

MEMORIAL DEPT
LIBRARY

JAN 19 1931

VOL. X, No. 2

JANUARY, 1931

BULLETIN

OF THE

Department of Elementary School Principals

Greetings—Crozier	67
The Future of the Elementary School Principalship—Morgan	68
Curriculum Revision Program—Griggs	72
Let Us Magnify the Early Years—Fink	78
Extent of Socalled Extracurriculum Activities in the Elementary School—Borgeson	83
Books You Will Want To Read—Hubbard	88
Our American Speech—Meader	90
Local History as a Teaching Unit—Allen	95
Vitalized Group Study and Faculty Meeting—Blake	97
Are Bilingual Children Able To Think in Either Language with Equal Facility and Accuracy?—Rodriguez	98
Committee on Health of the New York City Principals Association—Leland	102
Health and Physical Education in the Detroit Elementary Schools—Sherman	104
The Present Status of the Platoon School—Masters	108
The Home and the School—Welch	111
Some Phases of Administration and Supervision Basic to Success—Donnelly	115
Cultivating Constructive Community Contacts	118
When the Roll Is Called—Ritow	120
News from the Field	122
Detroit Convention	126

PUBLISHED QUARTERLY BY THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C. ENTERED AS SECOND-CLASS MATTER NOVEMBER 20, 1922, AT THE POSTOFFICE AT WASHINGTON, D. C., UNDER ACT OF AUGUST 24, 1912. ACCEPTANCE FOR MAILING AT SPECIAL RATE OF POSTAGE PROVIDED FOR IN SECTION 1103, ACT OF OCTOBER 3, 1917, AUTHORIZED DECEMBER 18, 1922.

BULLETIN
of the
DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
FRED H. DUFFY, *Editor*, 1616 Ridge Avenue, Steubenville, Ohio
Published quarterly in October, January, April, and July by the Department of Elementary School Principals of the National Education Association of the United States.

The payment of \$3 active membership dues entitles a member to attend all meetings of the Department, to hold office, to receive the Bulletin and Yearbook.

Two dollars of each membership fee is for a year's subscription to the Bulletin.

Subscription to nonmembers is \$3 per year; single copies, 50 cents; Yearbook, \$2.

Members are requested to report at once any change of address, giving old as well as new address.

Entered as second-class matter November 20, 1922, at the postoffice at Washington, D. C., under act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized December 18, 1922.

Executive and Editorial Offices, 1201 Sixteenth Street Northwest, Washington, D. C.

OFFICERS OF THE DEPARTMENT
1930-31

- President*, CASSIE F. ROYS
2609 Bristol Street, Omaha, Neb.
First Vicepresident, HERBERT C. HANSEN
315 Plymouth Court, Chicago, Ill.
Second Vicepresident, EARL R. LAING
Burt School, Detroit, Mich.
Third Vicepresident, MRS. CORA S. RUSLING
4416 South Normandie Avenue, Los Angeles, Calif.
Fourth Vicepresident, GEORGE D. TAYLOR
392 Augustine Street, Rochester, N. Y.
Fifth Vicepresident, JULIA A. SHEEHAN
Hunnewell School, Wellesley, Mass.
Secretary, FRED H. DUFFY
1616 Ridge Avenue, Steubenville, Ohio
Executive Committee
ELIZABETH McCORMICK, Howe School, Superior, Wis.
(Term Expires 1931)
JAMES R. FLOYD, 717 Garden Street, Plainfield, N. J.
(Term Expires 1932)
M. EMMA BROOKES, Miles School, Cleveland, Ohio
(Term Expires 1933)
EVA G. PINKSTON, 5652 Belmont Avenue, Dallas, Texas
(Term Expires 1934)
National Chairman, Enrolment Committee
HERMAN RITOW, Fort Sheridan, Ill.

GREETINGS

N. R. CROZIER

President, Department of Superintendence, National Education Association

AS THE presiding officer of the Department of Superintendence, I bring to you greetings and extend a cordial invitation to each of you to attend the next meeting of the Department in Detroit in February, 1931. Of the fourteen allied groups, the Department of Elementary School Principals is second to none in importance and in service.

During the past several months my most serious thought has been given to the preparation of a program that will prove inspirational, entertaining, professionally significant, and beneficial in some way to all who attend. The only way to determine with what success these efforts of mine have met is for you to attend.

It is easy for administrative and supervisory officers as well as those in the instructional corps to lose sight of that for which the schools have been organized. All of us may fall into the error of believing that the schools have been organized to give us jobs. We may become so highly professionalized in our associations that we establish objectives to displace the main objective of all schools. The general theme of the convention therefore will be "Working Together for the Children of America," with sub-themes for the various general sessions in harmony with the general theme.

The City of Detroit, the fourth city of the nation, will throw its doors open for our reception. It has been fifteen years since the Department held its convention in Detroit. Even a year makes a difference in the growth of this magic city, so what will fifteen years bring to you who have not seen it in that length of time?

The general sessions will be held in the beautiful Masonic Temple, and the section and group meetings will be held in smaller auditoriums, conveniently located in the central section of the city. Superintendent Cody has left nothing undone in his desire to put the facilities of the city at our disposal. Dr. Paul Rankin, director of research of the Detroit Schools, will be in charge of the local arrangement details. Mr. Fowler Smith, supervisor of music, will be in charge of musical entertainment.

One outstanding feature of the convention will be the National High-School Chorus, in charge of Dr. Hollis Dann, which will make its first appearance before the Department of Superintendence.

I am divulging entirely too many secrets, so I'll say no more now until the time comes for the official release of the program. All I ask of you is just to be there.

READERS will wish to note the announcement of the program of the Department of Elementary School Principals at Detroit as arranged by President Cassie F. Roys. It is printed on page 126.

THE FUTURE OF THE ELEMENTARY SCHOOL PRINCIPALSHIP

JOY ELMER MORGAN

Editor of the Journal of the National Education Association

THE terrific onslaught of the machine is creating worldwide hunger and unrest. Evidences of this unrest are suggested by the rapid growth of the mental hygiene movement and by the striking increase of crime in all civilized countries. The adjustment will come about gradually through the efforts of many agencies and forces. People will get all the machines they want, or at least all they can use, and will then turn their attention to the development of the spiritual and intellectual phases of their lives. They will perceive that one grows in wealth not by getting but by becoming. The desire to develop the inner forces will inevitably lead toward a greatly enriched neighborhood and community life. The center of this life will be the school.

This common school will be quite different from what we now know. It will be, in a generous sense, the community school for both children and adults. It will be freer, more informal, human, and effective. With the 25-hour week and the 5-hour day there will be many extra hours to be spent in play, in study, and in happy social companionship. Since children will have time and opportunity to study after they are grown, there will be less cramming and forcing in the lower years—more attention to the quality and direction of mental growth.

This new type of school and community life implies for the principal a new type of training and leadership. That this new type of training and leadership is just around the corner is suggested by the remarkable achievements of elementary principals during the past ten years. One of the great advances in American education during the decade has been the creation and development of the Department of Elementary School Principals of the National Education Association. It is no small achievement to start at the beginning and to develop within a decade literally a new profession with an enlisted membership of nearly 5000, supported by a program of special training, research, and publication. The influence of such a group working itself out in the basic school makes an immediate difference in the quality of American life which is beyond calculation. Against this background of change and professional awakening the writer proposes to discuss certain qualities which seem especially needed in the principal of tomorrow. There is no effort to cover all the qualities, as some are well discussed in existing literature, but the following inevitably come to mind when the civilization of tomorrow is considered.

The principal as a learner—When one reads such a book as Ernest Dimnet's *Art of Thinking* he feels that the learning of tomorrow and the learning of yesterday will be as far apart as the noisy, clumsy, frictional oxcart and the speedy, silent, masterful automobile of today. The new pedagogy will discover ways of overcoming the friction of the human mind, so that we shall preserve in our learning activities something of the eager joy and freshness with which

children reach out to discover and conquer new worlds. That the principal shall have this quality is supremely important, since it is a contagious trait and underlies the whole concept of education as growth—constant, guided growth.

The principal as a master teacher—To teach is almost as instinctive as to learn. The principal whose life is full—who is a keen observer, a broad reader, a student of men and affairs, a lover of nature—will profoundly affect the mental and spiritual lives of teachers, children, parents, and citizens. He will be something of an artist in making others think. He may or may not preside over formal classes, but he will be opening doors and windows to new horizons.

The principal as a sociologist—We shall see in sociology during the decade ahead a sweeping development such as has occurred during the past decade in the field of mental hygiene. Causes and relations as they operate in the new world will begin to appear. The principal will be so broadly trained in this field that he can study the social factors which operate around the school and direct the study of teachers and parents. Among such factors are housing, parks, recreation, community ideals, criminal tendencies, and the relation between crime and schooling. That this relation is close is indicated in a remarkable book, *500 Criminal Careers*, by Sheldon and Eleanor T. Glueck, published by Knopf, which shows that of the 454 Massachusetts reformatory inmates about whom reliable information was obtainable 2.4 percent had never attended school; 42.6 percent had only fifth grade training or less; 45.8 percent had training only from the sixth to eighth grade; 4.6 percent some ninth grade training; 4.4 percent one or more years of high school; and *only two-tenths of one percent had completed high school*.

The principal as a pioneer—New occasions teach new duties. The principal who is to bring his school into harmony with today's needs must undertake new things. He must re-create in the minds of citizens, teachers, and pupils the spirit that has made America great. A pioneering factor of perhaps five or ten percent would not disturb the equilibrium of any school, but it would greatly add to the zest of learning, the joy of teaching, and the satisfaction of being a principal. Let one worker out of each ten in the school be given to some new enterprise—a fulltime librarian; a special worker to serve the adult population who will study their needs as teachers study the individual needs of pupils; a new course on housing, community planning, some art not heretofore included in the curriculum; special work in leisure—any one of a thousand things that minister to individual and community needs.

The principal as a prophet—If prophets were needed in the olden days they are more needed today. The second industrial revolution has gone far enough for the major trends to become apparent. It will be possible within a few years to produce for all people as much of the material things of life—food, clothing, transportation, shelter—as anyone can use to advantage. The center of gravity must be shifted from the conquest of power and the pursuit of wealth to the conquest of self and the pursuit of the finer and more enduring values of life. While this change is taking place there will be many abuses and gross inequalities; much human life will be destroyed; old safeguards will be broken down

before new ones can be built up. There will be no simple solutions, but the supreme need will be informed intelligence, and the principal who is thoroughly familiar with the literature of prophecy based on facts can anticipate the trends and can perform for his community a priceless and indispensable service.

The principal as a reformer—Every social worker and teacher who studies the failures and breakdowns in human life becomes conscious of the importance of a wholesome atmosphere. The crime figures published by the Department of Justice of the United States show fewer policemen in communities having a high level of education. Crime is most prevalent in those areas of cities where housing conditions are worst, where politics are most corrupt, where there is collusion between the police and the underworld, where police have had no special training, where standards of law observance and law enforcement have not been developed. There is no way to meet these conditions except through reform. The principal cannot perform his full duty and escape responsibility to work for better conditions, especially for the children. He is a reformer by virtue of his office. His principal method will be through the process of education and interpretation. He will develop a passion for facts. He will understand that in every heated reform movement there is a tendency to misrepresent on both sides, and he will make reasonable allowances, but he will not beg the question. He will deal frankly and fearlessly but kindly with such problems as the Eighteenth Amendment, knowing that right will ultimately triumph.

The principal as a humanist—This mechanistic age tends to ride roughshod over the human values. A rapidly moving age tends to leave the old humanities by the wayside before the new humanities can take their place. The principal of tomorrow will be a champion of the human values and the new humanities. He will magnify the importance of the individual, the value of happiness, the necessity for health, the creative aspect of play, the arts, and above all literature, for literature is the supreme art. He will value especially the literature and the history of the locality around the school. There is a heroic quality in American life which can be found almost everywhere and the school which fails to capitalize this heroic quality, which fails to garner and dramatize the historic and literary materials which lie at its door is missing an opportunity to vitalize learning and to make it significant. Do you know the history and the literature of the place where your life is spent?

The principal as an idealist—The great teachers have always been idealists. Their lives are abundant proof that ideals are the most abiding and permanent things with which we have to deal. They outlive buildings and monuments. They survive nations and races and even languages. They come echoing down the corridors of time long after their original sources have been lost in the twilight of antiquity. Ideals have power. They lift life out of the petty and the sordid and the narrow. They dignify the individual by associating him with great causes. They give the sense of satisfaction which comes from association with great enterprises. They are the saving element in a democratic

civilization. They are an imperative element in a machine civilization which is destined to be worldwide.

The principal as a philosopher—This is considered a scientific age. The passion for science has probably never been greater. A byproduct has been the movement toward agnosticism and atheism found at its height in Soviet Russia. This is but a passing phase. The pendulum will swing back. The best scientists realize that all their discoveries are but a pittance in the face of the great unknown, and that philosophy and religion have a large place in human life. The very existence of a school implies such a faith in the improbability of man and in his high destiny. A principal who lacks that faith lacks the first qualification for his task. There have been plenty of people through the ages ready to deny opportunity to the common man; ready to point out difficulties and limitations; ready to say that it can't be done or that it isn't worthwhile. But there have always been a few who kept the faith; who knew in their hearts that the individual is worthwhile, that he has possibilities; and as these few have won their way and new opportunities have been brought to the masses of men, they have risen in the scale of life. The story of human progress is a story of faith. There is no place in the schools for those who deny democracy or belittle human worth. The principal of tomorrow will understand these larger aspects of life that reach beyond the year, the decade, or even the century. He will be something of a timethinker—to use the phrase of L. P. Jacks as developed in his book on *Constructive Citizenship*.

To secure principals capable of the broad human engineering implied in this discussion will not be an easy task. One way to approach the matter would be to create within the Department of Elementary School Principals a licensing committee which would register all principals as fast as they meet reasonable standards. These standards could be moderate at first, with a progressive program which present principals, now in service, could reasonably meet. Principals licensed under this system would enjoy high standing and would be in demand by boards of education. They would be free to move from state to state without the limitations of legal red-tape. The elementary principals could thus lift their profession to the highest plane of public service. The principalship of tomorrow is in the hands of the leaders among the principals of today.

The elementary school principalship will increasingly prove to be one of the most attractive posts in American education. It will command higher salaries; it will be stable in tenure; it will be freed from petty routine; it will attract leaders who know that building life is the highest form of engineering. The community school with its noble buildings, its playfields, its gardens, its laboratories, its libraries, and shops, will be the clearinghouse for the neighborhood and the community. The principal of tomorrow will be a leader in an enriched American life—respected and honored for what he is and does. The biggest job of the principal is to make his job bigger—to become in a higher and larger sense a master.

CURRICULUM REVISION PROGRAM¹

O. C. GRIGGS

Principal, Whittier School, Tulsa, Oklahoma

IN THE fall of 1929 Tulsa launched a curriculum revision program. Mr. Will French, the associate superintendent, was put in charge of this work, and is directly responsible to the Superintendent of Schools. All responsibility for modification in present curriculum practise is referred to him. In addition he bears the full responsibility for organizing and administering a systematic program of curriculum revision and development.

Two organized bodies were set up for the purpose of advising and guiding the development of this program. The curriculum organization consists of the Curriculum Council made up of the Superintendent's staff. A Curriculum Board, consisting of the Superintendent's staff, directors and principals, was created for the expressed purpose of advising and guiding the development of this work. The Curriculum Board is made up of the Superintendent's staff of directors and thirteen principals and is the major policy-controlling body in the curriculum program, although we are to have the expert guidance of a consultant in each subject field.

The first subject undertaken by the Curriculum Board was mathematics. Six elementary teachers, seven junior high teachers, two senior high teachers, four elementary principals, and the director of mathematics, constituted the committee on the course of study for mathematics. Dr. F. B. Knight of the University of Iowa was selected as the consultant. Throughout the school year of 1929-30 this committee met at various times for the study and consideration of the problems involved in the program ahead.

In the summer of 1930 the Board of Education of the Tulsa city schools sent this committee to the University of Iowa where it might be near the consultant and have access to the laboratory as developed and assembled by Iowa. It was here that the actual writing of the course of study was done.

Before the actual writing of any course of study, certain basic features of the curriculum development must be decided upon. Experience has shown that courses of study developed in central offices without teachers participating in an important way, seldom affect classroom instruction to any great extent. The professional teacher will accept and use courses of study only when they have been evolved through a process which his scientific training in the profession causes him to respect. It is for this reason that the Tulsa plan of development involves large numbers of teachers. In fact, nearly all will participate in some important capacity within the course of a few years.

Articulation between the senior high school, junior high school, elementary school, and each of their grade levels is a problem which has been receiving considerable study. The Superintendent of Schools in Tulsa, Dr. Merle Prunty, has instituted "vertical" supervision in the main fields, each with a

¹Practically all of the material in this article is taken from the various Tulsa Curriculum Bulletins with the full permission of Mr. Will French, associate superintendent of schools in Tulsa.

director responsible for all levels of work from the primary through the senior high school. As a check on the "over-departmentalization," which sometimes results from vertical supervision, the Associate Superintendent sits in on each group to help in reviewing the work of the various courses of study in the light of what is being done by committees in other subjects. Moreover, in the elementary schools work is not to be too highly departmentalized, but rather unified around an active program in the homerooms.

There will be three stages in all curriculum programs. Stage one will be a preliminary period of study and preparation, stage two, the actual writing of a tentative course of study in a subject, and stage three, the period of test and trial. This last stage begins when a tentative course of study is ready for trial in classrooms. It continues through observation, try-out, test, and revision until the committee in charge is ready to recommend general use of the material as a regular course of study for all schools in the system. This regular course of study in turn will be subject to periodic revision.

As a means of determining what educational ideas, theories, and practises Tulsa teachers think ought to be given weighted consideration, and what should be lightly stressed by the course of study committees in their work of curriculum revision, a survey of the educational attitudes of Tulsa teachers was made. It was designed to show what educational ideals were subscribed to, what educational practises were countenanced by each of the teachers participating, and with what degree of feeling each of these attitudes was maintained. Each teacher was asked to indicate which of thirty-two opposing and contradictory pairs of statements relating to education he preferred. In addition, in order to show, not only his position with relation to these fundamental issues in education, but also how strongly he held to that position, he was asked to register upon a five-point scale how important he considered that point of view to be. A vote of five indicated major importance and a vote of one, little or no importance. The survey as a whole revealed what Tulsa teachers as a group think about certain issues in education, and how important each issue is considered to be. Upon some there is almost unanimous agreement. Upon others, Tulsa teachers fall into two almost equal opposing groups. Each registers on the five-point scale that he considers the position he takes as highly important.

With one school year's study and preparation behind it, the Mathematics Committee spent the first term of the summer of 1930 in Iowa City, where it developed a course of study which is now in the third stage as previously indicated in this article.

In the *Bulletin* of the Tulsa Public Schools, under date of September 16, 1930, we find this preliminary introduction of the new mathematics course of study in Tulsa schools.

This curriculum is clearly in its experimental stage. Both the content and form of the units doubtless will be considerably changed in another year. These tentative courses of study are the work of teachers. Their modification and adjustment will depend, largely, upon teacher reactions and critical observations in their use of the courses in the classroom. The committee has tried to produce a workable, as well as scientific, curriculum. Teachers in the classroom will determine whether it will work.

Their judgment must be constantly capitalized as improvements in it are gained from time to time. Teachers are urged to study the curriculum in its entirety, including the course of study, the keyed text, reference text, sequence chart, and work book before putting them in operation and during the actual teaching process. A fair trial of any course depends upon the teacher's viewing it in perspective as well as in immediate, concerned detail.

An original piece of work—Though the Tulsa Curriculum Committee for mathematics could not help but be influenced by extensive reading and study in the field, the final results of their productive efforts are by no means a piece of patch-work. It is true that the state-adopted textbooks are used extensively for instructional and drill material, and other books are designated for specific and suggestive references. Supplementary and replacement drill exercises and inspection test materials are, however, all original organizations. These were developed after careful analyses of the various processes and an analysis of the instructional and drill materials provided in the adopted texts. The plan of organization of this curriculum is a new departure in curriculum construction. The field of mathematics was studied carefully and the processes, skills, abilities, and information determined and analyzed. Following this study and analysis the subjectmatter of each of the fundamental processes or other phases of instructional material was developed in separate, complete units.

The underlying theory—The Committee has made a sincere effort to make valid use of all available scientific investigation and the best of modern thought, where research is pending or non-existent, in the development of the philosophy and material of this curriculum. The major thoughts underlying the development of the computational mathematics section of this curriculum are:

I. Those of subjectmatter

- A. That any process is a hierarchy of unit skills which skills must be carefully determined and either specifically taught both in isolation and in relation with the other units, or that instruction and drill are consciously omitted because inferential thinking ability is obvious.
- B. That there should be properly distributed practise on the various skills involved in any ability or process. It is the purpose of this curriculum to distribute practise so that all necessary skills will receive sufficient drill and so that the practise will receive effective time distribution.

II. Those of instructional procedure—Every unit of subjectmatter is to be submitted to a four-phase program of presentation.

- A. Instruction and first learning: (1) That instruction should be pedagogically as well as mathematically correct; that it be recognized that instruction may be mathematically complete and yet omit many steps of detail that are pedagogically indispensable. (2) First learning by the child should be active, aggressive, and independent so far as possible. A passive audience attitude of the child when the teacher is carrying most, if not all, of the load of presentation must be avoided. Teachers of mathematics must be directors of learning and not lecturers, if genuine learning is to take place economically with least possible waste of motion.
- B. Diagnosis—Following instruction and drill, testing must be provided which will make possible diagnosing weakness of instruction and pupil learning.
- C. Remedial instruction—Remedial instruction and drill of a specific nature will be provided where diagnosis shows need of further work..
- D. Maintenance—It is reasonable to anticipate breakdowns and forgetting of skills unless periodic drill and use of such skills is provided, and therefore this curriculum calls for a systematic maintenance program.

III. Character training

Mathematics is not only a means of developing specific skills and abilities within itself, but also has a great deal of value as a means of developing character; and, therefore, the subjectmatter and instruction should be so organized as to contribute to the accomplishment of this important objective of education. The development of thrift as a character trait is an important part of the curriculum in Tulsa. Much of the problem material in this mathematics curriculum specifically correlates and applies thrift ideals and practise. The provisions which makes for efficiency, thoroughness, economy of time and adaptations to individual differences yield extensive opportunity for the development of thrift habits as well as attitudes of thrift. The thrift program of the schools is to be closely correlated with mathematics teaching.

The child should be held responsible for the correction of much of his own work, so that he may develop habits of honesty under circumstances which make cheating a possibility though not a probability. This will tend to make him actively honest and not merely passively so. He should be given opportunity to develop selfreliance through independent selfinstruction where he carries the burden of learning. Too much failure in school develops a general attitude of carelessness toward accomplishment. Instruction, diagnosis, and remedial work in arithmetic, when properly done, tend to reduce failure to a minimum by anticipating wrong practise or locating error without too much repetition of practise in error. Correction of error immediately following the making of it will prevent much failure in later mathematical effort. The child learns that error is a possibility but not a permanent necessity and frequently not at all necessary.

Converting theory into practise—The following provisions of this curriculum will make the theory underlying it become a reality.

The materials of instruction have been carefully prepared and arranged in grade placement and sequence in accordance with all available research and the best of modern psychological and practical thought.

A series of inspection tests is provided which runs throughout all computational units at various points of progress, for diagnosing pupil difficulties. As soon as a unit of closely related skills, within any process, has been taught, a carefully prepared test in those skills is to be given in order to determine the success of learning and possible need for further instruction.

A program of standardized diagnostic testing following the teaching of a complete unit or process is recommended.

Teacher problem solving—It is held that problem solving ability correlates highly with intelligence and certain reading abilities. The problem is, then, the chief vehicle of correlation between arithmetic, reading, and other subjects, but especially reading. In fact the teaching of reading must carry part of the burden of developing problem solving ability. Regardless of where it is done, the definite teaching of problem solving technic is essentially a work-type reading task. To the extent that the problem is used merely as a different form of presenting drill practise it is essentially arithmetic, providing that reading difficulties are on a level sufficiently below that of actual pupil reading accomplishment as to eliminate reading, as such, as an interference factor. To the extent that logical reasoning and analysis as well as comprehension enter into problem solving, the problem is no more the responsibility of arithmetic than it is of reading, language, geography, industrial arts, or some other subject to which the problem is directly related and within which it arises.

The problem and arithmetic time allotment—The above attitude toward the problem is not presented as a plea for more arithmetic time. Arithmetic is to receive no more time in Tulsa in the future than it has heretofore. In fact it is anticipated that the amount of time allotted to computational arithmetic may be reduced by doing a better job of teaching the skills and knowing when they have been taught. The arithmetic problem, (that is the problem involving the use of arithmetic skills), as well as all other problems having social utility and their solution, should be the heart and life of the school program and is the only justification for teaching the skill subjects. Let us teach, diagnose, remedy, and maintain the skills so that children will really have them to use. Alert, progressive teachers teach problem-solving where the problems arise and seek to make problems of a real nature arise so there may be a felt need for producing their solution. The problem materials in this curriculum have been determined carefully and are indicated throughout the text by references to the adopted text and to the Standard Service Arithmetics. The Unit Sequence Chart shows the sources of the problem materials appropriate to instruction of the processes at various stages of their development. Problem solving practise cards are provided for remedial instruction in this phase of the work. Let us not defend a poor job of teaching skill in the use of the fundamental processes by saying that we are obliged to spend too much time on problem solving.

Provisions for individual differences—The discussion under diagnosis and remedial work pointed out how individual differences within a class are to be provided for. Where there are two or more divisions of any grade further accommodations for class differences are provided for in the requirements of amount of material covered and quality of work done. Normal progress can reasonably be expected from the "2" groups. The "1" groups may do more work by making more applications in problems, by doing special "adventures" indicated here and there in the various units, and by attaining superior accomplishments. The "3" groups will be able to do less of the problem work in arithmetic time; a poorer quality of work will have to be accepted; and slower progress than that specified in the Sequence Chart may need to be planned for such groups. Subsequently additional sequence charts will doubtless need to be developed; these will provide particularly for variations from average progress as experience with this material in the Tulsa schools shows the way. The child and not the curriculum is the important consideration, and it should be assumed that there is ample elasticity in the curriculum to enable it to serve its fundamental purpose.

Objective supervision—This curriculum reaches farther than merely to the teacher in the classroom. It provides specific help for the supervisor. Through the reports on inspection tests and maintenance drill tests, which are transcribed in part on the supervisor's cumulative chart, the supervisor has a permanent inventory of close accomplishment on which to build his supervisory program. In fact a large part of this program is built for him; much of his job will be to apply it or to determine desirable variations.

Oral drill and diagnosis—Since so much of this curriculum is devoted to written work, there may be a tendency to underestimate the value of oral drill and diagnosis. The value of oral initial instruction above second grade is consciously minimized. Oral drill as an incentive to better work, as a means of creating interest, and as a means for diverting the mind from other activity to arithmetic at the beginning of a period, has a distinct place in class procedure. For the accomplishment of these purposes flash cards are furnished with a caution to use them judiciously. But the value of oral drill by the entire class as a means of learning all that is drilled is very doubtful. For diagnostic purposes oral work must frequently be resorted to. The oral statement of computation units in the successive steps of a long division example, for instance, may show source of error which the written work could not show.

Tulsa standards—Though the standards established for various formal tests are suggestive for comparison of work of any class with that of the work done in other cities or the country at large, this curriculum is not built to fit tests and their standards. Standards are to be determined for Tulsa by Tulsa. Standards will be derived for the inspection tests and maintenance drills after they have been used in Tulsa enough to justify the establishing of such standards.

Critical observations and evaluations from other than Tulsa teachers who may examine the curriculum not only will be welcome but are sincerely solicited.

NOBODY suggests to teachers that they remain learners as well as teachers. As for superintendents, nobody dreams apparently that they still have the capacity to learn anything. And this is not because suggestions as to their conduct are not made. They are subject to a million reminders of their professional duty about teaching and administering, to one of their personal duty to go on learning. They endure twenty times more exhortations to do well in their profession than the members of any other calling in life. Doctors would rise in a body and throw their chairs at speakers who continued to tell them year after year to try hard to cure the sick, or to talk sentimentally about the glorious usefulness of their profession. What their speakers tell them is, "Here and here and here are new things which you must learn or your colleagues will disown you." But teachers rarely receive from the outside any stimulation to keep moving intellectually themselves, as well as to push other people forward.—DOROTHY CANFIELD FISHER.

LET US MAGNIFY THE EARLY YEARS

STANLEY F. FINK

Principal, Tyson-Schoener School, Reading, Pennsylvania

THE chicken fancier usually makes the "brooder house" the center of his attention. He examines the construction of the house, keeps the temperature just right, insures the baby chicks an adequate supply of food, and shelters them from "chickhood" enemies. If you were to ask him the reason why this portion of the farm required such attention he would reply: "Take care of the chick and the hen will take care of herself."

Educators will recognize that the chicken expert's suggestion applies with equal force to education. The elementary school is a "brooder house" where children acquire the mental and physical strength to meet future problems. Upon the elementary school experience all future education must rest. For this reason, the elementary school should be adequately housed, equipped, and staffed. Superintendents and schoolboards cannot afford to make secondary education luxurious if the losses in the elementary school are too great.

The principalship—One of the first places to examine in the "brooder house" of education is the principalship. How many persons enter this calling simply as a stepping stone to more lucrative positions? How many promising young principals are discouraged by inadequate salaries in the elementary school field?

The writer believes that the elementary school principalship demands first-class ability. The principal needs to know little children, teaching methods, personnel management, and a thousand things which challenge the best thinking. At no distant day persons entering the principalship will be required to meet certain standards.¹ Pennsylvania's state elementary principal's certificate, although not mandatory at the present time, suggests some possible requirements:

1. College degree.
2. Permanent teaching certificate, obtained after three years of teaching experience and upon the completion of six advance units in professional courses.
3. Two additional years of teaching or supervisory work.
4. Twelve additional college credits in elementary school administration and supervision.

School organization—Given a teaching staff of high caliber and a principal with initiative, the next important thing is a proper school organization. That is to say, an organization which will expose the child to a life of happy and rich experiences.

In 1928 the writer was appointed to a new elementary school in Reading, Pennsylvania. The school included 1300 children and forty teachers. The foreign character of the district was reflected in the twenty-four or more nationalities found among the school children. During the first year the writer studied and experimented with departmentalized plans of school organization.²

¹In this connection see the *Seventh Yearbook* (1928), Department of Elementary School Principals, p. 151-54, 367-401.

²Principals usually owe much to the encouragement and advice of their superintendents. The writer acknowledges his debt to Amanda E. Stout, superintendent of schools.

This article describes some of the procedures which we are now using.

We are trying what we term the "three type system" or "traditional-platoon-departmental system." It is a plan of gradual transition from the traditional organization to a form of departmentalization. Under the old system or traditional plan the child remained under one teacher all day for a semester or more. If this teacher were the best type all was well and good for the child, for he profited at the hands of a mother-like or master-like person. If the teacher were a poor type, who had little knowledge of the work, whose influence was bad, whose discipline was undesirable, whose very person was unfit to mold culture in the child, then the system was all wrong.

Children often failed under the one-teacher system because their work did not conform to the "standard" which the teacher had set. Personal dislikes of the teacher played a great part. Johnny often never had a chance. One teacher alone determined whether or not Johnny should be promoted. Sometimes a pupil was pushed on to another grade because he was a behavior problem¹ or he was held back for the same reason.

Educators and others agree to the dangers of the one-teacher plan, but many are not yet convinced that children in the primary grades should be taught by several persons. Some administrators bitterly oppose departmentalized instruction in the first grade. Our experience at the Tyson-Schoener School does not support the contention that first-grade pupils are confused by several teachers. We found the "little folks" better able to meet the various teachers than older pupils. The young children had no difficulty finding the various rooms during the first few weeks under the guidance of older pupils. Under ordinary circumstances the programs were difficult because no class met on the same period any two successive days. To the amazement of all of us these little ones found their way quicker and in better order than the older children.

Under the one-teacher type of organization pupils were promoted from the sixth grade to the junior high. These pupils found difficulty in adapting themselves. The change was sudden after being for six or more years in the one-teacher type grades.

Under our plan of gradual transition pupils make the change easily. In the first grade the pupils remain under the "mother" teacher all day except when special teachers or supervisors give the specialized work. This first year under the one-teacher type gives the child ample time to orient himself to the school environment.

In grades two and three the pupils study the three R's half of the day with the homeroom teacher and the other half of the day is divided equally among five so-called special subjects. Table 1 is a sample program for a pupil in the second and third grades.

¹Should a child ever be failed or promoted simply because he misbehaves? How can principals eliminate the "conduct halo" from marks which are supposed to represent progress in skills and knowledge?

TABLE 1—DAILY PROGRAM FOR SECOND AND THIRD GRADE PUPILS

Period	MORNING				AFTERNOON					
	1	2	3		4	5	6		7	8
Subject	Home Room	Home Room	Home Room	Recess	Music	Aud. Oral Exp.	Art Nat. Study	Noon	Home Room	Home Room
									Recess	Gym
										Pen-man ship

Above the fourth grade we have the departmentalized program similar to the plan used in junior and senior high schools. The day is divided into seven periods. The child's proctor or homeroom teacher meets him for roll-call and during the morning and afternoon recesses. The homeroom teacher frequently teaches a child one or two subjects for two to eight periods during the week. While the homeroom teacher is the child's official adviser and his influence counts for much, he is never the sole determining factor in deciding the pupil's grade placement. There are other teachers who know the pupil because they meet him once, twice, or even eight times in a single week. For example, he may meet the art teacher only twice a week, while he may meet his geography teacher eight times per week because this teacher is also his instructor in penmanship.

In the fifth and six grades boys and girls are taught gymnastics separately. While the girls of 6B, for instance, are in the gym under a female instructor, the boys are receiving health instruction under a male instructor. Meanwhile, another group of boys may be taking the weekly shower bath with one of the janitors in charge, while the girls' shower is under the control of the janitress. Table 2 shows the weekly schedule of upper grade pupils.

Special instruction—We have an opportunity class for girls who are orthogenically backward, and a class for girls who are clinical cases of social or physical maladjustment. There is another class for boys and girls who have unusual difficulties in their studies.

A new "sight saving" class was organized this year. This is a citywide class for all children in grades one to six, whose eyesight is failing or seriously impaired. Home visiting teachers help those children who cannot attend school. A teacher for corrective speech spends four half-days per week in our school.

Where pupils are weak in one or two subjects, but not sufficiently poor to warrant assignment to a special class, we place them under coaching teachers. We have one teacher for the primary and one for the upper grades.

Special provision is also made for the over-bright or talented children through extended time classes meeting after school. These classes are usually in art, music, physical education, and dramatics. Children also find an outlet for hobbies through the many kinds of weekly club meetings.

The school nurse, the doctor, the dental hygienist, and the school dietitian also take care of the various physical needs of the children. The school psychologist helps take care of many mental needs. The Department of Research

coöperates with this school in testing pupils from time to time in order to determine progress.

Even though financially poor, our pupils eat substantial food. Out of forty or more buildings in our city the pupils of this school stand third in weight, while children in the economically superior sections of the city stand near the bottom of the list.

We do something for the adults through (1) a welfare station in the school for babies and expectant mothers, (2) a class for illiterate parents during school hours under a special teacher, and (3) special club work and activities in our school gymnasium. Other schools use our gymnasium under proper supervision. These so-called foreign children appreciate the building, for there has never been a dollar's worth of damage of any kind done to the building.

The criticism is often made that children finish the elementary school, graduate, and the school forgets them. We have an evening recreation center for working people, which is open five evenings a week from six to ten. This work brings the school in direct contact with these working people. The center is under the direction of the Recreation Bureau of the city, the Board of Education furnishes the building, and the Junior League furnishes the funds. The program includes social dancing, tap dancing, boxing, wrestling, and games. From the beginning the attendance has crowded the facilities which are provided.

TABLE 2—WEEKLY SCHEDULE FOR THE UPPER GRADES

DAY	Periods						
	1	2	3	4	5	6	7
Monday	Music 210	Pen. Spell. 204	Read. Lit. 206	Geog. 207	Eng. 205	Art 211	Arith. 204
Tuesday	Pen. Spell. 204	Arith. 204	Boys Gym Girls Health 201	Boys Gym Girls Health 203	Eng. 205	Hist. 201	Geog. 207
Wednesday	Eng. 205	Pen. Spell. 204	Read. Lit. 206	Hist. 201	Music 210	Geog. 207	Arith. 204
Thursday	Eng. 205	Hist. 201	Art 211	Geog. 207	Arith. 204	Pen. Spell. 204	Boys Gym Girls Health 201
Friday	Boys Gym Girls Health 203	Library	Eng. 205	Arith. 204	Hist. 201	Read. Lit. 206	Geog. 207

Our school is fortunate in having a parents' club. This group not only helps with many problems of the day school, but it supports the evening recreation center.

Conclusion—After all, school organization, teacher personnel, methods, and administration exist for one purpose—to provide the child with progressive and enriched social experiences. How well are we succeeding in the elementary school?

At the Tyson-Schoener School we provide learning experiences in a departmentalized form. Children come to know and are influenced by many teachers. Pupil government gives many opportunities for individual and group responsibility. Club work tempts talents to fruition. The physically and educationally handicapped are given every possible encouragement. After graduation the alumni and other interested adults crowd our recreation center in search of wholesome amusements.

The results are clear. Our average attendance is over ninety-seven percent. Sick children beg to be allowed to come back to school. Fewer children are dropping out before the junior high grades. Discipline cases are fewer in number and less serious in consequences. Our elementary school magnifies the importance of the early years of childhood. Surely we are a preventorium and a clinic for many social ailments!

WE are glad for the vision of childhood that can see the fairy sitting on a silver chair in the tulip blossom, glad for the vision of childhood that sees the place where goblins dwell, but it is the older person that prepared the soil and planted the tulips. We are glad that children see the bright and charming things instead of the dead limbs on the trees, and the weeds; but unless older persons prune the trees and keep away the dead wood, the trees will die. Unless older persons note the weeds and pull them out the flowers will die. The teacher is the interpreter of the past, the preserver of the present, and the determiner of the future.—DANIEL L. MARSH, president, Boston University.

EXTENT OF SOCALLED EXTRACURRICULUM ACTIVITIES IN THE ELEMENTARY SCHOOL

F. C. BORGESON

Associate Professor of Education, New York University, New York, N. Y.

NOW THAT the term "extracurriculum" in the title has attracted the reader to the contents of this article, he is asked to join the thousands who disapprove of it's use. Terminology should not sharpen the division between two types of activities such as the curriculum and extracurriculum, both of which are important educationally and which should dove-tail harmoniously into one unified and progressive program. The writer therefore proposes the term *School Life Activities* to connote those pupil experiences, be they "curriculum" or "extracurriculum," in which assuming responsibility, making decisions, activity, and pleasure for and by the children themselves, are of major importance.

Extensive programs of school life activities have been launched in many secondary schools of the land. Much has been written and said about these activities and their educative value. In a recent survey of elementary school life activities the writer finds a large number and variety of activities but finds on the other hand a general lack of carefully planned programs. Likewise, very little has as yet been written or said about this type of activity in the elementary school. The next five years will bring an awakening as to the value of elementary school life activities comparable to that of the past five years in the secondary school.

Ample support for the following theses held by the writer are found in current practise reported by 524 elementary school principals¹ and in the evaluation many of these principals make of the activities:

1. Elementary school life activities (extracurriculum activities), are more significant educationally than are traditional curriculum activities.
2. School life activities taken collectively or individually more specifically meet the cardinal objectives of education than do traditional curriculum activities—they are more closely related to the objectives.
3. School life activities must therefore be at least as scientifically planned as the distinctly curriculum.

EXTENT OF CURRENT PRACTISE

In the reference mentioned above the writer presents the first cross section picture of the extent of *elementary school life activities* in the country at large. An inquiry blank in the form of a combined checklist and questionnaire was sent to 1017 elementary school principals, members of the Department of Elementary School Principals. Of these, 524 or 51.5 percent replied in time for use in this study. The replies came from two hundred cities. All but five states are represented.

As a cross section of better practise, not merely general practise, was desired, the study was limited in general to schools directed by members of the Depart-

¹Borgeson, F. C. *Elementary School Life Activities. A Statement of Current Practise Including Socalled Extracurriculum Activities.* A. S. Barnes and Company, February, 1931.

ment, and of these, chiefly those principals located in cities of thirty thousand population and up. All better practise is not found in large cities, but in the main we find there more capable and progressive principals and teachers who are usually better trained.

The checklist contains 253 activities on which to report. In addition to these, several hundred other activities are reported by one or more schools. Before commenting on the activities themselves a few general observations might well be made.

It is significant that in the schools not having seventh and eighth grades, the pupils of the fourth, fifth, and sixth grades assume leadership in the activities otherwise directed largely by pupils of the upper grades, i. e., they become officers of the school council, editors and managers of school publications, officers in clubs, and assume other roles of school leadership.

The type of community a school happens to serve is in no wise an index of the prevalence of school life activities. We are just as likely to find a thriving and comprehensive school activities program in a poor, industrial community largely populated by a foreign element as in a middle class or wealthy community of the finest American homes.

One cannot expect a very comprehensive school life activities program in a school until it has five or six hundred pupils enrolled. The amount of assistance a school principal receives through assistant principals, secretaries, or other office aides bears no relation to the extent of an elementary school life activities program as indicated by present practise. Such assistance might presumably be used to advantage in initiating, administering, and enriching a program of school life activities. It is evident that the attitude and effort of an interested and coöperative teaching staff under the aggressive leadership of a sympathetic, tactful, and understanding principal account for the presence of educationally sound school life activities in elementary schools.

Of the 524 schools reporting in this study, eighty-four were organized as platoon schools. In a comparative study made of these schools it was found that the percentages of occurrence of the many activities reported by them correlated so highly with the percentage for all the schools, non-platoon and platoon, in the case of practically each type of activity, that in general it is correct to say that as platoon schools are now administered they do not provide a more extensive program of elementary school life activities than the non-platoon schools.

The activities in the checklist were thrown into eleven classifications. A few of the findings in several of these classifications are reported here.

The most commonly occurring *home-room activities* are those in which pupils aid the teacher in the management of the class, such as monitors, attendance committee, and housekeeping committee. On the other hand, activities which contain more specific educational values for the child, such as home-room organization, publicity committee, activities committee, and social service committee, occur much less frequently. While both types of activity are important, the above situation is the reverse of what it should be and is evidence

of the lack of a carefully planned program. Of the preferred type of home-room activities reported, those occurring most frequently are library committee (38.4 percent of the schools), and home-room organization (35.3 percent). No doubt the schools reporting home-room organizations are likewise those reporting school councils (32.6 percent).

Virtually all of the 524 schools reporting in this study have *pupils assisting in the management of the school* in one way or another. Practically three-fourths of the schools have traffic squads and almost one-half have assembly committees of pupils that make major decisions regarding assembly programs and playground committees that assist in supervising playgrounds. Only one-third of the schools have school councils. Principals who do not have a centralizing pupil managerial organization should be aroused by the fact that a larger number of principals report school council activities as "that phase of their school life activities program which is succeeding best and over which the school prides itself most" than report on any other aspect of the school life activities program. This fact would seem to indicate not only the expediency but the educative worth of the school council idea. As traffic squads or councils are frequently the first step toward the realization of school councils, the ratios submitted above probably betoken the trend of practise.

A large variety of activities were reported that involved school service and safety and health, organized both on an all-school basis and within the respective home-rooms. Space permits but the mention of one, *library assistants*. Champions of the school library hold that the library should be and is the heart of the school. Almost one-third of the schools (31.5 percent), report that pupils assist in the administration of the library. In some schools they are virtually in complete charge. Through pupil aid have many schools overcome the handicaps of space limitation, inadequate equipment, and financial limitations.

The assembly is potentially one of the greatest educative factors in the elementary school. It is gratifying to note that of the several types of school life activities reported upon, *assemblies and special day celebrations* have been more extensively developed than has any other school life activity. Most schools recognize such special occasions as Thanksgiving, Christmas, and Washington's and Lincoln's birthdays. School exhibits are found in 62.4 percent of the schools reporting, while only 17.2 percent of the schools indicate that they definitely plan dramatizations and assembly displays of curriculum and school life activities. The writer found that over two hundred different assembly programs reported by one-fourth of the schools may reasonably well be classified into the following groups: social science, nature study, health and safety, special days, dramatization and display of other curriculum and school life activities, and miscellaneous.

In an earlier paragraph the point was made that in general platoon schools make no better provisions than non-platoon schools for school life activities. One might expect that platoon schools would be superior in assembly activities. As for special days there is no significant difference in the two types of organ-

ization. Furthermore, while 17.2 percent of all the schools, platoon and non-platoon, report dramatization or display of curriculum and school life activities in the assembly, only 9.5 percent of the platoon schools so report. However, 60.7 percent of the platoons and only 38.0 percent of all schools report operettas in assembly, and 42.9 percent of platoons and 30.0 percent of all schools report radio programs in assemblies.

School trips and excursions provide children with first-hand knowledge of their environment. A wealth of instructive material is to be found in local environment and events, in fact there is much that the child can learn only through direct means of carefully planned observation. American schools have used this educative medium to a limited degree. One-third of the schools make use of museums or conduct field trips. The other two-thirds may or may not have access to museums but "field trips" of some description are possible. The importance of safety in the minds of elementary school people is again in evidence. Aside from general trips like those above, the only trip reported by 30 percent or more of the schools is that to the fire department. From 10 to 15 percent of the schools report trips to the bank, courthouse, greenhouse, ice cream plant, postoffice, and dairy. Every third school reporting took the trouble to add one or more trips or excursions to the suggested list of thirty appearing in the checklist. These additions of over 140 different trips or excursions may be classified as follows: public buildings and utilities, commerce and industry, education and pleasure and nature study. The following items were reported by a relatively large number of schools: airports, bakeries, birds, historic sites, museum of art, newspaper plant, soil, state capitol, trees, water works, and wild flowers.

Clubs and club activity usually represent spontaneous and deep-seated pupil interests. The great variety and extent of club activities in elementary schools seem to indicate that this type of school life activity is already well established. Twenty-two of the fifty-three clubs appearing in the checklist are present in 20 percent or more of the 524 schools reporting. The current events club is most popular, and appears in 49.4 percent of the schools—the citizenship club idea has attracted 40.8 percent. A few clubs appear in all but two or three of the schools. The number of clubs per school ranges from one or two up to fifty-two. While the club idea is more or less general throughout the country at large, it is more prevalent among western and southern states.

Elementary school *publications*, particularly the newspaper, are on the increase. Their values for children of all ages are being recognized. The mimeographed newspaper is more common than all other kinds of newspapers combined. This medium of duplication has many distinct advantages. While as yet only 28.6 percent of the 524 schools report mimeographed newspapers, it is notable that 42.9 percent of the western schools have this type of paper. Newspapers are printed in 10.1 percent of all the schools and magazines are published in but 7.8 percent. The types of topics treated in elementary publications, in the order of the amount of space generally allotted to each, are as follows:

Club activities.
Other school life activities, e. g., trips, assemblies, athletics.
Class notes.
Creative writing and drawing of pupils.
Personal, pupil and teacher.
Humor.
News items, local and general.
Advertisements.

A great range of activities is found in such classifications of school life activities as *athletics, drives and campaigns, music, social activities, and activities sponsored by coöperative organizations* which cannot be but mentioned here because of space limitations. Each of these in its own way is serving to make the life of the elementary school child richer, more complete, and more purposeful. In fact these activities as well as those briefly referred to in this statement have as their underlying purpose that of character building.

The general objective of character as the important outcome of a *program* of elementary school life activities may well be stated in terms of the first four of the six Cardinal Objectives in Elementary Education¹, namely,

"It is the function of the public elementary school to help every child:

1. To understand and practise desirable social relationships.
2. To discover and develop his own desirable individual aptitudes.
3. To cultivate the habit of critical thinking.
4. To appreciate and desire worthwhile activities."

A sane program of elementary school life activities involving the kind of activities referred in this article is the most effective instrument in "growing" character in normal boys and girls. High standards of right and the tendency to act accordingly appear normally in children when they are made responsible for their own decisions and actions. A peculiar joy accompanies such experiencing. Only as children experience the joy of self-expression, initiative, creative activity, and directed group living, do the finest personalities emerge.

¹Committee on Elementary Education, New York Council of Superintendents. Cardinal Objectives in Elementary Education, New York State Department of Education, 1929.

OUR children long to express the beauty of the world about them ; some in music, some in stone, some in color, some in motion, some in beautiful words. So be it. We will teach music that is fine, with the soul of the artist winging through it. We will teach motion and color and dramatics. We will teach literature that shall be an inspiration to the children all their lives. We will teach so that there shall be no ugliness in America, neither ugliness of body nor of spirit.
—ANGELO PATRI, School and Home.

BOOKS YOU WILL WANT TO READ¹

FRANK W. HUBBARD

Assistant Director, Research Division, National Education Association,
Washington, D. C.

MUST A book on the improvement of instruction have the word "supervision" in its title? If so, then Dr. John Dewey's little book on *The Source of a Science of Education*² cannot so qualify. Yet it contains a wealth of specific suggestions and wholesome philosophy for the principal who does supervisory work. Dr. Dewey calls for poised re-thinking of many current educational viewpoints and practises.

Another challenging volume for principals is *Learn or Perish*³ by Dorothy Canfield Fisher. She calls upon teachers to let their personalities grow, to strike out among broad, social contacts, and to bring themselves in contact with new thoughts. Mrs. Fisher urges teachers to shake off those "school-teach-erish" mannerisms which come from dealing with inferior minds. Principals should find this little book more searching and more stimulating than a dozen teacher-rating scales.

Now and then a professional book appears which seems to be ideally suited for a particular group. Kyte has given principals such a book in his *How to Supervise*.⁴ The bulk of the text is given to the specific technics used by principals in directing instruction. All suggestions are practical in nature and fully explained. Frequent reference is made to the yearbooks of the Department of Elementary School Principals.

There is widespread discussion among principals as to the treatment which should be given to the bright pupil. Some administrators urge ability groups, others insist upon no segregation. Since most teachers agree that a type of curriculum enrichment is necessary, the following book will be helpful: *Teaching the Bright Pupil*⁵ by Fay Adams and Walker Brown.

There is much "food for thought" in an intensive analysis of 400 textbooks in common use in American schools. No principal can read this careful study without asking the questions: How can we teach world-mindedness to children when so many of our textbooks are unfair and critical toward other nations? What will our pupils select as the important civic attitudes if we give the major portion of our textbooks to the military phases of history? A partial answer to this last question is given in the replies of 1125 high-school children to the

¹Our Headquarters Staff at Washington comes in contact with so many recent books that the Editor asked Frank W. Hubbard to prepare this review. The reader will understand that Mr. Hubbard presents his personal, not an official opinion, on the books cited.—Editor.

²Dewey, John. *The Sources of a Science of Education*. Kappa Delta Pi Lecture Series. New York: Horace Liveright, 1929. 77 p. \$1.50.

³Fisher, Dorothy Canfield. *Learn or Perish*. Kappa Delta Pi Lecture Series. New York: Horace Liveright, 1930. 43 p. \$1.

⁴Kyte, George C. *How to Supervise*. Boston: Houghton Mifflin Company, 1930. 468 p. \$2.40.

⁵Adams, Fay, and Brown, Walker, *Teaching the Bright Pupil*. New York: Henry Holt and Company, 1930. 249 p. \$1.36.

query: "What is patriotism?" Every child mentioned "defense of country," twelve percent listed "voting," and four percent gave "paying taxes." The book is *Civic Attitudes in American School Textbooks*¹ by Bessie L. Pierce.

What principles and ideas have shaped the evolution of American education? Dr. George S. Counts has given us a most readable answer in his book *The American Road to Culture*.² Among the chapter titles are: Faith in Education, Government Responsibility, Local Initiative, Individual Success, National Solidarity, Mechanical Efficiency, and Philosophic Uncertainty. Each chapter could be the basis of a thought-provoking teachers' meeting.

If you have read the first book of Mark Sullivan's *Our Times*³ you won't be likely to miss the two latest volumes. Volume II gives an interesting account of American education. The whole series is a curiosity-provoking review of American life from 1900 to 1910.

Principals who are interested in pupil government will find many practical suggestions in *Pupil Citizenship*⁴ by George W. Diemer and Blanche V. Mullen. Another recent book along the same general line is *Tomorrow's Americans*⁵ by A. O. Bowden and Ida C. Clarke.

Finally, there is much to interest principals in Dr. Edward Reisner's new book, *The Evolution of the Common School*.⁶ Although the author does not deal directly with the principalship, shadows of old school masters linger in the background. Dr. Reisner tells of the struggle upward of the common school from its medieval beginnings to its modern aspirations.

¹Pierce, Bessie L. *Civic Attitudes in American Textbooks*. Chicago: University of Chicago Press, 1930. 2697 p. \$3.

²Counts, George S. *The American Road to Culture*. New York: John Day Company, 1930. 194 p. \$2.50.

³Sullivan, Mark. *Our Times: I, The Turn of the Century; II, America Finding Herself; and III, Pre-War America*. New York: Charles Scribners, 1928-30. \$5 per volume.

⁴Diemer, George W., and Mullen, Blanche V. *Pupil Citizenship*. World Book Company, 1930. 339 p. \$2.16.

⁵Bowden, A. O., and Clarke, Ida C. *Tomorrow's Americans*. New York: G. P. Putnam's Sons, 1930. 200 p. \$2.30.

⁶Reisner, Edward H. *The Evolution of the Common School*. New York: Macmillan Company, 1930. 590 p. \$2.25.

TRUE or logical study is not aimless mental activity or a passive reception of ideas only for the sake of having them. It is the vigorous application of the mind to a subject for the satisfaction of a felt need.—McMURRY.

OUR AMERICAN SPEECH

EMMA GRANT MEADER

Russell Sage College, Troy, New York

SOMEONE is always trying to tell Americans what they need. We Americans are a sort of jolly, good-natured folk, very well fed, fairly well clothed, comfortably sheltered, and able to transport ourselves about the world in more and better conveyances than most Europeans. We accept almost any kind of advice, smile, say "Thank you," and even try out some of it. One adviser suggests that Americans need more of three *C's*, that is, *contemplation*, *correspondence*, and *conversation*; a second has added another *C* to these three and says that we need more *courtesy*; a third suggests that we need more walking, reading, and thinking; a fourth would have us learn to relax, especially when we listen, when we wait, and when we ride.

Now all these bits of instruction and advice are taken by most Americans with good grace, common sense, and a delightful sense of humor. Until recently, however, let someone start giving an American any suggestion, advice, or criticism concerning his speech, and the first thing that he lost was his sense of humor; the next to disappear was his temper. Suggesting any change in his speech was like suggesting a change in his religion or his politics, both of which were often bound up with sacred memories of family life.

It is very difficult for America to grow up. Once a pioneer people does not mean always a pioneer people. A rough exterior, overalls, old clothes, do not mean a rough nature. Exquisite grooming and beautiful clothes, on the other hand, do not always mean a beautiful or sensitive spirit. The fact remains that when America was a pioneer land, she often associated rough clothes and blunt speech with sincerity and earnest purpose. She was skeptical of fine clothes and fine speech as somehow representing affectation and insincerity. At least in America's thinking, democracy and overalls went together. Culturally speaking, however, America is growing up. Go down into the Smoky Mountains of Tennessee or to Berea, Kentucky, and you will see some of the finest examples of the weaving art of America. Go to the Navajo Indians and you will find an unsurpassed beauty in their workmanship. Go to Mrs. Franklin D. Roosevelt's furniture factory at Hyde Park, New York, and you will find both sincerity and beauty in the reproductions of our early American furniture. If culture, to be genuine, must spring from the lives of the people themselves, surely America has a culture all her own. We are beginning to see the beauty in our native industries, in our Indian and Negro music and folklore, and in our recessional architecture. Our pioneer days are swiftly passing. In one respect, however, we are just about as pioneer as ever, and that is in our attitude toward our speech.

What we need in America today is a new attitude toward our language; a belief that our mother tongue is a rich and ancient heritage, that it is as beautiful a language as has ever been spoken by civilized man, and that to it we owe

our loyalty, our respect, and our reverence. If this be patriotism, we are not afraid of the word. Furthermore, Americans need to be taught that we have an American speech which is just as beautiful as British speech; a speech which will pass muster in any international court where cultured English-speaking people gather.

Who can blame Americans for failing to have this high vision of their American speech, when instead of the beauty which comes from speaking in the mouth, we hear the nasal twang, the back-throat guttural sounds, the tired and nervous "quack" in the back of the throat, and the loud, raucous sounds which indicate to Europeans that the tourist season has started? Some doubt exists in the minds of many Americans as to whether or not the rest of America ever hears any of these sounds. In America one may receive the highest degrees in our universities and colleges and still speak with a nasal twang. One can say *oi* in "work," "idear" for "idea," flat *a* in "can't" "yelluh" for "yellow," "father-r-" for "father," "taown" for "town," but diplomas or degrees will never be withheld for these reasons. Perhaps they should not be, but in a country where everyone has a chance at a college education, such a drastic measure would work speech miracles in a single year. It is very difficult for Americans to hear speech. There is, however, a great deal of speech in America that is agreeable, effective, pleasing, and good. Ideas, interesting thoughts, and the meat of the matter will always be more important than a rounded *o*, or a beautiful Italian *a*, but now that America has proven to the world that she is full of ideas, that she often gives them forth in beautiful literature, would it not be well to prove to the world that we also have a beautiful speech that is all our own?

Where and at what point shall we start? Let us start with the attitude toward speech in the average American community. If there is an attitude at all, it is likely to be a negative one. While a visitor from the outside may come into the community and speak a very different speech from that of the natives of that community, it is not well for those who intend to live there to adopt this different speech. If the community uses flat *a*'s and inverts its *r*'s, then the line of least resistance, the mores of the community, is to continue flat *a* and inverted *r*. The tendency is to ridicule any kind of speech that is new or different, especially if it seems affected or British to the natives. The idea that good speech should not betray the geography of the speaker is a new one, and does not coincide with the old theory of state's rights. It has always been just as well to say "cyar" for "car" in Virginia, "Ohiuh" for "Ohio" in that state, "mini min" for "many men" in Texas, and "raound" for "round" in Kentucky.

In a large number of these communities, if you discuss better speech with parents or teachers, they jump to the conclusion that you are talking about better grammar. If you tell them that it is possible to speak grammatically and not speak well, that it is possible to speak correctly and not speak well, you arouse their curiosity, and you are often asked to explain what you mean by good speech. It would be excellent if we could assume good grammar in

America and, as a matter of fact, we are doing such a good job in our public schools that the time will come when public opinion will be so strong for good grammar that one will be considered an uneducated person if he does not obey its simplest rules, such as no "ain'ts" and no "I seens." To assume that good grammar and correct verb forms have much to do with a loosened jaw, an open throat, a resonant quality, is simply assuming something that is not true. In discussing politeness, an English headmaster was once asked how he was able to secure such universal politeness among the children in his school. His answer was that in England "politeness was assumed." The American visitor asked him this question, "Suppose you assume it, and do not get it. What then?" He replied, "Oh, but you see, in England public opinion is *for* politeness." The time will come in America when public opinion will favor beautiful American speech so strongly that we shall assume its existence in all communities in which parents are anxious to give their children the best education possible.

Would it not be possible for the people in these American communities to substitute a bilingual for their present uni-lingual attitude toward the English language? This has been done in England with such farreaching consequences that the National Course of Study states that it is necessary for almost every child to become bilingual in English. This means that for some time the child will have literally two English languages, one his native speech and the other his "received" or acquired speech. If his native speech is that of a Yorkshire or Lancashire dialect, with r's that are rolled in the back of the throat, and with two o's for one when he says "coom" for "come," or if he lisps or stutters, it is assumed that this native speech must gradually be supplemented by another speech of an entirely different kind. It may be as difficult for a child to acquire this new speech as it is for him to acquire the French language, but by the time he enters a secondary school, he must be just as proficient in his new English speech as if he had spent the same time learning French.

What stands in the way of the American acceptance of just such a bilingual attitude as this? First of all, there is that old fear of aping British speech, and the only answer to this is that the only kind of American speech which we wish to make popular, is the kind of speech which we have already accepted on the American stage as spoken by Walter Hampden, Edith Wynne Matthison, Otis Skinner, Julia Marlowe, and others. We have accepted this because we have already given these people medals for using it. We have given two medals for this accepted American speech over the radio, so we must consider Mr. Cross and Mr. Bok worthy representatives of a speech that our children would do well to imitate. We are rapidly making victrola records of the speech of our best American speakers. Surely we can become bilingual, we can rid ourselves of ugly speech, we can retain our quaint expressions, without becoming British.

Perhaps there is a greater obstacle to be overcome in accepting this bilingual attitude in America than this fear of imitating the British. It is the fact, previously noted, that America, in many ways, is still a pioneer country. In the

transition from native to acquired speech, the person who is making the transition is going to suffer. He will be accused of being affected, "high-hat," snobbish, "high-brow," or superior. Recently a girl returned to her home after one year at Smith College. Smith College has perhaps one of the finest departments of speech in this country, in which a serious attempt is made to give every student a pleasing, and if necessary, an acquired speech. This girl came to her home and decided to practise her new speech on her family. Although her mother was a college graduate, she was horrified at this attempt of her daughter to speak in any way which, as she said, was not natural. She forgot that for many people speaking naturally was about the worst thing they could do. The bilingual idea will have a long and hard road to travel before it has anything like the universal acceptance that it has in England. Nevertheless, it is one very definite answer to the question of where we shall start in our program of speech education.

Many forces are at work in America today to bring about the acceptance of this bilingual attitude. The little theatre movement in communities where the little theatre organization is willing to employ a speech teacher has assisted materially in changing the point of view of the community toward speech. In the July, 1930, number of the *Theatre Arts Monthly*, Mr. Windsor P. Daggett has an interesting article called "The Art of Speech in Texas."

I found myself in the Little Theatre of Dallas. The diction of the actors was so delocalized that placing them geographically was mostly guesswork. In the best companies in New York it is often difficult to tell an American actor from an Englishman and so it was in Dallas. Inquiry after the play revealed that two members of the cast hailed from outside of Texas, a New Yorker and an Englishman. A stranger in the audience would have no cause to single out the Englishman as an importation. A detective might have discovered a New York "city accent" in the "firm" and "first" of one speaker in contrast to any other, and occasionally he probably would notice the o-sound of the juvenile, as suggesting Texas speech, firm lipped and sonorous. But occasional tags of this sort were entirely over-shadowed in the ensemble of a diction that came as near to standard as one is likely to hear except in the most carefully chosen companies on Broadway. There were no "mini min" and no "farmer" for "former" pronunciations. In the doubtful words on the contrary, *ah* had the same preference it has in the pronunciation of Walter Hampden and Mrs. Fiske: *ah* in "advantage, after, ask, bath, castle, chance, glasses, granted, last, pass, rather."

This is evidence in itself that actors of the Dallas Theatre cultivate the same consciousness of speech that professional actors cultivate, until English without an accent and somewhat above the common level is easily acquired. After six years of audience-actor education the diction in Dallas runs smoothly. How this development has reacted as self-education on audience and actor is interesting. When the theatre was cutting its teeth, if a local boy stepped onto the stage on an opening night and said *ah* in "can't" the audience laughed. Audience and actor have grown up since then. The boy expects to say *ah* in "can't" long before he joins the company, perhaps says it at home now, the audience expects to hear it, and the reviewer has his pencil out if the standard is forgotten.

Another strong force for better speech may be found in the well-established speech departments in our institutions of higher learning. They are introducing gradually the study of the international phonetic alphabet. It is possible for a few well-taught courses in phonetics and diction to have as much influence on the speech of the students as all the courses in debating, argumentation, dramatics, story-telling, and public speaking combined. May the time soon

come when the work of the voice and diction teacher will function in the courses in public speaking and debating. At present, there seems to be scarcely any more transfer from a voice and diction course to a course in mathematics, than from a voice and diction course to a course in debating. It is due at present to the fact that Americans are less interested in beautiful speech than in mathematics or debating.

Here and there we find a few teachers who are becoming thoroughly aroused over the fact that so little is done with the speech of the child in the elementary school, aside from grammar, or from urging him to talk at almost any time about anything. When these teachers are more in number and when their voices are raised a little higher above the clamor, we shall begin to save ourselves much time and energy which the high-school and college teachers now expend in overcoming the neglected speech of the child in the elementary school.

Other forces in American life are playing their part in this less pioneer attitude toward American speech. Inter-stimulation and inter-communication, as a result of the automobile and the radio, are helpful factors. The beautiful speech of Walter Damrosch as he tells the American children of musical masterpieces is bound to have great influence when we can once arouse American teachers to the fact that Walter Damrosch speaks a beautiful American speech. Children in our American high schools who do not have the opportunity of hearing our great actors and actresses are sitting in auditoriums and listening to the victrola records of their speeches.

What is good speech in America? First of all, it is American speech; it is American speech that is pleasing, agreeable, and effective. It is spoken in the mouth rather than in the throat or the nose. Forces are at work today in our community life and in our schools which will make this type of American speech the popular and accepted kind in the not far distant future.

FROM the beginning of life, the child is copying the sights and sounds about him. Both consciously and unconsciously, he imitates the language, mannerisms, and emotional reactions of his associates. What we imitate, we become. What we practise *with satisfaction*, we make our own. Rudeness begets rudeness, deceit begets deceit, just as surely as gentleness begets gentleness, and truth begets truthfulness.—CHAS. E. GERMANE, in *Character Training*.

LOCAL HISTORY AS A TEACHING UNIT

ANNA D. ALLEN

Principal, F. A. March School, Easton, Pennsylvania

EDUCATION like charity properly begins at home. This is an old doctrine, always and everywhere true, because all education when meaningful and real is but a widening of the circle of personal experience. To understand one's own stamping ground structurally and historically is to have possession of a base from which other and larger worlds can easily be conquered.

It is appropriate, therefore, that local history be taught, and the latter years of the elementary school present a good opportunity to teach it. It is naturally an introduction to historical study; yet it nevertheless must be presented with essentially the same reliable technic used by the research scholar. Original sources must be investigated, and the truthfulness of all accounts must be painstakingly verified insofar as possible. The account should be written up with dramatic flavor. Above all, the work must be the child's own—"an ill-favored thing but mine own."

When this work is properly done, it gives the child a clear and realistic understanding of the history of important events in the growth of the community that he knows best; it provides him with a nucleus of knowledge that will be useful in interpreting historical phenomena where conditions are similar; and it equips him with a method that is one of education's most powerful tools of learning.

The writer prepared an outline for a teaching unit dealing with local history. The following adaptation may be used for communities in general.

MAIN OBJECTIVES

To develop social, political, and economic phases of local history as it is commonly known to be.

To provide a setting for the historical study of one's country.

"To train pupils in the type of thinking most utilized in everyday life."¹

To develop a curiosity for fact finding.

To guide pupil activity, encouraging initiative, originality, selfreliance, and self-expression.

To have a definite aim in the development of each phase of the work.

To believe firmly and attempt to convince them that "It is advantageous that all concerned feel themselves as pioneers working together in a joint social venture."²

To realize that social needs vary historically within the same community.

To bring the pupils to the realization that the development of natural resources, of transportation, of manufacture, of commerce and trade, have practically made the United States what it is.

To remember that learning takes place from within and subjectmatter must be organized in terms of the learner.

To give an insight into chronological sequence through concrete material in the local community.

SUGGESTED PUPIL ACTIVITIES

To learn to write a book.

To write their own history of the community as found by them in their study.

To illustrate it by pen sketches and camera studies.

¹Denver Course of Study.

²Kilpatrick.

To enlist coöperation of the chamber of commerce or board of trade for distribution of these true accounts of the city as written by its future citizens.

To bring to class clippings, magazines, books, etc., that have to do with the local community, to test the truth of these statements, and to learn how they contribute to the information and interest in one's community.

CONTENT DEPENDS ON THE GRADE

Fourth-grade content should include the most obvious facts concerning important local buildings, monuments, and landmarks. Plan "leads" through clippings, snapshots, visits to prominent places to create an atmosphere. As soon as the state of readiness appears, launch the subject by following the pupils' leads. They may be interested in finding out why this particular church was known or still is known as an historical church; why this monument was unveiled recently; why the name of this mountain, a part of the Appalachian chain, is known by an Indian name.

Fifth-grade content is expanded to include a much more detailed study of these places. Pupils will have begun to be interested in transportation, matters of publicity, and the story of the original inhabitants. (In this community there is an excellent opportunity to study the Indian.)

The sixth-grade course pertains mostly to municipal affairs. Now, under the hands of trained teachers, the idea of genuine research must be imbedded. Pupils begin with the story of the original grant, bring the facts of local history and municipal affairs up to date, and record the results of their findings in some permanent form.

Now that matters about the city have been learned, we hope for interest that will lead them into many other fields—climatic conditions, soil and glacial deposits, industrial life, and many more which may be developed in the junior high school.

THE METHODS OF PRESENTATION

The method of presentation will depend upon the phase of the work being investigated and the degree of satisfaction manifest by the pupils.

When the appreciation stage is fully launched, hasten to so guide that each child can exercise his powers to make some part of this experience his own. Your ability as a guide and manifest interest in encouraging worthwhile effort will determine the success of the unit. Make him feel the thrill of success that accompanies the doing of a difficult task well.

Well-planned study lessons will be the biggest factor in the success of the teacher's job, and many, many opportunities will present themselves for this type of lesson.

The drill lessons perhaps may not savor of the old idea of drill, but will best be brought about by making graphs, and writing stories and poems that will make impressions lasting. This phase will be the natural outcome of the expression of appreciation. These expressions may be compiled into some form (selected by the class) for permanent records of class achievement.

At least three fifty-minute periods per week should be devoted to this work for the length of the school year. Outside preparation depends upon library facilities and home conditions. Some children may have been interested in local history and if so a tremendous impetus will be furnished.

RESULTS

To enable the child to value facts and to distinguish facts from opinions.

To be able to proceed to satisfy speculations that may arise in his mind.

To acquire the spirit of testing authority rather than simply giving or accepting an opinion.

To acquire careful training in observation under controlled conditions.

To fully realize that "activity leading to further activity," is the only sure sign of growth.

When a child has probed into the heart of his home community and finds that it throbs with interest, he will be tempted to feel the pulse of the world beyond his immediate horizon. Soon he walks with adventure, as a knight of old through land and sea, returning happily again to "Home Sweet Home," the center of so much that really is important in his world.

VITALIZED GROUP STUDY AND FACULTY MEETINGS

ETHEL BLAKE

Division of Publications, National Education Association, Washington, D. C.

AMERICA and the civilized world are passing through a great industrial revolution which profoundly affects our lives at every point. So powerful are the influences in industry, business, national and international affairs that an awakened teaching profession is a necessity. We cannot wait to train a new generation of teachers to meet the new conditions. *Growth while in service* is the answer which thousands of schools are making to better serve the children and life of America.

Dorothy Canfield Fisher says "I may truly claim that I was bo'n and bred in the academic briar patch." Her writings show a sympathetic understanding of educators and their problems. How important she considers it that educators should have continued mental growth, is shown in the title of her recent book *Learn or Perish* (Horace Liveright, N. Y.). With clearness and humor, this little book, addressed to educators, shows that learning is a joyful experience as well as a necessity.

These two factors are characteristic of vitalized group study and faculty meetings. The movement for vitalized teachers' meetings is growing fast. Its rapid spread is due, in large part, to the fine professional spirit of principals. They know that it brings understanding and a unity of purpose between them and their teachers. They recognize that it broadens the outlook, vitalizes classroom teaching, and lightens the load of administrators by helping every teacher to interpret the schools and education to the community.

THE JOURNAL of the National Education Association carries in every issue a page of helpful suggestions for vitalized group study and faculty meetings. Many principals keep a permanent file of these pages. They contain details important in planning and conducting vitalized faculty meetings. They bring out the difference between *vitalized* faculty meetings and the other kind. Here are two basic characteristics:

- (1) *The leadership of principals in encouraging teacher participation;*
- (2) *The use of vital, current material as a basis for discussion.*

Principals today are rich compared to those of only a decade ago in the excellent material which it is possible to obtain, some of it in their own special field. Outstanding in this educational literature are the nine yearbooks of the Department of Elementary School Principals of the National Education Association; the quarterly Bulletins of this Department; the Bulletins of the NEA Research Division; and THE JOURNAL of the National Association.

The great contribution of THE JOURNAL is that it keeps educators informed on the larger problems of education. It supports the program of the Association and the work of its departments. It is one of the most quoted periodicals in the world.

THE JOURNAL and other professional literature to which reference has been made are being increasingly used for vitalized group study and faculty meetings. Every reader of this educational literature may feel that he is growing professionally through its medium.

ARE BILINGUAL CHILDREN ABLE TO THINK IN EITHER LANGUAGE WITH EQUAL FACILITY AND ACCURACY?

ANTONIO RODRIGUEZ, JR.

Principal, Training School, University of Porto Rico

THE Porto Ricans, a people of Spanish extraction, who have been developing during the last thirty years a bilingual system of instruction in order to preserve their mother tongue (Spanish) and to acquire the language (English) of the country of which they are citizens, offer a unique situation for the study of the problem raised by the title of this paper.

The educational system has been patterned after that prevailing in continental United States, with a predominantly linguistic curriculum.

The mother tongue (Spanish) is the medium of instruction in grades I-IV, and the second language (English) is taught as a special subject orally in the first two grades, while reading is postponed until the third grade. From the fifth grade on all instruction is in English; while Spanish is taught as a special subject. Spanish, being the native language of the people, is spoken by everybody, while English has been acquired and the present educated generation has the ability to speak it with sufficient facility to make themselves understood. The teaching is done almost entirely by Porto Rican teachers who speak both languages, being more proficient, however, in their vernacular, as might be expected, although they use English almost exclusively during school hours.

The data in this study are the scores made in the testing done by the survey commission in 1925. The tests used were the Stanford Achievement Tests, given to more than 9,500 school children, in English and Spanish. The tests were adapted to meet the Porto Rican conditions. They were given from grades two to twelve inclusive. There were not less than 2,000 tests given in each grade. The graphs on pages 104 and 110 of "A Survey of the Public Educational System of Porto Rico" have been used. The median scores made in each grade were reduced to grade equivalents according to the norms for the Stanford Achievement Tests for 1925.

1. *How do Porto Rican children compare in the extent of Spanish and English vocabularies?*—The same test on word meaning was given in both languages. The scores made were translated into grade equivalents. Table 1 shows the results.

There is a very significant difference in the English and Spanish vocabularies. Though the medium of instruction from the fifth grade on is English, yet all differences are in favor of the mother tongue. The testing shows that there is a difference of two years in the elementary school and three years in the high school. The Porto Rican children in their mother tongue compare favorably with the vocabulary of continental children.

2. *Are bilingual Porto Rican children able to read in both languages with the same facility and accuracy?*—The same tests were given in the native and second language to Porto Rican children. The composite scores in the differ-

ent grades on the tests on ability to get meaning from paragraphs, sentences, and words were reduced to grade equivalents. Table 2 shows the results.

TABLE 1—COMPARISON OF THE SPANISH AND ENGLISH VOCABULARIES OF BILINGUAL PORTO RICAN CHILDREN

Grades	Mother Tongue (Spanish)	Second Language (English)	Difference in favor of Mother Tongue	Difference in favor of Second Language
Elementary				
V	5.7	4.0	1.7	.....
VI	6.3	4.8	1.5	.....
VII	7.7	4.9	2.8	.....
VIII	7.4	5.6	1.8	.....
High School				
I	9.5	6.5	3.0	.....
II	11.00	7.2	3.8	.....

Average difference in favor of mother tongue in elementary school.....2.0 years
Average difference in favor of mother tongue in high school.....3.04 years

No comparison could be made in the primary grades inasmuch as no tests were given below the fifth grade in reading in the second language. The tests reveal conclusively that there is a very significant difference in reading in favor of the mother tongue. In no instance was there a difference in favor of reading in the second language. The average difference in reading in the elementary school is almost two years and, in the high school, three years. The reader must understand that the tests were the same except that they were in two languages. The Porto Rican children cannot read with the same facility and accuracy in both languages, not only because of lack of practise and usage, but also because of language interference.

TABLE 2—COMPARISON OF THE READING ABILITIES OF PORTO RICAN CHILDREN IN SPANISH AND ENGLISH

Grades	Mother Tongue (Spanish)	Second Language (English)	Difference in favor of Mother Tongue	Difference in favor of Second Language
Elementary				
V	5.3	3.9	1.4	.....
VI	5.9	4.4	1.5	.....
VII	6.9	4.7	2.2	.....
VIII	6.9	5.3	1.6	.....
High School				
I	8.7	6.0	2.7	.....
II	9.8	6.6	3.2	.....

Average difference in favor of mother tongue in elementary school.....1.7 years
Average difference in favor of mother tongue in high school.....3.0 years

3. *How do Porto Rican children compare in the mastery of the Spanish and English language?*—For the purpose of this paper, language consists of the ability to get meaning from paragraphs and sentences, extent of vocabulary, ability to recognize correctness and incorrectness in language, and spelling ability. The same tests were given in both languages, Spanish and English.

The average composite scores in each grade were reduced to grade equivalents. The results appear in Table 3.

TABLE 3—COMPARISON OF THE STANDING OF PORTO RICAN CHILDREN IN THE MASTERY OF THE SPANISH AND ENGLISH LANGUAGES

Grades	Mother Tongue (Spanish)	Second Language (English)	Difference in favor of Mother Tongue	Difference in favor of Second Language
Elementary				
V	6.6	4.2	2.4	.....
VI	7.5	4.9	2.6	.....
VII	8.4	5.4	3.0	.....
VIII	8.5	5.9	2.6	.....
High School				
I	9.6	6.7	2.9	.....
II				

Average difference in favor of mother tongue in elementary school.....2.7 years
Average difference in favor of mother tongue in high school.....2.9 years

In language attainments there is a very considerable difference in favor of the mother tongue. In a general way the average sixth-grade child in Spanish has a third-grade achievement in English. Spanish is a powerful tool as a means of expression and communication among Porto Rican children. The tests so far reveal that thought-expressing is dependent upon language power, and that Porto Rican children are very proficient in the use of Spanish. They have not reached that state of bilingualism where they master both languages with the same facility and accuracy, and it may well be questioned whether they will ever reach that stage. The main difficulty is the fact that English is taught in a monolingual environment, where the people in their everyday life activities are continually called upon to use Spanish. The English learned in the elementary school is used almost exclusively in the classroom. It lacks the element of practise with native English-speaking people, which is so necessary in the mastery of a foreign language. The English spoken by the Porto Ricans is highly affected and influenced by the Spanish accent, expression, intonation, and construction.

4. *Conclusion*—As evidenced in the language situation in Porto Rico, the following points seems evident:

1. Thought-getting and thought-expressing are dependent upon language power and Porto Rican children are unable to think in both languages with the same facility and accuracy. Though the medium of instruction from the fifth grade on is English, yet all differences are in favor of the mother tongue because it is the tool which functions in the community life in Porto Rico.

2. In bilingual systems of instruction there are several factors which account for the lags in the standing of the children in the mastery of both languages, namely, degree of affinity between the mother tongue and second language; extent of the time in which the second language has been introduced into the school system; the extent to which both languages are used, heard, and spoken in the community; and teaching factors.

3. It makes very much difference when the testing is done in the mother tongue or second language. When the second language is used as an instrument, what is tested is a partial amount of the child's knowledge, and the child's ability to use the second language.

4. The differences in vocabularies, reading, and language are due to language insufficiency, and it must be inferred that when the second language is used as an instrument of instruction, there is very much waste because of the child's unfamiliarity with certain terms and idiomatic expressions.

5. There is transfer because language is simply the tool in assimilating meanings. Children have a good receptive power and a poor expressive power in the second language.

I TOOK a piece of plastic clay
And idly fashioned it one day,
And as my fingers worked it still
It bent and yielded to my will.

I came again when days were past
The lump of clay was hard at last.
The form I gave it still it bore
And I could change it nevermore.

I took a piece of human clay
And gently fashioned day by day
And molded by my power and art
A young child's soft and gentle heart.

I came again when years were gone,
He was a man I looked upon.
The form I gave him still he bore
And I could change him nevermore.

COMMITTEE ON HEALTH OF THE NEW YORK CITY PRINCIPALS ASSOCIATION

ABBY PORTER LELAND

Principal, John Hancock School, New York, New York

THE New York City principals recognized so keenly the need of a good health program in the elementary and junior high schools that they voted in December, 1928, to make the study of the school health program its major project and authorized a committee on health. The principals realized that they were not clear as to just what this school health program should be, or how it should be undertaken in their respective schools. They recognized, however, that by nature of their position they are the main vehicle through which new ideas penetrate the school system, that they are as responsible for the direction of the health program as they are for everything else in their schools. Partly because of the great number of schools and the large size of schools, the New York City principal is in a more independent situation and has a larger responsibility for the execution and administration of the health program than is usual in a smaller city.

Only a limited number of the city schools have as yet reaped the benefit of the training in school health work that has recently been introduced in the teacher-training schools and universities. This fact intensifies the handicaps under which the principals are working. Even before the school health program was developed, principals were having to assume heavier and heavier duties. Nevertheless, they realized that they *must* assume a large share of leadership in their health program in spite of all handicaps.

The activities which the principals are undertaking do not involve a duplication of the efforts of any of the already established school health agencies, but, on the contrary, the New York Principals Association, through its Committee on Health, is aiming to effect without duplication, a degree of coöperation that has not as yet been attained by individual principals in their relationships with these agencies. The members of the Committee on Health have had sufficient experience in their respective schools to realize the need of the counsel of health experts (1) from the Department of Health Education of the Board of Education, (2) from the City's Department of Health, (3) from experts in social agencies interested in the health of children, and (4) from other recognized authorities in the field of health education. The principals further recognized the need of the close coöperation with such outstanding experiments in health as the Bellevue-Yorkville Health Demonstration and the East Harlem Health Center.

The following are some of the objectives which the principals wish to accomplish:

(1) Assembling facts relating to the needs of individual schools so that they will be readily available to principals and other school health administrators. The New York Principals Association should be able to present the needs of the school so as to obtain more effective help for schools, not only from the Board of Health, but from various other agencies in the community.

(2) Helping in the establishment of a central clearinghouse of information for school health matters in which principals are particularly interested; e. g., the latest and best accepted standards for school health procedure, reliable sources of health education materials, preparation of suitable bibliographies, information about health services available for individual schools, information about the schools of their colleagues where sound health teaching can be observed by teachers, contributions to health education through local experiments or experiments anywhere in the country.

(3) Studying methods of evaluating the possibilities, limitations, and needs of the health program as carried on in individual schools; e. g., evaluation of health instruction, of textbooks, of materials used in instruction, including much of the free commercial material distributed in schools.

(4) Studying methods of coordinating the various elements in the health program in individual schools; e. g., the health education department, special teachers, school nurses, medical inspectors, school health centers, work of voluntary organizations, and home cooperation. The principals recognize the need of studying and understanding the best methods of articulating all forces within the school which affect the health education of the child.

(5) Making better use of community resources and of voluntary agencies in the individual school health program.

As the work of the Committee on Health develops, the body is gradually being organized into working subcommittees that are utilizing the interests, abilities, and experiences of the various principals. The subcommittees include the following:

(1) Cooperation with universities and training schools *re* courses in health education for teachers; (2) opportunities for research in health education; (3) preschools, an aid in health education and in parental education; (4) cooperation with the health department, medical associations, etc.; (5) health of teachers and supervisors; (6) mental hygiene; (7) safety; (8) coordination of health work in individual schools.

The Committee on Health of the New York Principals Association will be glad to learn of any studies that other local associations of principals are undertaking in the field of health education. It would be helpful if the New York principals might have the contributions of their colleagues in other parts of the country.

THE average man, caught in the maelstrom of current events, is swung now this way, now that, by fads and movements of the day. He is like a weathercock, whose position reveals the direction in which the wind is blowing at the moment, but which itself neither controls the blowing nor senses the meaning of the constant change in direction. Many teachers and principals serve in similar humble capacity, and the best of us do at times. The wise man, however, stops now and then to bring before him in orderly array the events of the past, and in the light of such a survey attempts to plan intelligently for the future.—S. A. COURTIS, Second Yearbook.

HEALTH AND PHYSICAL EDUCATION IN THE DETROIT ELEMENTARY SCHOOLS

ESTHER SHERMAN

Health Education Department, Detroit Public Schools, Detroit, Michigan

PUT AWAY everything on top of your desks. Class ready to stand. Class stand—one, two! Class atten-shun! Class about face—one, two. That wasn't good. You'll have to do it until you *all* get it right. Put your left toe behind your right heel on one and *hold* it. Stop fidgeting, Mary. Who threw that? Class atten-shun! Now you can stand there until someone tells me who threw that!"

Apparently cowed and fearful, in their rigid, eyes-front, uncomfortable positions the children stand and stand and stand—at attention. After ten minutes they are one two-ed into their seats and "Physical Training" is over for the day.

There is not always a "discipline problem" like the throwing of a wad of paper. Sometimes they have what the teacher calls a good day. Then they may pass an eraser down each aisle, and perhaps back again, if there is time. Such recreational excesses often "excite the children" too much and it is preferable to end the lesson with deep breathing which calms them.

On occasion formal gymnastics may be used to tire out and conquer an unruly class, as some top sergeants used drill in the army. The children with incipient heart disease or tuberculosis or bad tonsils are the unfortunate victims of the system—what is good for one is good for all.

I write about such stupid procedures not only because they offer a contrast and a background for the presentation of a modern program of health and physical education, but I also recall such tortures and crimes because, in certain parts of the United States, they are prevalent practise.

Bad teachers, you will say, given the best of methods to follow and the best of equipment to use, will get bad results. That is true, although I believe the bad teacher is himself a behavior problem who could be helped by our doctors, dentists, and psychiatrists. However, a good administrator can make sure that certain opportunities are available for the individual care of the health and wellbeing of his school children. He need not succumb to a traditional mass procedure.

Dr. Rogers of the United States Office of Education says, "The task of bringing about these practises that make for health is comparatively simple if you go about it in a human common sense way."

Every principal has heard much about such essentials as sanitation of the school plant, ventilation, heating, lighting, seating, physical examinations, followup of physical defects, study of causes of absence, cumulative health records, height and weight and mid-morning milk, outdoor play and athletics, health clinics, health clubs, health plays, health talks, health days, and health weeks. All these things have their necessary place but I shall not dwell on them as subjects for detailed consideration.

In the past most teachers (except Socrates and a few others, including such moderns as Dewey, Kilpatrick, and Russell) were the drill-masters of a subject. Today we work and plan and study that we may all become leaders of children. Education is no longer a matter of decreeing that *every* child must learn to eat spinach or to play baseball, or an arithmetic teacher decreeing that *every* child must learn about the least common divisor. Education is a living flexible process in which we agree to treat children as individuals with varying needs to be met. We agree, whether we call it character education, mental health, or working for integration of personality, that no child shall be frightened into telling tales about others, or shall retire baffled and unhappy into social disgrace.

On such a premise I shall present to you a program of health and physical education as it may be found in the elementary schools in Detroit. To do so I shall not write about the administrative procedures, the organization, and the course of study as such. I shall give you the case histories of two children.

James Harris is the six-year-old son of American born parents. He lives in an attractive, moderately wealthy neighborhood. His father is a lawyer. Both his mother and his father are intelligently interested in their home, their family, and community affairs. Jimmy has a brother nine and a sister four years old. He has had one year in a public nursery school. There his physical examination and psychological tests showed him slightly above average. When his mother talked with the school doctor, she was advised to have the family physician give Jimmy a Schick test for diphtheria. This was done. The school nurse added to Jimmy's record in his individual folder in the school files a brief statement about his good home conditions. She obtained this report from the nutrition worker who had made a home visit. The visit was made in the interest of Jimmy's older brother to discuss a coöperative plan for improving his nutritional status. By paying for milk and crackers at school and having a rest period in the open window room, the brother's condition has been improved.

Jimmy, free from any sort of physical defect or handicaps, has no such extra attentions. He does have the attention and protection of the older boys, who make up the school safety patrol, at the cross streets where traffic is heavy.

Jimmy has an excellent teacher. He is guided in his play, as well as in all activities, so that he is sometimes a leader and sometimes a good follower. The teacher is interested that he shall make his own decisions about sharing equipment such as the chinning bar and the slide. In innumerable ways he is guided toward a healthful, characterful, personality.

Jimmy is happy when the class listens to music and skips or runs or slides as the rhythm changes. Sometimes he is the one to choose the special rhythm which he likes. (He does not know this as eurythmics.) He has a wonderful time playing that he is a prancing horse with head high and his chest arched. (He does not call this posture training.) He likes to help when the class goes to the cooking room to prepare and serve a fresh vegetable. (As he enjoys eating some of it he does not recognize health instruction.)

As we leave this case history of James Harris, or this picture of Jimmy, think of him as a normal six-year-old with a fortunate background. Remember him turning somersaults, running races, and feeling a glorious thrill of accomplishment when he masters a new "stunt."

The second child is named Mary Kroscoviak. She is eleven years old. Her parents are both Polish. Her father works in the Ford factory, when he has work. Her mother and her father revere Polish traditions, speak English with difficulty, and read the Polish newspaper. There are eight children in the family. The department of public welfare and the visiting nurses' association know this family well. They have made little impression on a rather solid front of opposition and prejudice based on superstition and fear. Mary, in her first year of school, has intelligence tests and a physical examination. She is about average in intelligence and has several physical defects. The notices which are sent home regarding these defects of teeth, tonsils, and skin are ignored. The parents have never responded to an invitation to be present at the annual physical examinations. The school nurse after one visit to the home has talked with the city agencies interested in the family. Mary's teeth have been given the proper attention by the public health dental clinic. Finally her parents were persuaded to sanction a tonsillectomy. But the family diet and lack of standards of cleanliness mean that the skin trouble persisted.

Mary is a child who did not enter unreservedly into the spirit of freedom and play in the school gymnasium and on the playfield. For some time there was little interest in games and stunts and dances. Mary is now in the fifth grade. It was when she was in the fourth grade that a definite change took place in her attitude. She began to hear in different departments of the school about Polish customs. In the social science class they talked and found pictures and articles about Poland. In the music class there was, at this same time, an appreciation of Polish composers and music; in the sewing room they saw Polish dress; in the English class they read stories about Poland. Finally in the gymnasium Mary asserted a new independence of action. The class was learning a Polish folk dance. The teacher, at the piano, played several folk songs. Suddenly Mary, the retiring one, stood up from the group seated on the floor. "I can dance that" she said. As she finished a spirited folk dance of her people the children and the teacher applauded. Being questioned she said, "My mother and my father can do it better than that. We go to the Dom Polski and sometimes I dance with everybody." A few weeks later in a play in the auditorium, Mary, in native costume, danced alone and with a group. Her proud family were all in the audience, including a year-old baby in the mother's arms. It was the beginning of more self-expression, confidence, and happiness for Mary. Now in the fifth grade, she no longer is indifferent in the children's activities. She is eager to improve. The most surprising change of all is the coöperation of her parents with the school and their readiness to follow the suggestions of the nurse. The children come to school cleaner. Milk takes the place of coffee at the children's meals. Recently, to

the delight of the school, Mary led her whole family into the parent-teacher meeting!

There are many other case histories which show different phases of the working out of a health and physical education program. There is a child whose parents thought nothing could be done for his paralyzed and crippled condition. He was a victim of an infantile paralysis epidemic. The specialist in orthopedics, working in a school district, referred him for examination to the orthopedic surgeon of the department of health who went to the school and examined him. At one of the clinics, supported by the community fund, it was arranged to accept the small payments the parents could afford. A muscle transplanting operation was performed followed by care in the children's convalescent home during one summer. Then, at the public school for cripples, while his studies continued, hydrotherapy, exercise, and massage completed a cure. The boy has returned to his own school. He won second place last year as a member of the relay team in a field day planned by the children. This field day is conducted in each school in anticipation of the annual Belle Isle meet, in which last June, thirty thousand boys and girls competed. The story of that meet, of the Pentathlon contest for girls and of the Decathlon for boys is each a story in itself.

The Department of Health and Physical Education in Detroit, working coöperatively with the city Department of Public Health, has a splendid organization, excellent community support and a heritage of progressiveness from its past leaders.

In this city of machines and mass production, of industrial stress and strain, it must continue to believe that men are more than machines. It must continue to realize that each child is a variable personality with varying needs. It must continue to work coöperatively with all departments, all parents, and all teachers to meet those needs. And in the doing of this it must strive to guide children to "so live" that life will have richer meanings and in increasing joy.

IN 1929-30 the principals in the supervisory club of Oil City, Pa., were all members of our Department. Recently, Miss Adele Harper, secretary of the Oil City Club wrote: "We hope to have 100 percent in 1930-31."

Why should not all local clubs try for 100 percent membership? Investigate the many ways in which the national organization may be helpful to your local group. Appoint someone to determine how close your club is to a 100 percent status. If it is close, write to Chairman Herman F. Ritow, National Enrolment Committee, Ft. Sheridan, Illinois.

THE PRESENT STATUS OF THE PLATOON SCHOOL¹

H. G. MASTERS

Former Principal, Allen School, Pittsburgh, Pennsylvania

IN 1929 the writer circulated a printed inquiry blank among superintendents in cities where the platoon school had been established. The inquiry blanks did not call for statistics as frequently as they did for estimates based upon the superintendents' experience. In the final tabulations data has been used from 100 cities representing cities of various population groups: 42 cities under 10,000; 21 cities 10,000 to 30,000; 18 cities 30,000 to 100,000 and 19 cities over 100,000 in population.

Beginnings of the platoon plan—As early as 1902, William Wirt, then superintendent of schools at Bluffton, Indiana, began the experiments which finally emerged in 1907 at Gary, Indiana, as the "Work-Study-Play" school. It has since come to be generally known as the "Platoon" school. Mr. Wirt laid down the fundamental philosophy that children learn through work, through study, and through play. These activities are to be carried on in natural life situations and through normal activities of childhood. With these as a basis, he worked out an organization in which three groups or platoons rotated through the three basic activities of the school. The Gary schools and some others continue to operate on this original plan. Other cities have modified the plan to meet local conditions. The modification most frequently made is the reduction in the number of platoons from three to two. This modification was first made by the late Dr. William M. Davidson, superintendent of schools, Pittsburgh, Pennsylvania, when introducing the plan into the Pittsburgh schools in the beginning of the year 1916. This modification is also found in such other representative cities as Detroit, Birmingham, and Portland. However, the fundamental philosophy and plan have not changed.

Growth and distribution—The first adoptions came in the five-year period covering the years 1910 to 1914 when four cities adopted the plan. Three of these were in the population group of 30,000 to 100,000 and one in the population group of over 100,000. The next five-year period, 1915 to 1919, thirteen cities adopted the plan. These adoptions spread over all population groups from the smallest to the largest. In the next five-year period, 1920 to 1924, the number of adoptions was more than double the number for the previous five-year period, being thirty-two in number. The population group including cities below 10,000 led in this period with thirteen adoptions, which equals the total adoptions for the period 1915 to 1919. The last five-year period, 1925 to 1929, shows a total of forty-eight cities adopting the platoon plan. Cities below 10,000 population again led with twenty-seven adoptions.

¹We asked Mr. Masters to summarize his master's thesis prepared at the University of Pittsburgh in 1930. It is with regret that we are unable to publish more of this interesting study. The publication of this article does not mean that the Department of Elementary School Principals sponsors the platoon plan. The Bulletin welcomes contributions from persons who are experimenting with all types of administrative organization.—*Editor*.

The records of the National Platoon Association in Washington, D. C., show that platoon schools are distributed over thirty-eight states and the District of Columbia. The same records also show that the total number of cities having platoon schools is 162.

The geographical areas adjacent to Gary lead in the number of cities having platoon schools. The north central states, the area to which Gary belongs, have thirty-six cities or 22.2 percent of the total number of the cities having platoon schools. The south central states, being next in point of nearness, have thirty-nine or 24.1 percent of the total number. The middle Atlantic states come next in order and have thirty-eight or 23.4 percent of the total. The southwestern states have seventeen cities or 10.5 percent of the total. The New England and southeastern states each have eleven cities having platoon schools or 6.8 percent of the total. The northwestern states have ten such cities or 6.2 percent of the total number reported by the National Platoon Association.

Reasons given for the adoption of the platoon plan—Two reasons are usually given for adopting the platoon plan. Its friends say it is adopted for its educational value, while those who are opposed to the plan say it is adopted to relieve congestion. Of the one hundred superintendents, sixty-two percent say they adopted the plan for its educational value alone; thirty-three percent say they adopted the plan both for its educational value and to relieve congestion. Thus the data show that ninety-five percent of the adoptions were wholly or partly for its educational value. A small number, four percent, say they adopted the plan solely to relieve congestion. If thirty-three percent is added to this number there is a total of thirty-seven percent who have adopted the plan wholly or partly to relieve congestion. It is to be noted that the greater part of this number also considered the educational value of the plan. One superintendent of one percent of the total number adopted the plan for a different reason. This superintendent says he adopted the platoon plan to justify a longer school day together with the gymnasium and auditorium activities.

Summary—Material gathered through the questionnaire shows that:

There are platoon schools in 162 cities located in thirty-eight states and the District of Columbia.

Years one to six are most frequently mentioned as being in the platoon plan. Years three to six and one to eight are next in order of frequency.

The platoon schools range in size from three to forty-eight classes. The range in the median is from seven to twenty-six classes.

Most cities have the same length day for both types of schools.

The Dalton Plan, the Winnetka Plan, the Morrison Technic, the Unit Plan, and others are used in platoon schools.

The auditorium and library are new departments peculiar to the platoon school. The plan has caused other departments to be changed and expanded.

About two-thirds of the platoon schools are in old buildings and only about one-third are in new buildings.

Special equipment is placed in special subject rooms. The cost is greater than for similar equipment in non-platoon schools.

Superintendents agree that the platoon plan has produced an enriched subject content.

Every subject is classed as a special subject somewhere in the country. The

"Three R's" maintain their place and only the usual preparation is required to teach them. The special subjects are so classed and special preparation is required to teach them.

Of all pupils 48.9 percent are in platoon schools. Of all teachers 46.2 percent are in platoon schools. Of all principals 45 percent are in platoon schools.

The same report card forms and the same bases for promotion are used in both platoon and non-platoon schools.

Partime education classes are attended by teachers and principals in both types of schools in about equal numbers. However, superintendents are agreed that the platoon teacher does tend to become a specialist.

Platoon principals are thought to be equally good supervisors, but better administrators than are non-platoon principals.

Supervision is given to both types of schools in about equal amount.

The cost of operating a platoon school is not greater than for the non-platoon school.

The major values of the platoon school are better teaching, enriched curriculum, socialized and democratic atmosphere, development of character, flexibility, integration and correlation, better use of school plant, increased holding power, better educational results, specialized equipment, economic and better supervision.

Conclusions—The data would seem to justify the conclusions that are here presented:

1. The platoon schools are widely distributed and are growing.
2. They have the support of a large number of administrators.
3. There is a definite trend toward making the plan include grades one to six.
4. The platoon plan is flexible and is adaptable to school situations of every kind in communities of every size.
5. In many instances the size of the building or architectural faults prevent complete organization.
6. Minor adjustments are no more necessary in the platoon school than they are in other types of schools.
7. The flexibility of the platoon organization makes it possible to take into the platoon school new and progressive ideas.
8. The plan develops new departments and greatly expands others.
9. New buildings are not necessary to the success of the plan.
10. Equipment for special subject rooms in the platoon schools probably costs a little more than similar equipment for non-platoon schools.
11. The curriculum in the platoon school is more comprehensive and richer than the curriculum in the non-platoon school.
12. The same amount of preparation is required in platoon and non-platoon schools for both teachers and principals. The exception to this is that in platoon schools special preparation is required to teach the special subjects.
13. It meets the educational needs of almost half the pupils in cities included in this study.
14. An outstanding contribution is an increased emphasis on auditorium and library activities with an expansion of others.
15. It seems to require better administrative ability on the part of the platoon school principal.
16. The data do not show an increase in the burden of work placed on the teacher.
17. Emphasis on supervision in the platoon school is no greater and in some instances it is slightly less.
18. The trend with respect to operating costs seems to indicate that there is no difference.
19. People most familiar with the platoon school emphasize richer teaching, curriculum, social, and democratic values rather than the values of the organization as such.

SELECTED REFERENCES

1. Barrows, Alice. "A Bibliography of the Work-Study-Play or Platoon Plan." *City School Leaflet No. 10*, United States Office of Education, 1923.
2. Deffenbaugh, Walter S. "Growth of the Work-Study-Play or Platoon Schools." *Bulletin No. 27*, United States Office of Education, 1925.
3. Spain, Charles L. *The Platoon School*, Macmillan, 1924.

THE HOME AND THE SCHOOL

ELIZABETH WELCH

Principal, Fairview School, Flint, Michigan

THE subject of the relation of the home and the school is as old as the school system itself, yet there still seems to be a great gulf between them.

In the later years of the educational work of the Hon. W. N. Ferris he was addressing a large group of educators, teachers from villages and rural districts. He said, "If I could bring into effect one law in the State of Michigan by raising my right hand it would compel every teacher to 'board around' as they did in the pioneer days." As might be expected, this statement was received with an exclamation from almost every teacher present. Behind this startling statement there was, in the mind of our much loved friend of the schools, something which he felt most keenly—something which seemed ever to be uppermost in his mind. He felt as many have felt and still do feel, that in order to be of greatest service to the child, in order to bring out the best that is in him, we must know his home and his parents.

If we consult a physician, this physician finds out all that it is possible to find out about our past history. In fact, this is the most important part of his diagnosis. Would it not seem unprofessional and unreasonable for a doctor to say as he faces his patient, "Here is my patient; I will start here; the past does not concern me?" Yet we, as teachers, have before us forty children, each from a different environment, a different heredity, and often even from different races, and with no compunction of conscience we make no effort to know the child's home; we make no effort to know his past history, or what has gone into his life to make him what he is. The task that the teacher sees for himself is to produce like results in each of these forty children—to send them on to the next teacher uniform in mental stature.

To be sure, we pride ourselves in taking into consideration individual differences, but, true to the reputation which our profession has acquired, we are too conservative to make very noticeable progress in this direction.

The readers of this article are already saying, "Is there to be another burden added to our already overburdened shoulders?" The answer is this, "No, this task of knowing the parents and the home is going to be the means of lightening your burdens."

The parent-teacher meeting is one means of bringing the parents and teachers together and yet this seems far short of being the contact that is most desired. The parent meets the teacher among a group of people. If he is fortunate enough to get a word with the teacher, it is with a line of people behind him waiting to get in their word. Nothing could be a much more unnatural way of getting together two people who have a really important matter to consider.

Without a doubt, the parent-teacher meeting has its place in our educational program, but it is not primarily to acquaint parents and teachers in the most satisfactory manner.

The visiting teacher is a great asset in many systems. He is chosen because of his personality; he is carefully trained; he is conscientious and hard working. Much of his work is satisfactory. However, in this day of "business recession," it is well nigh impossible to add a visiting teacher to our staff. In any case, it is only, at best, a substitute for the real thing. If repeated contacts have to be made, help may be obtained from the visiting teacher which may prove to be most satisfactory.

The wife of a professional man said to me recently, "How I wish I might know my children's teachers better. I have not been in a physical condition to invite them to my home. I cannot get acquainted with them in the few times that I have been able to attend parent-teachers' meetings. I would love to have them call at my home."

I believe that this is the attitude that nearly all parents take toward the public school teacher. They feel that they are not sufficiently acquainted with the teacher to coöperate with him in the most effective manner. How true it is that the teacher goes to the parent only when he has some unpleasantness to relate.

Some report cards which are excellent in most particulars are sent home twice a semester. If, however, the child is not doing good work, a printed form is filled out and the parent is notified of the child's failure. Does it not seem that if the child is doing good work we should take the time to send a little note, saying, "Mary is doing fine work in school this year. I am sure you will be as pleased with her report card as we are. We are very proud of her."

Why should we not make an effort to send pleasant messages to the parent instead of always sending something which will add to their already overburdened lives? Is not our psychology all wrong on this subject?

No time can be better spent than in visiting the home in a friendly manner. A day may be taken from the regular school time, more than one day, if necessary. The parents know that you will be there that day. They have a right to be ready for you, to put the best side out, which often is none too good. If the right attitude has been established with the children, teachers will be received kindly, the visit will be altogether pleasant and you will have the support of your patrons in whatever is undertaken in the school as long as this friendly attitude is maintained. With the idea established in the child's mind that you are going to report as many really pleasant things as possible to the parents, the morale of the school is noticeably raised.

Many are going to say that this program is far too idealistic, that it is well nigh impossible to do these things in many localities. Granting this to be true, it is *not* impossible in a large majority of locations. If we have not lost our vision, if we are striving to "go the second mile," then these things seem simple and pleasant to do.

In conclusion, a review of the means used in Fairview School for bringing parents and school into a close relation may be of interest, although probably not particularly outstanding in many respects.

The school is in a foreign district. Twenty-five racial groups are represented, Hungarians being in the majority. Early in the school year, one day is taken from the regular school work for a visiting day. Teachers arrange names of pupils according to streets, and by making best use of the time all parents may be called upon. The teachers are very well satisfied with the day's work, and parents are delighted with this opportunity to meet the teacher. The teacher often feels that his attitude toward certain children has entirely changed after this contact with the home has been made. A child's indifference is often understood when we learn of a sick mother, poverty, and squalor in the home.

Following this, an evening session of school is held. The regular work of the afternoon is carried on in the evening. No work is done in the afternoon for the children need this time out of doors that they may be ready for the extra work of the evening.

It is well nigh impossible for parents to visit the school during the day when there is a large family, but in the evening one of the parents may care for the children while the other visits the school. It is impossible for the father to visit the school at any other time and he is only too glad to avail himself of this opportunity.

As a part of the parent-teacher association work, a meeting especially for the mothers is held once in two months, in the afternoon. Children of pre-school age may be brought and are cared for by teachers while the mother enjoys the program. Refreshments are served and a social time follows the program.

Since cooking classes are now held only in junior high schools, a cooking club for older girls is formed. They are taught how to cook vegetables, cereals, and many other of the most simple kinds of cooking. They always practise the cooking lesson at home, and these simple lessons are the ones most needed in a cosmopolitan community.

People are encouraged to come to the office of the school with their difficulties, to ask advice, and to get information. If a costly school building is not used as a community center, where a community center is needed, then it is falling far short of filling its place in the community.

Community parties are held in the building. Young people and parents enjoy the dance together. They appreciate the opportunity of using the building and are made to feel that it is there to be used at any time. These social gatherings afford opportunities for teachers and parents to become acquainted, as the teachers also enjoy these gatherings.

A picture library from which framed pictures are taken home by the children to enjoy for two weeks appeals to both children and parents. These pictures may be obtained with small expense to the school and is a very simple way of bringing home and school close together.

An evening school appeals to a large number of people. The building is built and maintained at considerable expense by these people, so why should it be idle if there is any desire on their part to use it? The young people of

the community are allowed to use the gymnasium at any time. It is more wholesome than the neighborhood poolroom.

Rummage sales are held weekly in the building. This means much to the mother of a large family. She is thus able to clothe her children in a very comfortable manner with very little money. Teachers contribute monthly to a fund from which clothing is bought for needy children. At monthly gatherings in the evening they sew for these people and report that it is more fun than playing bridge.

In this day when adult education is in great demand, in the future when it will be in still greater demand, the grade-school principal and the grade-school teacher have a large part to play. The first and most important step is getting a close contact between home and school, and when this is established the demand for all kinds of education will most certainly follow. Especially to those who have had limited advantages we owe our best efforts.

William James said that we all have within us depths of latent powers which only a few of us use, and of which most of us go through life knowing nothing. Henri Bergson says the same thing, that we have layers and layers of life within us which await unfoldment and use. But before the unfolding begins, the old in us—stiff and selfconscious in its incompleteness—must lose its rigidity. In other words, ignorance must give way to intelligence; monotony, which life hates, must be broken up by play.

It is within our power as elementary school principals to have a large part in this contribution to the life of our community.

THERE is no more inspiring chapter in the history of American education than the growth of elementary principals in personal character, in training, in professional leadership, in civic influence, and in devotion to their many opportunities. The immense importance of this growth is in the fact that the elementary school reaches life and learning at its roots and determines in large measure the success of all the years that follow. The principal has a creative task of the first magnitude. By working at that task, he himself grows nobler in his own life and personality.—JOY ELMER MORGAN.

SOME PHASES OF ADMINISTRATION AND SUPERVISION BASIC TO SUCCESS

MAY I. DONNELLY

Principal, Pomeroy School, Burlington, Vermont

WHAT are some of the fundamental phases of administration and supervision basic to success today in the operation of an elementary school?

First, a principal must be thoroughly grounded in the theory and practise of education. He must have an underlying philosophy of education that is sound. It must have come to him through his studies in psychology, sociology, and biology and have been made workable by his experience.

Second, because this philosophy of education is sound and guiding, teachers and community will look to him as a leader and have confidence in him because what he does and says will work. He will formulate and reformulate basic principles which are an outgrowth of this philosophy. He will be able to diagnose teachers' successes and failures in terms of principles, so that they may consciously and intelligently build on their successes, and substitute right processes for the wrong ones which cause failure. He will have the social intelligence to make his community and teachers follow him whole-heartedly and absorbedly.

A principal can go only as far as he can take his public with him. This being so, how may he secure the confidence of his community which is so important? He will know his people, mingle with them, talk with them, speak at public meetings whenever there is an opportunity. He will be able to talk about education in plain terms, free from pedagogy, and easily understood by the average layman. There are always key citizens in every community who should be informed of what the schools of today are doing. Educators, as a rule, keep too much to themselves. The writer has used parent-teacher association meetings for this purpose. Teachers have talked on their work and demonstration lessons have been given. Modern equipment for schools and its use have been shown to the parents. The parents have been greatly interested in these programs and are anxious to discuss the suggestions made or the problems that have been raised. It has been the writer's experience that parents, after visiting a modern school where children are busily working and living together, are surprised and impressed by the happiness of the children in their work and the fine, wholesome spirit of growth evidenced. They leave with a strong feeling of loyalty for the present-day school.

A principal in talking with a parent must always be able to appreciate the parent's point of view. Dr. Kilpatrick's concept of "respect for personality" holds for the principal in dealing with his parents and teachers just as surely as it does for the teacher in dealing with children. A principal must be approachable, affable, and interested in many things. The writer established close contacts with parents through small group meetings which individual teachers had in their own rooms. There were not more than twelve in a group.

They came to visit in the afternoon, the children planning the school activities they wanted their parents to see. It was a motive for some excellent work. After school the little girls served tea. In this small, informal social gathering, the parents talked unreservedly with the principal and teacher about their children and their school. Consequently, the parents gained confidence in the teachers and now support the school whole-heartedly.

How may a principal secure a oneness of spirit with his teachers so that they will follow where he leads? He will inspire confidence by his ability and so make the teachers' attitude right. He will by his own spirit of coöperativeness, break down any feeling or prejudice against supervision. There is no set rule. As with a child, we consider the individual, so with teachers it must be the same. As a teacher studies his schoolroom problems and thinks how he can best teach the subjectmatter from the standpoint of motive and activities, so must the principal study his particular problems concerning his teachers. In planning a program of supervision, a supervisor must take into account the interest and ability of each teacher.

Carefully planned teachers' meetings are an important aid in supervision. They must be planned, as teachers plan, for more than one day. The year or half year's work should integrate around one problem growing out of a common need as seen by teachers and principal. As the program for the meetings progresses, smaller problems will evolve to help solve the larger one. Principal and teachers together may make out plans, the principal being the leader. Mimeographed bulletins of progress, and of questions to be solved, should be made from time to time to guide and to keep thinking to the point. As in the classroom the teacher often revises his plan as he goes—because of children's questions, so will the principal, because of suggestions or ideas that have been injected into the meetings. These meetings can be made very effective and there will be much professional growth on the part of the teachers. It means seeing through the whole problem, then dividing it into smaller ones. It means that he must be able to refer each teacher to the references and materials that teacher will particularly need for the part he is working on. It will mean hours of work on the part of the principal, but it will pay rich dividends. Each meeting must be so planned that there is sustained interest throughout, and this depends wholly on the principal. He must arouse constructive discussion, hold it to the point, then summarize it.

Demonstration lessons illustrating a point in question may be given. Every teacher excels in some one particular phase of his work. He is encouraged to choose a part of the work under discussion which he is willing to demonstrate during the year. Classes may be dismissed early and groups of teachers attend this demonstration lesson. The children are then dismissed and the lesson is discussed constructively in terms of the problem under discussion at the meeting. Questions are asked, opinions are expressed, and statements summarizing the whole are made.

The individual conference is another means of helping the teacher and of gaining his confidence. A lesson should be discussed in terms of principles and

always from the standpoint of the teacher's purpose. There should never be an argument. The principal must see the teacher's point of view. If the teacher is wrong he must make it his problem to correct the teacher's thinking. The principal may give to the teachers his written reactions to the work observed, with outlines of constructive help, keeping a copy himself. This constitutes one part of a principal's record.

Grade meetings are profitable, as a supervisor often finds it difficult to help a teacher on certain points of his work in an individual conference. Teachers particularly efficient in the work along the line of difficulty lead this meeting, the principal being more or less in the background. These meetings are carefully planned. The point that the principal was trying to make with the individual teacher often comes to him much more quickly in a group of coworkers, than in an individual conference with the principal. As a teacher judges the effectiveness of his teaching by the operation of laws of learning, so may a principal judge his teachers' meetings and his various activities of supervision.

If a principal were to make a change in administrative procedure, he would first present it to his teachers and talk it over with them. He would be sure that they understood it thoroughly and were willing to try it out with him. If a principal were to introduce some new work into his school, for example, a program of elementary science, he would know the subject thoroughly himself but he would not at once ask every teacher to attempt it. He would present the program, then start the work with the teachers who wanted to try it. He would make the work of those teachers so contagious that all would soon be following with much enthusiasm.

Summary—The writer feels that success in administration and supervision is due to two things: first, a philosophy of education evolved from study and experience, based on the needs of life today; and second, winning the confidence of his community and teachers by having that philosophy work.

THE Department of Elementary School Principals of the National Education Association was born of necessity. It met a real need, and that accounts for its immediate and continued success. It will continue to grow so long as it progressively meets that felt need. Its organizers had a great ideal in mind, and we are keeping that ideal constantly before us. That ideal is the betterment of elementary-school education, a service to all the boys and girls of our great country.—W. T. LONGSHORE, *Third Yearbook*.

CULTIVATING CONSTRUCTIVE COMMUNITY CONTACTS

THE Editorial Committee summons the members of the Department to help with the 1932 yearbook. Here is an opportunity to tell others how you are giving your community a far-sighted type of leadership.

The Tenth Yearbook of the Department of Elementary School Principals will present problems in community leadership. The title of the yearbook is *The Principal and His Community*. The Chairman for 1932 is Aaron Kline, Pullman Public School, Chicago, Illinois.

The great characteristic of American education is that it is close to the hearts of all citizens. The elementary school, in particular, is the center of civic faith. Here we find the children of all the people. These children are living now in the midst of many non-school social forces. The school has no choice. It must join with these non-school agencies so as to give every child the best start under existing circumstances.

How can the principal give his community a high type of leadership? The members of our Department should know. Every day finds elementary school principals guiding and controlling community forces in the interests of American childhood. Let the full story of community-school relationships be told with all of its technical and human-interest qualities!

PRELIMINARY OUTLINE—TENTH (1932) YEARBOOK

- I. Contacts with the home
 - A. Impersonal (Form letters, bulletins, reports, etc.).
 - B. Personal (Visiting teacher, nurse, truant officers, etc.).
 - C. Etc.
- II. Parent and teacher organizations
 - A. Preschool examinations and summer health drives.
 - B. Adult study program.
 - C. School legislation support.
 - D. Supplementary school activities.
 - E. Etc.
- III. Community center activities
 - A. Adult education and recreation.
 - B. Playground leagues and games.
 - C. Scouts and Girls Reserves.
 - D. Libraries.
 - E. Etc.
- IV. School publicity
 - A. Public exhibitions and entertainments.
 - B. Open house.
 - C. School newspapers and letters.
 - D. Local press.
 - E. American Education Week.
 - F. Etc.
- V. Service clubs
 - A. Meeting outside of school hours (improvement clubs, etc.).
 - B. Meeting during school hours (Rotary, Lions', etc.).
 - C. Etc.
- VI. Social and charitable agencies
 - A. Children aid agencies.
 - B. Charities.
 - C. Lodge movements.
 - D. Etc.
- VII. Excursions
 - A. Vocation guidance and information (Industrial exhibits, etc.).
 - B. Instructional materials (Museums, zoos, symphony orchestras, etc.).
 - C. Etc.
- VIII. Governmental
 - A. Juvenile court and probation work.
 - B. Fire department.
 - C. Traffic patrols.
 - D. Clinic and health.
 - E. Etc.
- IX. Non-school and semi-educational activities
 - A. Types (Clean-up week, Thrift systems, Theater, etc.).
 - B. Limitations of school participation in non-school events.
 - C. Etc.

The Editorial Committee presents this preliminary outline to the Department. While the topics given are not final they should suggest a problem upon which principals will wish to write. Start now. Send your manuscripts to the committee by November 1, 1931. Address: Editorial Committee, Department of Elementary School Principals, 1201 Sixteenth St., N. W. Washington, D. C.

ISABEL TUCKER

Chairman, 1931 Yearbook
Shenandoah School
Saint Louis, Missouri.

AARON KLINE

Chairman, 1932 Yearbook
Pullman Public School
Chicago, Illinois.

EARL R. LAING

Chairman, 1930 Yearbook
20710 Pilgrim Avenue
Detroit, Michigan.

WHEN WRITING FOR THE YEARBOOK

(1) You should select a specific topic; (2) remember you are writing for someone miles away from your school and background; (3) use the minimum of quoted material, write things in your own words; (4) organize your article with space for introduction, presentation, and conclusions; (5) type your article double space; and (6) send your contribution, before November 1, 1931, to the Editorial Committee, Department of Elementary School Principals, 1201 Sixteenth Street, N. W., Washington, D. C.

WHEN THE ROLL IS CALLED

HERMAN RITOW

Chairman, National Enrolment Committee, Goethe School, Chicago, Illinois

WHEN THE membership roll is called this year where will your state be? In the membership report of last year the five leading states in total membership were: New York, California, Michigan, Ohio, and New Jersey. These same states are fighting hard to hold their places in 1930-31, but Illinois, Massachusetts, Pennsylvania, and Texas are in hot pursuit.

The main purpose of this article is to call attention to the members of the National Enrolment Committee. Under the Constitution the President appoints a chairman for each state. In the following paragraphs we shall list the names and addresses of the state chairman. Immediately, after each state's name we shall give in parentheses the 1929-30 membership of that state, followed by the 1930-31 enrolment up to December 6, 1930.

Alabama (51)¹ 17²—Joseph T. Vaughan, Bush School, 1112 25th St., Birmingham, Alabama.

Arizona (18) 5—Salome Townsend, Roskrige Platoon School, Tucson, Arizona.

Arkansas (19) 9—J. A. Day, Junior High School, Fort Smith, Arkansas.

California (348) 229—Irwin O. Addicott, Jackson School, Fresno, California.

Colorado (83) 70—Mrs. Margaret M. Smith, Ebert School, Denver, Colorado.

Connecticut (91) 67—Katherine Brennan, Ives School, New Haven, Connecticut.

Delaware (9) 5—Elva M. Dugan, 210½ Jefferson St., Wilmington, Delaware.

District of Columbia (58) 43—Mary H. Lufrio, 1457 Park Road, N. W., Washington, D. C.

Florida (48) 34—No state chairman has been appointed for Florida to date.

Georgia (42) 40—Maude A. Rhodes, 185 Westminster Dr., Atlanta, Georgia.

Idaho (14) 11—No state chairman has been appointed for Idaho to date.

Illinois (265) 178—Mary Margaret Roach, 439 W. Wood St., Decatur, Illinois.

Indiana (91) 94—Cecelia Galvin, School No. 3, 23 N. Rural St., Indianapolis, Indiana.

Iowa (70) 59—Earl E. Bovee, 4315 Orleans Ave., Sioux City, Iowa.

Kansas (80) 45—Mrs. Mary J. Singer, 341 N. Topeka Ave., Wichita, Kansas.

Kentucky (44) 35—R. J. Bell, 121 S. 41st St., Louisville, Kentucky.

Louisiana (22) 20—Mr. L. S. Rugg, West End Grammar School, Alexandria, Louisiana.

Maine (9) 9—Grace Teague, 173 College St., Lewiston, Maine.

Maryland (58) 39—L. Adele Talbott, School No. 69, Oakford and Granada Aves., Baltimore, Maryland.

Massachusetts (230) 166—Effie C. Higgins, 27 Marianne Rd., Waltham, Massachusetts.

Michigan (346) 148—Earl R. Laing, Burt School, Detroit, Michigan.

Minnesota (123) 60—Helen Mather, 2011 3rd Ave., S., Minneapolis, Minnesota.

Mississippi (15) 13—No state chairman has been appointed for Mississippi to date.

Missouri (176) 96—Isabel Tucker, 3412 Shenandoah Ave., St. Louis, Missouri.

Montana (16) 17—Mrs. Zella K. Flores, Box 1902, Lewistown, Montana.

Nebraska (44) 45—Stella Holmes, Bancroft School, Omaha, Nebraska.

Nevada (3) 4—K. O. Knudson, 600 S. Third St., Las Vegas, Nevada.

New Hampshire (11) 9—No state chairman has been appointed for New Hampshire to date.

New Jersey (308) 214—James R. Floyd, 717 Garden St., Plainfield, New Jersey.

New Mexico (9) 11—Stella Kiker, 240 S. Fifth St., Raton, New Mexico.

New York (383) 274—Jackson Gallup, School No. 23, Rochester, New York.

¹The number in parentheses is the 1929-30 enrolment for each state.

²The second number is the 1930-31 enrolment up to December 6, 1930.

- North Carolina* (45) 53—E. T. McSwain, Central Junior High School, Greensboro, North Carolina.
- North Dakota* (17) 13—Mrs. Sadie A. Walker, 730 9th St., N., Fargo, North Dakota.
- Ohio* (328) 236—Belle Torrey Scott, Fulton School, Columbus, Ohio.
- Oklahoma* (52) 41—B. E. Koonce, Robert E. Lee School, Tulsa, Oklahoma.
- Oregon* (105) 43—Carl S. Zook, Gregory Heights School, Portland, Oregon.
- Pennsylvania* (277) 184—Roland T. MacLaren, 685 4th Ave., Williamsport, Pennsylvania.
- Rhode Island* (15) 6—Herman G. Patt, John Clarke School, Newport, Rhode Island.
- South Carolina* (11) 12—George D. Grice, Julian Mitchell School, Charleston, South Carolina.
- South Dakota* (22) 21—Jean Welker, Irving School, Sioux Falls, South Dakota.
- Tennessee* (37) 25—No state chairman has been appointed for Tennessee to date.
- Texas* (146) 106—James T. Whittlesey, 317 S. Marsalis, Dallas, Texas.
- Utah* (37) 30—J. B. Driggs, Hamilton School, Salt Lake City, Utah.
- Vermont* (2) 3—May I. Donnelly, 323 Pearl St., Burlington, Vermont.
- Virginia* (49) 32—Forbes N. Norris, Robert E. Lee School, Richmond, Virginia.
- Washington* (122) 93—Lester L. Reeves, University Heights School, Seattle, Washington.
- West Virginia* (27) 17—Ernest L. Markley, Ritchie School, Wheeling, West Virginia.
- Wisconsin* (80) 48—Elizabeth R. McCormick, Howe School, Superior, Wisconsin.
- Wyoming* (10) 7—No state chairman has been appointed for Wyoming to date.
- Alaska* (1) 0—No state chairman has been appointed for Alaska to date.
- Hawaii* (36) 19—No chairman has been appointed for Hawaii to date.
- Philippine Islands* (13) 10—No chairman has been appointed for the Philippine Islands to date.
- Porto Rico* (18) 6—Isolina del Toro, Baldorioty School, San Juan, Porto Rico.

Upon the above committee and the National Chairman falls the responsibility for *organizing* the membership campaign. But upon all former members of the Department there falls the necessity of spreading "the word" to all principals and viceprincipals.

With the object of reaching the many thousands of former members who have not yet re-enrolled, it is planned to send each state enrolment chairman a list of former members from his state. It is suggested that the state chairman send to each local chairman the names of those principals who are in his territory. Also, that the local chairman by personal appeal, telephone call, and by letter get in touch with each former member and point out to him the increased advantages (Research Bulletins, etc.), now enjoyed by our Department.

If you have gained much from your membership write immediately to your state chairman. Lend a hand in enlisting the principals of your community. Let us reach a membership of 5000 persons before the Detroit Convention.

American elementary school principals have formed a strong, compact organization for research in their own problems which has accomplished one of the most significant educational transformations of the decade.—WILLIAM JOHN COOPER, United States Commissioner of Education.

NEWS FROM THE FIELD

The Flint, Michigan, Principals and Supervisors Association elected R. H. Bechtold, principal, Longfellow Junior School, president, and Miss Fanny S. Bradley, principal, Kearsley Elementary School, secretary. This group meets as a single body in October, January, and June. For other meetings the club is divided into two sections, one composed of elementary principals and the other of high-school principals. The latter section is divided into five working groups.

The Wisconsin Department of Elementary Principals met in annual session October 31, 1930, in the Milwaukee auditorium. Dr. George W. Frasier, president, Colorado State Teachers College, and Marion L. Telford, field secretary of the National Safety Council, addressed this group. Harold Peterson, Milwaukee, is president, and Sarah H. Fahey, Fond Du Lac, secretary.

The Canton, Ohio, Principals' Club has outlined programs for a series of meetings for October, December, March, and May with a committee in charge with topics assigned for each session. The topics as outlined show that this group of principals is making every effort to meet the real needs of the elementary schools of that city. This organization is one of the pioneers in the work of improving the elementary principalship. M. E. Gilmore is president.

"For Men Only" reads a sign on the door of the study laboratory of the Fortnight Club out in Tacoma, Washington. This club meets on alternate Wednesday afternoons at 5:30 and is ushered in with a dinner. This is not a formal group and opportunity is afforded for the discussion of very minute happenings and problems. A member is appointed to prepare a paper to be used as a starting point of the later discussions. George Gorow, principal, Lincoln School, presides over the meetings. Fred M. Gemmel, Park Avenue School, keeps the records.

The Chicago Principals Club has climaxed all of its past issues with this year's Yearbook. It will add to the efficiency of any principal who will make an effort to absorb its contents. It is based entirely on health education. Herbert Hansen is past president.

Miss Elizabeth McCormick, a member of the Executive Committee of the Department, and long a persistent worker in its ranks, was recently elected President of the Lake Superior Teachers' Association. We predict for that organization an eventful year.

From Kansas City, Missouri, comes the report that the Elementary School Principals Association of that city, with H. E. Robinson at its head, will study the following: Social science and nature study, Dr. Hosic's plan for school organization, the art of study, coöperation between high school and elementary school, pros and cons of homogeneous grouping, problems of the elementary school principal, educational efforts in Kansas City, types of

elementary school organizations, Missouri State Survey. Miss Lenna Goode, Frances Willard School, is corresponding secretary.

The Principals Club of Cleveland, Ohio, is limited to women principals and supervisors. It has an active membership of 129 members and 30 associate members. Each year this club sponsors a lecture course for the teachers of the city. In addition, during the spring of each year the club offers two free lectures for all of the teachers of the elementary schools. President, Laura A. Johnston. Secretary, Agnes E. McHugh.

Erie, Pennsylvania, Elementary Principals' and Supervisors' Association, has outlined a series of nine meetings the subjectmatter of which is very well chosen by its president, J. L. Coughlin. Miss Lenore Murphy is secretary.

The Nebraska Department of Elementary School Principals is now three years old. During this time the question of increasing the membership in all the districts of the state has been the major concern. For the next it is pledged to the support of teacher retirement in that state. With Miss Edna Reap, Omaha, as president, Miss Florence Brooker, Omaha, as secretary, and six vicepresidents in various regions of the state they should become an effective agency in behalf of any progressive movement.

One of the finest yearbooks that has come to our desk is that of the Dayton, Ohio, Principals and Supervisors Association. It is a professional and mechanical work of art. President Frank C. Stanton is receiving many congratulatory messages of fine comment on the book.

A. J. Hamilton, president of the California Elementary Principals' Association, resigned recently to become head of the teacher-training work at Pomona College. C. A. Pugsley, his successor, has also resigned to accept a professorship in State Teachers College, at Buffalo, New York. The state organization is now publishing its third yearbook devoted to creative learning and the activity program. O. D. Enfield, Los Angeles, is secretary-editor.

Mr. M. P. Watts, principal, Worley School, Canton, is the new secretary of the Department of Elementary School Principals of the Ohio Education Association, succeeding Fred H. Duffy, Steubenville, who resigned upon assuming the duties of secretary of the Department of Elementary Principals of the National Education Association. Katherine Mansfield, Canton, is president of the Ohio Department.

Jackson, Michigan, elementary principals are making an extensive study of public relations, the rating of principals and teachers, and planning ways and means how best the schools can serve the needy with clothing and food. They are ably assisted by the local newspapers in all of their work. Elizabeth Perrot is president, and Frances Cartright, is secretary-treasurer. This group is a unit in membership of the state association.

Space forbids the publication of the very fine plan and set of objectives which have been set up for the present year by the principals of Greensboro, North Carolina. Four general objectives are given as follows: Under Administration we find four specific objectives. Under Community, five. Under Teacher, four. Under The Child, seven. Mr. H. A. Helm, principal, Lind-

ley Junior High School, will be glad to furnish more complete information on the operation of his club's activities.

Miss Shanette Baer, president of the Toledo, Ohio, Principals Club, is leading her organization in a study of "The Organization and Use of the Elementary Library?" "Character Training Through Student Participation in School Control," and several other topics of high aim. Mr. T. Keller is the secretary.

What appears to be one of the most progressive steps in the activities of elementary principals is that of the Columbus, Ohio, Elementary Principals Round Table. On November seventeenth Mr. Twentyman, visiting professor from London, England, addressed the Club on "The Modern Trend in European Education." A Christmas party was planned for December fifteenth. Dr. Laura Zirbes addresses the Club January nineteenth on "The New Challenge to the Principal." For April thirteenth affirmative and negative teams have been appointed to debate the question: Resolved, "That the Dalton Plan is a Distinct Advantage to the Public School Pupil." In all nine meetings have been scheduled. It concludes the year's work with a social meeting on May eleventh.

The Association of Elementary School Principals of the District of Columbia is planning the publication of a bulletin during the early winter of 1930-31. Mrs. Elizabeth Peeples, Brightwood school and Helen G. Gantley, both of Washington, D. C., are president and secretary respectively. The program for the year follows: October, Mr. Frank W. Hubbard; November, Mrs. Henry Grattan Doyle of the Board of Education, and Miss Rose Lees Hardy, assistant superintendent of schools; December, Mr. Joy Elmer Morgan; January, Mrs. H. S. Steinbarger, Mt. Pleasant Library, and Dr. Frank W. Ballou, superintendent of schools; February, Miss Rose Lees Hardy and Mrs. Joshua Evans; March, Mrs. Robert C. Howard, of the Twentieth Century Club, and Dr. William John Cooper, U. S. commissioner of education; April, Mr. Robert Haycock, assistant superintendent of schools; May, Mrs. Benjamin Smith, and Dr. Melnor Dorey of the Progressive Education Association. Approximately one-third of the time in these meetings is set aside for the discussion of such interests as grow out of the speakers' remarks.

New officers of the Elementary Principals Section of the Iowa State Teachers Association are as follows: Mary F. Hall, president, Marshalltown; Arthur C. Hall, vice-president, Davenport; W. C. Findley, secretary-treasurer, Des Moines. H. C. Hansen, past president of the Department of Elementary Principals, N. E. A., was the principal speaker at the Des Moines meeting. Bryan Stanley of Christ College, who is making a special study of elementary principals throughout the United States, was among those who spoke.

The activities of the Elementary Principals Club of Tampa, Florida, consist of monthly meetings, each time in a different building. After the meeting a tour of the entire building is made for inspection and discovery of usages

and practises that may be carried back by the visitor and put to use. Recent speakers were Dr. James M. Farr of the University of Florida, and Miss Blanche Cahoon, art supervisor. Officers, Mrs. Allie Hammond, president; Miss Mattie Jordan, vicepresident; Thomas Langston, treasurer; J. L. MacIntosh, secretary; Miss Mamie Grambling, corresponding secretary.

St. Louis Elementary School Principals Association has elected H. H. Seidell, principal, Marquette School, president; Augusta M. Choisel, treasurer; and A. F. Morrison, principal, Froebel School, secretary. Monthly meetings are held in the assembly room of the Board of Education and the meetings are strictly professional. There is always a speaker on the program who discusses some topic of educational interest or who may give a report on some educational experiment that had been conducted in his own school or in conjunction with other principals and teachers.

The Berkeley, California, Principals and Supervisors Association selected supervision as their most important subject of study during the past year and is continuing the same study again owing to the very fine success of the work last year. Under the direction of the superintendent of schools all elementary principals exchanged buildings for one week. This exchange enabled each principal to get a fresh insight into the problems of the profession without the prejudice of viewing them from an angle of his own particular building. The principals were unanimous in their expressions of appreciation of this scheme of observation. This week of study of the fellow principal's building problems was followed by a written report to the superintendent. As a result one of the most outstanding programs of study has been worked out that has yet come to our notice. It is regretted that space forbids the publication of the entire outline of this fine plan. We give here the chief topics each of which is supplemented by a number of study questions as follows:

1. Administration of classroom procedure—four questions.
2. Administration of pupils—nine questions.
3. Standardization of management—three questions.
4. Community relationships—one question.
5. Administration of principals office—five questions.
6. Improvement of the principal—seven questions.
7. Administration of the building—four questions.
8. Administration of teaching staff—eight questions.

James T. Preston, 1336 Oxford Street, is president of the organization. Any elementary principal can profit materially by writing President Preston for a copy of this interesting and well-worked-out plan of study.

The Elementary Principals and Supervisors Association of the State of Texas holds its meetings jointly with the State Teachers Association, which meets yearly at Thanksgiving time. This year Eva G. Pinkston, Elma A. Neal, W. A. Stigler, Dr. George D. Strayer, and Dr. James F. Hosc appeared on the program.

During the year a group of nine members carried on a research study within the Texas schools relating to administrative policies of principals. They made

their report under three headings: (1) Principals' responses concerning freeing teachers from unnecessary interruptions. (2) Principals' responses concerning office routine and technic. (3) Principals' responses concerning the raising and expending of funds. Officers for the new year are: President, Arvin N. Donner, and Secretary-Treasurer, F. M. Mathis.

The National Society of College Teachers of Education will hold a meeting in Detroit, February 24, 1931, from 9:30 to 11:30. Professor F. C. Borgeson of New York University, will preside. The topic will be: *Appropriate graduate work for those specializing in elementary education*. The following addresses will center around this topic: (1) Graduate Work for Elementary School Principals—Professor James F. Hosis, Teachers College, Columbia University; (2) Graduate Work for Elementary School Supervisors—Professor Ernest Horn, University of Iowa; (3) Graduate Work for Professors of Elementary Education—Dean John W. Withers, New York University. Discussion leaders will be: Dean William S. Gray, University of Chicago, and John S. Thomas, Principal, Detroit Elementary School.

DETROIT PROGRAM

General convention theme—*Working Together for the Children of America*

GENERAL SESSIONS

Crystal Room, Book-Cadillac Hotel

Monday Afternoon, February 23, 2:15 p. m.

Theme: The Whole Child

MUSIC

Detroit Public Schools, Fowler Smith, director.

GREETINGS

Norman R. Crozier, president of Department of Superintendence, Dallas, Texas.

MEETING THE SPECIFIC NEEDS OF INDIVIDUAL CHILDREN

Herbert E. Chamberlain, director of Child Guidance Clinic, Minneapolis, Minnesota.

HOW BEST TO PROVIDE FOR THE CHILD'S PHYSICAL AND INTELLECTUAL WELFARE AND CHARACTER DEVELOPMENT

From the Standpoint of a City Superintendent

James E. McDade, assistant superintendent of schools, Chicago, Illinois.

FROM THE STANDPOINT OF AN ELEMENTARY SCHOOL PRINCIPAL

Evelyn B. Hubbard, principal, Montieth School, Detroit, Michigan.

REPORT OF EDITORIAL COMMITTEE, 1931 DEPARTMENT YEARBOOK

Isabel Tucker, *chairman*, principal of Shenandoah School, St. Louis, Missouri.

BUSINESS

Wednesday Afternoon, February 25, 2:15 p. m.

Theme: The Whole Child

DISCUSSION

The Principal's Part in this Coöperative Endeavor.

MUSIC

Detroit Public Schools.

GREETINGS

Willis A. Sutton, president of the National Education Association, superintendent of schools, Atlanta, Georgia.

PRINCIPAL'S POLICY OF ADMINISTRATION AND SUPERVISION AS A MEANS OF PROMOTING ARTICULATION

George D. Taylor, principal, Public School No. 27, Rochester, New York,

PUBLIC RELATIONS

Arthur Moehlman, professor, University of Michigan, Ann Arbor, Michigan.
REPORT OF EDITORIAL COMMITTEE, 1932 DEPARTMENT YEARBOOK
Aaron Kline, *chairman*, principal, Pullman School, Chicago, Illinois.

The President will announce additional speakers of national reputation in the official program which will be distributed at the registration desk, Detroit Masonic Temple.

BANQUET

Ballroom, Book-Cadillac Hotel

Tuesday, February 24, 6 p. m.

This is one of the outstanding events of our Department during the Detroit Convention. Dr. Charles L. Spain, deputy superintendent of schools, Detroit, will be the principal speaker of the evening. His subject will be "The Elementary School Principal in a Modern School." All members are cordially invited and urged to attend. Reservations must be made before noon, Tuesday, February 24, as positively no tickets will be sold later. Price \$2.50 per plate, at registration desk, Masonic Temple.

BREAKFASTS

Hotel Statler

Monday, February 23, and Tuesday, February 24, 7:30 a. m.

The purpose of these breakfasts is to afford an opportunity for elementary school principals of the entire country to become better acquainted. Brief committee reports will be made. On Monday morning Mrs. Jessie Fink, president of the Michigan Education Association and former president of the Department, will extend greetings. Every elementary school principal is most cordially invited to attend. Price \$1 per plate.

IMPORTANT FACTS

General chairman of local committee: Earl Laing, principal of Burt School, Detroit.

Department headquarters will be at the Book-Cadillac Hotel. A sitting-room has been reserved for the use of the members of the Department during the convention. All members of the Department are cordially invited to avail themselves of this opportunity to meet their friends and to register.

Detroit hotels—Single rooms in principal hotels are no longer available. All sleeping-room reservations are handled through the hotel committee of the Detroit Convention and Tourist Bureau. Inquiries regarding sleeping-room accommodations should be addressed to Paul T. Rankin, chairman, Hotel Committee, 1805 Stroh Building, Detroit, Michigan. Please state exact time of your arrival and give name and address of each person to be accommodated by reservation. If for any reason a reservation is not needed, notify hotel immediately.

Special railroad rates—Round-trip tickets on the identification certificate plan will be sold to Detroit, Michigan, at one and one-half fare for members of the National Education Association and dependent members of their families.

Tickets will be on sale February 15 to 23 in the territory of the Central, Trunk Line, Southeastern, New England, and Southwestern Passenger Associations. When validated at regular ticket offices in Detroit, tickets will be good for return to reach original starting point not later than midnight of March 4. Dates of sale in the western portion of the United States begin earlier and return limits are later on account of increased distance. Details may be had from your local ticket agent. In addition, the carriers have authorized one and three-fifths fare for the round trip on identification certificates with return limit of thirty days from date of sale. Identification certificates will be ready for distribution January 10. Write J. W. Crabtree, secretary, National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. If in arrears, inclose check for membership dues. If identification certificate is not obtained in advance, no adjustment of fare can be made after arrival in Detroit.