELEMENTARY SCHOOL

Helen M. Reynolds, Supervisor, Kindergarten-Primary Grades, Public Schools, Seattle, Wash.

GETTING A NEW COURSE OF STUDY INTO USE

Tressa C. Yeager, Chief, Kindergarten and Elementary Education Division, State Department of Public Instruction, Harrisburg, Pa.

Discussion from the floor, with speakers participating and answering questions.

Group C—SHIFTING EMPHASES IN CLASSROOM TECHNIQS

Chairman, Ernest O. Melby, Dean, School of Education, Northwestern University, Evanston, Ill.

IN THE LANGUAGE ARTS

Mabel E. Simpson, Director of Elementary Education, Public Schools, Rochester, N. Y.

IN SCIENCE

I. Jewell Simpson, Assistant State Superintendent of Schools, Baltimore, Md.

IN THE SOCIAL STUDIES

Ernest Horn, Professor of Education, State University of Iowa, Iowa City, Iowa

Discussion from the floor, with speakers participating and answering questions.

Group D—THE ELEMENTARY SCHOOL AS AN AGENCY FOR CHARACTER DEVELOPMENT

Chairman, Harley W. Lyon, Principal, Longfellow-Cleveland Schools, Pasadena, Calif.

HOW THE SOCIAL STUDIES DEVELOP ATTITUDES

Ethel Mabie, Director of Curriculum, Public Schools, Madison, Wis.

A PRACTICAL PROGRAM FOR TEACHING GOODWILL IN ELEMENTARY SCHOOLS

Henry Lester Smith, Dean, School of Education, Indiana University, Bloomington, Ind.

MEASUREMENT AS AN AID IN A CHARACTER DEVELOPMENT PROGRAM

Willard C. Olson, Director of Research in Child Development, University of Michigan, Ann Arbor, Mich.

Discussion from the floor, with speakers participating and answering questions.

Reservations

It is only fair to those in the convention city planning the social affairs for the Department that we notify them of our intention to attend certain functions so that they can make the necessary arrangements with the hotel. Send a note to Isabel Tucker, principal, Shenandoah School, St. Louis, Missouri, and chairman of the Hospitality Committee, and tell her that you plan to attend all the social functions of the Department of Elementary School Principals. *Make your reservations now!*

The Hospitality Committee

The St. Louis school people are no exception to the rule when the statement is made that "educators are working for the welfare of the child." They are an exception when one learns from those in the "inner circle" that these

fine people *play* together, just as they *work* together. The "open sesame" to the St. Louis school system is by the route of education, then he is a welcome guest.

Such friendliness and hospitality of a group as a whole is seldom seen. This feeling is easily understood when one knows that it was Henry J. Gerling, superintendent of the St. Louis schools, who gave \$25,000 of his own funds to the school children of St. Louis, because one of the banks which carried their saving funds had closed and not reopened.

The St. Louis Principals Club has chosen a group to act as a Hospitality Committee and this group has made splendid arrangements for us, but when you arrive you will find *every* school person in that fine city anxious and willing to help. The Committee appointed is as follows:

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 Wahler, principal, Jackson School; C. E. Stephens, principal, Michael School; Susan Ryan, principal, O'Fallon School; Genevieve Turk, Kansas City; William T. Longshore, Kansas City;

Harold T. Downes, Webster Groves; J. E. Howard, Clayton; V. Carl Ilgen, University City; Lily Holzapple, Maplewood; Henry Rhetta, St. Louis; John Langston, St. Louis; and M. J. Gilliam, St. Louis.

Exhibits

Did you go to the World's Fair at Chicago? Or to your own state or county fair? You will remember that you *saw* many new things, you *learned* about the latest discoveries, and you *found* many devices which are so useful to you today. The same thing will take place when you visit the convention exhibit which is an official enterprise of the Department of Superintendence and the National Education Association. This time you will see, learn, and find better ways to do your school work. Visit this exhibit. Go to each booth and let these expert makers of our school wares tell you of the new books, equipment, and supplies. It will be worth just as much to you as any program you will attend, for these exhibitors sell to your superintendent and to your board of education. They make the textbooks which you are using in your classrooms. They are bringing to you the newest materials, whether printed or manufactured and are giving you an opportunity to see these new products first.

Reduced Railroad Rates

The identification certificate plan will be in effect February 16-25. Identification certificates will be ready January 15, and may be procured by addressing the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

The Department and the principals of St. Louis and Missouri urge you to be with them at their meetings, February 23-26.

FROM POVERTY TO RICHES

FRANK W. HUBBARD

Associate Director of Research
National Education Association



OUR title aptly describes the progress of the social studies in elementary education. In the colonial period and even until after the Revolution the social studies, as we know them today, were not taught. In the early primers and in the spellers historical events were sometimes noted. A few of the stories of the early readers extolled virtues which today we attempt to develop thru history, civics, and citizenship. The social studies were at a bare subsistence level indeed.

About 1800 appeared Morse's *Geography Made Easy*, which was one of the most popular textbooks for many years. The limitations of geographical knowledge at that time are indicated by statements such as these: "North America has no remarkably high mountains. The most considerable are those known under the general name of the Alleghany Mountains."

Those who believe that the horse and the dog are among the most intelligent of animals may, at this late date, repent their error in the light of Mr. Morse's description of grey squirrels:

Grey squirrels sometimes migrate in considerable numbers. If in their course they meet with a river, each of them takes a shingle, piece of bark, or the like, and carries it to the water; thus equipped they embark,

and erect their tails to the gentle breeze, which soon wafts them over in safety; but a sudden flaw of wind sometimes produces a destructive shipwreck.

Mr. Morse gave interesting descriptions of various states, but he anticipated the future claims of Californians by his remarkable description of what was then a part of the Spanish dominions:

In California, there falls in the morning a great quantity of dew, which, settling on the rose-leaves, becomes hard like manna, having all the sweetness of refined sugar, without its whiteness.

About 1822 appeared Reverend Goodrich's history of the United States, of which more than one hundred and fifty thousand copies were sold in the next dozen years. Noah Webster published a *History of the United States* in 1832. The book contains nothing beyond the adoption of the Constitution because as Mr. Webster explained: "An impartial history cannot be published during the lives of the principal persons concerned in the transactions related, without being exposed to the charge of undue flattery or censure; and unless history is impartial, it misleads the student, and frustrates its proper object." This warning should have deterred future advocates of current events—but perhaps they didn't read it.

Thru the greater part of the nineteenth century geography and history were the chief social studies. Geography textbooks consisted mostly of strange statements (many at best only partly true) about men, birds, animals,

PHASES OR COURSES IN SOCIAL STUDIES RECOMMENDED BY NATIONAL COMMITTEES OR FOUND TO BE COMMON PRACTISE BETWEEN 1928 AND 1935

Committee or Survey	Grade								
	Kgn.	I	II	III	IV	V	VI	VII	VIII
Committee of Eight, AHA (1908)		Local events, primitive life, Indians, holidays	Primitive life, holidays, local history	Historical scenes and persons in different ages	Historical scenes and persons in early American history	Historical scenes and persons in later American history	European backgrounds	History of United States, state and national government	History of United States, state and local government
Committee on Citizenship, AHA and NEA (1921)		Making of the local community, Indians, pioneers, early changes	Making of the local community, Indians, pioneers, recent changes	How Europeans found America and what they did with it	How Englishmen became Americans	American history thru 1877	American history since 1877	World history before 1607, Spanish-American history	World history since 1607, world influence of United States, economic and social problems
Kyte's study of 53 courses published since 1920 (1927)		Home and community	Community, primitive life	Primitive life, heroes of past and local history	Early American history, state history	Recent American history	European backgrounds		
1936 Yearbook survey, Dept. of Supt. (1935)	Citizenship, American heroes and holidays, community life	Same as Kgn.	Same as Kgn. Also, current events	Same as Kgn. Also, current events	Citizenship, American heroes and holidays, current events, world geography	Citizenship, American history, current events, American geography	Citizenship, current events, world geography	Eight-year schools	
American history, current events									
					Citizenship, American heroes and holidays, current events, world geography	Citizenship, American heroes and holidays, current events, American geography		Junior high schools	American history, current events

cities, important geographical features, and historical events. History textbooks were unsystematic collections of dates, events, and statements about persons taken from the Bible and from the history of the United States, and in some instances from world history. Maps, globes, and other equipment were rare. The social studies involving the memorization of textbooks were undoubtedly *studies* but probably not very "social."

In the last third of the nineteenth century, history and geography became generally accepted as independent studies, particularly at the secondary level. Such evidence as exists with regard to elementary schools indicates that history and geography were neither extensively nor intensively taught. Into this state of affairs was introduced (beginning in 1893) a series of committees of the National Education Association and of the American Historical Association. The reports of these groups, containing detailed suggestions for each grade level, served to crystallize and to standardize practice in many school systems. (See table on page 107.)

A number of specific courses in history, geography, and civics developed with all their paraphernalia of methods, textbooks, content, and devices. The social studies moved rapidly into a state of moderate wealth.

The isolation of the social studies became in time so marked as to provoke criticism. Advocates of "fusion" courses appeared. The rise of the project method, problem teaching, and activity programs—followed later by the contract plan, units of work, and centers of interest—accelerated the movement for unity. In the early '20's curriculum revision activity swept

across the country, giving many prophets a chance to put their theories into practice. Social processes, the meaning of the good life, and citizenship were fused, correlated, and integrated into many of the activities of the elementary school. Even arithmetic, science, and physical education put new emphasis on their social objectives. The social studies became rich in potential opportunity.

The end is not yet. The probabilities are that in the next few years, along with grade organization, subject lines will completely disappear. The elementary school will become a period where all activities and experiences will be designed toward building individual good lives for better democratic living. The trend places upon principals a real responsibility in lessening the drag of too extensive standardization and too rapid crystallization. The elementary-school curriculum, particularly the social studies, must not be determined by any other vested professional interest, but rather by the evolving needs of individuals and of society.

Principals will find the following three references of great interest, as I have found them of great value in the preparation of this brief article:

(1) Johnson, Clifton. *Old Time Schools and School Books*. New York: Peter Smith, 1935. 381 p.

(2) National Education Association, Department of Superintendence. *The Social Studies Curriculum*. Fourteenth Yearbook. Washington, D. C.: The Association, 1936. 480 p.

(3) Tryon, Rolla M. *The Social Sciences as School Subjects*. Report of the Commission on the Social Studies, American Historical Association, Part XI. New York: Charles Scribner's Sons, 1935. 541 p.

PERSONALITY ADJUSTMENT OF THE ELEMENTARY-SCHOOL CHILD

THE 1936 Yearbook which the Editorial Committee is preparing for the Department on the subject of personality adjustment of the elementary-school child will be of vital importance to those interested in the elementary school. Principals and teachers throughout the nation are asking for practical help in solving problems of personality adjustment in the elementary school. Our scientific and theoretical knowledge in this field has changed so rapidly that school practise lags far behind. It is the purpose of the Editorial Committee to prepare a yearbook of practical, helpful suggestions which may be used to advantage in every elementary school. No attempt will be made to present an encyclopedic treatment of the entire problem. However, useful material on a number of important points will be included.

The tentative outline is as follows:

- I. The Nature and Needs of the Child
 1. Fundamental drives to action
 2. Emotional characteristics
 3. Mental growth
 4. Social development
 5. Individual differences
 6. Principles of desirable personality growth.
- II. Out-of-school Factors Affecting Child Adjustment
 1. Preschool experiences
 2. Home and family influences
 3. Community conditions and agencies outside the home.
- III. Adjusting the School to Children's Needs
 1. The child's program of activity
 2. Provision for individual differences
 3. Policies relative to pupil marks, awards, and promotions
 4. Policies of school control and discipline

5. Class size and teaching load
6. School buildings and equipment
7. Relations between school and parents.

IV. The Teacher's Personal and Professional Equipment

1. The physical, mental, and emotional health of teachers
2. Administrative practises affecting teacher health
3. Pre-service and in-service training with reference to personality adjustment.

V. Types and Symptoms of Pupil Maladjustment

1. Principal types of maladjustment among children
2. Common symptoms of maladjustment.

VI. Discovering Causes of Specific Behavior Problems

1. Observing and recording pupil actions
2. Status and methods of testing
3. Gathering facts about home and community influences
4. Keeping continuous and comprehensive records
5. Interpreting information about the child and his environment.

VII. Applying Remedial Measures in Individual Cases

1. Improving the child's physical condition
2. Modifying the pupil's program
3. Remedial teaching
4. Conducting conferences with the pupil
5. Modifying the home and community conditions.

VIII. The Service of Specialists in Child Care and Adjustment

1. Resources within the school system
2. Resources within the community.

IX. Summary of Selected Research Studies.

—RICHARD R. FOSTER, *Assistant Director, Research Division, National Education Association.*

THE PRINCIPALS' CONFERENCE

JULY 6-17, 1936

Nature of the Conference—The officers of the Department of Elementary School Principals for many years have been considering the question of having a conference for those who are vitally interested in elementary education. It was not until last summer at Denver that it was definitely decided to hold such a conference. This decision was reached when headquarters reported that a questionnaire, sent to each teachers college and university, showed that many classes were held for most phases of education, but that there was a dearth in courses pertaining to problems dealing directly with the elementary school.

Because of this condition, M. Emma Brookes (at that time president of the Department of Elementary School Principals) was instructed by the officers and the Executive Committee to appoint a committee to make plans for a conference to follow the Portland meeting.

Early in the fall the committee sent an inquiry sheet to the members of the Department asking them to list their major interests for the school year 1935-36. The subjects to be discussed at the conference will be in the order of preference which the returned replies have indicated.

Plans for the Conference—This conference will be the first of its kind which has been held for principals and those interested in elementary education. This important two weeks' (or ten-day) meeting will follow immediately the Portland convention of the National Education Association.

Willard E. Givens, executive secretary of the National Education Association, and Fred M. Hunter, chancellor, Oregon State System of Higher Education, University of Oregon, have given much help to the committee making arrangements. Dr. Hunter has appointed a committee in the Oregon system to cooperate with our office; the cooperation of the State Department of Education under Superintendent C. S. Howard has been enlisted; and Superintendent Charles Rice of Portland has appointed Carl F. Zook, principal of Lane School and State Enrolment Chairman of the D.E.S.P. for Oregon, to represent the Department in that part of the state.

Program—The 600 replies to the inquiry sheet indicate the interests of principals-to-be: (1) supervision and methods of teaching; (2) character education, moral tests, etc.; (3) public relations and community contacts; (4) mental and physical health of pupils; (5) curriculum construction. The plans are to have these five subjects grouped into two general headings. Four of the country's most prominent educators will lead these discussions—two working together in the morning and two working together in the afternoon.

The first morning period will be given over to a professor who is a specialist in the supervision of instruction and methods of teaching in the elementary school. He will be given forty-five minutes to present his material for the morning, then there will be a five-minute recess followed by a forty-five-minute period during which another

professor will deal with elementary curriculum construction work. At the close of this period there will be a recess of ten minutes, after which the class will reconvene for a third forty-five-minute period given over to a panel discussion. Members of the panel will be those who presented the morning program, several people attending the conference, and others from the educational institutions of Oregon.

Adjournment will be taken at 12:00 noon until 1:30 p.m., the Conference convening again on a similar schedule from 1:30 until 4:30.

The first afternoon period will be given over to a leader well qualified in the field of character education and citizenship training, as well as in the field of mental and physical health. After a five-minute recess, the second leader will deal with public relations and community contacts—the whole field of building better relationships for elementary education and of giving due publicity to the work of the elementary school. After a short recess, a forty-five-minute panel discussion is scheduled. Members of this panel are the two leaders who presented the afternoon problems, the two leaders of the morning program, and others selected from the conference and educational institutions of Oregon.

Credits—The conference will cover two and one-half hours in the morning, and two and one-half hours in the afternoon, or five hours a day, totaling fifty hours in actual classroom work for the two weeks' conference, for which two credits of work will be given.

When the two weeks' conference is

over, those attending will have been led to do much real thinking in the field of elementary education and will be able to take with them some very valuable material centering, we hope, around a syllabus that would be prepared covering the work of this conference, which would call for a rather generous use of a library.

Place—The Principals' Conference will be held in or near Portland. The Committee is making a thoro study of the situation. They are anxious to select the place which will be the most convenient to the greatest number attending; they will also select the place with the most adequate accommodations.

This section of the United States is particularly well fitted for a summer conference and the vicinity of Portland has the advantage of location. The conference will be within a few miles of the seashore on one side and the crest of the Cascades on the other. This means there will be no extreme heat and that both the mountains and the shore are within easy driving distance. In summertime the climate is especially delightful. The scenic grandeur of this environment is unexcelled.

The April issue of *The National Elementary Principal* will carry definite announcements and information.

Fees—Registration and tuition fees will be charged. Plans are also under way to secure room and board at a reasonable rate. Arrangements are being made so that the fee charged will be all-inclusive.—EDITH B. JOYNES, *principal, Washington-Gatewood Schools, Norfolk, Virginia, and chairman, Principals' Conference Committee.*

**Make your plans now to attend the Principals' Conference
July 6-17, 1936.**

INFORMATION FROM YOUR HE

OUR MID-WINTER MEETING

Webster defines the word **clan** as a social group comprising a number of households, the heads of which claim descent from a common ancestor. Now there are about 3500 elementary principals from every part of the country who are members of the "Department of Elementary School Principals Clan," and before many moons a large number of these members will begin their yearly trek to the mid-winter inspirational festival. After you have read about our St. Louis convention, pages 101-105, make arrangements to be with us. We are getting letters every day regarding principals who will attend the meeting as representatives of principals clubs. In some cases the principals club and the board of education are sharing the expenses of a representative. Bring this important matter to the attention of your superintendent and ask him to present your request to the board of education. The inspiration, the wealth of information you receive, and the report you make when you return will be worth hundreds, yea, thousands of actual dollars to your school system.

If you are not sent as the representative of your group it will more than pay you to "dig a little deeper" into your own pocket and come to this meeting. Present indications are that it will be a record-breaking convention.

. . .

ELEMENTARY SCHOOL VERSUS CHARACTER EDUCATION

The Honorable John Dickinson, Assistant Attorney General of the United States, recently made the following statement at the Town Hall of Washington: "If all educational institutions, beginning with the high school, would teach character as splendidly as the primary and elementary schools are doing we would have no trouble with crime in this country." Such a verdict both pleases and terrifies us.

We are pleased because we appreciate the fact that laymen recognize that our elementary schools are trying to lead the children into the right paths of living. We are terrified when we think of the great

OUR HEADQUARTERS WORKSHOP

responsibility which has been placed upon our shoulders. We realize that conditions are far from what we hope to make them, but such a statement as Dr. Dickinson has made is evidence that we are on our way to the solution of a problem which we believe can be solved if the public school officials will make up their minds that the job is theirs to do. Let us quote from an article by Ella M. Probst, principal of Longfellow School, Minneapolis, Minnesota, who says: "The hope of democracy rests in the public school, and in these troubled times, when greed and strife among the peoples of the world seem to make a travesty of the brotherhood of man and when international trust and confidence seem unattainable ideals, great indeed is the responsibility of the public school. By virtue of its position and its contact with all classes, the elementary public school possesses a peculiar advantage as a constructive force."

Miss Probst ends her splendid article with a poem by Edgar A. Guest,* called "What we Need."

We were settin' there an' smokin' of our pipes, discussin' things,
Like lickin' votes for wimmin, an' the totterin' thrones o' kings,
When he ups an' strokes his whiskers with his hand an' says t' me:
"Changin' laws an' legislatures ain't, as fur as I can see,
Goin' to make this world much better, unless somehow we can
Find a way to make a better an' a finer sort o' man.

"The trouble ain't with statutes or with systems—not at all;
It's with humans jest like we air an' their petty ways an' small.
We could stop our writin' law-books an' our regulatin' rules
If a better sort o' manhood was the product of our schools.
For the things that we air needin' ain't writin' from a pen
Or bigger guns to shoot with, but a bigger type of men.

"If we ever start in teachin' to our children year by year,
How to live with one another, there'll be less o' trouble here.
If we'd teach 'em how to neighbor an' to walk in honor's ways,
We could settle every problem which the mind o' man can raise.
What we're needin' isn't systems or some regulatin' plan,
But a bigger an' a finer an' a truer type o' man."

* From Mr. Guest's book, **When Day Is Done**. Reprinted by special permission of his publishers, The Reilly & Lee Company, Chicago.

INFORMAL EVALUATION OF THE WORK OF THE PRINCIPAL

EARL M. TOWNER

Crown Hill School,
Seattle, Washington

WHETHER the work of the elementary-school principal should be evaluated is not the question, for such an evaluation is being made constantly by pupils, teachers, parents, colleagues, and administrative and supervisory officers. These appraisals are most often informal and unofficial, yet all are of vital concern to the principal. This discussion, however, will deal with only one phase of the matter, the evaluation of the principal's work by his superior administrative officers.

In another place the writer¹ has given the results of a survey of the extent and character of the formal rating of elementary-school principals in the United States. Out of 117 cities of more than 50,000 population replying to the request for information, it was found that only 22 made any formal evaluation of the work of the principal. This leaves an overwhelming number of school systems in large cities, in villages, and in rural communities in which such evaluations are made informally.

What then, are the bases for these innumerable informal judgments? Writing anonymously, a school teacher² recounts the narrow standards set up for her in a small town community. There is no reason to believe that such standards would be less narrow for the

principal in a like community. In larger school systems, principals are considerably more fortunate. However nebulous the bases for rendering judgments on his work may be, they are rarely petty. But in the great majority of cases, these bases for evaluation are undefined, and in many cases unknown to the principal. This is understandable when one considers the difficulties which lie in the way of accurate evaluation. Some of the more important of these difficulties will be discussed here.

The emergence of the elementary-school principalship as a position of importance in a school system is a relatively recent event. The "genial influence" day is gone; the day of the strictly administrative principal is passing. We have with us the vanguard of a dynamic leadership which is to be the principalship of the future. This changing conception is evolutionary; old ideas pass on slowly and not without struggle. The philosophy of the principalship is consequently different in various school systems and in different parts of the nation. This makes difficult and probably impossible the formation of a set of standards on which the work of principals in widely scattered areas may be appraised.

Another difficulty standing in the way of facing accurate evaluation of the work of the principal is the multiplicity of duties performed and the diverse character of these activities. These duties may be administrative,

¹ Earl M. Towner. "The Formal Rating of Elementary-School Principals." *Elementary School Journal*, June, 1935. p. 735-46.

² Anonymous. "A Schoolteacher Talks Back." *American Mercury*, July, 1935. p. 286-92.

supervisory, clerical, or community, with hundreds of variations. Each is important in its place, but how much of each, when, and in what manner the duty is to be performed are unsolved problems.

A third difficulty, and perhaps the big stumbling block, is the lack of sufficient personnel in the central administration of most school systems to attempt to adequately evaluate the work of the principal. This is a serious problem, especially in the time of retrenchment; yet appraisals of a principal's work must proceed regardless of economic conditions. One possible procedure for an undermanned central staff is to concern itself only with emergencies as they arise, yet no one would advocate this as ideal.

Then there is the problem of correctly evaluating that which has been measured. This point has not been clearly understood and has often resulted in an idea that the two are synonymous. Measurement may be likened unto the officer who collects the facts in the case; evaluation is the judge who passes upon these facts. One principal may hold regular weekly teachers meetings while another may hold them but once a month. Measuring the quantity is a simple problem; but in the process of evaluation, is not quantity often mistaken for quality? Evaluation of a principal's work is determined by the philosophy of education held by the person making the evaluation, and is valuable only as that person has definite, sound standards in mind, and is discriminating in his judgment.

In spite of all that has been said about the difficulty of accurately evaluating the work of the principal, such

evaluations are made frequently. What is the procedure? What are the bases upon which these informal appraisals are made? As a part of a study already referred to, the writer attempted to gather some information which would shed light on the manner in which facts are gathered for the purpose of rendering judgment on the work of the principal, and the bases for such appraisals. Promotion, demotion, and dismissal obviously must be the result of judgments arrived at by some members of the central administrative staff in some manner. Table I gives some information on the manner of arriving at such judgments.

TABLE I

CRITERIA USED IN 53 CITIES TO DETERMINE THOSE PRINCIPALS WHO ARE TO BE PROMOTED, DEMOTED, OR DISMISSED

Judgment of superintendent and his assistants formed thru visitation, contacts, and conferences.....	32
General personality of the principal.....	5
Success in the elementary school.....	5
General fitness of principal.....	4
Professional courses he continues to take.....	3
Training.....	3
General impression.....	2
Miscellaneous.....	20

Promotion, demotion, and dismissal certainly cannot be the only reasons why an administrative staff would wish to determine the quality of a principal's work. Just as the principal passes informal judgment on the work of the teacher with the purpose in mind of wishing to assist in improvement, likewise a superintendent or his staff will wish to help the principal to render better service. The means by which some school systems determine how they may assist the principals are shown in Table II.

TABLE II

MEANS USED IN 57 CITIES TO DETERMINE
WHEREIN A PRINCIPAL CAN BEST BE AS-
SISTED

Observation of the principal's work	25
Visits plus conferences	10
Judgment of the superintendent and his assistants	9
Conferences	6
Group meetings	3
Principal's own request for assistance	2
Miscellaneous	9

A study of the two tables reveals that considerable reliance is placed upon visits to the school by the superintendent and his assistants, in coming to a conclusion concerning the principal's efficiency. In fact, contact with the principal or his work underlies every item in both tables with the exception of those two which have to do with professional training. A reading of Table I also shows that respondents did not differentiate between the manner in which a principal's work is evaluated, and the points upon which this evaluation was made. The matter is not of great importance, however. What does seem of consequence is the subjective element in the criteria being used. What is "general fitness" of the principal? Is "general impression" a sound basis of appraisal?

The faith which school systems evidently place in visitation brings forth numerous questions to which answers should be sought. A few such questions requiring further research are: How many visits to a building are necessary for the purpose of adequately evaluating the work being done? What is the minimum number of members of the administrative and supervisory staff

which should visit a school in order to adequately evaluate the efficiency of the principal? Is there an optimum length of time for such visits? Is a number of visits by a single person to be preferred to a single visit by a number of persons? Shall such visits be chiefly inspectional, or shall they be supervisory in character? If such visits are to be supervisory, how can they be planned to provide the greatest amount of assistance to the principal?

With numerous obstacles standing in the way of adequate appraisal of the principal's work—the changing conception of the principalship, the multiplicity of duties performed, the lack of sufficient personnel in the average administrative office, and the problem of evaluating that which has been measured—the fact remains that informal judgments must necessarily be made at frequent intervals. The writer proposes, as a partial solution of the problem, the setting up of standards, formulated to outline clearly the school system's philosophy of the elementary-school principalship. An expression of this philosophy would serve the principal in several ways: It should set goals toward which he may work; it may well reflect progressive practises in the principalship which will stimulate him to render better service; it should be useful as a measuring stick with which he may appraise his own work; and it should enable principals of a given administrative area to work with a unity of purpose. Such an evaluation sheet is a supervisory possibility which most school systems have overlooked.

Are you planning to be at the St. Louis convention? Is your club sending a representative? Drop a postal to headquarters and let us know your plans, the name of the club's representative, and where you will be staying.

COOPERATING PRINCIPALS GROUPS IN CHICAGO

CLAUDE L. WILLIAMS

Principal, Wentworth Practice School
Chicago, Illinois



FOR the purpose of mutual help with problems of administration and supervision, in the fall of 1934 Dr. William J. Bogan, superintendent

of Chicago schools, inaugurated a system of cooperating principals. Thru the aid of the four district superintendents of the city some ten or eleven principals in a compact geographical area were associated and a problem of common interest was agreed on. In this manner twenty-eight groups of principals were organized. Once a month meetings were held in some central place; in certain instances the groups met for lunch and later adjourned to a nearby school for purposes of work. Each group chose a chairman and a secretary. The afternoon was taken for consultation, for observation of teaching, for planning, for assembling data, for tabulating materials, for summarizing, and for evaluating progress from time to time.

Typical of the subjects followed thru-out the city were those chosen by groups in one district. Kindergarten-Primary Work, Composition in Middle and Upper Grades, Reading in Middle and Upper Grades, Diagnostic and Remedial Work in Reading, Integrated Handwork in Grades One to Six, Small

Group Preparation in Geography and History, Units of Science for Elementary Schools.

Since the group working on kindergarten-primary work were primarily interested in reading readiness, they administered standard tests in reading to the six-year-olds entering first grade; those falling below certain attainments were placed in a special group, either in a separate room or in a regular room of first-grade children. These classes were given an enriched program similar to kindergarten work; excursions, games, conversations, dramatizations, rhythms, cooperative tasks of the widest range were employed to give the children social adaptation, language ability, speech development, vocabulary growth, muscular coordination, and fuller apperceptive background of a direct and comprehensive nature in order to prepare them more fully for reading. The children were given experiences with books, and were exposed to other reading situations, but there was no effort to force them to read before they gave evidence that they were really ready.

A preliminary report of the progress made was given to the superintendent at the end of the year; but at the request of the group the experiment is continued during the school year 1935-36. Great hope is placed in the contribution of this project for the aid of the very difficult problem involved.

More than one group in the city

worked on integrated handwork. Dr. Bogan and his staff of superintendents were greatly interested in determining the types of handwork that should be introduced into the grades to provide for the deficiency created when the manual arts were eliminated from elementary grades as a part of the economy program. On brief notice at least two of these groups assembled samples of handwork showing coordination with other school subjects; these materials were assembled from a large number of schools and were placed on display in school gymnasiums in their respective districts for the inspiration and help of the teachers of the city. The work selected from kindergarten to eighth grade gave evidence of successful integration of subjectmatter in history, geography, English, science, music, reading, health, citizenship. The number of visitors at the exhibits was very unusual. The effect of the exhibits on the schools has been of permanent value; its influence was shown in the manual of coordinated handwork for the primary grades adopted by the board of education and published in recent months. The materials employed in the construction of the objects of the exhibit were most varied in nature, ranging from clay gathered from the prairie to the ubiquitous orange crate from the chain store. As a rule the material was inexpensive and often was supplied thru the industry of the children of the schools. Space in a State-Street department store was given later on to much of the choice material from the exhibits; here the general public had opportunity to observe it and thus form an idea of some of the work of the schools. An interesting feature came as a byproduct in a broadcast of features of the exhibit as observed and reported

over a well-known radio station by eighth-grade children of one of the schools.

One group working on science units suitable for the elementary grades brought together, thru means of a questionnaire, a large body of tested experiments suitable for the teacher, individual pupils, or groups of pupils, which will soon be available for the schools of Chicago.

The principals who worked in the field of diagnostic and remedial work in arithmetic employed a well-known test¹ to determine the nature of the disabilities of certain children of normal intelligence, but failing in arithmetic.

Approximately five children from each semester of grades four to eight were selected from the eleven schools engaged in the experiment. In addition to the eleven principals, the experiment involved one hundred and seven teachers and five hundred and sixteen children. The report of sixteen pages given at the end of the year fell into three parts, namely, a listing of errors under the classifications used by the authors, a recording of some thirty unusual and erratic errors, and the comment from the teachers and principals who had participated in the experiment.

In the report given, the committee raised a number of questions which they thought worthy of further study. Among the questions were the following:

Have we started the teaching of abstract numbers too early in the experience of the child? Have we approached the matter of arithmetic in the wrong manner for certain children? Has the number of problem cases in arithmetic been the result of wrong pedagogical procedure? Have we made sufficient

¹ Chart for Fundamental Processes in Arithmetic, G. T. Buswell and Lenore John, Public School Publishing Co., Bloomington, Ill.

allowance for individual differences? Can we account for the difficulties by the fact that the children came from other school systems with different procedures and standards? Do we need provision for more remedial work? Should the remedial teaching be done by a regular classroom teacher or by someone especially trained for this service? Should there be laid down more definite procedure for the teaching of arithmetic?

At the October 1935 meeting of all principals of the city, Superintendent Bogan gave opportunity for one chairman from each of the four districts to report on the cooperative work of the preceding year.

One of the reports gave account of the work of small groups of students engaged in special projects. This type of procedure has gained great headway during the administration of Assistant Superintendent James McDade.

A very excellent report came from the chairman of a group which had made a study of English composition. The entire study of this group gave evidence of painstaking scholarship; the part dealing with creative composition proved especially helpful and suggestive. One chairman told of the experiences of her fellow principals in visiting primary classrooms and conferring on the teaching found there; thru carefully planned visits these principals had acquired much information concerning the technic of teaching the fundamental subjects in the lower grades. The fourth account dealt with diagnostic and remedial work in arithmetic described above.

A general survey of the work of the cooperative groups gives proof of great dividends to the schools of Chicago. The conferences have been the means of developing new technics, devices, and procedures; they have given opportunity for extending and making more

universal many excellent ideas already working in certain schools of the city. The findings of this group study have strengthened the confidence of principals and teachers alike in their ability to make contributions to a forward looking program of education. The group work has served to bring about a much better understanding of the problems found in the different districts of the city, with all the variety of social, economic, and racial perplexities which characterize those districts. From this must come a more tolerant and sympathetic attitude on the part of school people.

The plan of Dr. Bogan has received the acclaim of principals, teachers, and patrons. Continuance of group meetings is proceeding this year with increased confidence and enthusiasm. A feature of the program is that the groups are not fixed or static; principals have the privilege of changing from year to year in order to form new contacts and to come into new and varied experiences. In this manner the individuals have the fullest opportunity for growth and development.

A RESPONSIBILITY

The elementary-school principals of this generation are pioneers. They have it in their power to make the elementary principalship the leading force in the community—a position of purpose and power, respected by the community and delightful to occupy. They hold the key position in our educational planning. They hold the prime responsibility of starting our boys and girls on the right path of life.—Joy ELMER MORGAN.

MORE MEMBERSHIP COOPERATION— MORE MEMBERSHIP DIVIDENDS

EVA G. PINKSTON

THE Department of Elementary School Principals is one of the largest departments of the parent organization, and the dividends which each receives are a yearbook, five bulletins, and services. Thru marvelous cooperation and untiring efforts, the Enrolment Chairmen have placed our membership figures on January 1, 1936, at 399 more than we had on the same date a year ago. Since our last issue of the bulletin, the following cities have become 100 percent in membership: **Bristol, Va.; Charlottesville, Va.; El Reno, Okla.; and Evanston, Ill.** Even with this splendid lead all of us will have to put our shoulders to the wheel and push hard if we reach the goal President Harley W. Lyon has set for us.

When those few struggling weavers of the town of Rockdale, England, banded together in 1844 to form a buying society, they established the first principles of economic cooperation. It is on these same basic principles, modernized and changed to fit the needs of American educational standards and ideals, that your Department is founded.

Thousands of our members have understood and appreciated the enthusiasm and huge amount of work done by that fine group of men and women who organized this Department, and they have appreciated others who have taken up the "flaming sword of Flanders Field" as it has been tossed to them. We have many of that original group of members with us today. They have supported the Department faithfully in all its activities. Too many others

have neglected their opportunities and failed to realize the importance of cooperation.

Cooperation Counts—The value of membership does not mean just the visible returns received (as yearbooks and bulletins). The true value of your membership is the amount of your cooperation. Its power and the returns you receive are dependent entirely upon the extent of your determination to increase the number of members in your city, county, district, and state. Just because you have sent us your \$3 do not feel that you have completed the transaction. Each member is helping to carry the load of his fellow worker who has not yet seen the value of organized effort. This Department is your clearinghouse, and as our membership increases your advantages increase. We have asked each of you to get just *one* member and we trust that we may have cooperation from all. We sent out an inquiry sheet to our Enrolment Chairmen, and to the question, "What reasons do principals give for not joining?" you would be surprised how many answered "Indifferent," "Don't care," "Can't be bothered." These people would care or be bothered if they were in the position of one principal who acted unwisely and was dismissed from a certain school system. We had often invited him to join this Department, but he "couldn't be bothered." When he was let out he wrote us a very urgent letter asking us to take up his case.

Your Support Needed—The success of the Department and the amount of

service to the members depend entirely upon the support and cooperation received from you and all our other members. Before 1931, headquarters had only *one* person to take care of the requests of our members. Today there are four of us busy all the time trying to help you with your problems.

The figures obtained from the Research Division Salary Tabulation Charts, giving the distribution of elementary principals by city size in 1933, show that there are 5019 teaching principals, 6408 supervising principals, and 1348 vice (or assistant) principals. These figures make a total of 12,775. Of this number, 3041 were members and 116 were life members of this Department on January 1, 1936. Why not help us get the 9618 who are not members to join, then we can give all of you more assistance. This Department should be sending you a bulletin once a month, as well as a report on the research studies made of subjects pertaining to the elementary field. This can be done when the exchequer tells us that we have a larger balance.

When a Member Meets a Friend—

Cynics say a man is lucky if he has one real friend to count on in time of trouble. They must be wrong, but whether you have one friend or many they should all be members of the Department. "One member tells another," is the way.

If you happen to be one of those people who hesitates to make any recommendations to your friends, do not deprive them of membership on that account, but send us their names and addresses, and leave the rest to us. Another member means a stronger Department to work for you.

Enrolment Chairmen — Since December, we have received the names of the following Enrolment Chairmen:

ALABAMA

City Chairmen—E. L. Patrick, Cullman; H. T. Grace, Enterprise; and Fred J. Ballenger, Lanett.

FLORIDA

County Chairmen—Mrs. Marie M. Mott, Jacksonville; Mabel M. Kelso, St. Petersburg.

INDIANA

City Chairman—Gertrude Buscher, Indianapolis.

MONTANA

State Chairman — Katherine Anderson, Great Falls.

NEW YORK

City Chairmen—Florence Quirk, Batavia; Mina C. Busenberg, Dunkirk.

NORTH CAROLINA

County Chairman—D. O. Rudisill, Creswell.

OKLAHOMA

City Chairmen—F. F. Andrews, Anadarko; Geo. W. Coffman, Ardmore; Mabel Renfer, Bartlesville; J. M. Smith, Frederick; A. J. Smith, Shawnee; Theodore H. Harvey, Vinita.

SOUTH CAROLINA

City Chairman—J. B. Weston, Jr., Florence.

County Chairman — Mrs. John Scott, Jonesville.

TEXAS

City Chairmen—Margaret Reilly, Austin; Mildred McGhee, Borger; Beatrice Stoterfoht, Corpus Christi; Warren R. Jackson, Donna; and L. R. Herring, Tyler.

WISCONSIN

City Chairmen—Edna E. Mumm, Beloit; Ruth M. Dougherty, Eau Claire; Abbie A. Atwood, Janesville; Hannah C. McConville, LaCrosse; Emily R. Parsons, Madison; Lydia S. Osterberg, Manitowoc; Jessie Parrott, Merrill; Harley J. Powell, Mount Horeb; Nellie K. Hubbard, Neenah; William E. Nichols, Oshkosh; Margaret M. Best, Port Washington; Frank S. McCall, Racine; Elizabeth R. McCormick, Superior; Amber McCabe, Waukesha; Virgie M. Howard, Wauwatosa; Patricia Hoole, West Allis.

IF

(With apologies to Kipling)

(Written and read by Jessie P. Miller, county superintendent, Manatee County, Bradenton, Florida, at the Elementary Principals' Banquet, State F.E.A., Orlando, January 3, 1936.)

If you can hold your job when folks about
you

Are losing theirs and hope you'll lose yours
too

If you can make your garments like the
Hindu

Or wear the ones you've had since 32

If you can wait for every single warrant
Long past the time you know it should be
due

And simply make another loan abhorrent
Without a way to pay it back, in view.

If you can sing, cut hair, make funny
speeches

Take scrip for pay, then forget your loss

Take on in tow the usual public leeches
And love your superintendent, he's your
boss

If you can coach, preside at convocations
So students won't play hooky if they could
Replace the janitors on their vacations
Sweep, scrub, build fires and even cut the
wood.

If you can wipe your smallest children's
noses

When temperature is getting awfully low
When teaching school's to you a bed of
roses

And happiness to bandage every toe
When family feuds are brought to you to
settle

And local civic needs, your daily food
When squabbly teachers prove your very
mettle

It matters not how happy is your mood.

If you can gain the love of all your teachers
Get each "Old Maid" a lovin' handsome
beau

If you can please the many parent creatures
By posting them, when, where and why
you go.

If you'll attend their every service luncheon

Abide by what the schoolboard members
say

E'en tho you feel like givin' them a
punchin'

You'll have the upper hand of them some
day.

If you have spent at least five thousand
dollars

In preparation for the job you hold
Teach Latin, German to your high-school
scholars

Converse with folks in French and knock
'em cold.

If you are willing every single second
To spend in service thanklessly received
You'll find the job is more than you have
reckoned

And teaching school is not what you be-
lieved.

If time for teachers meetings makes you
"holler"

Because you've neither shoes nor clothes to
wear

If finding you have spent your last lone
dollar

Your Ford is twelve years old and needs a
spare

If you can place the patches so they're
hidden

Shine up your shoes and make them look
brand new

Persuade the bank to loosen as it's bidden
And give it back a healthy I.O.U.

If you can smile when inside you are crying
If you can grin when you had rather cuss
If you can spend your evenings without
lying

To parents, when they come to raise a fuss
If you can please five hundred doting
mamas

With every second's time in one life piled
The job is yours and what there is that's
in it

And you will be a *principal*, my child,

INTERESTING NEWS ITEMS

★ President Harley W. Lyon believes in practising a public relations program for the schools. He has been active in service club work for a number of years. He has been president of his local club, district governor, international director, and is now international vicepresident of "Round Table, International." He is also an honorary member of the International Association of Civic Service Club Officers.

★ Ira M. Kline, second vicepresident, Department of Elementary School Principals and principal of Greenburgh No. 8 Schools, White Plains, New York, has just been elected to the National Vicepresidency of Phi Delta Kappa Fraternity.

★ Word has come to headquarters that Cassie F. Roys, past president of the Department, and now serving as member of the Executive Committee, is ill in the Methodist Hospital, Omaha, Nebraska. We are glad that she is improving rapidly and will soon be up and about.

★ We have just learned that Margaret C. Mackintosh, formerly a vicepresident of the Department of Elementary School Principals, and principal of School 140, Brooklyn, N. Y., has been elected president of the New York branch of Administrative Women in Education.

★ The Florida Education Association held its Golden Jubilee meeting, January 2, 3 and 4, 1936, at Orlando. Mrs. Elizabeth Cone, as president, arranged the program, and had charge of the meetings. Mrs. Melissa Stafford, principal, Concord Park School, Orlando, was the local chairman.

Mrs. Cone merits commendation for

the splendid way in which she conducted the afternoon group meeting and the pleasing way in which she made everyone enjoy the banquet. Both affairs were held at the Orange Court Hotel.

Mrs. Stafford and her hospitality committee of Orlando principals made everyone feel at home the minute they entered the city. Table decorations for the banquet were unique. Since this was their Golden Jubilee, they used the ship of state to mark the places for each guest.

★ Frank M. Foulks, State Enrolment Chairman for Florida, has been ill with pneumonia. Word comes that he is beginning to feel fine again.

★ We are indebted to Ella B. Money, principal, Landon School, Cleveland, and secretary of the Principals Club, for sending us a copy of the November issue of *Timely Topics*, the bulletin published by the Cleveland Principals Club. We are indeed delighted to have a copy of this splendid piece of work, and to know the fine things which this principals club is doing.

★ The program committee of the Pittsburgh Principals Club arranged five meetings for the year 1935-36. Those to take place in the near future are:

February, 1936—This meeting is to deal with the social side of their work. They will have their annual Lincoln Day Dinner, when Rabbi Silver of Cleveland will be the guest speaker. For this occasion they will invite educators of their district outside of their own Club.

March, 1936—Community-civic relations will be stressed at the meeting.

May, 1936—The administrative phase of their work will be presented by their own superintendent, Ben G. Graham, at a get-together luncheon. A musical program is provided for each meeting.

The Pittsburgh Principals Club has prepared a pocket-size yearbook. This little book keeps the principals informed as to the time and type of meeting and the names of members of committees to whom various matters should be referred from time to time.

★ The forty-third annual convention of the Association for Childhood Education will be held in New York City, April 28-May 2, 1936, with headquarters at the Pennsylvania Hotel. For further information write to its executive secretary, Mary Leeper, 1201 Sixteenth Street, N. W., Washington, D. C.

★ We invite you to send in the names of the newly elected officers of your principals group. This is not only valuable information for our records, but it gives us an opportunity to give publicity to your group. We are listing below the names of officers of clubs, which have been sent to headquarters within the last few weeks, and we wish to congratulate these people on having been chosen for this position, and on the splendid work which their organizations have done. We wish a continuation of their remarkable success.

Elementary Principals and Supervisors of Texas: president, Elsie B. Jordt, San Antonio; vicepresident, J. W. Lyle, Houston; secretary, Byron England, Abilene.

Florida Elementary Principals Association: president, Mabel Kelso, Tampa; vicepresident, Annie Housh, Jacksonville; corresponding secretary, Anne Hartmann, Tampa; secretary, Ernest W. Cason, Winter Park.

Pittsburgh Principals Club: president, Edith E. Williamson; vicepresident, H. P. Roberts; secretary, Irene Thompson; treasurer, Joseph A. Schar-tung.

Cleveland Principals Club: president, Alice Hanthorn; vicepresident, Agnes Ziska; treasurer, Mary Hanrahan; secretary, Ella B. Money.

Indiana Principals Club: president, Delver Carder, Indianapolis; vicepresident, Marguerite Smith, Cates; secretary, C. E. Sunthimer, Indianapolis.

Elementary Principals Section of the Minnesota Education Association: president, Mary J. Horrigan, St. Paul; secretary, Albert S. Murray, St. Paul.

Oregon Elementary Principals: chairman, Chas. H. Boyd, Portland; vicechairman, C. H. Good, Eugene; secretary-treasurer, C. E. Ferguson, Portland.

Elementary School Principals in Jacksonville Fla.: president, Mrs. Lola M. Culver; first vicepresident, C. A. McCully; second vicepresident, J. C. Fulford; third vicepresident, Annie Beaman; fourth vicepresident, Mrs. Belle Kenniston; secretary, Mrs. Edith Norris; treasurer, Mrs. Annie Housh.

Socorro County, New Mexico, Principals: president, John J. Montoya, Polvadera School; vicepresident, Boleslo Garcia; secretary, Mrs. Marie Brazil; treasurer, Ben Gallegos.

★ The Executive Council of the P.S.E.A. approved, at the convention in Harrisburg during the Christmas holidays, the petition to advance the elementary principals section to the status of a full department in the P.S.E.A. The house of delegates at the 1935 convention amended the constitution of the P.S.E.A. to establish a department of elementary principals. This information was sent in by William J. Laramy, principal, Oakmont School, Upper Darby, Pennsylvania. The officers for this newly established depart-

ment are: president, Samuel Berman, Philadelphia; vicepresident, William J. Laramy, Haverford Township, Delaware County; secretary, E. A. Dimmick, Pittsburgh.

★ S. B. Nissen has called our attention to the fact that we did not list the newly elected officers of the South Dakota School Principals and Supervisors Round Table for 1936 in the December issue of the bulletin. We are glad to be corrected on this and are listing below the officers as they are for this year:

President, Thora Sanger, Mitchell; vicepresident, Mabel E. Cummings, Rapid City; secretary, Mabel Venoss, Sioux Falls.

★ M. P. Watts, Worley School, Canton, Ohio, has been kind enough to send us a copy of the program of the Canton Principals Club for 1935-36. Their keynote is: A Program for Better Health. The meetings which are to take place in the near future are:

March—"Better Mental Health" by Karl H. Berns and Fanny Ditto.

May—"Better Health Education" by John D. O'Brien.

The following have been elected as officers for the year: president, Charles S. Miller; secretary-treasurer, Myrtle Sidle; vicepresident, C. E. Lowe; corresponding secretary, Esther Karp; executive board, the officers, M. P. Watts, Vernon Gruber, and Carl Meyer.

★ "Our American Schools," broadcast since last September on the WEAf network of the National Broadcasting Company every Wednesday at 7:30 p.m., Eastern Standard Time, will go on the air the same day at 7:45 p.m., beginning January 29. The time for the program "Our American Schools" will extend the audience, particularly in the West and South. The Saturday

morning program will continue as usual at 11 o'clock, Eastern Standard Time, under the direction of Florence Hale. If the NBC station which serves your community is not broadcasting these programs, the revised schedule will give them an opportunity to do so. A postcard addressed by you to the manager of the station will call this to his attention.

Below are listed the programs for the near future, 7:45-8:00 p. m.:

January 29—PEDAGOGS AND PURSE STRINGS—The economic status of the teacher and ways to improve it.

February 5—SCHOOLS AND TAXES—What the school offers for the tax dollar; budgeting for the school in the future.

February 12—EQUALITY OF EDUCATIONAL OPPORTUNITY—The need for federal aid to schools; history of the movement; social mobility, the school, and the citizen.

February 19 — UNCLE SAM AND HIS NEPHEW'S SCHOOL—The provisions of the federal aid bill before Congress.

February 26 — SCHOOL LEADERS AT ST. LOUIS—Reports of the sixty-sixth annual convention of the Department of Superintendence.

AN IMPORTANT COMMITTEE

Headquarters is indebted to Thomas E. Pierce, director, elementary education, Big Spring, Texas, for the information that a group interested in the problems of elementary education in Texas met Saturday, November 9, 4 p.m., to discuss:

1. The creation within the State Department of Education of a department of elementary education. This department is to serve as a clearing-house for the solution of problems arising in the elementary field.

2. The certification of the elementary-school staff.

INTERESTING BOOKS

Elements of Practical Arithmetic, by Clyde O. Thompson, associate principal, Mount Vernon High School, and supervisor of commercial education, Mount Vernon, N. Y., contains an intensive, comparatively simple treatment of arithmetic essentials for students in early high-school grades. It is written in clear, interesting, easy-to-understand language, and is especially recommended for schools or institutions offering business training. The author feels that actual practice is the basis of the problems in elements of practical arithmetic. He has clearly explained and illustrated each procedure, and has followed each explanation and illustration with exercises in applying each principle. More information can be obtained concerning this book by writing to Prentice-Hall Inc., 70 Fifth Avenue, New York.

★ ★ ★

A book, which would be of great value to the elementary schools of Florida is *History of Florida* by Margaret Carrick Fairlie, principal of Norwood School, Jacksonville, Florida. These stories were written to supply a great need and an insistent demand for authentic, historic facts in story form suitable for use in the elementary grades of the Florida schools. This material was selected and compiled with great care, much of it from original sources. It was written for children with their limitations in mind and was tried out in their classrooms. The vocabulary is suited to their years and understanding. This book may be used as supplementary reading to correlate history with English. The author's aims have been:

1. To show the relation of the discovery of Florida to earlier history of other peoples and countries.
2. To teach certain facts of Florida history.
3. To make these facts interesting and pleasing.
4. To provide for a steady growth in comprehension, skills, and an increased vocabulary during the year's work.
5. To create in the hearts of the pupils a love for their state and an appreciation of its worth and beauty.
6. To arouse a desire to do something to

make their state better and more beautiful because they have lived in it.

★ ★ ★

Have you seen *A Student's Textbook in the History of Education* by Stephen Dugan, director of the Institute of International Education, D. Appleton - Century Company, New York? This book is intended to be of practical assistance to the teacher in giving him a better understanding of presentday problems in education. A series of questions and of topics for study has been put at the end of each chapter. Illustrations, where they have served to elucidate the text, have been inserted. This history of education emphasizes modern education without slighting any other period. The author is most anxious that the book should impress upon the general reader the conviction that educating its citizens is the most important function of the state, and upon the prospective teacher the conviction that he is destined to engage in the noblest of professions.

★ ★ ★

Principals and teachers of the elementary school, who are interested in plays, will find a wealth of material in *Let's Pretend*, a portfolio of plays with songs for children, C. H. Congdon, 508 West 26th Street, New York. This unique little folder contains seven captivating plays by Susanna Myers and twenty-nine charming songs from the *Congdon Music Primer* arranged for piano by Harvey Officer.

These plays-with-songs are designed to follow the free play of young children in kindergarten and lead to the more elaborate dramatics of older classes. They are intended chiefly for informal use in the classroom, with no burdensome rehearsals. Teachers will find the plays useful as supplementary readers. The assignment of characters greatly adds to the zest of the lessons in sight-reading.

The piano arrangements of the songs in these plays are for the use of pupils as well as of teachers. They are simple enough for very young pianists to play with ease and satisfaction, and at the same time musically interesting and harmonically adequate.

You will find these plays-with-songs helpful as well as interesting.

RECENT YEARBOOKS OF THE DEPARTMENT

AIDS TO TEACHING IN THE ELEMENTARY SCHOOL

Thirteenth Yearbook—1934

416 pages

Price \$2

CONTENTS IN BRIEF

Aids in Modern Education.
Organization for the Use of Aids.
Pictorial and Graphic Aids.
Object Materials.
Excursions and Field Trips.
Slides, Still Films, and Opaque Projection.

Silent and Sound Motion Pictures.
Duplicating Machines and Typewriters.
Radio and Sound Equipment.
Summary of Research.
Sources of Aids.

SOCIALIZING EXPERIENCES IN THE ELEMENTARY SCHOOL

Fourteenth Yearbook—1935

416 pages

Price \$2

This Fourteenth Yearbook deals with those types of school activities which often have been considered extracurricular, but which are now coming into their own as essential parts of the curriculum itself. While its major emphasis is on the socializing of children, the yearbook does not ignore the importance of subjectmatter learning.

CONTENTS IN BRIEF

Socialization as a Function of the
Elementary School.
Assemblies.
Plays and Pageants.
Red-Letter Days.
Music and Rhythms.
School Clubs.

Pupil Participation in School Management.
Socializing Opportunities in Physical
Education.
The Elementary-School Newspaper.
The Activity Program.
Cooperative Community Activities.

PERSONALITY ADJUSTMENT OF THE ELEMENTARY- SCHOOL CHILD

Fifteenth Yearbook—1936

This yearbook, now in preparation, will deal with important topics such as the nature and needs of the child; environmental factors influencing personality adjustment; discovering and treating maladjustments; personality adjustment of principals and teachers; a brief guide to sources of specialized assistance; and a summary of selected research studies bearing on the personality adjustment of children. The Editorial Committee in charge is composed of Samuel Berman, *chairman*, James R. Ludlow School, Philadelphia, Pa.; Bess Clement, Eliza Clark School, Clarksdale, Miss.; and Maude McBroom, University Elementary School, State University of Iowa, Iowa City, Iowa. Richard R. Foster, assistant director, Research Division of the National Education Association, is rendering editorial and research assistance.

HIGHEST HAPPINESS

“WE CAN only have the highest happiness, such as goes with being a great man, by having wide thoughts, and much feeling for the rest of the world as well as ourselves; and this sort of happiness often brings so much pain with it that we can only tell it from pain by its being what we would choose before everything else, because our souls see it is good.”

—George Eliot
