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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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XVII, No. 3



THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Published in October, November, 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.

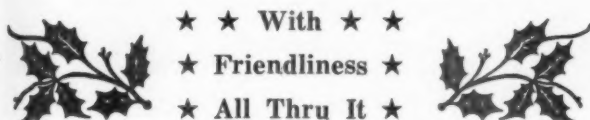
The picture appearing on the cover is the Bureau of Engraving and Printing situated on the banks of the Potomac in the Nation's Capital. It is a real education to take a trip thru this building and see the way our stamps and money are printed.

The National Elementary Principal

Volume XVII, No. 3

December, 1937

Just a Cheery Christmas Message



And the Happy New Year Wishes
Are Being Added To It

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The opinions expressed in the articles in this bulletin are the expressions of the writers, and not necessarily the Department's.

PREVIEW

PRESIDENT MASON A. STRATTON announces that two of the nation's leaders in education will be on his Monday afternoon, Feb. 28, program. They are Dr. Edgar Doudna, Secretary, Board of Regents of Normal Schools, Madison, Wisconsin and Dr. Paul Hanna, Stanford University, California. The New Jersey Elementary Principals Association is sponsoring the Tuesday afternoon, March 1, program.

OF

THE A. A. S. A. and D. E. S. P. have made special arrangements for those who wish to visit Washington, Philadelphia and New York as they come and go from the convention at Atlantic City. Special helps can be had in Washington at the National Education Association Building; in Philadelphia at the Benjamin Franklin Hotel; and in New York at the Hotel Pennsylvania.

EVENTS

THE SECOND Conference on Elementary Education sponsored by the D. E. S. P. will be held at N. Y. U., Washington Square, N. Y. C., July 1-15, 1938.

Read Dean Withers announcements on pp. 68 and 69 and be sure to fill out application blank on page 94 and send in immediately if you wish a reservation at the Prince George Hotel.

Second Annual Conference On Elementary Education

Dean, John W. Withers, School of Education,
New York University, New York City

July 1-15, 1938

When—The Department of Elementary School Principals of the National Education Association announces the Second Annual Conference on Elementary Education. It will be held in New York from Saturday, July 1, to Friday, July 15, under the joint auspices of this D.E.S.P. and the School of Education of New York University. Following the first conference held at the University of Michigan, Miss Pinkston wrote: "The conference on Elementary Education was history-making and its effects will be far-reaching."



JOHN W. WITHERS

Subjects To Be Considered—"The American School in Transition" is the central theme of the Second Conference. There will be assemblies of the entire group with lectures by prominent American educators on *The American Scene*, *The School in a Changing Society*, *Philosophy of the New School*, and *Administration of the School in Transition*.

There will be several sectional groups formed to consider the problems which last year's group indicated they wished to have treated later. Indeed the modal problems suggested in the questionnaire study, made at the conclusion of the first conference, will be matters with which the Second Conference will deal chiefly. Among them will be various problems concerning the pupil, the teacher, the curriculum, evaluation, etc. Opportunity will be provided for each sectional group to report its thinking to the entire group.

Special Privileges—The mornings will be devoted mainly to the professional conferences. In the afternoon, in addition to continuation of informal professional discussion, provision will be made for cultural and professional excursions. If the group so desires, arrangements will be made for observations in children's courts, settlement houses, W.P.A. educational projects, summer play schools under the sponsorship of the Child Study Association, and regular elementary schools open during the summer season.

As for the evenings—group socials, symphonies, band concerts, fifty-cent opera, theatre—in a word, anything an individual or small group wishes. A staff member of the University will devote his entire time to supervising the afternoon and evening programs which, by the way, will be developed by the group after arrival in New York City.

Instructors—The regular staff of the Elementary Education Department of the School of Education will serve as coordinators of the various sectional meetings. Elementary education specialists from all parts of the country will be invited to speak and to lead discussion during the two-week period. A complete announcement of personnel will be made in the February issue of *The National Elementary Principal*.

Housing Accommodations—The entire group will be accommodated at the Prince George Hotel. In addition to the regular facilities available to all

patrons of the hotel—including lounges, roof gardens, conference rooms, etc.—the group will have a large and comfortable social room for its exclusive use. Weekly rates for rooms follow: Single rooms, \$11.20; double rooms (twin beds), \$17.50, or \$8.75 per person; double rooms (double beds), \$15.75, or \$7.88 per person.

It is recommended that the group should not, in advance, commit itself to eating meals in the hotel. However, for those who wish to know the hotel rates for meals, they follow: breakfast only, \$.40 a day; breakfast and dinner, \$1.40 a day; three meals, \$2.00 a day. These dining room rates are as of November 1, 1937, and might change somewhat if costs rise much.

Tuition—The University fee for those who do not wish college credit is \$15.00. The University fee for those who wish to secure two points of college credit is \$22.00.

(See page 94 for application blank for hotel reservation.)

A Library Aladdin Lamp For The Classroom

Carter Alexander, Library Professor, Teachers College,
Columbia University, New York



CARTER ALEXANDER

Any elementary teacher and her pupils can greatly increase their power if they will make and use a certain library Aladdin lamp. In the old tale, the slaves of the original lamp would serve only the person who knew what it was good for and how to rub it.

The library lamp meant here will give the teacher and her pupils tremendous new power over the library materials they need. So great is this advantage that it can be fairly likened to the power enjoyed by the understanding possessor of the original Aladdin lamp. But to render such service, this lamp must be properly made, understood, and used.

Fortunately, it is easy for the classroom teacher and her pupils to meet all three specifications.

What is this wonderful library lamp? It is a particular kind of simple card file which the teacher and her pupils can readily set up and use. This article tells how to make and use it so that she and they may set its slaves and also other library genii to working for them.

The basic idea of this card file is that it should contain at least one card entry for every item of library materials that the teacher and her pupils need during the year. Each entry should give at least the name of the item, often its author, and always exactly where it can be secured for use. Sometimes a card may well contain an evaluation by pupils or be followed by cards giving several such evaluations. Example: Whether pupils like or dislike *Five Little Peppers And How They Grew*.

The instant the classroom teacher goes beyond the required texts, she needs a great variety of library materials that will regularly be housed or shelved in a large number of places. She certainly needs various reference books such as an

almanac, wholes or parts of many other kinds of books, periodicals, maps, pictures, clippings, pamphlets, advertising booklets, timetables, silent films, audio-visual films, music records, and the like. These will be shelved normally in various places, some in her classroom, others in some other teacher's room, the school library, the public library, the homes of her pupils, or the home libraries of people who will lend them a short time for school use. As soon as she undertakes a project or an activity program, the number and variety of library materials she and her pupils need for successful and happy experiences, become forbiddingly large. Suitable card entries, properly classified and indexed, will, however, quickly put all these items at the finger tips of her and her pupils.

For the books that stay regularly in the teacher's own classroom, there will be needed for each whole book, an author card, a title card, and a subject card. Good forms for these three cards can be found in any book or pamphlet on school libraries, or the school or public librarian may be consulted. The three cards are necessary because both teacher and pupil will sometimes remember a book by author and sometimes by title. They will always wish a pertinent book or chapter called to mind under a subject in which they are interested. All three cards should have the call number and author-name data for first letters, if any, that are on the book. This is because the book will regularly be shelved by the use of such symbols. In any event, each card should show exactly where that book is to be found in the classroom. Examples: "Fiction shelf"; "right side of teacher's desk"; "left side of top shelf in second cupboard." For a book having duplicate copies, only one card of each kind needs to be made out, but it should show the number of copies available. The classroom shelves for library materials should be labeled in any convenient way for the different kinds of materials and the card classroom location entries should correspond to this labeling.

Books in other teachers' classrooms, and in the general school or public libraries, will ordinarily need only one subject card each, but all three cards can be made out for any books where it seems a help. This subject card should have all call number data, if any, just where the book stays regularly, any other information necessary for locating it quickly in that place, and information as to where the book will be found in the classroom while it is there. A paper clip on this subject card is a convenient way of showing that the book is in the classroom as long as the clip is on its card.

Any other library materials will usually need only subject cards and will seldom have any call number data. But their cards need accurate data to show where they may be found at all times, just as with the books in the preceding paragraph.

Many of the most valuable entries will be what librarians call "analyticals," references to parts of a book obtained by analyzing it. Examples: The card for the page of colored flags in the big dictionary to go under the subject heading of "Flags"; a certain poem on Hallowe'en from a book of poems to be carded under the obvious subject heading.

The cards should be filed in one alphabetical arrangement, with suitable guides giving letters of the alphabet and all important subject heads. Any de-

sirable classification by main heads and subheads is easily possible and can be changed as experience warrants.

This card file is completely flexible and can quickly adjust to any new needs of teacher and pupils. Since it carries all call numbers for books under any system used by the school or public libraries, it easily fits in with any cataloging employed by librarians with whom the teacher cooperates.

The equipment needed for this card file is little and inexpensive. Cards 3 x 5 inches, guides for such size whose tabs run a third or half way across, and a tray or filing case are about all that is needed. Regular library cards with a hole and a filing case with a rod are best, since with such, when a drawer is upset, the cards stay in place. But these are not absolutely necessary and plain cards and a file without a rod are much cheaper, especially at the ten-cent stores.

Setting up and using such a card file will in the long run make the use of library materials much easier for the teacher, especially in subsequent years. Most of the work can be done by pupils with great educational value for them. Moreover, making and keeping up the file meets two of the highest requirements for a good activity. It is a thoroly real community (classroom) service. It immediately benefits the individual.

Pupils who make up, add to, and use such a card file will receive the very best training in how to locate and use library materials effectively. Specifically, they will surely learn how to find things arranged alphabetically, something they must know if they are to use library materials. They will learn how to use a library card catalog, the only place in which they can find what materials are available on a given subject. (If they look at the books on any library shelf, they will at any one time see only the least useful ones, since the best will always be out in use.) They will learn how to find instantly and replace properly and promptly, any library materials they may need. They will learn how to go ahead by themselves in using library materials, something they must be able to do after they have left the teacher.

If any elementary school principal can induce his teachers to make and use Aladdin lamps for their classrooms, one outcome is certain. They and their pupils will soon wonder how they ever got along before without the power of the library genii that such a lamp will put at their instant call.

ATTENTION ENROLMENT CHAIRMEN

Wednesday, March 2, 1938, 2 p. m.

Are you coming to Atlantic City, February 28-March 3? If so, be sure to make your plans *now* to attend the Meeting of the Enrolment Chairmen at the Crane Building, hospitality headquarters, Wednesday, March 2, 2 p. m. At this time we shall hear reports of your enrolment campaign, and shall make plans to finish the year's work. These meetings are enthusiastically attended. Come and be with us. Refreshments will be served.

The Principal's Part In A Safety Education Program

H. Louise Cottrell, consultant on safety education, Public Schools of East Orange, New Jersey

PART II—SCHOOL SAFETY ORGANIZATION*

What is the purpose of a school organization? Mr. Albert W. Whitney, Vice-President in charge of Education, National Safety Council answered this question so well when he said,

"The School organization provides for the exercise of the qualities of leadership. It affords an opportunity for the development of personality, and creates situations in which the individual may feel his worth in a natural and effective manner. In short, the school and social organization is to meet a vital psychological and social need in the school life of children."



H. L. COTTRELL

To make provisions for this training of pupils, the school program has been broadened to give an opportunity for student participation and self direction in practical activities outside of the regular school work. Are there any activities more vital or far reaching than those whose purpose is to help protect life and property, and whose benefits go far beyond the walls of the schoolhouse into the streets and homes, and sometimes even into industrial centers? School safety organizations are an essential part of a school activity program. Their great value is proven by the fact that yearly more and more schools are adopting them as a successful means of reducing accidents.

Safety organizations will, of necessity, differ according to the needs of the community, the size and type of the schools and the ability and interest of the children. Probably the most popular school safety organization is the School Safety Patrol. It has also been called the most important type of school organization because it functions at every school session and is organized for the benefit of every pupil in the school.

The members of the School Safety Patrol, who stand on the street corners of more than 1200 of our cities to direct students crossing the streets, are probably best known because they may be easily observed in action. There are other types of patrols, not so much in evidence, but just as valuable in their efforts to assist the principal and teachers in handling safety problems in and about the school. Corridor patrols maintain order in the halls and on the stairs of many of our schools. Other patrols maintain order on the playground and watch for hazards there. In rural areas, members of the bus patrol help the bus driver to prevent accidents which might happen to his young passengers.

Space does not permit a description of the organization and operation of School Safety Patrols. For those who are interested, the recently revised Standard Rules for the Operation of School Safety Patrols may be obtained from the Education Division of the National Safety Council, One Park Avenue, New York City.

* (Part III of this article will appear in the February issue.)

A very simple, but adaptable type of safety organization is the Home Room Safety Club. It is simple because the set up is confined to one group, whose members are all nearly alike in age and ability. It is adaptable because the activities may be developed to fit the needs and appeal to the interest of any group. Many teachers make use of the activities of the Home Room Club to motivate the regular work of the curriculum.

Those who follow the work of various Junior Safety Councils must be impressed with the many different types of activity that this all-school safety organization permits.

To quote the Junior Safety Council Handbook, "Through this representative organization consideration may be given to safety problems of general interest as well as to specific hazards of school, neighborhood and season. The Council offers a channel through which safety information may be readily disseminated; it provides the machinery necessary when pupils wish to bring a special project to the attention of the whole school. It gives children an opportunity to take an active part in the safety movement and to have experience with simple organization and parliamentary procedure."

Some Junior Safety Councils have a Safety Court as a major activity. If properly conducted and understood by all pupils, such an activity may prove a help in handling individual pupils who have difficulty learning to appreciate the necessity of obedience to law and order.

Often larger cities which have a number of active Junior Safety Councils have formed a Federation of Councils. At these meetings of this Council the representatives discuss mutual problems and make plans to eliminate hazards common to all schools, or to plan a city wide activity.

By the time the pupil reaches the high school, the problem becomes a different one. Many high school students are not only pedestrians but drivers of cars, or learning to drive. It is the "psychological moment" not only to present that knowledge necessary to operate a car properly but to develop a desire for self preservation and safety for others. Many high schools have found a motor or traffic club a solution to their problem and have established one as a part of the school's extra-curricular program.

Upon whom does the success of a junior safety organization depend? No particular individual or group is responsible. It is to the school principal however, that all turn for that leadership, that ability to organize, that guidance and inspiration, which helps to make any school activity a success.

Please Help Us!

In the 16th Yearbook we listed 27 State Elementary Principals Associations, 131 Local Principals Clubs and 61 Sectional Elementary Principals Associations. We know that these numbers should have been larger but we were unable to get the necessary information. If the officers of your club are not listed, please send us the name and the officers of your association or club. Give us the date when these officers were elected, and when election of the new officers will take place.

Watch Us Grow!

Eva G. Pinkston

Those who are responsible for the training of the boys and girls of the elementary school are fast becoming cognizant of the fact that these young people must have a training different from that which they have been receiving. The school must help them. It must bring to these young people a curriculum so enriched that they will have an opportunity to know how to grow to be better men and women, therefore better character builders for the future.

College professors, superintendents, principals and teachers are focusing their attention on the work of the elementary school. With all these fine people working together the elementary school of the near future will be able to accomplish much toward building a better citizenry.

The Department has been able to give much help because of the splendid yearbooks, prepared by its Editorial Committee, the many excellent suggestions made by its members and the appreciated cooperation received by its parent organization, the National Education Association.

Our membership shows that on November 1 our number was 28.4 percent ahead of this same time last year. This is the largest the Department has ever had this early. The following states are ahead of their membership of this same date last year (November 1): Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington, Wisconsin, and Alaska.

The following states have doubled their membership of November 1, 1936: Colorado, Delaware, Maine, North Dakota and Oregon. The ten states leading in membership are: New York, Pennsylvania, Ohio, California, New Jersey, Illinois, Texas, Michigan, Massachusetts, and Washington.

Cape Girardeau, Missouri; Baytown, Tex.; Alexandria, Va.; Charlottesville, Va.; Lynchburg, Va.; and Glynn County, Ga., are 100 percent in memberships. The supervising principals of Austin, Texas are also 100 percent. If you know of any other cities or counties which have attained this record, please let us know.

The group of people who are mostly responsible for our splendid gain of over 25 percent last year is our excellent enrolment chairmen, who never lose an opportunity to tell their friends and neighbors about the helps which can be received from the headquarters office. They have not stopped singing the praises of the October issue of the National Elementary Principal, which was a report of the Detroit meeting; they are now talking about the great help they are receiving from the November issue of the National Elementary Principal, which is an 80 page Annotated Bibliography of the first Fifteen Yearbooks of the Department; and because of their enthusiasm for our excellent yearbook, "Appraising the Elementary School Program," we are sending out sacks of mail each day.

This group of fine people chosen with care by the Executive Committee of the Department, is enthusiastically working for the betterment of elementary education. They are giving much of their time by helping in this great cause. Since this issue of the bulletin goes only to members of the Department, may we ask each of you to help these leaders by asking someone who isn't a member of ours to come join us in this work. You realize as we do how true the old saying is "The more members we have the more service we can render." The Annotated Bibliography is proof of this fact for it is our *first* November bulletin, and we were justified in putting it out because of our increased membership last year.

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

State Chairman—Howard Soule, Phoenix.

County Chairmen—F. J. Benedict, Benson; Wesley D. Kirby, Coolidge.

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City Chairmen—Mollie Williams, Ft. Smith; Lelia M. Conte, Hot Springs; H. W. Means, Little Rock.

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Laddle Russell, Kamas; H. H. Rose, Kanabe; Clarence Pay, Lavan; D. R. Egar, Mamouth; J. H. McConkie, Manilla; Harold Ashman, Midville; Helen M. Knight, Moab; Bert Johnson, Monroe; Glen Hansen, Monticello; Leroy Bishop, Morgan; Verle E. Johansen, Mt. Pleasant; Glen Moss, Myton; Lloyd Alvord, Ogden; George H. Cooper, Panguitch; Ivan Griffith, Paragonah; Eugene McCusker, Park City; C. H. Madsen, Price; T. C. Henderson, Provo; Glen Rex, Randolph; Vernon Worthen, St. George; L. J. Nielson, Salt Lake City; Arthur Grotegut, Spanish Ford; Howard N. Jensen, Tooele; John Stagg, Vernal.

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District Chairmen—Kathryn Rowe, Bena; J. E. Bauserman, Fairfax; Caroline Coghill, Petersburg; Mary Goodwin, Richmond; Mrs. Irene C. Bunting, Roanoke; Thomas W. Finch, Rustburg; Collin Smithers, Staunton.

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City Chairmen—J. E. Jones, Cudahy; Alma Lowert, Green Bay; Paul L. Kaiser, Juneau; Thomas W. Boyce, Milwaukee; M. O. W. Lowe, Sheboygan.

HAWAII

John C. Luiz, Waialae School, will be Enrollment Chairman for Hawaii this year—due to the many extra responsibilities placed upon E. A. Brown, our former chairman.

Jess Hudson—Editorial Committee Member



JESS H. HUDSON

The Department of Elementary School Principals has been exceedingly proud of the fine men and women who served so faithfully on its Editorial Committee. It takes off its hat and with a deep bow, reverently says "Thank you" to each and every one. The very excellent yearbooks which this committee has produced speak for themselves.

Each year the president of the Department, with the help of the officers selects a new member for this editorial board to fill the vacancy of the three-year term of the retiring member, this time who is the very efficient Miss Maude McBroom, Principal, University Elementary School, Iowa City, Iowa.

We are happy to announce that President Mason A. Stratton and the officers have selected Jess H. Hudson, Tulsa, Oklahoma, as the new member. He will begin his work with the group when it meets at Atlantic City, just prior to the convention.

Mr. Hudson has made a very outstanding record in the educational fields of Oklahoma. He is a member of the executive board of the Tulsa Elementary Principals Association of which he is a past president. He directed the revision of Tulsa curriculum in language for the elementary grades in 1934 and in 1935-36 directed the curriculum work in the combined field of reading, language and social studies. Since 1936 he has been selected as director to make a revision of the State Course of Study of the reading course for the middle grades.

With this splendid background one can readily understand why President Stratton made this choice.



Independence Hall

The Convention *Spa*

Atlantic City, N. J.

February 28-March 3

Welcome's Parade

Cities all along your way to and from the convention are extending welcomes and would like to have you stop over for a visit. This spirit of hospitality makes us feel that each and every moment spent as you come to the meeting and as you return home, can be made profitable. Big preparations are being made for all who wish to take advantage of the invitation. The

American Association of School Administrators and the Department of Elementary School Principals are making arrangements to aid those who visit Washington, Philadelphia and New York in seeing the places of interest in these three historic and metropolitan centers.

Washington—In your national capital the headquarters for arrangements will be at the National Education Association, 1201 Sixteenth Street, N. W. Several will be on duty to help you plan trips thru the government buildings, visits to our national shrines, and with a letter from your senator and representative you will be able to watch Congress at work. Each foot of ground in Washington is hallowed, for it is here that the nation's history has been made and is being made each day. Come visit your professional home and let us see that your visit to your national capital is made most enjoyable.

Philadelphia—Neither printed word nor picture can adequately present this great city. It is rich in historic lore and in this day and generation it is one of the "world's great workshops." The Philadelphia Elementary School Principals Club under the leadership of Dr. R. W. Goll, president, will be happy to serve as host to educators of the nation as they journey to the convention, Friday, February 25 and from the convention in Atlantic City, Friday, March 4. The Club will establish headquarters for visitors in the lobby of the Benjamin Franklin Hotel at 9th and Chestnut Streets. They offer to us special information service concerning the historic points of interest in the city, automobile maps, railroad timetables, local transit facilities and a directory of public schools open for visitation. Every effort will be made to make you feel at home in that beautiful and historic city of brotherly-love.

National Education Association

Dr. Goll writes, "We are most anxious to have our friends visit our schools and see us at work."

New York—Executive Secretary S. D. Shankland for the American Association of School Administrators has made arrangements for an information desk in the lobby of the Pennsylvania Hotel, New York City. This



ADMINISTRATION BUILDING FOR THE NATIONAL EDUCATION ASSOCIATION

Spans The Nation

City, N. J.

8-March 3, 1938

point of contact will be exceedingly valuable for those visiting the city for the first time and most helpful to those who are regular visitors to this great metropolis.

There is no city in the world like New York. Its hurry and hustle, its buildings, its museums, its stores, etc. are all an education. To be one of the crowd is an experience, which you should have.

Let's Look at the Program

After visiting cities en route to the convention you will arrive at Atlantic City ready for six days of professional growth. The Elementary Principals of Atlantic City and New Jersey are making great plans under the chairmanship of Floyd Potter, president of the New Jersey Elementary Principals Association. Hospitality headquarters for the Elementary Principals will be at the Crane Building, next door to the auditorium. For years Mr. Stahl has extended this wonder courtesy and this beautiful retreat has been thoroly appreciated. Go there and register so that your friends may find you. On Sunday afternoon, February 27, 4 to 6 tea will be served there to all elementary principals and their friends. The helping teacher group, of which Miss Dorothy Jackson is chairman, will act as hostess. Mrs. Helen Brearley is chairman of all social affairs.

Breakfast—Monday morning, February 28, 7:30 a.m. will be an early hour, but not too early for elementary principals and their friends to be at breakfast in the beautiful Rose Room, Traymore Hotel. Every year when we come together for this happy occasion we are impressed afresh with the fellowship, and friendship which is so manifest. Unquestionably this meeting gives to each one attending that inspiration which makes him determined to do a better piece of work in his school. Come and be with us.

Department Program—President Mason A. Stratton has secured two nationally known educators for the Monday afternoon, February 28, program, Rose Room, Traymore Hotel. They are Dr. Edgar Doudna, whose subject is "Education With A Purpose" and Dr. Paul Hanna who will talk on "Teacher Participation in Curriculum Making." The Tuesday afternoon program will be arranged by the Atlantic City and New Jersey principals with Floyd A. Potter as chairman.

Complete details of these programs will be in the February issue of *The National Elementary Principal*.



Night View of Upper Manhattan as seen from the Rockefeller Center Observation Roof.

Betsy Ross House.



Banquet—The semi-annual banquets of the Department of Elementary School Principals have become the outstanding features of convention week. On these occasions a world known speaker has brought the group his or her philosophies on life; a news commentator has addressed us; a grand opera singer has entertained us with her bird like songs; and sometimes it has been an old fashioned dance which has been the lure of the evening.

President Mason A Stratton on Monday, February 28, 6:00 p.m., Traymore Hotel, announces that the Banquet program will commemorate one of Ohio's Educational leaders, William Holmes McGuffey, whose readers were studied by "scholars" in every state of the Union. Come and enjoy with us **McGuffey Night** for President Stratton says *all* are to take part. "Mr. McGuffey" will be there; a teacher with a class of twelve who studied those famous McGuffey Readers will show us how reading was taught; and a music master will teach us to read from those famous McGuffey Readers those wonderful selections which ran the gamut of human emotions.

Exhibits—This outstanding feature of the convention attracts active school leaders from all parts of the United States. This year an extra effort is being made by exhibitors to show how their products can be used in the school room. (This is being done by visual education or school group participation in the different demonstrations.) Be sure to visit exhibit hall and take back to your school the latest and best ideas for education.

Appraising The Elementary School Program

Dr. Samuel Berman, James Ludlow School,
Philadelphia, Pennsylvania

(EDITOR'S NOTE—Headquarters has received many requests for study outlines covering the 16th Yearbook, "Appraising the Elementary School Program." Dr. Samuel Berman, Chairman of the Editorial Committee for the 1937 Yearbook has made an outline for study of each chapter in this yearbook. Those groups which are using the Yearbook as a text for study may secure a complete set of outlines for the price of 75c, which covers the cost of printing. So that you will be able to have some idea of the type of material in this valuable outline, we are printing below Chapter I.)



DR. SAMUEL BERMAN

THE FUNDAMENTALS OF SCHOOL APPRAISAL

Chapter I

I. A Few Guiding Principles (Research Division)

- A. "School appraisal is not only desirable, it is unavoidable."
- B. A broad view of the field
 - 1. What should be the scope of school appraisal?
 - 2. Who should do the appraising?
 - 3. When should appraisals be made?
 - 4. How should appraisal be carried on?
 - 5. What should be done with the results of appraisal?

II. Criteria For Judging The Success of A School Program

(Leveria L. Powers, Dir., Primary and Special Education, Chester, Pa.)

- A. Objectives of the school program
- B. Are essential qualities being developed?
- C. Are basic skills being achieved?
- D. Are desirable attitudes being established?
- E. Are appropriate social habits being formed?
- F. Are suitable life interests being aroused?
- G. Are well-balanced personalities being developed?
- H. "The Child should be considered in the light of his attitudes, social habits, interests, and tastes, as well as his academic skills and abilities."

III. Technics Applicable to the Appraisal of School Practises (Harry P. Smith, Professor of Education, Syracuse University, and Director of Research, Syracuse Public Schools, Syracuse, New York)

- A. Subjective opinion. "Such a worker becomes conscious of an innovation, but because of his inability to understand the new practise or because of pure lethargy, he builds up arguments against the new in favor of the old. This again may be merely a defense mechanism or rationalization."
- B. The public demand—emotional reactions
- C. Controlled experimentation
 - 1. Experimental and control groups
 - 2. "When properly used it yields facts on the basis of which highly objective judgments can be rendered."
 - 3. Great care essential
 - 4. Training in technics essential
- D. Comparison with norms
 - "In using norms for appraisal purposes, it is necessary to keep in mind that a given set of norms is valid only for comparable groups."
- E. The case-study technic
 - 1. Wider use desirable to include adjusted as well as maladjusted child.
 - 2. Extension to inter-community comparisons

IV. Memorable Quotations (The Yearbook)

- A. "One way in which the staff of an elementary school can aid in the development of new tests is to go thru the list of purposes or objectives of the school, and indicate after each objective any methods which it thinks practicable for obtaining evidence of the degree to which this purpose is being realized."
- B. "Many elements in the school are so highly individual in character that they cannot be standardized; in fact, it would be undesirable to have them conform to a standard pattern. Teachers, pupils, classrooms, and even entire school systems have certain distinctive qualities and potentialities which cannot be radically changed or ignored in the process of evaluation."

Principals' Salaries In 1936-37*

Frank W. Hubbard, Associate Director of
N. E. A. Research Division



FRANK W. HUBBARD

The 1936-37 salary survey of the N.E.A. Research Division includes the salaries of 11,839 principals working in 1895 city school systems. Nearly 6500 of these are supervising principals (those who give full-time to supervision and administration); more than 5300 are teaching principals. The distribution of the salaries reported for the current year is given by city size in Table 1. If complete information had been obtained for all city school systems, the total would have shown about 15,000 principals (divided approximately: 7300 supervising and 7700 teaching principals).

Table 1 is one of the most complete distributions of the salaries of city elementary school principals ever published to date. It may be noted that the median salary of the entire group of supervising principals is almost twice as large as the median for all teaching principals. Only 380 supervising principals receive \$5000 or more per year; 32 receive less than \$1200 per year. Among the teaching principals only 13 salaries are found at \$3600 or above. Almost one in five of the teaching principals receive less than \$1200.

From previous salary surveys it may be shown that principals' salaries, like those of teachers, reached their lowest point in 1934. Since that time the general trend has been upward. In cities over 30,000 in population the average salary of supervising principals increased about 7 percent between 1934-35 and 1936-37; in cities of less than 30,000 population the average salary of supervising principals increased about 4 percent. The average salary of teaching principals in various city-size groups, in this same period, increased from 3 to 12 percent. In most city-size groups the average salaries of 1936-37 are now about at the same point as the averages of 1932-33.

Generally speaking, principals' salaries were highest in 1930-31. For purpose of comparison with Table 1 the median salaries in the various city-size groups was for teaching principals in 1930-31: column 2, \$2436; column 3, \$2011; column 4, \$2349; column 5, \$1583; and column 6, \$1409. For supervising principals the comparable 1930-31 medians were: column 8, \$3519; column 9, \$2646; column 10, \$2349; column 11, \$2239; and column 12, \$2175.

What of the future? How much supervisory service may be expected of teaching principals who receive less than \$100 per month? Even among supervising principals only 3 out of 100 receive as much as \$5000 per year. Will salaries "freeze" at present levels or will they advance along with improvements in the training and vision of principals? In the long run the public will get the kind of community leadership it is willing to pay for.

*The above information, prepared by this author, is also being used by the Educational Research Service in its Circular No. 11, including Junior High and Senior High Schools.

Table 1—Salaries Paid Teaching and Supervising Elementary Principals in 1936-37

Salary Groups	TEACHING ELEMENTARY PRINCIPALS							SUPERVISING ELEMENTARY PRINCIPALS						
	Over 100,000 in population		30,000 to 100,000 in population	10,000 to 30,000 in population	5000 to 10,000 in population	2500 to 5000 in population	Total	Over 100,000 in population		30,000 to 100,000 in population	10,000 to 30,000 in population	5000 to 10,000 in population	2500 to 5000 in population	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Below \$1200		7	48	193	369	388	1005	1		9	9	13	32	
1200 to 1299		8	19	121	149	80	377	3	3	17	1	1	25	
1300 to 1399		12	24	207	146	84	473		5	15	12	3	35	
1400 to 1499		14	62	221	138	69	504	2	29	16	6	6	59	
1500 to 1599		21	52	189	152	60	474	13	18	35	7	3	76	
1600 to 1699		15	58	170	91	47	381	24	38	50	16	8	136	
1700 to 1799		47	102	142	75	29	395	27	57	39	11	4	138	
1800 to 1899		57	106	126	64	29	382	55	60	56	16	11	198	
1900 to 1999		42	105	93	28	8	276	57	100	64	9	9	236	
2000 to 2099		41	94	74	31	16	256	55	87	55	14	9	220	
2100 to 2199		27	61	47	27	5	167	101	73	61	13	4	252	
2200 to 2299		37	43	31	15	3	129	86	64	55	7	4	250	
2300 to 2399		34	25	27	11	2	99	107	52	50	7	8	203	
2400 to 2499		52	19	21	10	5	107	138	84	59	11	1	293	
2500 to 2599		48	23	27	2	3	103	158	83	41	2	3	287	
2600 to 2699		40	9	6	3		58	219	68	25	7	4	323	
2700 to 2799		9	13	7	7		36	155	76	31	6	1	268	
2800 to 2899		34	8	6	6		43	150	46	27	6	3	233	
2900 to 2999		9	2	3			14	198	42	18	2		260	
3000 to 3099		6	15	1	2		24	280	84	20	7	4	395	
3100 to 3199		1	7		2		10	118	45	7	6		176	
3200 to 3299		11	1				12	341	69	20	7	1	438	
3300 to 3399		3		1			4	243	62	16	2	1	323	
3400 to 3499		12					12	425	38	38	3		478	
3500 to 3599								123	37	9	2		171	
3600 to 3999								308	12	3	1	1	325	
4000 to 4199				1			1	69	13	2	2		87	
4200 to 4399								58	7	1	1	1	67	
4400 to 4599								93	7	1	1	3	104	
4600 to 4799								22	5	2			29	
4800 to 4999								35	10				45	
5000 to 5499								75	7				82	
5500 to 5999								238	1				239	
6000 to 6499								13					13	
6500 to 6999								1					1	
7000 to 7499														
Total	587	587	891	1714	1322	828	5342	4004	1385	813	191	104	6497	
Median	\$2207	\$2207	\$1876	\$1561	\$1398	\$1233	\$1566	\$3225	\$2527	\$2183	\$2061	\$1950	\$2893	

Education And The Totalitarian State

Thomas W. Boyce, principal, Cass Street Rotary School,
Milwaukee, Wisconsin

It may appear presumptuous for the writer to discuss the subject of "Education and the Totalitarian State." He has never lived in such a state, and knows that if such misfortune ever befell him, having lived all his years in the free atmosphere of good old Wisconsin, he would soon be executed, imprisoned, or reported missing. As an educator, he feels sorry for the little children who must live and be educated under such regimes as the Soviet, the Fascist, or the Nazi, and he thanks God that the children under his supervision may live normal children's lives, free from the "isms" and debilitating direction of autocrat or state.



T. W. BOYCE

There are, however, experiences gained thru sixty odd years of contact with the public schools of this country, knowledges acquired thru a study of the history of education here and abroad, and information procured thru reading of happenings nationally and internationally in educational circles, that make possible some reflections and comments on the subject assigned for consideration.

There is an essence, an odor, a positive trace of totalitarianism in the control of schools in America. We live in a democracy. Education is recognized as a state function. Our forefathers, who entered upon this noble experiment of democracy, recognized that without an intelligent and educated citizenry, democracy could not survive. National grants were made to support general education. The state more and more is rallying to the support of education and assuming a greater share of the costs of public education. Why? That this democracy of ours may be perpetuated thru the influences and teachings of the public schools. The state does not demand instruction in democracy. The state assumes and expects that proper guidance and instruction will obtain in her public schools. No school system in America would dare teach that a Monarchy or an Autocracy, or a Soviet, or a Fascist, or a Nazi form of government would be preferable to our own form. Public sentiment and the state could not, and would not, tolerate such heresy. To this extent, we are totalitarian.

There are other evidences, historical and contemporary, to indicate that communities and commonwealths have tried, sometimes with success, sometimes unsuccessfully, to shape and direct public education into conformity with their own religious or social or political ideals. All students of history know that the Puritans were intolerant of all teachings not in accord with their own narrow beliefs. It is well known that all forms of music were banished from their churches and schools in the early days. Music was sinful. There must be no joy in church or school. It took an evolutionary period of approximately two hundred and fifty years for the schools of Boston to recover from the blight of puritanical control of this important phase of education, and to welcome music instruction as an integral part of its school system. Just think of the children

who were born, grew up, were educated, and died, and of their deprivation of the priceless joy of music in their lives, during those two hundred and fifty years.

There is the state of Tennessee, a commonwealth which says that no child or adult attending schools within her borders shall learn or be instructed in the theory of evolution. All statements that have been made concerning evolution may not have been scientifically verified, but the larger percentage of parents in America will hesitate to deny their children, as students, some knowledge and acquaintance with the theory of evolution. But Tennessee does it. It is well known that numerous presidents and professors in privately endowed or politically controlled universities or colleges have lost their jobs because they would not shape their teachings to conform to the political, or religious, or economic beliefs of their regents or Trustees. It is not contended here that some teachings were not subversive to the best interests of the communities or commonwealths affected. It is merely interesting to note that even in America intolrances of authorities to teachings opposed to their prejudices or beliefs are prevalent.

In Milwaukee in a forum conducted in one of the schools, four speakers presented the principles and tenets of the four political parties, the Republican, the Democratic, the Socialist, and the Communist. So provoked were the conservatives, that the Common Council passed unanimously a resolution condemning our School Board for permitting such desecration of school buildings, and the dissemination of such information contrary to their beliefs. Luckily, the schools of Milwaukee are not politically controlled, and are independent of the Common Council.

These examples are set forth to illustrate that totalitarianism has influenced and still does influence to some extent education in our own United States.

In order to make clear how American education differs from the education given in the 100 percent totalitarian countries, it seems advisable at this time, to describe a modern American school—in this case an elementary school—and outline the activities carried on in such a school, many of which are found in America.

Citizenship training is, of course, the first consideration in any American school. Formal instruction in citizenship is, however, minimized. In auditorium classes, current events are read and discussed, and topics cut from the daily papers are presented by the pupils. One pupil may present an item commending President Roosevelt for his attempt to revise the Supreme Court, another pupil a topic condemning him for appointing a Ku Kluxer to the Supreme Court. We do not worry about such situations. Pupils in school should get a start in sifting the truths from the untruths in newspapers. Thru the auditorium's current events, activities, recitations on public occasions, and dramatic work, fully 95 percent of the children in a modern school are privileged to appear one or more times during a semester. Proper measures for the safety of all children in crowded city traffic are dramatized and illustrated. All these activities afford fine training in citizenship.

A desire to serve one's community is one of the finest traits of citizenship. In a modern school, countless opportunities are afforded children to serve a teacher, the class, the school, and the community, as class president, or class secretary,

as captain, or a lieutenant of classes when classes are changing, as a messenger or as a safety cadet.

In the gymnasium and on the playground or in the playroom, exercises for health and correction are employed. Competitive and recreational games are played with enthusiasm, and here fair play and honesty in competition are emphasized. These are valuable traits in a citizen.

The modern school has a first class library, and here children go regularly to study or to read for recreation and pleasure. The child who arrives at maturity without acquiring the habit of visiting a library and drawing and reading good books is to be pitied. The proper use of leisure is a mark of a good citizen. Children attend the classes in the art rooms where they are inspired and guided by real artists who are their teachers. They are not required to do formal work in drawing cubes and cylinders, but are allowed liberty of expression in design with pencil, or crayon, or paint. Children love art presented in the right way. Esthetics is a prime factor in citizenship.

In a history room with a competent history teacher in charge, the saying, "My country, right or wrong, is always right," need not be emphasized. National mistakes have been made. How can we profit by our mistakes, unless we learn of them. While there is danger here as well as in the auditorium that license take the place of liberty in thought and expression, broad-minded and diplomatic teachers are always able to keep situations in hand.

A modern school has a natural science room, well equipped with pictures slides, stereopticon, and living and mounted specimens, where under the guidance of a nature enthusiast, children are inducted into the mysteries and beauties of the world about them. It is interesting to note that here are initiated inclinations and hobbies so necessary in the life of a normal citizen.

A music room equipped with a piano and a varied line of musical instruments, and adorned with pictures and casts of the world's great musicians, and presided over by a real musician who is also a teacher, is an important feature of the modern school. Here the children's voices are trained. They learn to sing and enjoy singing. They play in the orchestra, or join the glee club. They take lessons in piano, violin, cello, and a dozen other instruments. Here again, we find that an appreciation of the fine arts is an outstanding factor in good citizenship.

It must not be forgotten that the modern school has home rooms in charge of the best academic teachers where undivided attention is given to the fundamentals such as reading, spelling, arithmetic, and writing. Here children learn to apply themselves to the hard work of mastering fundamentals and like it. They like the home rooms and the hard work there, because they know that if they cannot be stars there, they will have other opportunities in other activities for expression and achievement. Somehow, they have learned that school life does not entirely consist, as it once did, of formal drills and failures, and chidings, and punishments. Every child in a modern school is given opportunities in varied activities to do his best, and no more is expected of him.

A modern American school recognizes that children are individualistic, that they have aptitudes and inclinations differing from one another, and there is no

attempt to put all children thru the same rigid course of discipline. Children enjoy going to a modern school, because they have teachers who understand them and are not expecting the same type of performance in all activities from every child. Regimentation is the bugbear of child life. Teachers today understand children better, treat them better, and secure from them responses and efforts and appreciations unknown in the good old days.

Why has this rather extended outline of activities in a modern American school been presented? What relation has this phase of the discussion to the subject of "Education and the Totalitarian State"? Our purpose has been to illustrate the kind of training for citizenship educators are trying to give in America, and by inferences or pointed statement to show that such training does not obtain and cannot obtain in a totalitarian state. There is no hurrah for Hoover, or Roosevelt, or Hughes, or LaFollette, or the adulation implied in "Heil Hitler," or Viva Mussolini in our schools. We do not deny the existence of God. We do not claim that the Anglo American is the only perfect specimen in our citizenry. We do not teach hatred of any religion or of any race. We do not want our children to learn or believe that war is glorious, that shedding the blood of enemies is joyful, that national lying and misrepresentation are justifiable. We try to minimize, or obliterate national or racial, or religious hatreds brought from across seas by our adopted citizens. We try to have our students realize that opportunities for advancement are ever present in this country of ours, that there is no barrier to individual initiative, and that no class distinctions hinder them.

We aim in our American schools to teach the art of living together as members of a community, as citizens of a state or the nation, as constituents of the society of nations. We believe that our training in citizenship makes not only better citizens of our own country, but also better world citizens—an accomplishment that the schools of a totalitarian state dare not and cannot approach.

THE BOOK OF BIRDS

The first comprehensive work ever published with all major species of birds of the United States and Canada shown in full color, has been published in two volumes by the National Geographic Society, Dept. BF6, Washington, D. C. In the 738 pages of this two-volume set there are 204 pages of full-color plates showing 950 birds.

This Book of Birds, in two volumes, is published by the Society as another of its contributions to the increase and diffusion of geographic knowledge, seeking only to make its works accessible to the many thousands of Nature lovers thruout the world.

This book is not sold thru agents, bookstores or dealers. It can be obtained only from the National Geographic Society. The price of this two-volume book is \$5.00 per set, postpaid in the United States and Possessions.

These books are suitable for both home, school and libraries. They will make a very useful and valuable Christmas present.

Educational Leadership In The Elementary School

Reinhold W. Goll, principal, James Elverson Jr. High School,
Philadelphia, Pennsylvania



REINHOLD W. GOLL

The transition of the school principal from inspector to educational leader has been completed. Today the principal is a trained expert in human engineering. As long as the school was concerned primarily with the three R's, the principal's duty could be confined to inspecting the results of such instruction. But when the school aims at developing dynamic citizenship in its product, the importance of the principal rises enormously because of his key position in the scheme of education.

The office of the principal is the focus of all the forces and agencies working in behalf of the children in school.

The principal is in constant and intimate contact with the children, the teachers, the superintendent and his staff, the Board of Education, the Community, and all other agencies involved in education. If all these forces are to cooperate effectively to provide the best education possible, a coordinator with rich qualities of leadership is necessary. The principal is that coordinator.

The principal should judge his success by the real educational growth of the pupils in his school. This can only be attained by continued professional development and growth of the teachers, a major function of the principal. Development and growth of both pupils and teachers can never come from orders issued and commands obeyed. These result from cooperative enterprise, planning, endeavor, and analysis of results by all concerned. Interest, ability, and initiative must be respected and encouraged wherever found.

This requires a high order of educational leadership. The principal must be more than a "yes man." The intelligence and capacity of the principal must be fully capitalized by the superintendent. The principal must receive as well as extend full opportunity to participate in the formulation of educational policy.

More than ever the principal must be professionally minded and give continued attention to his own growth. High on the list of activities that contribute to this end is the principal's association with his colleagues. The opportunities offered for the exchange of professional opinion and practise, and for the advancement of education by Local, State, and National Associations and Departments of Elementary School Principals, is of prime importance and should be accepted as a professional obligation by all principals.

Make your plans now to attend the Conference on Elementary Education, New York University, July 1-15, 1938. Be sure to read the application blank on page 94.

The number attending this Conference is to be limited to 250 persons. First come, first serve.

School Newspapers

(EDITOR'S NOTE—The Department of Elementary School Principals receives copies of many school newspapers. Many principals are exchanging their newspapers with other schools. This page is devoted to the "School Newspapers" which headquarters has received so far this year.)

The School News—The Richmond Grade School, Richmond, Kansas, is operated as a community of which the pupils of that school are citizens. They are taught to feel the responsibility of citizenship and to respond to the call of duty. They have their own police department, fire department, orchestra, glee clubs, athletic teams, workshop, and newspaper. Each child feels that he is personally responsible for the success of the school community.

The Richmond Grade School has an enrolment of 89 pupils with four teachers. The community is one of which a majority of the people are college educated, it has a national bank, three churches with large memberships and attendances, a strong Chamber of Commerce, a strong City Council, a population of 450 of which all are ardent school boosters.

Mr. Leslie L. Norton, principal of the school, is sponsor of *The School News*, the school publication, which is published weekly by the students of the school. The purpose of the paper is to offer an outlet for original expression, creative writing, art and any kind of work of merit. The reading public serves as a motivation for perfection in each department of the school community. The pupils are proud of their publication and are prompt in its organization each week.

The Whittier Quarterly—Whittier School of which Miss Lillian Lambrecht is principal, publishes the *Whittier Quarterly* three times a year, the issues being an autumn, a winter, and a spring number. Except for the typing of the stencils, all work is conducted by the pupils of the school.

* * * *

Other splendid school newspapers which have come to headquarters this fall are: *The Fortnightly*, published by the Elmsford Elementary School, Elmsford, New York, of which E. L. January is principal; *The Cypress School*, published by the Cypress School, Johnstown, Pennsylvania, of which W. F. Grunizer is principal; *Web-Stirrings*, a publication of the Daniel Webster School, New Rochelle, New York, of which Harold V. Baker is principal; *Busy Bee*, published by the Ninety-Second Street School, Los Angeles, California, of which Jane C. Orr is principal; *The Bulletin*, a publication of the California Elementary Principals Association, Bay Section; *The Osgood School*, published by the Osgood School, Medford, Massachusetts, of which Mrs. Elizabeth T. Newell is principal; the *Reflector*, a publication of Cooke School, Detroit, Michigan, of which Earl R. Laing is principal; *Oakhurst Oracle*, published by Oakhurst School, Clarksdale, Mississippi, Gabriel Houston, principal; *The Salina Junior Journal*, published by the Salina Grade Schools, Salina, Kansas; and a School Bulletin published by the Patrick Henry School, Norfolk, Virginia, of which Lillian Johnson is principal.



LESLIE L. NORTON

News Received At Headquarters

★The Executive Committee of the West Virginia Elementary Principals Association, at its meeting September 25 at Charleston, selected the following persons as members of the Yearbook Committee: W. E. Lawson, *chairman*, McKinley School, Parkersburg; W. F. Cline, Park School, Parkersburg; C. Darl Long, Cammack School, Huntington; Byron Miller, East Park School, Fairmont; Estella Scharff, Edgington School, Wheeling; Rex Smith, Morgantown; and H. Cliff Hamilton, Assistant Supervisor Elementary Schools, Charleston. Headquarters wishes this committee much success in the preparation of the new Yearbook of the West Virginia Elementary Principals Association.

★A beautiful new school building in Evansville, Indiana was dedicated Friday, September 24, 1937. Carl W. Lemme, State Enrolment Chairman for the D.E.S.P. is principal of this Washington School. This beautiful modern building of American Colonial design stands as evidence of the fact that Evansville has built for the future.

★R. H. Richards, State Enrolment Chairman for the D.E.S.P. and principal, Lincoln Elementary School, Huntington, W. Va., has sent to headquarters a tentative outline of the Program of the Cabell County Elementary Principals' Association, which meets on the Third Monday of each month. The topics for the forthcoming meetings are as follows: November 15—Progressive Education Trends; December 20—Reporting Pupil Progress to Parents; January 17—Annual vs Semi-annual Promotions; February 21—Methods and Technics of Requi-

sitioning, Allocating, Reporting, and Delivering School Supplies; March 21—Manuscript vs Cursive Writing; and April 18—Libraries.

★Headquarters appreciates receiving the names of the new officers of Principals Clubs as they are elected each year. Below we are listing the new officers of Clubs which have recently been sent to us:

New Haven, Connecticut, Principals Club: President, Albert Harder; and Secretary, Mrs. Lillian Huber. (Thanks to Miss Elizabeth Malcolm.)

Elementary Principals Club of Birmingham, Alabama: President, Virgil Wilder; Vice President, George Cox; Secretary-Treasurer, R. Voyt Hill; and Executive Committee Members, E. B. Calhoun and H. B. Norton.

Elementary Principals Club of Cleveland, Ohio: President, Agnes Ziska, Charles Dickens School; Vice President, Georgiana Downing, Robert Fulton School; Secretary, Laura H. Henschen, Landon School; Treasurer, Mary Fitzpatrick, Waring School; and Members at Large, Anne E. Burgess, Doan School; Mary F. Keyes, Mill School, and Edna Morgan, Paul Revere School.

Nebraska Elementary Principals Association: President, Mary Austin, Omaha; Secretary, Maude Compton, Omaha; Treasurer, Alta Jackson, Lincoln.

Iowa Elementary Principals Association: President, Marjorie Walters, Cedar Rapids; Vice President, J. R. Fitzgerald, Sioux City; Secretary-Treasurer, Georgia Quigley, Des Moines.

New Jersey Elementary Principals

Association: President, Floyd A. Potter, Atlantic City; Vice President, Anna C. Scott, Leonia; Secretary, Albert L. Hartman, Montclair; Treasurer, Ethel M. Pultz, Long Branch.

★Miss Sarah O. Whitlock, principal, Lincoln School, New Brunswick, N. J., was elected president of the New Jersey State Teachers Association at its meeting November 12, 13 and 14. Miss Whitlock is also principal of the Elementary Demonstration School connected with the Rutgers University and was the first woman president of the Rutgers School of Education Alumni Association. She is the third woman to head the State Teachers Association and she succeeds Dr. Leon N. Neulen, Superintendent of the Camden Schools, who has been president for two years.

★*A Century of Progress in Education*, a booklet published by the Avondale School, Birmingham, Ala., in honor of American Education Week, has just been received at headquarters. This splendid publication was prepared by the Art Club under the direction of Rebecca Llewellyn, Art Instructor and printed by the Industrial Arts Department under the leadership of George L. Gammon. Mr. J. D. Williams is principal of the Avondale School and it was thru his splendid cooperation and that of his teachers, that this book was made possible.

★The Grand Rapids, Michigan, Teachers Club is sponsoring a program of Public Relations this year. Some of the things which are planned are: A page of school activities, articles and pictures each week in the Sunday Herald; broadcasts by members of the Board of Education, superintendents, supervisors, parents, and others; form

letters to be enclosed each month with the report cards, acquainting the parents with the changes in Curriculum, etc. Headquarters wishes to thank Miss Edna M. York for this information.

★The California Elementary School Principals' Association, Bay Section, has been holding many splendid meetings. The first executive meeting was held in Oakland on September 2. A tentative program for the year was outlined and the following committees were appointed: Membership, Yearbook, Budget and Professional Study.

At the Richmond Conference, at which Miss Helen Heffernam, Chief, Division of Elementary Education, presided, Mrs. Gladys Potter and Mr. Forrest Mitchell contributed splendid material. The Conference was attended by approximately two hundred principals, each of the thirteen counties of the Bay Section being represented. State Superintendent of Public Instruction, Dr. Walter F. Dexter, was enthusiastically greeted as guest speaker of the luncheon session.

★Miss Mate G. Hunt, Librarian, Winnetka School, Dallas, Texas, has sent to headquarters a copy of the program — Library Section T. S. T. A. Among the outstanding speakers were: Mattie Ruth Moore, Librarian, Sam Houston Elementary School; and Margaret Sheers, Librarian, Panhandle High School. Mrs. Elnora Edgar Buchanan, President, Texas Library Association, will be toastmistress at the luncheon, and Dr. Louis Shores, Director, Library School, George Peabody College, and Merrill Bishop, Director, Junior High Schools, San Antonio, will be the speakers.

**Life Membership
in the
Department of Elementary
School Principals**



The Life Membership Division of the Department of Elementary School Principals, Herbert C. Hansen, chairman, wishes to extend to the members of the Department a most cordial invitation to become a life member of this very fine group.

A life membership costs \$50.00 and payments may be made in full or in deferred payments of \$5.00 or \$10.00 per year. The money from this source goes into the Permanent Fund of the Department, and the interest on this small fund is used to partially pay the current expenses. Two dollars added to your membership dues for 1937-38 may be applied on your first payment. Write to headquarters, 1201 Sixteenth St., N. W., Washington, D. C., for a life membership blank.

A gold key, button or pin is given to each life member.

CONFERENCE APPLICATION BLANK

**Second Annual Conference on Elementary Education
Department of Elementary School Principals
July 1 to July 15, 1938**

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

I wish to become a member of this conference.

I wish (do not wish) college credit.

Enclosed is \$5.00.* Kindly make hotel reservation for me. Check choice:

☐ Single room. ☐ Double room (twin beds). ☐ Double room (double bed).

Name _____

Address _____

Position _____

*The check should be made out to the Prince George Hotel, New York City. Mail application and check to Miss Eva Pinkston, 1201 16th St., N. W., Washington, D. C.

The New Books

Teaching Arithmetic in the Elementary School by Dr. Robert Lee Morton has been designed for teacher-education courses in the methods of elementary arithmetic, graduate courses in the psychology and method of arithmetic and for superintendents and principals of elementary schools, elementary supervisors, teachers, curriculum specialists, professional service libraries. It portrays the role of arithmetic in the activities of children, and indicates the place of arithmetic in the curriculum of the primary grades. The author emphasizes the relation between numbers rather than memory by building arithmetic on concrete experiences and applying it to the solution of interesting problems. This book is published by Silver Burdett Company, New York City.



Auditorium work has long been recognized as a means of achieving the aims of citizenship. Thru it pupils are given ideals and attitudes as well as training in practical citizenship. *School Auditorium Programs* by Pearl Julia Burke, Beckley-Cardy Company, Chicago, is a teachers' manual and reference book. It presents the aims and organization of auditorium work, and gives programs for each month of the school year. The programs are organized around important dates in the fields of history, science, art, music, and literature. Holidays and special days are recognized also.



A sequel to the book *Home*, by Waddell, Nemec, and Bush, *Helpers* is a simple and interesting introduction to social science for use in primary grades. Its stories are built around a study of various types of community life and occupations that are familiar to children. As the title implies, the book stresses thruout the interdependence of individuals and groups.

Helpers is profusely illustrated and, as shown by the page-by-page list of new words, the vocabulary is well within the reading range of young children.

Who Knows, a little primer, has just been published in the Child Development Readers series to follow the pre-primer in schools that want to give even greater emphasis to reading readiness. This booklet, edited by Julia Letheld Hahn, presents both pictures and text and leads the child to blend the interest in picture stories that he has developed in picture-story reading into interest in reading word stories. This little primer is a fine combination of picture-interpretation and text-reading. The words employed are simple, yet provide a good working vocabulary for a beginner. They are used sparsely in the first section of the book, thus allowing the child to direct his attention more fully to the pictures. As the book progresses the concepts on each page are more numerous, and instead of one idea, a series of ideas is presented to the child. The pictures, themselves, provide many object lessons. They are so well drawn and colored that every child will enjoy them.

The Teachers' Edition of *Who Knows* shows how the book, tho planned for use in the Child Development Series, can be used by the beginners with any series. To further the usefulness of this book, a practise book entitled *Fun With Pictures* is available. This book can be purchased from Houghton Mifflin Company, Boston.



Child Psychology by Fowler D. Brooks, gives a clear, well-rounded account of the whole child to the age of twelve years, including all of the manifold phases of his growth, development, and living. The author makes many practical and skillful applications to actual problems of child development and the book is for that reason particularly valuable to educators and students of education, in fact to all persons concerned with the care and training of children. Houghton Mifflin Company, Boston, has published this book.

Come to Atlantic City and help us celebrate "McGuffey Night."

Let us keep in mind that the most beautiful gift that we can give to our children, the best gift that we can give to our nation, the greatest gift we can give humanity is to send forth the generation of children for whom we are responsible, with their hearts filled with the joy of loving and serving. Then truly will they hear the song of the Christmas angels and—then will our Christmas giving descend to their children's children.

—ELIZABETH HARRISON.
