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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION



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XVI, No. 3

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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

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Eva G. Pinkston, Editor.

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The contents of this Bulletin are listed in the Education Index

The picture appearing on the cover is a view of the Washington Monument as it is seen from the marble columns, south portico of Memorial Continental Hall. Continental Hall is one of the most beautiful buildings in the Nation's Capital, and is owned and operated by the Daughters of the American Revolution.

The National Elementary Principal

Volume XVI, No. 3

February, 1937

A Valuable Issue

This issue of the bulletin contains our programs for the New Orleans Convention, the set-up of our Conference on Elementary Education, and articles which should be most valuable to all who are interested in elementary education.

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FACTS

The Department of Superintendence is holding its convention in New Orleans, La., Feb. 20-25, 1937. The D. E. S. P. has been invited to hold its meetings at this same time. We shall have programs Monday and Tuesday afternoons.

MADE

The Board of Education of Birmingham, Ala., is sending, with all their expenses paid, its superintendents, supervisors and principals to the New Orleans meeting. Why not ask yours to send representatives?

BRIEF

Our Family Breakfast—Monday, Feb. 22, 7:30 a.m. is to be held at the La Louisiane, price 80 cents. For this get-together affair our Chairman, Amy H. Hinrichs and her committee have planned a very lovely occasion. We are to enjoy the atmosphere of the old South.

* * *

Our Banquet—Monday, Feb. 22, 6:00 p.m. in the Ballroom, St. Charles Hotel, New Orleans, La., is going to be one of the outstanding affairs of the convention. Dorothy Dix (Mrs. E. M. Gilmer) internationally known woman columnist, is to be our speaker.

* * *

Education B151S — The Administration and Supervision of the Elementary School is the number and name of the course which our conference will have at the University of Michigan, Ann Arbor, July 5-16, 1937.

The Challenge of the Elementary Principalship

Willard E. Givens, executive secretary, National Education Association



WILLARDE. GIVENS

Where is there a man or a woman sufficiently well qualified by native inheritance and educational development to meet fully all the challenges of the elementary principalship? Administration is an important phase of the elementary principalship. An elementary school well administered provides ideal conditions for the teacher to do her best work. In such a school the work for which all schools are organized, that of learning, is not disturbed by a lack of administrative foresight and organization ability. In a school that is well administered the load is equally divided. Every teacher and child has his personality respected.

All schools from the nursery school thru graduate work are established for the function of learning. Learning is the main purpose of the elementary school. Where is there an elementary principal who knows all that there is to be known about even one subject—reading, for example? We are told with a great deal of justice that failures thruout the entire educational system and thruout life are frequently due to the fact that the individual has never learned to read, that is, he may know the words on the page, but he does not fully comprehend their meaning.

There is no more important work in any school than that of character development. How many elementary principals know all that there is to be known in this field?

How many are fully qualified in the field of health instruction? Early detection of physical handicaps and their correction frequently determine the difference between failure and success in later life. There is nothing more important than that each individual child start the race of life with a strong healthy body and with well established health habits.

How many are fully qualified in the field of primary work, in spelling, in writing, in number work, in nature study? Any man or woman engaged in the important work of an elementary principalship can study thruout life in the field of instruction thereby making his school a better school and giving him an opportunity to aid other elementary principals with suggestions that will affect the lives of children thruout our country.

How many are fully prepared in the field of individual guidance of children? How many know how the individual child grows and develops, how his mental processes work, what adjustment is necessary in the case of each individual child to secure the best type of teacher and the best type of work for him? Guidance is a field to which all school people need to give much time and attention.

Have you developed all of the possibilities for the good of the children in your school in your public relations program? Do you know all your parents? Do you know the home background of each child so as to be able to do for him the things that will counteract or supplement his home situation? Do you secure the interest and cooperation of every parent in your school not only in the pre-

gram of your particular school but also in relation to the policies of the school system and the entire program of the Superintendent of Schools and the Board of Education? Are you the best possible personal representative of the Superintendent of Schools in your particular section of the city? Do you pass on to the Superintendent of Schools the suggestions and criticisms from your neighborhood that will help in building a better school system in your city?

Have you developed as fully as possible the fields of administration, instruction, guidance, and public relations so that each parent, teacher, and child connected with your school is growing and developing normally into a happy, healthy individual who contributes to a better society?

What are you doing to develop the professional training and attitude of your teachers? Are they sufficiently interested in their profession to have a burning desire to use all the qualities and abilities which God has given to them to render service to the children, to their parents, and to society? Are your teachers encouraged to support their professional organizations, local, state, and national? The interests of the children and of the teachers of this country can be fully served only when the members of our profession universally unite to carry forward the best interests of our profession.

What are your personal qualifications? Are you developing them to the place where each year you will serve the parents, teachers and children of your community more adequately? Are you, yourself, growing and developing? Are you acquainted with people and issues outside of your profession? Are you making your school a real section of life? Do you have the ability to listen to the facts on all sides of a question and then to render your decision with fairness and justice based upon the facts and not upon personal feeling?

Do you have the ability to inspire the high morale among your parents, teachers, and children that results in their giving the best they have for the service of the community? Is your school a place where fine attitudes are developed where happiness prevails, where each one is guided and instructed toward normal growth and development?

You hold a unique position in school administration. The elementary-school principal has the one position which affords the opportunity to influence the lives of all the children in a community. Only 65 percent of them go on to the next school level. All of the children in your neighborhood are subject to your guidance and influence.

The challenge of the elementary principalship is sufficient to call forth the best in any citizen of our country who is willing to give his life to the service of individuals and society. The elementary principalship is as big as the individual who occupies it.

Eugene H. Herrington, principal, Alcott School, Denver, Colorado, and chairman of the Visual Education Committee, is making arrangements to show pictures on Monday and Tuesday afternoons, for those interested in Visual Education. These pictures will be shown in the Green Room, on the 9th Floor of the Medical School Building, Tulane University, New Orleans, Louisiana, concurrent with the Department meetings.

The Verse Speaking Choir Movement Grows In the United States

Gertrude Enfield, principal, Fairburn Avenue School,
Los Angeles, California

Good speech is now one of the outstanding themes in progressive education. Not only is better speech being attempted by millions of our citizens, but excellent English is appreciated and applauded by a vast majority. A positive and permanent respect for good speech is becoming a fixed attitude of our people.

The Verse Speaking Choir is an organization whose activity has proved to be the solution of the problem of mass education in speech, for both adults and for the children of school age.



GERTRUDE ENFIELD

This work has all the elements of progressive education,—physical improvement, speech correction and improvement, creative activity, pleasurable experience, the building of a cultural background, mental and spiritual growth. Any movement that rings so true will steadily gather momentum.

In 1930, only a few Americans had heard of this art—fewer still had any conception of its meaning or purpose. Today, we hear of choirs in Salt Lake, Denver, Detroit, Chicago, Kansas City, St. Louis, Indianapolis, New York, Brooklyn, Boston, Washington, D. C., Miami, Dallas, and of course Los Angeles, Oakland, San Francisco, Santa Barbara, San Jose, San Diego, Long Beach and many other California towns. We made our beginning in Los Angeles in 1927 and have watched the interest spread and the enthusiasm grow increasingly every year. Very fine work is being done by both children's and adults' choirs.

The Los Angeles Verse Speaking Choir is a permanent organization of adults founded and directed by Gertrude Enfield. This choir grows from year to year in numbers and the excellence of its work. Its programs are an inspiration to the listener and have stimulated many to a finer speech technic. The organization is making a contribution that will assist in raising speech standards in this part of America.

Very beautiful verse choir programs are being broadcasted from various parts of the United States. Those of us who are willing to write in and request such programs will materially assist in the progress of good speech.

Also, we should encourage the various recording companies to furnish records of beautiful verse choir programs. In this way, we educators can foster excellent speech in the United States.

HAVE YOU SEEN the Life Adjustment Series? The Information Book on *Taking A Look At Yourself* by Charles A. Prosser, director, William Hood Dunwoody Industrial Institute, Minneapolis, Minnesota has just come to my desk.



Why not visit an elementary school while in New Orleans? The above school is the McDonogh School No. 14

Its Time for New Orleans Meeting

Outstanding among the speakers in the Department of Superintendence's programs are: Albert W. Palmer, president, Chicago Theological Seminary; Josh Lee, United States Senator from Oklahoma; John W. Studebaker, United States Commissioner of Education; George Norlin, president, University of Colorado; and Hendrik Willem Van Loon, Journalist, New York City.

At the general session on Tuesday morning the Department of Superintendence will present its New Yearbook on "The Improvement of Education—Its Interpretation for a Democracy."

The Old French Quarter known as the Vieux Carre will have a peculiar charm for all. This quaint section is the original city. It has changed but little during the past century. Its low buildings, adorned with wrought-iron balconies speak of other days. Superintendent Bauer is making elaborate plans for supplying guides for groups that may wish to visit the Vieux Carre.

The Department of Elementary School Principals has again gladly accepted the kind invitation of the Department of Superintendence to hold two afternoon meetings at the time of its convention, which meets this year at New Orleans, Louisiana, February 20-25, 1937.

The invitation is thoroly appreciated by the members of our department because we realize that this highly professional gathering gives to us a rare opportunity of meeting together to discuss our own problems, of having the privilege of hearing and learning from the very finest educators in the United States, and of gaining that inspiration which comes from meeting new people and seeing old friends.

Programs—Our Monday afternoon program which has been prepared by President Edythe Brown is an exceptionally fine one. She has selected a topic which is of interest to school people of all levels and the three people whom she has chosen to discuss different phases of the subject have no peers. They will bring you a message which will give you much help in your school work. The Tuesday afternoon program is sponsored by the New Orleans and Louisiana principals. This program is unique for we are to be shown how children of the historic city are given instruction.

The following programs have been arranged:

First Session—Monday, February 22, 2:00 p.m., Auditorium of Medical School, Tulane University

Building For A Better Citizenry Thru Recreational Activities
Edythe J. Brown, President of the Department, *presiding*

MUSIC

Children's Band, Crossman School, May Cabiro, teacher

GREETINGS

Amy H. Hinrichs, D.E.S.P. Enrolment Chairman

REPORT OF THE 1937 YEARBOOK COMMITTEE

Samuel Berman, James Ludlow School, Philadelphia, Pennsylvania

READING FOR LEISURE IN THE NEW AGE

Dr. William S. Gray, University of Chicago, Chicago, Illinois

REMEDIAL READING FOR A BETTER CITIZENRY

Dr. Margaret White, supervisor of English, Cleveland, Ohio

SANE VIEWS OF SPORTS AND THEIR USES IN ELEMENTARY SCHOOLS

Dr. Thurman B. Rice, University of Indiana, Indianapolis, Indiana

Second Session—Tuesday, February 23, 2:00 p.m., Auditorium of Medical School, Tulane University.

Josephine E. Hildebrandt, principal, Robert M. Luther School, New Orleans, Louisiana, and president, New Orleans Principals Association, *presiding*

FRENCH FOLK SONGS AND DANCES

Pupils of McDonogh School No. 16, New Orleans, Louisiana. Anna F. Kennedy, principal

THE CURRICULUM STUDY PROGRAM IN LOUISIANA

Dr. Murphy P. Rogers, director of curriculum, State Department of Education, Baton Rouge, Louisiana.

THE CHOCTAW INDIANS OF LOUISIANA

A pupil demonstration by the third grade, Audubon School, New Orleans, Louisiana. Naomi Gardberg, teacher; Amy H. Hinrichs, principal.

EXPERIENCING A PROGRESSIVE PROGRAM IN OUR TRAINING SCHOOL

Dr. A. E. Phillips, director of elementary training school, Louisiana Polytechnic Institute, Ruston, Louisiana.

HUMOR IN READING

A pupil demonstration by grades 5-7, McDonogh School No. 7, New Orleans, Louisiana. Margaret E. Powell, teacher; Augusta P. Littlejohn, principal.

PICTURES OF VARIOUS ACTIVITIES IN THE HAHNVILLE SCHOOL, A RURAL SCHOOL

E. J. Landry, principal, Hahnville School, Hahnville, Louisiana.

Program will be followed by reception tendered all visiting elementary-school principals and other guests by the New Orleans Principals Association. Music is to be furnished during this reception by a New Orleans high school orchestra.

Social Affairs—Breakfast—On Monday morning of the convention week, February 22, members and friends of the Department will assemble for the Get-together Breakfast, at the La Louisiane, 7:30. Price 80 cents.

Come and bring your friends, for it is at this meeting that the main features of Convention week are relayed.

Banquet—The banquet of the Department of Elementary School Principals is growing more and more important at both summer and winter meetings. Word has come to headquarters that our banquet this year will be one of the outstanding occasions at the winter meeting.

We have had many requests from noted educators asking us to make reservations for them, for they, too, want to hear the most internationally known woman columnist, Dorothy Dix (Mrs. E. M. Gilmer) tell about her experiences. We have been made to understand that she will intersperse much of her interesting address with experiences on those intimate problems which vex the human soul. Be sure to make your reservation early for there will be a capacity crowd.

This grand affair will take place in the Ballroom of the St. Charles Hotel—6:00 p.m., February 22. Price \$1.75.

Exhibits—If you have ever been to a meeting of the Department of Superintendence or of the National Education Association, you have found that *everyone* who attends the convention makes a point of spending a generous portion of his time in the Exhibit Hall. It is here that these expert makers of our school wares assemble and give us an opportunity to *learn* of the new devices in education which will make our work better. The Exhibit Hall is a center of convention interests where registration, branch post office, sale of banquet tickets, hospitality information and many other things supplement the displays of the exhibit proper.

If this New Orleans convention is the first you have ever attended, then let me urge you to spend at least a morning or an afternoon with the exhibitors. You will find yourself going back to gain more knowledge about the new materials we are to use in our schools.

It is here that you will find 56 major classifications of supplies, representing equipment, materials and interests. If you are looking for books you can find textbooks, reference books, work books and all types of supplementary books. Perhaps you are interested in school busses. Here you will have an opportunity to examine different types and kinds. In other words these exhibitors represent everything from books to busses and from academic gowns to vacuum cleaners. Two hundred and twenty-five companies will have space in this two floor, splendidly lighted exhibit hall, and their exhibits will be both effective and attractive. They have planned these exhibits so that relationship of the display to school activity is definite and clear. Let me urge you to *go, see, and learn*.

Railroad Rates—The practise of granting reduced fares for conventions of any character whatsoever has been discontinued by the railroad passenger associations. The identification certificate plan has been entirely abandoned. In most cases, standard rates are as low or lower than those formerly authorized for conventions. It is possible that round trip winter excursion fares will be available to New Orleans and information on this point may be obtained from local ticket agents as the convention time approaches.

A Plan of Supervision

Mark M. Evans, principal, Prospect Street and Second Ward Grade Schools, Brownsville, Pennsylvania

Introduction—In organizing this program, I have kept in mind what has been done along the line of administration, organization, and supervision in these schools in the past. To hand a mimeographed copy of a supervisory plan to the teachers without an explanation or preparation for the same would prove a grave mistake. I believe that a statement of the need for such a plan should be made in order that the teachers may see the purpose for introducing the same.

Need for a Supervisory Program—The expression—"as the teacher so the school," or "as the principal so the school," has proved its truth ever since schools were used for the instruction of youth. We might substitute one word and add another to this maxim and say, "as the plan of supervision, so the quality of the school." Teachers need but little experience or association with schools to warrant the truth of this statement. That the quality of a school is controlled by any of these three or all is an accepted fact.

In order that we might improve the worth of our schools for the coming school term we shall study the pupils, the teachers, and the principal, and form a plan of supervision whereby the instruction of our youth may be bettered.

That we need a plan of supervision is very evident, for a school without a definite supervisory program is like a business without a means of control.

Since the consolidated borough of Brownsville is organized into units and since we have charge of one unit, it will be our duty to organize it to the best of our ability.

We need a definite supervisory plan; to create a mutual understanding between our teachers and principal; to evolve a systematic organization for both schools; to improve the methods of teaching; and to use the principal's time in a systematic manner.

Again, I think the teachers should be given suggestions along the line the principal intends to work. In order to put the plan across we must have the proper mind-set on the part of the faculty. It is hoped that the following remarks, which might be termed "A Philosophy of Certain Aspects of Education," will cause the teachers to think and ask questions concerning the modern trends of education.

A Philosophy of Education—Among the most recently discussed trends in the field of instruction are the Activity Movement and Diagnostic and Remedial teaching. That both of these movements can be traced back several centuries, at least as they existed in the minds of school leaders, is an accepted truth. We will agree that today they are being given a more scientific treatment than formerly, but at that they exist and are being handed to us from so many angles, and the material which is available in the form of textbooks and periodicals is so varied and voluminous that we must be definite in our selection and adoption of the same.

If we agree to develop an activity program, we must be cautious in taking only



MARK M. EVANS

those phases which will result in effective school work. We must not sacrifice effect for interest in the classroom. We might say that effective teaching is usually interesting, but interesting teaching is not necessarily always effective.

The adoption of the activity movement should be made slowly and critically in order that there may be a gradual improvement rather than a sudden regression in our methods of teaching.

If we agree to do more diagnostic and remedial teaching than we have done in the past, we must be careful in applying this instruction to the pupils who will be benefited most. We cannot afford to neglect the training of the superior pupils for that of the inferior pupils. Instead, we should apply this same instruction on a different level to the many types of pupils. This we can do on a scientific basis due to the standardized tests and materials which are available. In this case, we must select those tests and materials which will give us the desired diagnostic and remedial effects.

Many other modern phases of education are finding places in our school organizations today. The desire for truth has led many schools to add a department of research and experimentation to their staff. The impetuous movement centering the learning activities around pupil interests has given more schools a department of guidance and a group of counselors. Still other schools have stressed a health and physical educational program, a special school for the abnormal and subnormal pupils, an extensive extra-curricular program, and a program of curricular revision in the light of life needs and social activities.

These many trends in the various and special fields of our educational program are comparatively recent and scientific in nature. In studying and fitting them into our school system we should not overlook those technics of our past and present set-up which have proved to be worth while from the standpoint of efficiency. We should sift the best from the old and add it to the new in order that the blending of both may be satisfactory.

The question then arises—how are we going to attack this problem of improvement in the light of modern education? The answer is, by definitely planning our method of approach, and by carrying on experiments which are wholeheartedly supported by everyone concerned, for the benefit of all. There is only one way of doing this. That is in a cooperative, democratic way.

It is the principal's intention to work with the teachers and to accept their practical suggestions for improving instruction. It is further intended that recognition should be made of the faculty members whose suggestions prove helpful. It is hoped that every teacher will seize this opportunity of being able to use creative and original ideas in her routine work.

The principal is planning to aid those teachers who need help in solving their problems and also to cooperate with those teachers who choose to work on projects which may be started on their own initiative. Suggestions for improvement should be forthcoming from both the principal and the teachers.

We shall endeavor to arrive at the objectives of this plan by the following procedures:

Aim A—To bring about a closer cooperative, educational relationship between the teachers and principal and between the

grade school teachers and the Junior High school teachers. (The latter to be between the sixth and seventh grade-school teachers.)

1. This will be accomplished by inter-visitation

- a. Between grade teachers of the same building.
- b. Between grade teachers of both buildings.
- c. Between the sixth grade teachers and the seventh grade teachers of the Junior high school.

2. By exchange of materials and supplies

- a. Exchange supplementary readers.
- b. Exchange other instructional materials.
- c. Organize a common Teachers' Library.

3. By having faculty dinners

- a. At least one at the opening and close of each school term.
- b. Social gatherings.
 - (1) at school
 - (2) as designated by faculty

4. Participation of both schools in

- a. May Day exercises.
- b. Special entertainments
 - (1) operetta, etc.

5. Have teachers fill in a blank to serve as an office record of teacher training and experience.

Aim B—To stimulate the teachers in professional growth.

1. Start a Professional Library for teachers.

a. Contribution of books and magazines by teachers.

b. Office-bought books and magazines.

- (1) Elementary School Journal
- (2) Journal of Educational Method
- (3) Yearbooks on Educational Diagnosis, Reading, Arithmetic, and the Social Studies

(4) Texts on various subjects

(a) Brueckner & Melby—Diagnostic and Remedial Teaching

(b) Anne E. Moore—The Primary School

(c) Storm & Smith—Reading Activities in the Primary School

(d) Storm—Social Studies in the Primary School

(e) Yoakam—Reading and Study

c. List of publications from noncommercial companies.

(1) National Junior Red Cross

(2) National Society for the Study Recreation

(3) National Geographic Society

(4) National Child Health Association of America, etc.

2. Encourage visitations to other schools

a. Noss Demonstration School, C.S.T.C.

b. Neighboring Grade Schools

3. Invite special visitors to talk to teacher groups.

a. C. S. T. C. Instructor who is in charge of the Training Teachers in our school.

b. Elementary-school principals from neighboring districts.

c. Instructor offering extension work in the district.

Aim C—To direct the teachers to self-analysis, self-criticism, and self-improvement.

1. Democratic classroom supervision.

a. Visit on schedule.

(1) At least one per teacher per month.

b. Visit on call.

(1) As often as deemed necessary.

c. Solve problems by a cooperative method.

(1) Conferences—private and group.

(2) Use of available office records.

(3) Group discussion.

2. Give teachers a self-rating recitation analysis scale.

3. Supply teachers with new materials for evaluation purposes.

a. New texts in their subject field.

(1) e. g. Knowlton, Bagley & Yoakam—Reading to Learn.

b. Workbooks.

c. Sample standardized tests.

d. Courses of studies of other cities.

4. Teachers Meetings.

a. Devoted to teacher problems.

b. Devoted to pupil problems.

c. Topics to be selected by the teachers.

d. Topics to be selected by the administration.

(1) Modern Methods in Written Examinations.

(a) Stressing the methods of grading.

(2) Diagnostic and Remedial Teaching.

(a) Stressing the needs of different types of pupils.

(3) Survey of Methods of Teaching in the Elementary School.

(a) Eliminate poor methods

5. Teachers compare their work with the State Course of Study.

6. Have each teacher survey the materials of instruction in her grade.

a. Materials needed.

b. Materials which would improve teaching.

7. Hold Demonstration Lessons.

a. By representatives of book companies.

b. Demonstration School, C.S.T.C.

c. Superior (local) teachers.

Aim D—To organize a systematic and efficient playtime (recess) period for the pupils.

1. Survey of present playground practises.

2. Survey of facilities for play.

a. Two vacant rooms in each building.

b. A playground for each school.

3. Inaugurate the use of the playgrounds.

a. At recess time.

b. Supervised play.

c. Playground activities.

4. Inaugurate use of vacant rooms for play.

a. Schedule rooms.

b. Indoor games.

Aim E—Improvement of instruction by the use of various devices, methods, and procedures.

1. Administration of tests by the principal.

a. Survey tests in reading and arithmetic.

(1) Gates Primary Reading Test, Grades 1 and 2.

(a) Three types

Word recognition

Word, phrases, and sentence meaning

Test ability to read directions.

They are made more helpful in a diagnostic way thru the manual of directions. This manual lists causes for failures in reading and indicates remedial instructions, also practise materials.

(2) New Stanford Reading Test, form V, grade 3.

(a) Function—to measure reading ability, word meaning, sentence-meaning and paragraph meaning.

(b) In part one of this test an attempt is made to hold the interest of the pupils by giving

useful information in each paragraph.

(c) Part two is devoted to word meaning.

(3) Sangron-Woody Reading Test, form A, grades 3 to 6.

(a) Measures word meaning—rate—fact material—total meaning—central thought—following directions and organization.

Reading profile chart.

(4) Metropolitan Arithmetic Test, grades 5 and 6.

(a) To give the fifth and sixth grade arithmetic teachers a basis to begin their teaching for the school term.

2. Evaluation of present course of study.

a. Compare to state requirements.

b. Secure uniformity in grades and schools.

c. Improvement.

(1) Thru committees.

3. Organize a system of assembly programs.

a. One per month for each homeroom.

4. Use of check lists.

a. Recitation Analysis and Survey-Check Sheet, by W. E. Peik, University of Minnesota.

(1) Objective instrument of recitation analysis and recitation survey.

(a) By use of accompanying manual.

(2) Survey the two schools by an analysis of the range of quality and activities of classes.

(3) The bar graphs can serve as a topic for teachers' meetings (graphs based on the frequency of occurrence of each item.)

(4) Emphasized and under-emphasized items can be noticed.

(5) Teachers can evaluate themselves and locate sources of strength and weakness.

(6) After a series of checks have been made, the items can be graphed for the teacher, the school or for a particular subject.

b. Use of the "Visitor's Report Sheet" by Killian.

(1) Can be used similarly to a, (1)

(2) Will change the monotony of using the same check sheet.

- (3) In booklet form—a carbon paper can be inserted between two copies, providing one for the teacher.
- 5. System of records.
 - a. For recording pupil test scores.
 - b. For recording pupil six-week grades.
 - c. For checking pupil attendance.
- 6. Routine factors.
 - a. Fire drills.
 - b. Pupils moving in building.
 - c. Dismissals, etc.

A form was devised for the purpose of recording pupil absences. The old scheme of collecting absence slips from every teacher, twice a day, consumed too much of the principal's time.

It will serve the following purposes:

- 1. As an office record of pupil attendance.
 - a. When a pupil is absent, a diagonal line is drawn thru the square on the date of his absence. If he is absent for the morning session, the symbol designating the reason for his absence is placed at the top of the diagonal line; if he is absent for the afternoon session, the symbol is placed at the bottom of the diagonal line. If he has missed the entire day, the symbol is written above and below the line.
- 2. It shows the total number of sessions absent for each day of the month.
- 3. It shows the daily absentees.
- 4. It shows the total number of absences per pupil per month.
- 5. The form should be posted on the bulletin board where pupils may check their own attendance.
- 6. It shows the pupils who have perfect attendance for the month.
- 7. It can be used as a temporary record for teachers in filling in their state reports.
- 8. It shows an accurate roll for each day.
- 9. The number of pupils who entered the school can be easily gathered from this form.
- 10. The number of pupils who left the school can be easily secured from the form.
- 11. When teachers exchange rooms they can check the roll at a glance and see that no pupils have left the room after the roll was taken.
- 12. Tardy marks are designated by writing the number of minutes a pupil is tardy above (A.M.) or below (P.M.) the diagonal line.
- 13. It will serve as a means to check truancy.

Are You Going To Tokyo?

Dr. Uel W. Lamkin, secretary-general of the World Federation of Education Associations is arranging for the seventh biennial conference in Tokyo, Japan, August 2-7, 1937. Many groups are getting together under the leadership of some competent person whom Dr. Lamkin has selected. We have learned that he has asked two of our outstanding principals to take charge of groups—Earl R. Laing, 16265 Westmoreland Rd., Detroit, Michigan; and Mason A. Stratton, 272 Huron Avenue, Absecon, New Jersey.

If you are planning a delightful instructive ocean trip this summer, be sure to write to Dr. J. W. Crabtree, 1201 Sixteenth Street, N. W., Washington, D. C.

Our Detroit High Lights

June 27-July 1, 1937

Every person interested in boys and girls should begin now to plan to attend the Detroit meeting. School duties may interfere with your going to New Orleans, but the meeting of the N.E.A. and its Departments at Detroit has been set at a time so that you may come. The meeting this summer is to be called "Diamond Jubilee" for the National Education Association is sixty years old. Your Department of Elementary School Principals was organized sixteen years ago, therefore let's let our meeting be a reunion too.

The achievements of the Department have been many and they have been obtained because our members have been interested in elevating and evaluating the work of the elementary school. Progress demands higher goals, and those who are coming to Detroit will receive an inspiration and a knowledge which will help them in their work. These meetings are your meetings, this department is yours, therefore come to Detroit and help us build a constructive program, and let us benefit from your wise judgment. Let us be persistent in our work of helping our boys and girls. Our business of education is the greatest business in the United States. It touches the lives of every man, woman and child of this nation. Come and join with us in our study for the betterment of our work.

Earl R. Laing, principal, Burt School in Detroit, member of the executive committee, and chairman of our affairs, writes that he and his local committee have made great plans for us. Our local committee consists of the following: Earl R. Laing, *chairman*, Esther Cousins, Jennie Clow, Irene Sauble, Arnold Gregory, Frank Steele, Pauline Ruhr, Herman Browe, George Birkam, Roy Stevens, Inez Caswell, Rachel McKenney, James Baird, Claudia Wilson, James Voorhees, Nora Egan, Frances Hardie, Guy Bates, Jennie Flemming, John S. Thomas, and Benjamin B. Lovett.

Headquarters will be at the Statler Hotel, therefore make your reservation early.

President Edythe Brown will arrange our Monday afternoon program, June 28, while the Tuesday afternoon program, June 29 will be prepared by the local committee. Our social affairs will constitute a breakfast on Monday morning, June 28, and a banquet Tuesday, June 29 will also be planned by the local committee and from what I have learned there has already been arranged some unique and challenging plans. Get ready to see the sights, learn lots and enjoy life to the fullest. What ever the Michigan group does, it always does *extremely well*. The April issue of this bulletin will carry more details of this program, and the June issue will contain a complete set-up.

We have just learned, as we go to press with this issue of the bulletin, of the deaths of four of our members. They are as follows: G. O. Houston, life member, D.E.S.P., and executive secretary of the Louisiana Teachers Association; William H. Eagleton, principal, Eagleton School, Denver, Colorado; W. S. Bellamy, principal, Winnetka School, Dallas, Texas; and Edith L. Curren, principal, Hayes School, Lakewood, Ohio.

CONFERENCE ON ELEMENTARY

Sponsored by the Department of Elementary Education

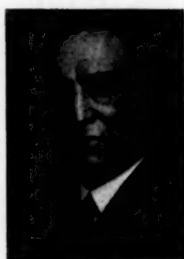
Education B151S—The Administration and Supervision of the Elementary School—The forenoon lectures will be delivered in Room 4009, University High School, University of Michigan, Ann Arbor, July 5-16, 1937 by the members of the faculty of the School of Education and by individuals not connected with the University of Michigan. These lecturers will also be in charge of such discussion of their lectures as time may allow.

The afternoon class work will be directed by Dr. L. W. Keeler of the local staff and will be limited to material found in the Fifteenth Principals' Yearbook and other sources.

Committees made up from the membership of the afternoon class will prepare reports on indicated material and present them in brief oral form before the class. These reports will be followed by general class discussion.

Each committee will select its own chairman who will have charge of assignment and presentation of the work to be covered by each member of the committee. Each chapter unit of the Yearbook is followed by selected bibliographical references and from this list selection should be made for committee reports. A brief outline of the oral reports should be made and mimeographed copies of these outlines be placed in the hands of members of the class.

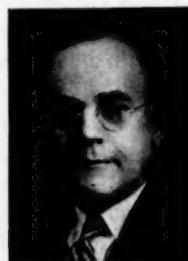
Our Faculty—Dr. J. B. Edmonson, dean, School of Education, University of Michigan, has placed the course in charge of Professor L. W. Keeler. They have selected the following outstanding educators to be our leaders in the conference: Dr. Agnes Samuelson, Iowa State Superintendent of Public Instruction; Dr. L. W. Keeler, Member of the Faculty of the School of Education, University of Michigan; Dr. S. A. Courtis, Member of the Faculty of the School of Education, University of Michigan; Dr. Clifford Woody, Member of the Faculty of the School of Education, University of Michigan; Dr. Willard C. Olson, Member of the Faculty of the School of Education, University of Michigan; Dr. Henry J. Otto, Educational Director of the W. K. Kellogg Foundation; Dr. William G. Carr, Executive Secretary, Educational Policies Commission of the National Education Association; Dr. Herman Browe, Supervising Director of Detroit



J. B. EDMONSON



AGNES SAMUELSON



L. W. KEELER



S. A. COURTIS

ELEMENTARY EDUCATION

Elementary School Principals

Elementary Schools; Dr. Dennis Cooke, Professor, George Peabody College; Dr. Bessie Lee Gambrill, Professor, Yale University; and Dr. Paul T. Rankin, Supervising Director of Curriculum and Research in the Detroit Schools.

Outline of Course—The subjects to be discussed:

"NECESSITY OF A DEFINITE PROGRAM FOR IMPROVING THE OUTCOMES OF INSTRUCTION"—SAMUELSON.

"ORGANIZATION OF COURSE AND VISIT TO ELEMENTARY SCHOOL PLANT"—KEELER.

"LEADERSHIP BY THE STATE DEPARTMENT OF EDUCATION IN STIMULATING PROGRAMS FOR THE IMPROVEMENT OF INSTRUCTION"—SAMUELSON.

"THE PHILOSOPHY OF ADMINISTRATION AND SUPERVISION"—COURTIS.

"THE NATURE AND NEEDS OF THE CHILD," CHAPTER I OF THE 15TH YEARBOOK—KEELER.

"WHAT THE ELEMENTARY PRINCIPAL CAN DO IN DEVELOPING PROGRAMS FOR THE IMPROVEMENT OF INSTRUCTION"—SAMUELSON.

"THE USE OF TESTS IN THE ELEMENTARY SCHOOL"—WOODY.

"OUT OF SCHOOL FACTORS AFFECTING CHILD ADJUSTMENT," CHAPTER II OF THE 15TH YEARBOOK—KEELER.

"PLACE OF THE ELEMENTARY PRINCIPAL IN THE IMPROVEMENT OF INSTRUCTION PROGRAM AS VIEWED BY THE STATE DEPARTMENT OF EDUCATION"—SAMUELSON.

"MENTAL HYGIENE IN THE ELEMENTARY SCHOOL"—OLSON.

"ADAPTING THE SCHOOL TO THE CHILDREN'S NEEDS," CHAPTER III OF THE 15TH YEARBOOK—KEELER.

"PHYSICAL HEALTH IN THE ELEMENTARY SCHOOL"—OTTO.

"CURRENT PROBLEMS IN THE FINANCING OF ELEMENTARY EDUCATION"—CARR.

"THE TEACHER'S INFLUENCE ON PUPIL PERSONALITY," CHAPTER IV OF THE 15TH YEARBOOK—KEELER.

"THE ELEMENTARY PRINCIPAL AS LEADER IN CURRICULUM REVISION"—BROWE.

"THE ELEMENTARY PRINCIPAL'S RELATION TO THE PROBLEMS OF PUPIL PROMOTION"—COOKE.

"TYPES AND SYMPTOMS OF PUPIL MALADJUSTMENT," CHAPTER V OF THE 15TH YEARBOOK—KEELER.

VISIT ELEMENTARY SCHOOL.

"DISCOVERY AND EVALUATING CAUSES OF BEHAVIOR PROBLEMS," CHAPTER VI OF THE 15TH YEARBOOK—KEELER.

"THE USE OF ABILITY GROUPING IN THE ELEMENTARY SCHOOLS OF DETROIT"—BROWE.

"ORGANIZATION OF THE ELEMENTARY PROGRAM FOR INSTRUCTION"—GAMBRILL.

"INFORMAL DISCUSSION OF THE PROGRAM AND POLICIES OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS"—PINKSTON.

"ORGANIZATION OF THE ELEMENTARY PROGRAM FOR IMPROVEMENT OF INSTRUCTION"—BROWE.



CLIFFORD WOODY



W. C. OLSON



HENRY J. OTTO



WM. G. CARR



HERMAN BROWE



DENNIS COOKE



BESSIE L. GAMBRILL



PAUL T. RANKIN

"THE MICHIGAN STATE OFFICE OF EDUCATION PLANS FOR CURRICULUM IMPROVEMENT"—RANKIN.

"APPLYING SPECIFIC REMEDIAL MEASURES," CHAPTER VII OF THE 15TH YEARBOOK—KEELER.

"ADMINISTRATION OF SERVICE AGENCIES IN RELATION TO ELEMENTARY SCHOOLS"—BROWE.

"THE PROBLEM OF MAINTAINING MORALE AMONG ELEMENTARY-SCHOOL TEACHERS"—COOKE. FINAL EXAMINATION IN THE COURSE.

Fees, Credits, Housing Accommodations, Etc.—A tuition fee of \$15.00 has been approved by the University authorities. Students will be allowed two hours credit. The course is planned to take the full time of students for the two weeks period—July 5 thru July 16—and it is also designed for those who do not expect to carry other university work during the Summer Session. Dean Edmonson has made arrangements for those who wish to stay on the campus to get accommodations at the Michigan League.

Be sure to bring your Fifteenth Yearbook, "Personality Adjustment of the Elementary School Child" with you, and save yourself some money, for the instruction will be organized in terms of important issues presented.

Committee—The committee of the D.E.S.P. which outlined and planned this forward movement consists of: Mrs. Edith B. Joynes, principal, Washington-Gatewood Schools, Norfolk, Va. (chairman); Mason A. Stratton, principal, Brighton Avenue School, Atlantic City, N. J.; and Edythe J. Brown, principal, Kaley-Marquette Schools, South Bend, Ind.

(Tear here and mail)

DR. L. W. KEELER
SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN

I plan to attend the Conference on Elementary Education which is being sponsored by the Department of Elementary School Principals, at the University of Michigan, Ann Arbor, July 5-16, 1937.

Name

Teaching Position

Address

City and State

Qualifications for the Elementary-School Principalship In the Various States and In Cities Above 50,000*

Isadore D. Karchin, principal, Sullivan Public School,
Philadelphia, Pennsylvania



ISADORE D. KARCHIN

Statement of the Problem—The purpose of this study is to make a survey of state certification and city requirements in cities of 50,000 and over for the elementary-school principalship at the present time. The problem has been divided into two parts: (1) Certification in the various states; and (2) City requirements based upon the results of a questionnaire.

Delimitation of the Problem—Every state in the Union has been included in this survey of state certification; however, no attempt has been made to study certification requirements set up by city or county districts. A questionnaire was sent to all cities of 50,000 and over to determine certain specific requirements demanded for the principalship in elementary schools.

Timeliness—The Department of Elementary School Principals of the National Education Association made a study of state certification for the elementary-school principalship in 1928. It was then stated that in "37 states one does not need a special certificate to be an elementary-school principal." This thesis will attempt to show how far the states have advanced toward differentiation of credentials between teachers and elementary-school principals in the last eight years. It showed no uniformity or agreement in requirements. Is there any uniformity today? How widely different are the minimum requirements for special credentials?

Cities vary in their demands for the principalship. With the ever-increasing number of candidates for administrative posts, municipalities are in a position now to raise the professional standards of the principalship. Are they taking advantage of this condition? It would be interesting to note what trends, if any, are shaping themselves.

Toward a Differentiated State Certificate—An important consideration in regard to the granting of certificates is the authority empowered to issue and set up standards for their attainment. Certification was originally a local function, and in Massachusetts the town system of local certification is still employed. Local authorities in various other states still have the power of certification, but the tendency is to do away with it. Superseding this structure of local (town, district, city, and county) authority is state regulation. This form of certification establishes minimum preparation for the teaching profession but, at the same time, permits a community to require additional evidence as to training and competency. An interesting picture of certification from local authorities to state authority is clearly demonstrated by the evolutionary development of certification in New York State.

*"See Editor's Note at end of article."

There are two methods of assigning the authority to grant certificates and define the conditions under which they are granted:

1. Statutory provision specifying the number of certificates, the qualifications demanded for each, the authority empowered to grant them, term, and validity.
2. Assignment by statute of authority to formulate rules and regulations for certification to state officers without making specific provisions for details in the law itself. General authority to do this is given to the state board of education or the state department.

The latter of the two methods appears to have certain advantages, since that agency which is close to educational conditions and in a position to be responsive to educational needs is given control of standards.

Not so long ago, states had no special certificates for specialized fields of work. There was, however, a widespread feeling among educational leaders that professional preparation should be in terms of the need of the position to be filled, and that the certificate should signify that such preparation has been made. "Until recent years, preparation for teaching and successful experience as a teacher were considered ample preparation for any teaching or supervisory position." This attitude has changed, and the principle of differentiation of certificates issued and corresponding specialization of training required has been extended to include administration and supervision. "Differentiation between the administrative and supervisory functions, and between the functions and qualifications required of high-school and of elementary-school principals are noticeable recent tendencies." However, in 1932, Graves writes, "As yet barely a dozen states issue certificates for the elementary principalship. The others require only the same certificate as for a teaching position or make very minor additional requirements."

Professionalizing the Principalship—Before undertaking his work, a principal should secure considerable specific academic training in courses pertaining to the elementary school. As far back as 1913, Percy E. Davidson, in a scholarly article, deplored the lack of sufficient academic training of school officials. "The direction of schools lacks the first requirement of the profession, a fixt category of social problems with which a special technic is associated. . . . If one turns to the writings on school management with the expectation that at least worthy conceptions of these offices exist on paper, the reward is a half dozen articles and chapters outlining a set of duties appropriate to a fairly efficient clerk or caretaker." The writer proceeds to analyze the duties of the elementary-school principal, and then outlines a general course of study. He estimates that "five years above high school would accommodate it comfortably, and that its successful conclusion would be marked by some professional degree as that of A. M. in Education."

It appears that the World War retarded progress toward the goal outlined in the preceding paragraph; for in 1925 Frank W. Hart, writing in the *Teachers College Record*, analyzes the educational leadership of the elementary schools in "one of the most educationally progressive states" and exposes the lack of professional training.

In forceful language he said, "That educational leadership is not professionalized is evidenced by the fact that upon all levels and in all grades of educational institutions, leaders are chosen with little or no consideration of the training which would fit them to meet and solve the problems involved."

Basing his analysis "on returns from what may safely be assumed to be the upper 25 percent of the elementary-school principals of that state," he points out that: 33-1/3 percent had not had theory or philosophy of education; 40 percent had not had methods; 45 percent had not had educational psychology; 50 percent had not had educational administration; 55 percent had not had tests and measurements; 73 percent had not had supervision; 73 percent had not had school hygiene; 73 percent had not had vocation education; and 81 percent had not had educational experimentation.

In summing up his article, Mr. Hart gives two good reasons for a specialized credential for elementary-school principals. "Now, if specialization of certification is recognized as necessary and desirable in the case of classroom teachers, where there is relatively great overlapping in the professional aspects of their work, is it not true beyond question that administrators whose functions are so distinctly different from those of the classroom teacher should be required to present a credential evidencing their special training for the duties of their office? And again, if certification of teachers is a recognized means of elevating teaching to the level of a profession, is it not equally true that specialized certification of executives will tend to place educational leadership on a professional plane?"

It was a common practise until recently to promote to the elementary-school principalship the successful elementary-school teacher of many years' experience, despite limited educational preparation. As a part of the National Survey of the Education of Teachers, Deffenbaugh tabulated the replies of 2730 principals in cities of 100,000 or over and found that 38 percent of the principals had had less than four years of college training.

Back in 1927 Worth McClure, writing in the *Journal of the N.E.A.*, predicted that "in view of the increasing tendency for high standards for teachers, those of principals will naturally be affected. The effect of widespread adoption of salary plans awarding increased compensation for those teachers holding degrees inevitably hastens the day when the Bachelor's degree will be required of candidates for the principalship.

"The logic of this situation is inescapable. The requirement of the bachelor's degree in turn will result in the stimulation of institutions of higher learning to offer more graduate courses for principals, which will have a tendency to raise standards again. As a result of this combination of factors, it is not altogether unlikely that the next generation of principals will see the master's degree as a standard requirement."

In addition to professional training, both before and in service, actual experience is necessary for the making of a successful principal. "The prospective principal should have served at least three years as a teacher or minor administrator in the particular type of school he is to manage."

The elementary-school principal's certificate is a comparatively recent development in the differentiation of credentials. The setting up of definite requirements for the principalship is evident whenever a revision of the rules and regulations governing certification takes place. Since 1928, when only eleven states had special certificates for the elementary-school principal, thirteen additional states have incorporated a principal's license in their certification regulations. In 1925 Hart

found that in "one of the most educationally progressive states" the principals did not have adequate academic professional training. State departments of education are recognizing the importance of professional courses much as Administration and Supervision, and are specifically mentioning them in the regulations. The tendency is definitely toward requiring a master's degree, with professional courses and experience as an elementary teacher or administrator.

Previous Investigations—This review of previous investigations in the field of certification of elementary-school principals shows that the raising of qualifications for the principalship has raised with it the prestige of the teaching profession.

Findings—

1. In 1928 there were eleven states which had a special certificate for the elementary-school principalship. Since then, thirteen additional states have established special certificates.
2. There is a tendency to make the special certificate mandatory for principals of schools having a certain minimum number of teachers.
3. Fifteen states issue special certificates which are mandatory.
4. States differ widely in their demands for the special certificate.
5. Principals who desire a special certificate are required to have from two to five years of post-high school training.
6. Indiana requires a master's degree for the mandatory special certificate.
7. Nineteen cities demand a master's degree of candidates for the principalship.
8. The doctor's degree is required in East Orange, New Jersey.
9. In three states and in 20 percent of the cities, elementary-school teaching is specified as a type of experience desired.
10. Eight cities require the prospective principal to serve as an assistant under an elementary-school principal in order to acquire administrative experience.
11. The trend today is toward securing persons who have had elementary-school teaching and administrative experience.
12. Professional courses are limited in the main to Administration and Supervision but additional courses are gradually being required.
13. The validity of certificates varies from two years to life.
14. The purpose of renewals is to step up professional requirements. The prerequisites for renewals usually consist of additional academic and professional credits plus successful school administrative experience.
15. In most cities, the authority for appointment is vested in the Board of Education. In the larger cities, however, there is a tendency to permit the superintendent to share the appointive power.
16. Superintendents of the larger cities tend to make more use of subordinate staff members to aid in the selection of principals than do smaller city superintendents. The larger the city, the more likely this is to happen.
17. While the majority of cities do not discriminate concerning sex, a number do have preferences (21 cities prefer men; 18 cities prefer women) which are somewhat evenly divided between men and women.
18. One-third of the cities discriminate against married women for the principalship.

19. Only 19 percent of the cities require any kind of an examination.
20. Ten cities above 300,000 require an oral, written, and physical examination.
21. The common state requirements at the present time for an elementary-school principal's certificate are as follows:
 - a. Academic training: Four years above high school.
 - b. Courses required: Education courses specifically courses in Administration and Supervision.
 - c. Teaching experience: Three years.
22. The common requirements for the principalship in cities over 50,000 are as follows:
 - a. Academic training: Four years above high school.
 - b. Courses: Those required by the state certificate.
 - c. Teaching experience: Five years.
 - d. Marital status: Married women at a great disadvantage.

(EDITOR'S NOTE: I am indeed sorry that space prohibits us from publishing this entire study, which Mr. Karchin has made. This thesis was presented to the faculty of Teachers College, Temple University, in partial satisfaction of the requirement for the master's degree in education. Mr. Karchin has allowed us to share this valuable information with you. In this study he not only makes a state by state survey, but also lists at the bottom of each page the publications from which he gleaned this valuable material. Lack of space prohibits us from publishing this splendid bibliography.)

Our New Editorial Committee Member

Each year it is the duty and privilege of the president to select a member of the Editorial Committee of the Department of Elementary School Principals. This committee, as has been stated before, is a rotating committee consisting of three people, who serve for a period of three years each.

This year we are delighted to notify our members that President Brown has chosen Miss Cecelia Galvin, principal, School No. 3, 23 N. Rural Street, Indianapolis, Indiana, as the new member of the Editorial Committee.

Miss Galvin obtained her M.S. degree from Butler University, and her Ph.D. degree from the University of Chicago. She has been connected with the school system of Indianapolis for a number of years and is rated as "a very fine principal." She has been one of the most enthusiastic and active state enrolment chairmen which the Department has had. Headquarters is delighted that she is to continue serving the Department.

Miss Galvin will meet with the Editorial Committee at New Orleans, just prior to the meeting of the Department of Superintendence. She takes the place of Dr. Samuel Berman, who has done a perfectly splendid piece of work on the last two Yearbooks of the Department. Dr. Berman finishes his term this year by acting as chairman of the 1937 Yearbook, "Appraising the Elementary School Program."

How the Progressive School Meets the Needs of Our Society

R. G. Wright, principal, Linden School, South Bend, Indiana



R. G. WRIGHT

Introduction—What I have to say is brief and, I believe to the point. No effort has been made to elaborate—that has been left for the discussion to follow.

I propose to do three things; namely, point to some characteristics peculiar to our society and show how these form the basis of the progressive philosophy, show how the aims of the progressive school fits into the demands of our society, and finally to present some practical suggestions that may be used in school administration.

Our Society—Our society is built upon the democratic ideal—not that we have a pure democracy but we have the ideal. This fact demands certain things that no other form of government requires. For example, our members must be able to meet all kinds of situations, new as well as old, according to certain standards of the times. To make the situation all the more complex, we have learned from experience that these standards are subject to change with very little or no notice. This leads us directly to a dead end if we accept any form of education based on supplying ready-made solutions to problems. In our society we do not know what problems are to be confronted to say nothing of knowing what solutions to teach. Therefore, *our people must have command of the means of SOLVING PROBLEMS rather than ready-made solutions.* A Hitler or a Mussolini would not thrive so well in a democracy—they have all the answers for their society; while in the United States we want to and must *work out answers.* In my estimation this point is one of the basic stones in the foundation of the progressive philosophy. The very fact that the standards of values in our society do change, and at times rather quickly, makes the aims of society very complex and demand flexibility. So far as I can determine, the only aim of our society that has remained unchanged is; perpetuation of the democratic ideal.

"A democracy, by its very nature, tends to have neither a clear fixed statement of its ideals nor a planned course of action to achieve its purposes."¹ William F. Russell has made a statement to the effect that it is inconceivable for any society to support a system of education that does not aim at perpetuation of a like society.

School Aims—This brings us to our second point—the aims of school education in a democracy. From the foregoing discussion of our society you can realize what a tough job it is to set up aims of education to continue a society whose demands are continually changing. It is like trying to hit a moving target. In my estimation it is here that the traditional and the progressive philosophies definitely part ways. The traditionalist insist on holding the targets still—those aims that they say are demanded by all societies all the time. The progressives maintain there is constant change or the possibility of change in any and all aims. The latter offer

¹Caswell and Campbell, "Curriculum Development," American Book Co., 1935, p. 29.

the following as school aims: (a) cooperation with other social agencies to discover and define democratic ideals in usable terms; (b) provide for the continuous re-defining and re-interpretation of social ideals; and (c) provide for all boys and girls an equalized minimum educational opportunity.

I feel I would be making an error if I left the aims so general. They may be stated in more pedagogical terms. For example, (1) to carry forward and add to certain knowledges and skills, (2) to educate for a changing civilization, (3) to provide for living fully now and in later life, (4) to develop the individual to be a useful member of society. In view of the fact that most of us are associated either directly or indirectly with the elementary school it seems advisable to relate the foregoing aims to this school. As I see it, the progressive elementary school has three major aims; (1) civic-social—moral responsibility, (2) recreational and aesthetic participation, and (3) physical and mental health. These demand recognition of individual differences, adapting education to the child's nature and interests, and training in fundamental processes.

It is true some of the traditional school philosophies have set up similar aims. However, as the aims were put into operation the results tend to make for a progressive school. In my estimation, most school people of today are more or less progressive.

The progressive school, as I have indicated, represents a philosophy—those of us who place the emphasis on child growth and development first and on subject matter acquisition second. Do not misunderstand me, subject matter is very important and can not be divorced from child growth and development. However, major emphasis on subject matter is in line with the traditional philosophy and major emphasis on the individual is progressive. Like all new ideas, the original supporters of the progressive movement were somewhat radical and were prone to throw the baby out with the bath water. Today the idea, in line with good progressive philosophy, is toned down to recognize some good as well as the bad in the traditional and foreign thinking.

Perhaps it would be well to take time to refresh your minds with what Dewey has presented as being the basic ideas of the progressive movement. (1) Education as a necessity of life. (2) Education as a social function. (3) Education as direction. (4) Education as growth. (5) Democratic conception of education. Time will not permit a thoro discussion of these points. Dewey has several books on them.

However, a very brief summary might be as follows: Education is a prime requirement of society and is largely the communication or the sharing of ideas and experiences with others until they are possessed by both parties. Environment is the sum total of conditions which are concerned in any act. As a society becomes more complex it is necessary to supply special environments to assist in the educative process; thus, we have the schools.

Young children must be directed or guided—if left alone they perish. This directive force can be best used in the control of the environment. Common experiences and meanings are thus developed. Activity is the basic material for the direction of the young—they act. It is right to set the stage so their actions bring results approved by use.

Growth is the very essence of life and depends on the plasticity or the power to learn. Growth is not merely physical; it is a unifying concept. The ancient idea of distinguishing between mind and body is being dissolved. Both are subject to regular steps of growth. Anything that tends to make us set or fall into a rut lessens our chance for growth. Therefore, beware of habits in the traditional sense. If habits free us for more activity then we are more powerful as a learning agent.

The democratic conception of good social life is: broad interaction between many small groups. The broader our associations the better we are as a member of a democratic society. The gang is a representation of narrow social intercourse.

So far I have dwelt on theory. Now I shall attempt to show how to apply this theory in practise.

Administration—In my estimation the first step in the administration is after the principal is convinced, the development of a feeling of fairness in all actions and decisions on the part of the principal, teacher and pupil. No longer should the "I tell you and you do" attitude be taken.

The second point is truthfulness. This may sound trite but every one concerned should understand the why and wherefore of all decisions. For example, every pupil has a right to know exactly why a teacher decides his work is satisfactory or unsatisfactory. This attitude of truthfulness should be exemplified by everyone.

The third point is cooperation. This can not be over emphasized. All teachers must be assisted in developing a feeling that they have a voice in the management, large or small as their responsibility will permit. The same is true for the pupils. A feeling of immaturity is conducive to growth rather than an indication of the lack of something. Whenever any person has arrived or mastered the whole of anything and knows all the answers he should die. Really society would be better off had he died before the final development. If all concerned develop the idea of cooperation then and only then can the ideas of a progressive school show growth.

Lastly, the administration should always keep in mind that each and every child is an individual and that society expects his education to start where he is and progress as far as humanly possible. The individual is to become the best possible member of society. As important as subject matter is, society expects more and must have more.

Teaching Technic—All teachers having the child should plan their work cooperatively, so that every known approach for growth and development can be used. It is at this point that teachers begin to understand the possibilities of such a procedure. The best teachers next begin the use of directed thinking. That is, they guide rather than demand. Teaching devices and all kinds of uses of the immediate environment are brought into action as elements in the guiding procedure. The pupils are encouraged to note their growth and development rather than graduated distances toward some predetermined goal set up by adults who may think they know all the answers to the needs of all children in general.

The main difficulty encountered is caused by trying to meet standards set for a traditional type of school. The teachers question any procedure, even if they think it is right, that is contrary to decrees based on subject matter acquisition. It is necessary at this point in the development to emphasize the points noted under administration; namely; fairness, truthfulness, and consideration of individuals.

Our Membership

Eva G. Pinkston

We start the New Year with an all-time high record in membership. How happy we are to announce that the Enrolment Chairmen for the Department of Elementary School Principals have worked unceasingly to gain this peak. Their object has been to get the principals and friends of elementary education to join together in a common cause to give better educational facilities to our boys and girls. They have realized that by joining hands, hearts, and minds we can profit by the help and experience of each other. They have also learned that those of us who are engaged in training the minds of children of the elementary school level have the real responsibility of training civilization, and that it behooves us to continually be on the alert for newer and better ways to teach.

We are glad to welcome to our ever-increasing list of members the many superintendents, college professors, librarians, book people and others who are interested as we are in the work of the elementary school, and one superintendent wrote, "If those who are interested in boys and girls will band themselves together for the betterment of mankind, it is needless to say that their united effort will correct or rectify many of the evil influences which now seem to be potent everywhere. I believe that the ideals and aims of the Department of Elementary School Principals are established for this purpose and hope it will continue in its endeavor."

Let me say that 4,421 of us are banded together to work for many worthwhile achievements and to increase our ever-widening opportunity for service. We realize that we cannot reach our objective without the united action of elementary principals and those interested in elementary education. The principals of some cities and counties have enrolled 100 percent, and others have written that their list will soon be complete. We know that our growth has resulted largely from the efforts of those who have long been members of our department and who, therefore, appreciate its value.

It makes us happy to announce that the following cities are 100 percent in membership: Prescott, Arizona; San Gabriel, California; Kansas City, Kansas; Detroit, Michigan; Hamtramch, Michigan; Normandy, Missouri; Omaha, Nebraska; Hicksville, New York; Watervliet, New York; Port Arthur, Texas; Radford, Virginia; Huntington, West Virginia; and Casper, Wyoming. The principals of Ritenour Consolidated School District, of Missouri are also 100 percent.

Arkansas and Louisiana are the first states to reach their quota. Ralph B. Jones is our state enrolment chairman for Arkansas and Amy H. Hinrichs is our state enrolment chairman for Louisiana. Alaska has also reached its quota, under the leadership of Anthony E. Karnes, enrolment chairman.

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

Indiana

City Chairman—O. M. Swihart, South Bend.

Missouri

City Chairman—W. T. Longshore, Kansas City.

New Jersey

County Chairmen—Ralph C. McConnell, Atlantic City; Dorothea Wein, Cape May; Mrs. Jessie M. Wamsley, Pitman; H. Eloise Bryan, Riverton.

City Chairmen—Merrill A. Bigelow, Bloomfield; Gustav Patz, Irvington; Ferdinand L. Beck, Linden; A. L. Hartman, Montclair; William R. Smith, Newark; Wm. G. Fiedler, Union City.

New York

City Chairman—Jane E. Monahan, New York.

North Carolina

District Chairman—J. E. Miller, Washington.

Ohio

City Chairmen—W. Q. Brown, Cincinnati; Amy Eldridge, Youngstown.

Pennsylvania

City Chairmen—J. G. Hoffman, Lawrence Park, Erie; E. A. Dimmick, Pittsburgh; D. J. Mahoney, Wilkes-Barre.

West Virginia

County Chairmen—D. W. Bryson, Beckley; Stanley Brown, Buckhannon; Okey M. Cogar, Camden-on-Gauley; G. D. Ramsey, Cario; Mrs. Hazel S. Mowry, South Charles-

ton; James Molar, Charleston; Columbus Ash, Clarksburg; Cecil Ayers, Elizabeth; Clara Manning, Elkins; Byron Miller, Fairmont; G. W. Harpold, Fairplain; E. R. Eskey, Fayetteville; Gilbert Reed, Flatwoods; O. R. Hammer, Franklin; Harry S. White, Grafton; Frank Ferrel, Grantsville; Harold Henderson, Green Springs; Minnie Cox, Hinton; H. S. Conners, Hurricane; Fred M. Carey, Kenova; V. A. Staggers, Keyser; J. Z. Johnson, Marlinton; J. B. Martin, Martinsburg; M. G. Alley, Matewan; W. R. Cooke, Matoaka; Lynn Hastings, Morgantown; Henrietta Found, Moundsville; C. V. Stewart, Mullens; C. E. Bohrer, New Martinsville; C. D. Henderson, North Cumberland; William Kline, Parkersburg; Earl Corcoran, Parsons; Lillian Hume, Paw Paw; W. B. Phipps, Peach Creek; Easton Feaster, Petersburg; Darrell Malone, Philippi; Bertha Filson, Point Pleasant; R. E. L. Hart, Pranter; Roy Matheny, Richwood; A. Dent, Roncette; L. F. Rosenlier, Saint Marys; J. E. Hays, Sand Forks; Elsie McKission, Sistersville; Geraldine Dent, Spencer; Roy Ash, Union; S. P. Hawse, Wardensville; Lena Davis, Welch; C. E. Agnew, Wellsburg; Theodore Bland, Weston; Rufus Lambert, West Hamlin; Rex Gray, West Union; Estella Scharff, Wheeling; Parker Black, Widen.

A Pioneer

The story of the work done by Miss Hattie L. Schuster, Shreveport, Louisiana, has been so interesting that we wish to share it with our members. Miss Schuster established the first kindergarten in Shreveport in 1887. She was so successful in this new enterprise that in 1895 she responded to the call of the Louisiana chautauqua at Ruston to take charge of a model school and kindergarten. In 1902 she organized the first P.T.A. of Shreveport and in 1903 relinquished her private kindergarten enterprise to be principal of the kindergarten department of the public schools.

In 1906 she complied with the call from the Louisiana State University to conduct a kindergarten and training class for teachers at its summer session.

Miss Schuster is still conducting the central kindergarten under the public school system of Shreveport. Many assistants have received their training under her leadership.

After reading the story of Miss Schuster's remarkable work we can easily understand the cause of her success.



HATTIE L. SCHUSTER

News As We Gather It

★ Frank M. Foulks, state enrolment chairman for the D.E.S.P. for Florida, has written one of the most interesting articles concerning the elementary principals, and has sent this excellent contribution to principals and educators thruout the state.

★ The Schoolmasters Club of Morgantown, W. Va., organized November, 1926, celebrated its tenth anniversary with a dinner in the Marine Room, Hotel Morgan, on Thursday, November 19, 1936.

Cecil R. Gates, principal, McKinley Avenue School, Morgantown, sent to Headquarters a copy of the program. Five-minute resumés of the studies made during each year were made by each of the past presidents. We wish to congratulate this club on having completed ten years of successful leadership and wish for them a continuation of their success.

★ The University of North Carolina has definitely committed itself to the work of building up a program of training for the elementary-school principalship. Dr. Guy B. Phillips, a leader in education, will have the responsibility of bringing these courses to the attention of principals of North Carolina, as well as elsewhere. We wish for him success in this splendid undertaking, and hope that he will call upon headquarters if we can be of any assistance.

★ Earl C. Denney, chairman of the Program Committee of the Tulsa Elementary Principals Association, sent us a copy of the program which took place Monday, December 7. The subject of the panel discussion was "The Effectiveness of Grouping Elementary-School Children for Purposes of Instruction and Learning."

★ Arthur Klein, principal, P. S. 158, Manhattan, New York, has written a perfectly splendid review of the 15th Yearbook of the Department, "Personality Adjustment of the Elementary School Child," for the January 6 issue of the *New York Sun*. We wish to thank Mr. Klein for this favor. Our thanks are also sent to Margaret Mackintosh, Brooklyn, for sending to headquarters a clipping of this paper.

★ The first day of the State Convention of the California Elementary School Principals' Association, in Sacramento, March

19-20, will be devoted to professional meetings and visiting schools in the City of Sacramento. An outstanding feature of the meetings will be a symposium followed by a panel discussion by a group of about fifteen elementary principals working under the direction of Dr. George C. Kyte, Professor of Education, University of California. This group of principals is spending a year of seminar study at the University of California and doing experimental work in their own schools on problems concerning the curriculum.

The second day of the convention will be devoted to the transaction of the official business of the State Association and the election of officers for the coming year.

This interesting information was sent to headquarters by William J. Burkhard, president.

★ The Elementary-School Principals Association of Nassau County, Long Island, New York, has a perfectly splendid program outlined for the year. The general theme is *Rebuilding the Curriculum to Satisfy Community Needs*. The topics for discussion for the meetings yet to come are: March 11—*Techniques of Curriculum Reconstruction*; April 1—*Specific Changes in the Curriculum*; and May 6—*Social Studies in Reconstruction*.

★ In November the Chicago Principals' Club sponsored a dinner and reception to their new Superintendent of Schools, Dr. W. H. Johnson. Teachers, supervisors, and others were invited to join the Club in honoring their superintendent. Twenty-five hundred people sat down to the banquet in the grand ball room of the Hotel Stevens. For ten years Dr. Johnson was principal of elementary schools in Chicago. In 1935 he became assistant superintendent of schools, and on the death of Dr. William J. Bogan last spring he was elected superintendent of schools.

★ J. H. Reed is editor of the News-Letter of the West Virginia Elementary Principals Association, which is sent to all members. Mr. Reed reports four counties which are 100 percent in the state association.

★ School Newspapers are continuing to come to headquarters. Among those which have come in during the past month are:

The Ludlow Review, James R. Ludlow School, Philadelphia, Pa.; *Mayfair Meteor*, Mayfair School, East Cleveland, Ohio; and *Lothair School News*, Lothair, Ky.

★ The new officers for the Pennsylvania Elementary Principals Association are: President, William J. Laramy, Upper Darby; Vice President, E. M. Dimmick, Pittsburgh; and Secretary, Reinhold W. Goll, Philadelphia.

★ W. Q. Brown, state enrolment chairman for the D.E.S.P. for Ohio and principal of Kennedy School, Cincinnati, has just been elected president of the Ohio Principals Association. One of the major problems which he plans to work on this year will be single salary schedules for equal qualifications.

★ We are delighted to see that the Chicago Principals Club is again publishing bulletins and monographs. Those of us who received the bulletins which were published in the six-year period (1926-31) know how invaluable they were.

Number seven of this series, entitled, *Public Relations of the Principal*, is of much more than local interest. It constitutes, moreover a fine example of successful, cooperative project by a number of Chicago princi-

pals. We are delighted to know that Herman Ritow, former state enrolment chairman for the D.E.S.P., is chairman of the monograph committee.

★ The new officers of the Texas Elementary Principals and Supervisors Association are: President, L. M. Fertsch; Vice President, Byron England; Secretary-Treasurer, Corrine Nash; and Editor, Wayne Yount.

★ Dr. Arthur L. Brandon, executive secretary, American Youth Commission, has published a pamphlet on this important Commission's activities, the general purposes of which are: (a) To consider all the needs of American youth between the ages of twelve and twenty-five, and to develop a comprehensive program for their care and education; (b) To ascertain by an investigation of the agencies concerned with the care and education of youth how effectively these needs are being served; (c) To appraise the facilities and resources for meeting the needs of youth; (d) To recommend eventually some procedures and programs which seem to be most effective in solving the problems of youth; and (e) Finally, to popularize and promote desirable plans of action thru conferences, publications, and demonstrations of promising procedures.

Association For Childhood Education's Convention

The 44th Annual Convention of the Association For Childhood Education, will be held in San Antonio, Texas, March 30 to April 3, 1937. The special features of this meeting will be: Ten Study Classes on Today's Major Problems in Childhood Education; Inspiring General Sessions; Vital Business Sessions; Committee Discussion Breakfasts; Special Groups for Friday and Saturday Visitors; Directed School Visiting in and about San Antonio; Excursions to Interesting Points—Delightful Social Events; Beautiful Drives; Childhood Education Luncheon; Annual Banquet; Unusual Exhibits; and Post Convention Trip to Mexico.

Leaders in childhood education from all over the country will participate in the Program and Discussions. This is a real opportunity to absorb the history, romance and unique environment of the State that is an empire in itself.

One of your primary teachers should attend this meeting so that your school will benefit from the ideas and knowledge which she will receive.

For further information, write to Miss Mary Leeper, Executive Secretary, Association For Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C.

New Books Now Available

TRAVEL by Land, Water, Air, by Ethel L. Hatchett, Elizabeth W. Baker, and Constance Garren, is the outgrowth of questions asked by boys and girls on minerals and travel. The scarcity of reading material on the subject of minerals which is on their reading level has prompted the actual form of the book. An attempt has been made to give the pupil the desired information in such a manner that he will gain a better understanding and appreciation of his environment and thereby be better equipped to adjust himself properly to this environment.

The reader should be led to see how man has been able to put his environment to work relative to travel by conquering certain forces of nature, of the part of the transportation plays in making the world a more civilized and convenient place in which to live, as well as how the discovery of certain minerals and the vast operations and services involved in the transformation of these natural resources into useful products help to make possible modern means of transportation.

A copy of this splendid book can be obtained from The Southern Publishing Company, Dallas, Texas.



If you are in need of some delightful stories which offer easy and enjoyable reading for the first grade, don't miss seeing Julia Letheld Hahn's new books entitled, *At Work in the Woods*, *A Home For Turkey Gobbler*, *Billy and Frisky Play House*, and *Halloween Fun*. Miss Hahn, division supervising principal, Washington, D. C., has written these books in the vocabulary of the *Child Development Readers*. The stories supply easy supplementary reading for use in connection with any other series of readers. A complete list of the vocabulary with page references showing the introduction of each word in the book itself is printed on the inside back cover. Houghton Mifflin Company, New York, has published these books.



Readings in Educational Psychology, the work of twenty-seven American educators and psychologists from twenty-four different institutions located in seventeen states

and in the Province of Ontario, is a compilation of the best available material in harmony with the following significant tendencies that are to be observed in current educational psychology: (1) A marked tendency away from the emphasis on heredity in general and on instincts in particular; (2) Less emphasis on the so-called laws of learning as an important topic in educational psychology; (3) A tendency away from the purely psychological and more of an emphasis on the educational aspects of the subject; (4) Increased emphasis on the topic of growth; (5) More attention to motivation and adjustment; and (6) An effort to apply psychological principles to the methods and materials of the classroom.

Those classes which use this book as a supplementary text will find the chart at the end of the book a great convenience in correlating the basic text with this volume. This book has been edited by Charles E. Skinner and published by Farrar & Rinehart, Inc., New York.



Have you seen *An Introduction to Teaching*, by Charles W. Knudsen and Lucius O. McAfee, Doubleday, Doran & Company, Inc., Garden City, New York. This book contains a summarization and an interpretation of material that will enable the student to acquaint himself with many of the intimate professional problems of the active teacher.

It is addressed primarily to prospective teachers. It presents and interprets such material as will enable the teacher-in-training to acquaint himself with the intimate problems of the teaching profession, and help him decide whether he should choose teaching as a career, or in the event that he had already made that choice, whether he should elect to persist in it.

Much of the content is addressed with equal pertinence to the teacher-in-service. It will appeal to all those who are interested in the general sociological aspects of the teaching profession.

The authors stress the problem involved in placing teaching on a firmer professional basis. The student reader is stimulated to regard teaching as a profession, and, therefore, to intensify his efforts in preparation for that career.

If you sit down at set of sun
And count the acts that you have done
And, counting, find
One self-denying deed; one word
That eased the heart of him who heard—
One glance most kind,
That fell like sunshine where it went
Then you may count that day well spent.

But, if, through all the livelong day
You've cheered no heart, by yes or nay—
If, through all
You've nothing done that you can trace
That brought the sunshine to one face—
No act most small
That helped some soul and nothing cost
Then count that day as worse than lost.

—GEORGE ELIOT.

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