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# *The* NATIONAL ELEMENTARY **PRINCIPAL**

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS  
NATIONAL EDUCATION ASSOCIATION

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XVI, No. 2



# THE NATIONAL ELEMENTARY PRINCIPAL

## BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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

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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 the entrance to the beautiful and artistically arranged building of the National Geographic Society. This building can be seen from our headquarters' office in the Nation's Capital.

# The National Elementary Principal

Volume XVI, No. 2

December, 1936

## THE

DOROTHY DIX (Mrs. E. M. Gilmer), internationally known woman columnist, is honoring the Department by being the speaker at our banquet, St. Charles Hotel, New Orleans, Louisiana, February 22, 6 p.m. Of course you will be there.

## Greetings To You

May the joyful season find you glad at heart and as the years pass, may your interest in all human kind never wax nor wane.

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## SITUATION

PRESIDENT Edythe Brown has completed the plans for our program, Monday afternoon, February 22. The topic is to be "Building of a Better Citizenry Thru Recreational Activities." The New Orleans and Louisiana Principals are sponsoring the Tuesday program.

## AT A

AMY H. HINRICHS, local chairman for our New Orleans meeting and state enrolment chairman of D.E.S.P., with the help of her committee has arranged for our get-together breakfast to be at the La Louisiane on Monday, February 22, 7:30 a.m. Be sure to come.

## GLANCE

DEAN J. B. EDMONSON, and Dr. L. W. Keeler are fast completing the details for the Conference for those interested in Elementary Education, which is to be at the University of Michigan, Ann Arbor, July 5-16, 1937.



*St. Charles Hotel, New Orleans, Louisiana*

## OUR WINTER CONVENTION

February  
20-25

New Orleans,  
Louisiana

**Our Host City**—New Orleans, one of America's most interesting cities, is preparing many lavish en-

tertainments for us during convention week, February 20-25, 1937. We are to see its shrines, enjoy its hospitality, and learn its history. No other city in the United States is like it. It is old and new; it is ancient and modern; it is a city of business and pleasure; it is the Mississippi Valley's gateway to the world.

On Sunday evening, the spirit of the old South will be made manifest in this Crescent City, for the committee is preparing a Dixie Night program. On Wednesday morning the New Orleans' teachers are inviting convention visitors to assemble with them for a complimentary breakfast under the famous Duelling Oaks in treeful City Park.

On Thursday afternoon, convention guests will again be the recipients of true Southern hospitality, for the convention will close with the Parade of the Krewe of NOR, a spectacle of New Orleans romance, made up of children of the public and parochial schools and reproduced from the Mardi Gras carnival. Make your plans now to join us in these festivities and sights.

**Our Meetings.** President Edythe Brown is rapidly completing arrangements for wonderful meetings for the Department of Elementary School Principals. She has asked our local chairman, Amy H. Hinrichs, to make the final plans for our famous family gathering of members and their friends for breakfast at the La Louisiane, Monday morning, February 22, 7:30.

On Monday afternoon, the first session of our regular program will be held. The topic: "Building for a Better Citizenry Thru Recreational Activities," has been divided into:

1. Reading For Leisure In the New Age—Dr. William S. Gray, Chicago, Illinois.
2. Remedial Reading For A Better Citizenry—Dr. Margaret White, Cleveland, Ohio.
3. Sane Views of Sports and Their Uses in Elementary Schools—Dr. Thurman B. Rice, Indianapolis, Indiana.

The Tuesday afternoon program will be sponsored by the New Orleans and Louisiana principals. The completed program will appear in the February issue of *The National Elementary Principal*.

Arrangements have been made for the Visual Education Committee, to show pictures on Monday and Tuesday afternoons, for those interested in Visual Education. These films will represent the latest teaching procedures in elementary schools, and will be shown in the same building where our afternoon programs will be held. Eugene H. Herrington, principal, Alcott School, Denver, Colorado, and chairman of the Visual Education Committee, would appreciate hearing from every school which is interested in this procedure.

**Our Banquet**—The banquet of the Department of Elementary School Principals has become one of the outstanding features of the convention. Outstanding because the officials of the convention gather at our banquet board and do us honor by attending, and at no one time nor place will there be more dignitaries assembled. Another reason why our banquet at New Orleans will be one of the main features of the week is that Dorothy Dix, Mrs. E. M. Gilmer, of international fame will be our guest speaker. She will tell us about "The Experiences of a Woman Columnist." There is no one in the United States who is living a richer or fuller life, who is helping humanity by giving such wholesome advice or who is appreciated more at all times for her true womanliness and gentleness, than is Dorothy Dix. Look at the picture below and you will soon say as has every other person, when told that Dorothy Dix would be the honor guest at the banquet of the Department of Elementary School Principals, Monday, February 22, St. Charles Hotel, 6 p.m., that "I'll be there." We invite you to come and bring your friends. We appreciate the honor she has bestowed upon us by accepting our invitation to be our guest.



*Dorothy Dix, internationally known woman columnist, who will be the speaker at our banquet, St. Charles Hotel, New Orleans, February 22, 1937.*

## The Status and Work of Elementary-School Principals Under the District Superintendents in New York State

Reinald M. Stinebrickner, principal, West Hempstead, N. Y.



R. M. Stinebrickner

(EDITOR'S NOTE: We are publishing portions of Mr. Stinebrickner's thesis presented in June, 1936, to the faculty of the New York State College for Teachers in partial fulfillment of the requirements for the degree of Master of Science in Education. I am indeed sorry that lack of space and money make it impossible for us to publish it in its entirety. It is an outstanding contribution to those who work in this field. Mr. Stinebrickner has given much helpful information and he has noted many comparisons of statistics from other states. I hope this article will encourage you to make a similar study of your state.)

There are several evidences since 1920 that indicate how the elementary-school principalship has gained important recognition, not only in New York State, but thruout the nation. In 1921, the Department of Elementary School Principals of the National Education Association had its beginning. In 1930, the New York State Association of Elementary Principals was formed.

A survey of 815 elementary-school principals in cities and villages of New York State was made in 1927 by W. W. Coxe for the University of the State of New York. There remained a group of 274 elementary-school principals under district superintendents which had never been studied. On March 5, 1935, questionnaires were sent to these principals as listed in the directory of Elementary School Principals of New York State, 1934-35. Before July 1, 1935, returns were received from 202 principals representing 74.5 percent of the possible 271. These returns came from 81 supervisory districts of New York State.

The information presented has been intended for use by principals, superintendents, college professors, educators, and by the University of the State of New York, in order to improve the elementary-school principalship in districts under district superintendents of New York State.

**The Importance of the Elementary-School Principalship.** "The elementary-school principalship of the future will be the key position in the supervision of elementary schools. To adequately fill the position, the principal must know elementary education. He must be a student imbued with the spirit of scientific inquiry in the continuous study of the problem of his schools."<sup>1</sup>

As the elementary-school principal is the key in the supervision of the elementary school, the elementary school is the "key to the whole educational structure." No school will rise above the standard set by its principal. Therefore, it is important that the principal should be a leader of fine personality and professional spirit in order that a high standard will be set for his institution.

In 1927, 26 percent of elementary-school principals in cities and villages of New York State had never attended either college, normal school or city training school and 29 percent had never graduated from anyone of these three institutions.

<sup>1</sup>J. Cayce Morrison, *The Principal and Supervision*, Department of Elementary School Principals, Tenth Yearbook (April, 1931, p. 219).

Of 184 principals, 110 had never taken any extension or summer school courses, 39 were not even high school graduates.

If the same thing prevails in districts under district superintendents in New York State, is it right to continue to leave the elementary-school principalship in the hands of those who are not as well trained as most of the teachers of elementary grades? Elementary-school principals have greater responsibilities than teachers, and their qualifications should be better.

"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 boys and girls on the right path of life."<sup>1</sup>

It is important, then, that it be known, whether the elementary-school principalships under district superintendents of New York State differ from those in cities and villages of New York State and thruout the nation.

This study attempts to bring out comparisons and contrasts among the various elementary-school principals, their preparation, length and kind of experience, age, marital status, sex, salary, number of teachers and pupils, supervision policies and professional interests, etc.

Other relationships which enter in are:

What is the principal's attitude toward supervision? Is there enough of it? How does he use it in relation to his teachers and superiors?

Is the principal a community leader? Does he attend the majority of social, civic, and school functions? Does he inspire an attitude of leadership on the part of his teachers and pupils by means of auditorium periods, student activities, and membership in professional organizations?

What is the principal's relation with the district superintendent and board of education? Does he expect to continue to remain an elementary-school principal? If not, what reasons would he have for leaving the elementary-school principalship?

How do the number of pupils in grades and kindergarten compare with ideal numbers given by principals?

Do the principals with degrees receive the higher salaries and have the ideal number of pupils and teachers to deal with?

How does the work of teaching and supervising principals differ in regard to supervision, administration, teaching, clerical and other duties?

The importance of knowing the answers to these and to other questions cannot be overlooked. Some conditions are unsatisfactory. Maybe, some of them can be improved if the conditions are better known.

**The Kinds of Elementary-School Principalships under District Superintendents in New York State.** Elementary-school principals under district superintendents are usually thought of as supervising and teaching. In actual practise, there is no clear cut distinction in the official titles of heads of schools. For the purpose of comparison, in this report, a "supervising principal" is one who devotes at least 50 percent of his time to administrative, supervisory and other duties outside of his regular teaching. The remaining heads of schools are listed as "teaching principals."

Morrison states that 178 elementary-school principals in supervisory districts teach on the average three or more clock hours daily, 49 have no regularly assigned teaching duties and 34 have regularly assigned teaching duties averaging less than three hours

<sup>1</sup>Joy Elmer Morgan, "A Responsibility." *The National Elementary Principal*, Bulletin of the Elementary School Principals, National Education Association, Vol. XV, No. 3, February, 1936, p. 119.

daily. By combining the last two types of principals, it is found that 83 would be termed "supervising principals" according to the classification used in this report.

No definite relationship between the supervising principal and the number of buildings under his supervision can be found. From the 39 principals who supervise in more than one building, 23 are not called supervising principals. Taking into consideration the total number of principals studied, 163 or 80.6 percent have but one building, 31 or 15.3 percent have two buildings, four have three buildings, one has four and one five buildings, one is centralized with ten buildings, and one has two buildings with eleven branch schools.

The median elementary school under a supervising principal in the United States study enrolled 632.32 pupils. The median elementary school under a teaching principal enrolled 287.70 pupils.

In 1926-27, a median of 14 teachers was found in elementary schools in cities and villages of New York State. Morrison reported a median of 12 teachers for elementary schools in Ohio cities and exempted villages. In New Mexico, there was a median of 5.5 teachers in elementary schools. The Michigan study of 68 percent of the city schools participating, showed a median of 18 teachers. The range in number of teachers in Arkansas was from 3 to 15 in 1930 for elementary schools. The median was 5.3 teachers. The median for cities in the United States under 5000 population has been reported as 8.7 teachers.

Morrison reported that there were 32 schools in supervisory districts having kindergarten instruction in 1934-35. The supervising principals in this study reported that the median number of pupils in a kindergarten class was 21.9 where there was but one kindergarten class in the district. There were 14 pupils in the smallest class and 32 in the largest class. In the districts having two or three kindergartens, the median number of pupils in one class was 25.3. The smallest class in this group had 12 pupils and the largest 37. The reports of teaching principals were not tabulated because some of them did not distinguish between kindergarten and primary instruction.

The median supervising principal has 354 elementary-school pupils and 15 teachers under his supervision. There is a median of 88 high school pupils in his district who commute daily or weekly to an outside high school. The problem of too few high school pupils for constructing a high school building is seen. Also, the size of such a high school would not permit a high caliber of extra class activities and special work as is done in large high schools.

In the median teaching principalship there are 128 elementary-school pupils, 5.2 teachers and 35 high school pupils. This problem is even more difficult to improve because of smaller numbers.

Over half or 64.8 percent of elementary-school principals in supervisory districts are men. However, 22 percent of the total number of elementary-school principals are women and also have all women teachers under their supervision. The findings of various studies show that usually there are more women elementary-school principals than men except in rural areas.

**Educational Preparation of Elementary-School Principals.** It has been generally agreed upon that college training is one of the best measures for professionalizing the elementary-school principalship. The equivalent considered for one year of college was either teachers' training class or one year of normal school; for two years of college, two years of normal school; for three years of college, three years of normal school; for four years of college, graduation from state teachers' college or technical school. One year graduate school represents any type of masters degree. One principal had A.M., B.M., M.Pd., and Ph.D. degrees. He was placed in the graduate school group with three or more years credit above high school. Whether the colleges were state or privately supported, in or outside of New York State, was not considered.

The trend for supervising principals is toward 5 years of college training beyond the high school and for teaching principals graduation from 4 years of college work. The median supervising principal reported 4.0 years of college training beyond the high school when entering their principalships. This median was raised to 4.6 years at the time when this survey was taken. The median teaching principal's college training was raised from 3.0 years to 3.5 years beyond the high school while in the principalship.

The percent of the supervising principals holding degrees was raised from 40.4 percent when entering their principalships to 63.7 percent when the survey was taken. The teaching principals raised the number of degrees from 18.4 to 31.2 percent.

One-half of the teaching principals and 55 percent of the supervising principals have attended summer sessions within the three years before the survey was taken. For the year previous to survey, a greater percent had taken summer sessions than extension courses. If the percentage back to 1933 was considered, it is found that extension courses are backed by a greater percentage cumulation.

Elementary schools of ten or more teachers must have a principal with a provisional or permanent elementary-school principal's certificate.

**Experience of Elementary-School Principals.** There is a fallacy to the proverb, "Practise makes perfect." It should be "The right kind of practise makes perfect." When it is applied to educational experience, it becomes, "The right kind of experience makes perfect."

The supervising principals under district superintendents in New York State have been in public school work from 3 to 48 years with a median teaching experience of 16.54 years; the teaching principals have been in public school work from 2 to 48 years with a median teaching experience of 12.18 years. These medians are low in comparison with medians of experience of elementary-school principals found in other studies.

There were 41 or 53.2 percent of the supervising principals and 63 or 50.4 percent of the teaching principals who had elementary-school teaching experience before becoming principals; 30 or 38.9 percent of the supervising principals and 83 or 66.4 percent of the teaching principals had rural-school teaching experience; and 34 or 44.2 percent of the supervising principals and 31 or 24.8 percent of the teaching principals had experience as an elementary-school principal before coming into the present principalship. There is evidence that most elementary-school principals have had some type of elementary-school teaching experience before coming to their present principalships.

The median elementary-school principal with a degree has had less teaching experience than the median principal without a degree. The median supervising principal with a degree has had 13.5 years of experience; without a degree, 22.8 years. The median teaching principal with a degree has had 8.5 years of teaching experience; without a degree, 14.6 years. Similarly, the principals with degrees have had less experience as principals than those without degrees; and the principals with degrees have been in present principalships for less time than those without degrees. These facts show that the younger elementary-school principals are feeling a need for advancement and for ever-growing enthusiasm to improve

their positions or else that school trustees and school boards have recently been inclined to favor better educated people for their principals. They are attempting to work toward the top much faster than principals who started their careers in the last decade.

If the median elementary-school principalship in supervisory districts of New York State is to be a suitable life work, it will be necessary to offer greater incentives to young men and women who have degrees and still want to grow.

### A Special Summer Course For Elementary-School Principals and Teachers



L. W. KEELER

In response to a request from the officers of the Department of Elementary School Principals the School of Education of the University of Michigan will offer a special course in its 1937 Summer Session for those interested in elementary education. The course will be entitled *Current Study and Current Literature Relating to Elementary Education* and will be under the direction of Professor L. W. Keeler of the University staff. The instruction will be organized on a two weeks basis beginning Monday, July 5 and continuing thru Friday, July 16. Students will be allowed two hours of credit. The course is planned to take the full time of students for the two weeks period and is designed for those who

do not expect to carry other university work during the Summer Session. A tuition fee of \$15.00 has been approved by the University authorities.

The instruction will be organized in terms of important issues presented in recent yearbooks of the Department of Elementary School Principals.

In organizing the course Professor Keeler will be assisted by a number of special lecturers, some of whom will be selected from the regular staff of the University of Michigan, while others will be invited to come from other school systems and universities. Opportunity will be afforded for observing the work in the summer session of the University Elementary School. A well-equipped work room will be provided, and books, bulletins, and illustrative materials relating to elementary education will be made available. Those planning to elect the course will be urged to send to Professor Keeler any materials from their school systems that they believe would be of special interest to other students of elementary education.

The values of the proposed course are numerous. It will give a partial answer to the question, "How can one keep abreast of the newer developments in elementary education?" The difficulties of "keeping abreast" are recognized by all workers in the field. The Yearbooks of the Department are designed in part to answer this question. One of the reasons for using the Yearbooks as basic material in the course is to encourage the discussions of the findings and recommendations in terms of real school situations.

The 15th Yearbook, "Personality Adjustment of the Elementary School Child," contains many facts that are a challenge to every elementary-school

principal and teacher. In the course, emphasis will be placed on the modification of administrative practises and teaching procedures in terms of these findings. Similarly the 14th Yearbook, "Socializing Experiences in the Elementary School," deals with school activities, which often have been considered extra-curricular, but which are now coming to be considered as essential parts of the curriculum itself. In the course, the question of "How the traditional curriculum can be modified so as to provide for the new?" will be considered in terms of the perplexing problems faced by every elementary leader.

One of the major outcomes of the course will doubtless be an increased recognition; that the elementary-school principalship furnishes an unusual opportunity for creative leadership as well as unusual opportunity for contributing to the enrichment of the educational experiences of the children of the community. Those in attendance will be given an opportunity to exchange views with others engaged in similar tasks. There will also be an opportunity to acquire new friends and acquaintances.

Within a few weeks Professor Keeler will have available for distribution an outline of the proposed course, together with some account of the contributions of special lecturers. Further information may be secured by addressing a letter of inquiry to Professor L. W. Keeler, School of Education, University of Michigan, or Miss Eva G. Pinkston, Executive Secretary, Department of Elementary School Principals, 1201 Sixteenth St., N. W. Washington, D. C. Committee on Arrangements, Mrs. Edith B. Joynes, *chairman*, Mason A. Stratton, and Edythe J. Brown.

## One Way to Get Members



H. HAW and E. ANDREEN

Dr. Earl P. Andreen, supervising principal, Brooklyn School, San Diego, California, and Harry H. Haw, principal, Alice Birney School, San Diego, California, and state enrolment chairman, Department of Elementary School Principals, flew to the meeting of the Elementary Principals in Pomona, October 5. At this meeting they promoted the interests of the Department and gave such information which would be of help to those attending.

We at headquarters realize that time is precious and we know that we have three or four flying principals, and we wonder how many more use this method of transportation to the different principals' meetings.

Besides being principal of Alice Birney School, Mr. Haw is a pilot and Reserve Officer in the United States Army Aviation Corps. Dr. Andreen received his Ph.D. from Yale University last June, and is now teaching an extension course at the University of California. He has also been appointed Yearbook Editor for the Southern Section of the California Elementary Principals' Association.

## News About Membership

As we go to press with this issue of *The National Elementary Principal*, you can't imagine how happy we are to report the splendid work done by our State Enrolment Chairmen. Many of them made their selections of the District, County and City Enrolment Chairmen, in their state last spring, and because of this fine start let me say that today we have enrolled our 3000th member. This feat has never before been accomplished this early in the year. The State Chairmen have been unusually careful in the selection of their helpers. They have chosen people who are vitally interested in elementary education, who are anxious to see that those in charge of elementary schools are given the very best helps which are available in advancing the principalship, and who recognize that the correct stimulation to this worthy cause can be given *only* by cooperation and organization. **Watervliet, N. Y., and Detroit, Mich.,** have 100 percent enrolment. Miss Mary Walsh and Dr. Herman Brome, *chairmen*, sent us this news.

These groups of fine chairmen are canvassing their fields, they are telling each one they meet about the fine yearbook and bulletins of the Department, and they are also telling them of the fine helps which may be received from headquarters, by just asking. With such cooperation we are sure that our enrolment will reach the 5000 quota set by Harley W. Lyon last year, and which President Edythe Brown asked to be continued this year. Will each member help these chairmen reach this goal, by reminding their friends who have forgotten to send in their dues, to do so at once? We are delighted to report that to date we have 485 new members and 180 who have renewed their membership this year, after having been away from the fold for a year or so.

We give to these friends a most cordial welcome and invite them to let headquarters know when it may be of service.

Listed below are the names of the District, County and City Enrolment Chairmen as sent to us by the State Chairmen of the different states:

### Arizona

**County Chairmen**—Wesley D. Kirby Coolidge; Charles R. Johnson, Douglas; Lura Kinsey, Flagstaff; Aileen Martin, Globe; Van L. Sullivan, Mesa; Clementine Temple, Nogales; W. R. Sullivan, Palo Verde; Howard M. Soule, Phoenix; Harold G. Clark, Solomonville; O. S. Carlisle, Somerton; Julia C. Keen, Tucson; Willie McKinney, Winslow.

**City Chairmen**—Portia Morhouse, Phoenix; Mata E. Dexter, Prescott.

### California

**District Chairmen**—J. David Laird, Bakersfield; Erma Pivetti, Hollister; Mrs. Florence D. Mount, Los Angeles; F. B. Zimmerman, Oakland; Ray E. Dean, Sacramento; and Ray R. Wilson, Ukiah.

**County Chairmen**—Bernard V. Johnson, Alameda; C. A. Fyelling, Butte; Charles Schwoeur, Calaveras; Mrs. Ruth Edmonds, Colusa; Oliver C. Lawson, Contra Costa; A. B. Miller, Del Norte; John H. Palmer, El Dorado; Charles Carpenter, Fresno; H. R. Burt, Glenn; Hugh B. Stewart, Hum-

boldt; Allen W. Mains, Imperial; Maud Truxcott, Inyo; N. H. Farnham, Kern; Willard Engvall, Kings; B. J. Davis, Lake; Mrs. Hattie Spencer, Lassen; Hugh M. Tiner, Los Angeles; Mrs. Alice Pitman, Madera; Henrietta Crawford, Mariposa; Mrs. Letha Jenkins, Marin; Harry Shaffer, Mendocino; Mrs. Blanche Lucas, Merced; H. H. Kreiger, Monterey; Frank F. Zeek, Napa; Hollis W. Fitz, Orange; Katie A. Herrington, Placer; Clarence W. Chamberlain, Riverside; Perle Sanderson, Sacramento; Glen T. Goodwill, San Bernardino; John S. Reid, San Diego; Charlotte Estes, San Francisco; Harry Knopf, San Joaquin; Mrs. Lorena Edgar, San Luis Obispo; Warren Natwick, San Mateo; Frank R. Johnson, Santa Barbara; Robert B. Kennedy, Santa Clara; Vesta E. Vail, Santa Cruz; Stella Ward, Sierra; J. J. Finney, Solano; Mrs. Gertrude McKinstrey, Sonoma; H. P. Bowring, Stanislaus; Robert E. Cowden, Tuolumne; Francis J. White, Tulare and King; Mrs. Inez T. Sheldon, Ventura; T. L. Whitehead, Yolo; and Paul Woodward, Yuba.

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

Both last year and this year we have enclosed a certificate with the membership card. We hope you are placing this certificate in some prominent place in your office. Many of you have, and several superintendents have seen them, for they have mentioned the fact to us.

## Appraising Supervision and Instruction in the Elementary School

Henry W. Jinske, principal, Chas. N. Rix School,  
Hot Springs National Park, Arkansas



H. W. JINSKE

In evaluating or appraising a program of supervision and instruction, we should be guided by sound educational philosophy. Philosophy has to do with end values and with the why or reason for doing things. The nature of the society which education is intended to serve will have a profound influence in evolving an educational philosophy. It is the consensus of opinion among educators that in America education should serve a democratic social order. To Americans Democracy is more than a form of government. It is also a way of life—a way of life that involves cooperation, the exercise of judgment by every citizen, freedom of press,

speech, assembly, and religious worship—and freedom of discussion, even tho it be about controversial questions. As a form of government it is rule by majority consent, not by majority tyranny. It stands for majority rule and minority representation and protection.

If we accept these principles of democratic life and government, then we should shape our educational program accordingly. The school should be, as far as possible, a replica of Democracy's best. We cannot employ autocratic methods in supervision and instruction and expect to turn out a product that will fit into our social and political life. Democracy has no place for mere automatons. While it is true that education should be responsive to the needs of society and the learner, it is also true that education should endeavor to elevate society according to the accepted principles of democratic life. It should ever strive to promote temperance, wholesome art, clean sports, good music, and clean living, even tho much of the social life runs counter to this course.

The evolution of the educational program should be guided by sound psychological principles and sound educational philosophy. The educational objectives should be determined in the light of such philosophy and psychology. Since the execution of this program depends to a large extent on the supervisor and the instructor, they both should have a vital part in its evolution. Each should contribute as fully as he can. Both should have a working philosophy of education and should know good educational psychology.

Supervisors are pretty well agreed that supervision should be constructive, sympathetic, and democratic. It should be planned and should have an aim. The problems of the teacher—instructional and personnel—should constitute the basis of the supervisory program. These problems may be discovered thru conferences, observation, testing programs, and written reports. The supervisor will have as many supervisory programs as there are teachers to be supervised. It is true that certain supervisory principles will underlie the entire program of supervision, yet adaptations and adjustments must be made to the classroom and the teacher in question. Supervision should take into consideration individual

differences among teachers just as teaching should take into consideration individual differences among pupils.

The supervisor should consider the viewpoint of the teacher as well as his own. By taking the teacher into his confidence, he with her, will be more able to work out a program that will minister to the needs of the children. While it is true that he will evaluate instruction, yet he is not a judge but a coworker and a coexperimenter with the teacher. The program of supervision and instruction should seek to effect desirable changes in children rather than to cover so many pages of subject matter. Of course we must have a good subject matter but it should be used as a means to desirable ends.

A supervisor should be a friend, a listener, a cooperator, and a sympathizer. He should be a person who understands, who can evaluate impartially, who can analyze and give constructive help. All of this merely emphasizes the fact that he should be human and should realize that the human element plays a great part in the success of an educational program. Any organization, institution, or set-up must have respect for the elements that compose it, if it expects to be successful.

Thus we may say that one of the criteria by which to appraise a supervisory program is in the realm of proper personal and professional relationships. This does not mean that the supervisor and teacher must always agree. Frequently better understanding and feeling are effected thru disagreement and constructive criticism. It does mean, however, that both supervisor and teacher will let the law of courtesy, of kindness, yet of frankness govern them. Each will give credit where credit is due, regardless of personal feeling in the matter. Each will endeavor to build and to improve human and professional relationships.

The principles that govern the personal relationships between supervisor and teacher may also be employed for the most part to govern those between teacher and pupils. Her sympathetic understanding of children will contribute greatly to her success. Her own personality and leadership will play a vital part in character building. Proper personal relationships are thus also a criteria by which to appraise teaching.

What other criteria shall we set up by which to evaluate supervision and instruction? We may say, progress made toward the realization of educational objectives. Here again we must be guided by philosophy and objectives. If among our objectives we have set up desirable attitudes, habits and skills, and useful knowledge, our appraisal should be made in the light of progress toward their realization. These objectives should be realized in the lives of children and not terms of pages or books read. What changes have been produced in children? Have they improved in their attitudes, habits, and skills? Have they acquired worthwhile knowledge? Are they learning how to think and give expression to their thoughts in appropriate and effective language?

The classroom thus becomes a laboratory in which experimentation along these lines takes place. The teacher plays the part of a director and coworker. She measures her teaching by improvements made in children along these lines. Teaching problems will be attacked with large purposes and creative thinking.

Another criteria by which to make appraisals of the supervisory and instructional programs may be found in the techniques employed. Teachers should know

how children learn economically and effectively. They should employ techniques that will make such learning possible. The way we learn a thing has much to do with our method of thinking and attacking problems. Good thinking frequently results from economical and effective learning. Learning exercises and activities should be properly related if we are to train children in proper thinking. We have all come in contact with children who could not tell you the sum of 2 plus 3 until they had first counted their fingers. Habitually they would go thru this needless process before they would say 5. Thus, if they have been conditioned to a lot of needless activity in arriving at results their learning has not been economical. It is true they are traveling toward goals but they are carrying much unnecessary impediments. This same principle may apply to reading. Children may form the habit of looking at a word or sentence twice or thrice before reading it.

In conclusion we may point out that in order to properly appraise a supervisory and instructional program the following factors are involved:

(1) A sound philosophy of education; (2) Educational objectives determined in the light of this philosophy; (3) Proper personal and professional relationships; (4) Progress made toward the realization of educational objectives; (5) Effective and economical learning technique.

## **The Status of the Elementary Teaching Principal in the State of New Jersey**

**Thomas W. Rice, principal, Laning Avenue School,  
Verona, New Jersey**

It has long been the writer's contention that the teaching principal faces many problems which other principals do not meet. This attempt at an analysis of the teaching principal's job grows out of nine years' experience as a teaching principal in Maryland and New Jersey. The present study dates back to the autumn of 1934, but its origin in interest actually goes back to the first year the writer served in the capacity of a teaching principal.

There seems to be several interpretations placed upon the term "teaching principal." Some superintendents evidently think of a teaching principal as one who teaches the entire school day. Others include principals who teach even one class a day. Still others use the term to denote those principals who teach more than half of the school day. The writer has placed the second interpretation upon the word—that is, those principals who do any regular classroom teaching, regardless of the amount of time consumed.

**Method of Approaching The Problem.** A letter was sent to each of the twenty-one county superintendents of schools in New Jersey, requesting a list of the names of the teaching principals in the various counties. Nineteen of these superintendents replied by sending printed or mimeographed lists of teachers and principals from which names and addresses were taken. (It is interesting to



**THOMAS W. RICE**

note that there are approximately 450 teaching principals in New Jersey, excluding one-room schools).

The following questionnaire was then sent to two hundred representative teaching principals in various parts of the state:

#### To the Teaching Principals of New Jersey

I am the teaching principal of the Laning Avenue School, Verona, New Jersey. I believe the teaching principal must face certain problems which others do not meet. I am making an effort to determine the status of the teaching principal's work thruout this state asking others to answer certain questions which follow:

1. Your name \_\_\_\_\_
2. Name of school \_\_\_\_\_
3. Name of town or borough \_\_\_\_\_
4. Number of rooms in building \_\_\_\_\_ No. of rooms in use \_\_\_\_\_
5. Range of grades (i. e., Kdg.-6, 1-7, etc.) \_\_\_\_\_
6. Total school population \_\_\_\_\_
7. What is the length of school day in hours? \_\_\_\_\_
8. What grade or grades do you teach? \_\_\_\_\_
9. What subjects do you teach? \_\_\_\_\_
10. How many hours per day do you teach? \_\_\_\_\_ Hrs. per week? \_\_\_\_\_
11. How does this compare with number of hours you taught in 1929, if you were in same position then? \_\_\_\_\_
12. What reason can you assign for this difference? \_\_\_\_\_
13. Do you have any office relief for clerical work? How much and what kind (Please be specific) \_\_\_\_\_
14. Are there any problems which you feel are crucial to you as a teaching principal at the present time? Will you please state one or more of these problems below \_\_\_\_\_
15. Have your teachers or parents asked you any questions since the opening of school in September, the answers to which required a knowledge of principles of education, child psychology, mental hygiene, etc.? If so, will you please check (✓) the following headings under which each question might fall? (If there was a greater preponderance of questions under one or more headings, please indicate this fact by two or more check marks.)
  - (a) Principles of education \_\_\_\_\_
  - (b) Educational psychology \_\_\_\_\_
  - (c) Tests and measurements \_\_\_\_\_
  - (d) Mental hygiene \_\_\_\_\_
  - (e) Methods of teaching \_\_\_\_\_
  - (f) Units of work \_\_\_\_\_
  - (g) Activity program \_\_\_\_\_
  - (h) Subject matter \_\_\_\_\_
  - (i) Pupil adjustment \_\_\_\_\_

An early return of these questions in the enclosed envelope will be greatly appreciated. Results will be made known to those who desire them. Thank you very much.—THOMAS W. RICE.

#### Summary of Crucial Problems Facing Teaching Principals Today

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seriously crippled for lack of time; g. Schedules not cared for; h. Disciplinary measures thruout the building and in own classrooms (5); i. Helping children who need feeling of security; j. Clerical work (7); k. Planning interesting faculty meetings.

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**Summary and Conclusions**—It should be noted that the responses remained consistently *constant*, for instance, the median number of rooms in buildings, median number of rooms in use and median number of pupils enrolled, remained almost exactly the same after the first twenty-five replies were tabulated.

Most principals reported eight, nine or ten rooms in their buildings, with the median number of rooms 8.09. It is evident that some use is made of special rooms, such as a workshop, library, auditorium, etc. The teaching principal is most often found teaching the highest grade in the school, usually the sixth, seventh or eighth. In 50 percent of the cases principals were teaching departmental subjects in more than one grade. In 72 percent of the cases they were found teaching more than one grade, whether departmental or all subjects. There is a tendency to make the upper grades of the elementary school, especially where the seventh and eighth grades are considered a part of the elementary school, *departmental*. The 8-4 plan of organization, with eight years of elementary and four years of high school, seems prevalent in communities where there are teaching principals. The population of these communities is small, however, with only a few teaching principals in the larger places.

In the range of grades, as determined by the questionnaire, there is a heavy preponderance of schools with the Kindergarten to Eighth and First to Eighth range, each having a total of twenty out of the twenty-seven. Kindergarten to Sixth ranks next in popularity, with nine replies. In the majority of cases there is one teacher to a grade, with two or more persons doing departmental work in the upper grades.

It is difficult to believe that a school with an enrolment of 625 pupils could have a teaching principal. Of course this principal teaches very little. There is a definite ratio between the enrolment of a school and the amount of time the principal teaches. As the enrolment increases, the principal's teaching time decreases.

note that there are approximately 450 teaching principals in New Jersey, excluding one-room schools).

The following questionnaire was then sent to two hundred representative teaching principals in various parts of the state:

#### To the Teaching Principals of New Jersey

I am the teaching principal of the Laning Avenue School, Verona, New Jersey. I believe the teaching principal must face certain problems which others do not meet. I am making an effort to determine the status of the teaching principal's work thruout this state, asking others to answer certain questions which follow:

1. Your name \_\_\_\_\_
2. Name of school \_\_\_\_\_
3. Name of town or borough \_\_\_\_\_
4. Number of rooms in building \_\_\_\_\_ No. of rooms in use \_\_\_\_\_
5. Range of grades (i. e., Kdg.-6, 1-7, etc.) \_\_\_\_\_
6. Total school population \_\_\_\_\_
7. What is the length of school day in hours? \_\_\_\_\_
8. What grade or grades do you teach? \_\_\_\_\_
9. What subjects do you teach? \_\_\_\_\_
10. How many hours per day do you teach? \_\_\_\_\_ Hrs. per week? \_\_\_\_\_
11. How does this compare with number of hours you taught in 1929, if you were in same position then? \_\_\_\_\_
12. What reason can you assign for this difference? \_\_\_\_\_
13. Do you have any office relief for clerical work? How much and what kind? (Please be specific) \_\_\_\_\_
14. Are there any problems which you feel are crucial to you as a teaching principal at the present time? Will you please state one or more of these problems below? \_\_\_\_\_
15. Have your teachers or parents asked you any questions since the opening of school in September, the answers to which required a knowledge of principles of education, child psychology, mental hygiene, etc.? If so, will you please check (✓) the following headings under which each question might fall? (If there was a greater preponderance of questions under one or more headings, please indicate this fact by *two or more* check marks.)
  - (a) Principles of education \_\_\_\_\_
  - (b) Educational psychology \_\_\_\_\_
  - (c) Tests and measurements \_\_\_\_\_
  - (d) Mental hygiene \_\_\_\_\_
  - (e) Methods of teaching \_\_\_\_\_
  - (f) Units of work \_\_\_\_\_
  - (g) Activity program \_\_\_\_\_
  - (h) Subject matter \_\_\_\_\_
  - (i) Pupil adjustment \_\_\_\_\_

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Slightly more than half the replies showed principals teaching the entire school day, with no relief from teaching duties. Of those replying 6 are teaching more than in 1929, 9 less and 29 the same amount of time. Those not able to draw a comparison were either not teaching then or were in different positions. The chief reason given for teaching more hours than in 1929 was the "depression." Nine replies showing less teaching time would seem to indicate that some progress is being made in lightening the teaching load of the principal.

In a vast majority of cases principals reported that they did all clerical work themselves. Two persons reported C. W. A. workers (inexperienced) and five reported help from students in the high school commercial department when requested. Only *two* out of the seventy-seven reported qualified office relief. In one case it was for a full day each week and in the other case for two hours one afternoon a week. A few used older pupils from their own schools to help with filing, answering the telephone, mimeograph, etc.

Pupil adjustment offered more problems to teaching principals than any other item on the questionnaire, with 97 check marks. Mental hygiene was second with 62 checks and the activity program and methods of teaching were tied for third position with 48 checks each. Principles of education, probably due to the vagueness of the term to most people, received only 24 checks, the lowest. It is evident from the questionnaire and from the writer's personal experience that teachers are prone to ask very few questions. It is quite clear from the replies received that the teaching principal considers himself loaded down with multifarious duties which make it impossible for him to do a good job both as teacher and principal. The crying need of the teaching principal was for more time for supervision and visitation of classrooms.

It is interesting to note that not one principal listed adult education or the reconstruction of the elementary-school curriculum under this heading of crucial problems. Only one principal mentioned mental disturbances due to the need for teaching and administering the building at the same time. Not one person showed any concern with the discussion of modern problems and controversial issues in the classrooms.

Only one person brought to light the difference in attitude on the part of teachers in a teaching principal situation, i.e., the difficulty in maintaining a correct professional attitude when the principal is doing exactly the same thing as the teachers and opens himself to a great deal of criticism if there is the slightest indication of a flaw in his work. The problem of good supervision under these circumstances is another vital one not brought out by the replies. These problems loom larger where the principal teaches full time.

The crucial problems reported in the answers were, on the whole, the more obvious things which a principal has to do. A major criticism of them might be that they are far from being forward-looking and progressive. For example, not one person seems to feel the need for selling a progressive type of education—the activity program with an integrated curriculum, the core of which might be the Social Studies—to the community. There is evident thruout the replies a definite lack of community-consciousness. Only one principal even mentioned such problems.

## Activities in an Elementary School

E. L. January, principal, Elmsford Elementary School,  
Elmsford, New York

**Living in School**—Education is no longer a "preparation for life," it is life itself. To so function a school should be made up not of classrooms but of homerooms. In these homerooms the child should be surrounded with opportunities to grow—to grow physically, mentally, and spiritually.

These pictures show at a glance the type of situations we wish to create. Only the outward results can be shown here. In addition we attempt to develop in each of our homerooms, citizens, responsibility, initiative, co-operation and social attitudes.



E. L. JANUARY

**Rainy Day Noon Activities**—Rainy day had always been a nuisance to the Elmsford Elementary School. Children felt it as much as the faculty. For the children it meant staying indoors the whole noon hour; being herded like sheep thru the narrow halls and into any available classroom where they were "out of the way." For the teachers it meant 100 to 150 children wandering aimlessly and noisily about with no place to go and with nothing upon which to expend their childish energies. The result was far from satisfactory.

Various means were tried to alleviate this condition. We tried cutting the noon hour to half its usual time. The teachers tried rushing back to school after lunch to take care of their groups in the classroom. Still the result was unsatisfactory. We all realized that rainy day noon hours were not well spent and that something must be done.

Our first step was to remodel the dingy basement in order to have a Play Room. With the aid of P. W. A. funds, partitions were knocked out, ugly spaces were blocked off, large quantities of bright colored paints were lavishly used.

The result was amazing. A dark cellar was transformed into a large cheery playroom.

And what a playroom it became! In one corner a game of handball, in another—jacks. There is a group of girls practising tap dancing. In the center—on thick mats—tumbling and stunts; a victrola with plenty of records. The halls and classrooms cleared like magic.

Still, one playroom couldn't adequately cope with 150 children. A suggestion was made that the school library be available during the noon hour to accommodate those who found relaxation in reading. That took care of some but the overflow was still large.

Finally the solution to our problem came. Rainy day programs in the auditorium! A meeting of all the children who stay for lunch was held. Committees were organized, to take charge of and prepare the programs. The chairman of the committee was the master of ceremonies. Playlets were prepared, directed and rehearsed by the children, vocal solos, instrumental groups, recitations, readings, dance exhibitions, jokes, etc. found their way on the stage. These took the

form of vaudeville shows, amateur broadcasts, minstrel shows, etc. depending on the tastes of the committee that was in charge.

At first the committees had difficulty in finding pupils who would or could entertain the groups. But after a few months this was not the case. The children quickly developed stage presence poise, self confidence and a willingness to do.

In short, our very successful rainy day noon hours run like this: 11:30 to 12:00 lunch time in the cafeteria for kindergarten thru the 3rd. grade. Then they go to the playroom for games; 12:00-12:30, lunch time for grades 4 thru 6, after which they may go to the playroom. At 12:30 the library opens. At 12:35 the rainy day program in the auditorium begins and lasts until 12:55, when the children go to their classrooms for the afternoon session. They have had recreation, relaxation and thoro enjoyment and are prepared to resume their classroom duties with new vigor.

I can frankly say that our pupils now look forward to our noon hours on rainy days. For a small expenditure of money and time we have accomplished something that we all consider most worthwhile and we intend that it shall remain a permanent part of our school program.



Courtesy of Educational Photos Co.  
*Rainy Day Activities in Playroom, Elmsford Elementary School, Elmsford, New York.*

**Our Milk Farm**, by Katherine Evansohn—It was during the last stages of a Three Bears Unit that I noticed many longing glances into our first grade, next door. Upon investigation I found that the children were very much attracted to their First Grade Grocery Store. Without the least pretext, my group would linger about the store in open admiration. One day, a boy suggested: "Let's not play Three Bears any longer—I want to make some cows!" "Why cows," I asked. "We could milk the cows and sell the milk to the First-Grade Store." At last, they had found a way to belong to that store. Our Farm Activity was launched!

We called a class meeting to make plans for our farm. How could we make the cows? How could we deliver the milk? Large 36 by 48 inch oaktag paper would suffice for the drawing of the cows. Some child's old wagon could be built up for the milk truck. As for the faithful old horse, a half of a wooden crate, with stout sticks with casters at the ends would do well for legs. Enthusiasm reigned so high over our new venture, that it was infectious. I spent the entire afternoon looking for farm posters, pictures, stories, songs, and books.

A wealth of material arrived! An offer by Bordens to present a moving picture, *Along the Milky Way*, posters and pictures from Bordens, Health Booklets about milk from the Metropolitan Life Insurance Company, magazine pictures of children drinking milk, story books with illustrations of farm life, snapshots of children on farms, and stereoscopic slides of farm life. With the variety of pictures naturally came the variety of cows. "I am going to draw that black and white cow. She looks best." "Is that the friendly cow (looking at a picture of a red and white cow)? I labeled the three outstanding breeds Holstein, Guernsey, and Jersey; and had to repeat their names many times before some of the children could refer to them naturally.

At last, several box-shaped cows did emerge out of the oaktag sheets. They were painted in all the glory of reds and white, browns, blacks, and delicate fawn. Finding a home for this important herd was very simple. A sand table was turned upside down, the cows were nailed to large blocks, and behold, our cows were peacefully waiting in their stalls! Bells were attached to their necks so that the cows would not stray away when out to pasture. One child who had never before contributed to the group immediately began making hay out of wrapping paper, painted yellow and cut into long thin strips. Later, another child brought realistic-looking excelsior to the cows for hay. How some one else labored with the back cardboard of a writing pad to make it roll into a milk pail! A cheese box, painted white was used for a milk tray. To make a three-legged milking stool caused no end of difficulty and in order to balance it, another leg had to be finally added. Other cows were cut from old pillow cases, sewn, stuffed, and then painted.

In the meantime another committee was busily reconstructing the play wagon into a milk truck. Sheets of oaktag nailed to long boards were attached to the wagon. Many trials and errors—but the finished product brought no end of satisfaction! The group working on the horse to pull the truck grew very sentimental. Two boys making the legs were certain that they were the most important part of a horse. "If his legs aren't strong, he will cave in." The horse's head and neck was drawn on heavy cardboard with braided wool used for the mane and tail. His facial expression was very grateful! This horse was protected from the cold by a square piece of burlap. Feeding, cleaning, milking of the cows and the pasteurization of the milk had to be on schedule every morning so that the milk truck could be loaded with the empty milk containers and delivered to the first grade.

In between times, I made provision to take the entire group to Grassland's Hospital milk farm. Many mothers offered their cars for transportation. At the dairy, they demonstrated the proper care of cows and the hygienic care of milk.

The children watched the milking of cows by machinery with breathless curiosity. Altho the foreman of the plant explained the various processes in simple language, yet the meaning was somewhat beyond the grasp of this five-year old group. They were, however, duly impressed with the strict routine in the purification of milk. More to their immediate interests were the new-born calves with their wobbly legs, the anxious mother cow, and the equally anxious farmer to keep the mother away from her babies. One heard such lovely bits of imagery from the children as: "What sweet wet noses they have!" "See the mother cow feed her baby!"

In our room, we re-enacted what we saw at the farm. One group attempted to reproduce Grassland Farms in our sand table. At the moment, they were most earnest in their dramatic play! The artists in the class painted a colorful frieze "What We Do on Our Farm." Every one contributed a story, picture, or poem to the record of "Our Trip to the Farm." A chart was made of what a cow eats by using samples of food received at the dairy. Another committee carried out an experiment to find how many glasses in a quart, how many pints in a quart and how many quarts in a gallon. They made a pictorial chart of their results.

We invited the other children in our school building to see *Along the Milky Way*. Our invitations were milk-bottle shaped books, gayly colored to show the "five good foods" milk contains, with first attempts at writing inside. This started many labored trials of making simple posters such as "drink milk" in feeble writing with bold colored bottles of milk beneath; or a "milk is good" poster with a firm picture of that five-year old playing baseball. An actual experiment was carried on with two white rats. One was fed milk in his diet and the other was fed a milkless diet. The results are apparent!

*Along the Milky Way* reviewed what we already had seen during our excursion to the milk farm. The additional information that butter is made from cream stirred the children's imaginations. To make butter became a driving force! Dairy maids made paper bonnets to keep their hair in place. The boys made milk-man hats to look professional. Little hands were scrubbed and scrubbed again. One girl suggested spraying lysol around before we started the process of making butter. We used an egg beater to turn the cream to butter. The children eagerly turned the beater while singing:

"Come butter come  
Come butter come  
Everyone wants some  
Come butter come."

When the boys and girls finally saw the whipped cream in the bowl, some were doubtful whether we should continue. "I like whipped cream better than butter." However, the more ardent scientists insisted on completing the experiment. Weary hands were well rewarded when butter actually came. Strange, how good butter, made with one's own hands, tastes on crackers! We gave some of the butter to the "First Grade Grocery Store" so that they too could taste our product!

As this unit was carried on by a pre-primary grade, the outcomes are measured in terms of appreciation, attitudes, and impressions, rather than actual knowledge, altho there is much information actually gained and retained from the activity.

## Expected Outcomes

1. To show man's dependence upon the farm and farmer.
2. To give an idea of the various steps necessary before milk completes the journey from the farm to the child's table.
3. To convince children of the value of milk as a food.
4. To familiarize the child with the hygienic care of milk.
5. To widen the child's interest outside his home.
6. To develop interest in growing things.
7. To broaden the vocabulary with meaningful words.
8. To acquaint children with mathematical concepts of number, size, form, and liquid measure tables.
9. Stimulate interest in reading and writing.
10. To create a further interest in farm life as when one youngster suggested adding a setting hen to our farm.



Courtesy of Educational Photos Co.

"Our Milk Farm," Elmsford Elementary School, Elmsford, New York.

## Tokyo

Since the next biennial convention of the World Federation will be held in Tokyo, August 2-7, 1937, this is a good time for teachers and schools to give particular attention to the achievements of the Japanese people, in art, culture and education and this is being done in many schools. Japan has the lowest percentage of illiteracy among the nations of the world. How did it happen? What gave Japan, China and India, their treasures in art and culture? It is suggested that the principal get information for the teachers of his school. For information about Japan write Japanese Education Association, Hitot Subashi, Kanda-Ku, Tokyo, Japan. For information about the convention write to Secretary-General, Uel W. Lamkin, World Federation, 1201 Sixteenth Street, N. W., Washington, D. C.

## What You Are Doing

★ Headquarters wishes to take this opportunity to commend those persons who have had a part in editing the splendid school newspapers which have come to this office. We are indeed sorry that we do not have space to give a write-up to each one of these, but we are listing the names of the papers received this fall:

*Reflector*, Cooke School, Detroit, Mich.; *Web-Stirrings*, Daniel Webster School, New Rochelle, N. Y.; *Cypress School*, Cypress School, Johnstown, Pa.; *Busy Bee*, Ninety-Second Street School, Los Angeles, Calif.; *The News Bulletin*, Brighton Avenue School, Atlantic City, N. J.; *Perry Broadcaster*, Perry School, Redonda Beach, Calif.; *The Lincoln Log*, Abraham Lincoln School, Elizabeth, N. J.; *Quill and Scroll*, School No. One, Buffalo, N. Y.; *The Salina Junior Journal*, Grade School, Salina, Kans.; *The Fortnightly*, Elmsford, Elementary School, Elmsford, N. Y.; and *Leonia Lens*, Leonia Elementary School, Leonia, N. Y.

★ Mr. R. H. Richards, Lincoln Elementary School, Huntington, W. Va., and State Enrollment Chairman, has sent to Headquarters the names of the following officers of the Cabell County Elementary Principals Association: President, J. Leo Wright, Guyandotte School; Vicepresident, Miss Dora Scarff, Oley School; Membership Chairman, R. F. Brooks, Holderby School; Program Chairman, Miss Edna Preston, Jefferson School; Constitution and By-Laws, W. V. Christian, Monroe School; and Hospitality Chairman, Miss Grace Wilson, Gallaher School.

★ The principals of Saginaw, Mich., have recently become an organized group, and we are indebted to Mayme Bastian, Emerson-Jones Schools, for the following list of officers: Chairman, Jeannette Birnie; Treasurer, Kathrine McInnis; and Secretary, Mayme Bastian.

★ We are grateful to M. P. Watts, Daniel Worley School, Canton, Ohio, for sending to headquarters a copy of the year's Program of the Canton Principals' Club. The themes for the coming meetings are: December 2—Study of Principals' Schedules; March 10—Grading: Its Purpose in the Life of a Child; and May 12—Relation of the Public Schools to the Juvenile Court,

and to the Department of Health. The officers for the year are: President, Lena M. Fowler; Vicepresident, Myrtle Sidle; Secretary-Treasurer, Mary B. Swope; Corresponding Secretary, Fanny J. Ditto, and Executive Board, Charles S. Miller, Vernon F. Gruber, and M. P. Watts.

★ V. Carl Ilgen, Pershing School, University City, Mo., has sent to headquarters the following names of the newly elected officers of the Elementary School Men's Club of St. Louis County, Mo.: President, Ward Barnes, Garfield School, Normandy; Vicepresident, George Hanson, Goodall School, Webster Groves; and Secretary-Treasurer, V. Carl Ilgen, Pershing School, University City.

★ The officers of the California Elementary School Principals' Association, Bay Section, for this year are: President, Fred B. Zimmerman, Stonehurst School, Oakland; Bruce Zimmerman, Washington School, Berkeley, Director; Charlotte Estes, West Portal School, San Francisco, Director; and Mrs. Elma Creedon, Editor of the *News Bulletin*. We wish to thank Mr. Zimmerman, for this information.

★ We are very happy to announce the appointment of Carrie Grehan to the principalship of Dimitry School, New Orleans, La. Miss Grehan is a former high school teacher, and was the first president of the Department of Classroom Teachers of the Louisiana Teachers Association.

★ Miss Margaret Mackintosh has kindly sent us the names of the new officers of the New York Principals Association. Frank Whalen, principal, P. S. No. 3, The Bronx, New York, is the president, and Margaret Cribben, P. S. No. 3, The Bronx, is the secretary.

★ The Elementary-School Principals Club of Mobile City and County, Ala., will use as a basis for study the bulletin published by the Department of Elementary School Principals of the National Education Association and the Alabama School Journal of the Alabama Education Association of each current month. The following committees will take care of the discussion, each member to present a brief digest of the

helpful articles in one or the other publications above mentioned: October, J. S. Attebery, *chairman*, Mabel L. Alvarez, Mary B. Austin, Carrie Bright; November, E. C. Hamil, *chairman*, Mrs. Elizabeth Flock, and Mrs. Sarah Hancock; December, Mrs. N. B. Hutchens, *chairman*, Mrs. M. H. Huntley, Lenore Jones; February, Lena Matzenger, *chairman*, Mrs. Elizabeth Morris, Annie E. Krassin, Louise d'Ornellas; March, Mrs. F. L. Sheffield, *chairman*, Mayme Patrick, Mrs. E. E. Prine, and Mrs. L. P. Rouse; May, Florence E. Wiener, *chairman*, Adelia Williams, Mary Wing, and C. E. Woodham.

★ The teachers and principal of the Colonial and Siwanoy Schools, Pelham, N. Y., are to be congratulated on the perfectly splendid book, which they have published this past year, called *Class Attainments*. The work was done entirely by the teachers of these schools, under the direction of Georgia Avis Coleman, principal. The Editor, Miss Carman Hart, spent some time in selecting the outstanding points in the attainment reports submitted, keeping together reports of the first grade level, of the second grade, and so on.

Since 1926 the Colonial and Siwanoy Schools have been doing experimental work in curriculum building. The teachers and the principal experiment for approximately three years before material is put into definite form.

★ Fred H. Duffy, principal, George Washington Elementary School, Kenmore, N. Y., has again this year sent us a copy of the "*Teachers' Handbook*," which is published annually in the office of his school. We felt that the one last year was helpful, but this year's edition is even more complete.

★ Texas will be host to the eleventh annual convention of the American Vocational Association, December 2-5, 1936. This is only the second time that the convention has been held in the South, and since Texas is holding her centennial celebration, a large number is expected.

★ At a recent luncheon of the Virginia Council of Administrative Women in Education, Lucy Mason Holt, announced Cornelia S. Adair, Richmond, as a nominee for the presidency of the Virginia Education Association. Miss Adair is a past

president of the National Education Association, and is a friend of the Department of Elementary School Principals. We wish for her continued success in her work.

★ The California Elementary School Principals Association is now planning its new Yearbook, the title of which is to be "Current Curriculum Practises in Elementary Education." Adin D. Henderson, principal, El Dorado School, Sacramento, is the Yearbook Editor. This yearbook is to be divided into two parts, namely, (1) An Interpretation of the Significance of the Report of the Scope and Sequence Committee for Elementary Schools" and "The Philosophy and Objectives of a Modern Elementary Curriculum" and (2) "Classroom practises in California in light of the California Scope and Sequence committee recommendations and in light of the modern curriculum." We are sure this yearbook is going to be just as splendid as the ones which the Association has put out in the past.

★ A Beauty Spot Contest was started in Cincinnati, by Chester L. Miller, Garfield Public School. It is the outgrowth of the very complete and workable program of nature study and gardening introduced by Mr. Miller in the school. He is convinced that citizens of today need training in the use of leisure time, since this century is bringing more and more leisure to everyone. We suggest that our members who are interested in this subject write to Mr. Miller, for he has much valuable information.

★ Earl E. Bovee, Whittier School, Sioux Falls, Ia., sends us a copy of the first edition of *The Administrator*, the official organ of the Publicity Committee for the Administration Club, Sioux Falls, Ia., which was presented by H. J. Ludgate, at the meeting held, October 3. We wish to commend Mr. Ludgate for this fine edition.

★ We are indebted to Fred H. Duffy, Vice-president, New York State Association of Elementary Principals, for a copy of the program of the meeting in Syracuse, December 28, 29, and 30. The general topic will be "Social Studies Objectives in the Elementary School," and sessions will be held Monday evening, Tuesday morning, Tuesday afternoon, and Wednesday morning. Some of the speakers will be Dr. J. Cayce Morrison, Dr. Edwin H. Reeder, Dr. Henry

Johnson, and Dr. Roy W. Hatch. Frederic Snyder will be the banquet speaker, and his subject is "Our Age and the Front Page." We wish more principals would do as Mr. Duffy has done in sending us their programs.

★ Ernest W. Carson, secretary, Florida Elementary Principals Association, sent us a copy of the minutes of the meeting which took place in Tampa, October 9. This fine group is working hard to get the principals of the state, by unification, to raise the standards of elementary principals in Florida. We are sure they will reach their membership goal for 1936-37, which has been set at 200.

★ Frank M. Foulks, state enrolment chairman, Tampa, Fla., has done an outstanding piece of work for the principals of that state. He has taken the Yearbooks of the Department of Elementary School Principals and has listed the names of the principals of Florida who have joined the Department since 1923. It is interesting to note that in the Second Yearbook, only Frank M. Foulks and Abigail Gilday, were members. This is very valuable information for us at headquarters.

With this valuable compilation, came an article on "Articulation in the Elementary, Junior High and Senior High School De-

partments," which he plans to send to the principals of Florida. We wish it were possible that every principal of the United States could have this fine information.

★ The new officers of the South Dakota Education Association are: President, Miss Thora Sanger, Mitchell; Vicepresident, Mabel E. Cummings, Rapid City; and Secretary, Mabel Venoss, Sioux Falls.

## Necrology

In each December issue of the bulletin we print a list of those fine people whom the grim reaper, death, has called forth. We appreciate those friends who have sent us the names of the following:

Bond, Elizabeth, Santa Barbara, Calif.  
Breen, Mrs. A. M., Los Angeles, Calif.  
Burgess, Wilmot A., St. Louis, Mo.  
Evans, Fannie M., Springfield, Mo.  
Heisser, Della B., Turlock, Calif.  
Hines, L. N., Terre Haute, Ind.  
McGuire, Olive J., Omaha, Nebr.  
Marshall, Emma A., Dubuque, Iowa.  
Martin, Ralph E., Jersey City, N. J.  
Milroy, Anna, Omaha, Nebr.  
Powell, Martha L., Omaha, Nebr.  
Schneider, S. P., Columbia, S. C.  
Stinson, Maude M., Spokane, Wash.

## Resolutions Presented to the West Virginia Elementary Principals' Association, at its Meeting, Friday, November 13, 1936

1. That we urge all principals to qualify as rapidly as possible for the elementary principals' certificate.
2. That all principals become actively identified with the county, state and national principals' organizations.
3. That we favor an accrediting agency for elementary schools that will stress the qualifications of teachers, the type of instruction and the attitudes and habits of the pupils.
4. That teachers salaries be increased on the basis of training and experience to the level where they will be commensurate with the standard of living that teachers must maintain.
5. That we favor reasonable tenure and retirement laws.
6. That we recommend the creation of an adequate building program to take care of the pressing building needs of the various communities in the state.
7. That we favor an active and aggressive county and state organization in championing the cause of education.
8. That we recommend the creation of a committee on necrology.

Respectfully submitted,

H. D. LOWRY, *Chairman*  
JAMES MOLER  
MARY T. BARRETT  
DALLAS C. BAILEY

## Books Which Are Helpful

"If ever there was cause, if every there can be cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education."—*Horace Mann.*

One hundred years ago a New England lawyer abandoned jurisprudence for "the larger sphere of mind and morals." During 1937, under the leadership of the National Education Association, the nation will observe the 100th anniversary of Horace Mann's entrance into the field of education.

As a part of the Centennial, a 160-page book entitled *Horace Mann: His Ideas and Ideals* has been prepared by Joy Elmer Morgan, editor of *The Journal of the National Education Association* and secretary of the Association's committee on the Horace Mann Centennial. This book contains a sketch of Horace Mann's life, his inspiring Lecture on Education, his beautiful Letter to the School Children, and numerous short quotations. The aim of the book, as given in the preface, is "to provide an introduction to both the life and writings of Horace Mann. It is hoped that this book will appeal to parents, taxpayers, high school students, teachers; to all who would understand the full significance of universal free public education."

This little volume can be used as a basis for editorials and public addresses. It is suitable for high school or college classes; for a commencement gift to students or for a personal gift to laymen who are interested in the schools. An attractive price of 25 cents a copy postpaid is made possible by the fact that the book is published without royalty or profit by the National Home Library Foundation, Dupont Circle Building, Washington, D. C.

★ ★ ★

Have you seen the *Handbook of Health Education*, by Ruth E. Grout? Anne Whitney, director, School Health Education Service, Joint Committee on Health Problems in Education, Washington, D. C., says that this book is a practical health program

based upon a four-year experiment. The fundamentals of this program are: (1) The child is made to understand the reasons for good health behavior; (2) helps are given for the practise of health thruout the day; (3) the school program is identified with the programs of home and community; and (4) only those facts of hygiene and health that are scientifically sound as well as practical are presented: The book priced at \$1.80 is published by Doubleday, Doran & Co., Inc., Garden City, New York.

★ ★ ★

*The Building of America* by Harold Rugg and Louise Krueger is Volume V, of a Social Science Course for Elementary Schools, and is published by Ginn & Co., No. 15, Ashburton Place, Boston, Mass. Price \$1.08. This book is an episodic history and geography of the outstanding regions of the United States. It presents more systematically than hitherto the European background, American discovery and settlement, the rise of New England, the older and newer region of the South, the industrial zone, the great agricultural region of the central plains, and the other distinctive regions. The geographic factors of climate, soil, and vegetation, natural resources, topography, and the like, are woven into the story of each region around the historical theme. Thus this volume integrates the "history" and "geography" of our country.

★ ★ ★

*It Happened in South Africa* and *It Happened in Australia* are two delightful books by Harris & Harris, published by McKnight & McKnight, Bloomington, Ill. These books are extremely attractive and are full of accurate and interesting information. They tell about the many wonders of South Africa, the adjustment of racial differences that existed between the early colonists and the preservation of wild life. Australia is depicted as the "Land of Opportunity." This book is rich in romantic adventure about the people, customs, history, industries, climate and natural phenomena of the island-continent.

**Make your plans NOW to attend the Conference for those interested in Elementary Education to be held at the University of Michigan, Ann Arbor, Michigan, July 5-16, 1937.**

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“To everyone there openeth  
A way and ways and a way  
And the high soul climbs the high way  
And the low soul gropes the low;  
And in between on the mist flats  
The rest drift to and fro;  
But to every man there openeth  
A high way and a low,  
And every man decideth  
The way his soul shall go.”

—JOHN OXENHAM.

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