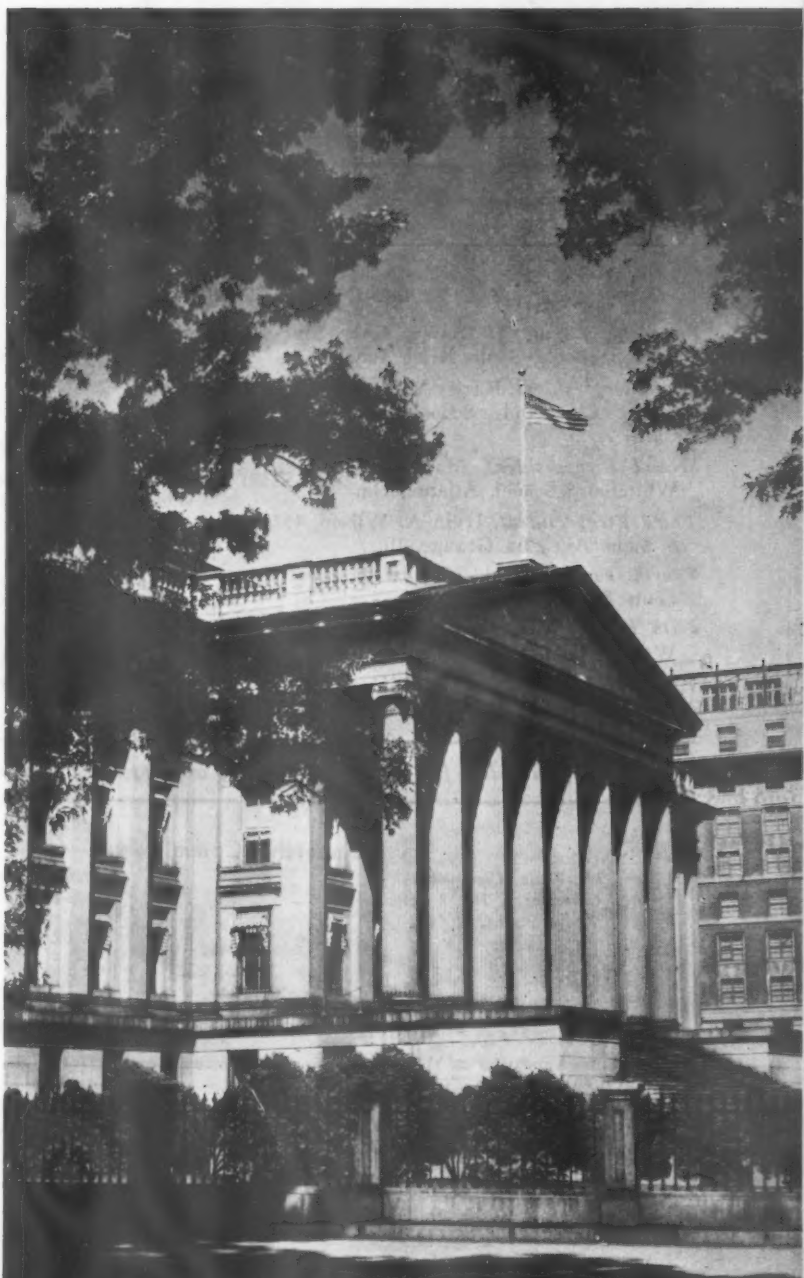


JUN 9 - 1937

The NATIONAL ELEMENTARY **PRINCIPAL**

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

UNITED STATES
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JUN 9, 1937
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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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Eva G. Pinkston, Editor.

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The contents of this Bulletin are listed in the Education Index.

The picture appearing on the cover is the South entrance to the United States Treasury Building in the Nation's Capital.

The National Elementary Principal

Volume XVI, No. 5 June, 1937

Wishing You A Happy Vacation

As the school year draws to a close, reports are completed, promotions are made and you clear the record showing that a successful year has been finished, may you step out into that world which is called a "restful vacation."

Contents

Come to the Convention.....	196
Conference on Elementary Education	198
An Experimental Test of the Value of Home-work in Grades Five and Six— <i>Vincent</i>	199
The Organization of Extra Curricular Activities— <i>Johnston</i>	204
Winging Peaceward— <i>Koerner</i>	208
The Principal's View of Supervision— <i>Dickson</i> ..	210
Emotional Conflicts Involving Relationships Between Home Training and School Experience— <i>Sherman</i>	212
Appraising the Elementary-School Program	216
The Informal Socialized Discussion— <i>Deveza</i> ..	217
Membership—Taking Stock— <i>Pinkston</i>	218
Three A's Which Retard Our Profession— <i>Martin</i>	220
News Received at Headquarters	221
New Books	223

BRIEF

THE N.E.A. holds its 75th annual convention at Detroit June 27-July 1. Registration headquarters have been arranged in the Masonic Temple.

AND

MAKE arrangements *now* to spend a generous portion of your time in the Exhibit Hall at the convention. It will be found in the auditorium of the Masonic Temple. Let me urge you to *go, see, and learn* more about the new materials which have been made available for school use.

TO THE

BEGIN now to think of your plans for American Education Week, which will occur November 7-13. The general theme will be "Education and Our National Life." Why not appoint your local committee early this spring so that it will have ample time to develop a constructive program?

POINT

THE D.E.S.P. will have a breakfast, banquet and two afternoon programs at the convention in Detroit, June 27-July 1. Come and help us make this a real occasion. The Detroit and Michigan principals have several lovely surprises for us.



Grand Circus Park showing Statler Hotel

COME TO THE CONVENTION!

**DETROIT,
MICHIGAN**

**June 27 — July 1
1937**

President Edythe Brown has prepared a splendid program for the Monday afternoon meeting, and the principals of Michigan and Detroit have arranged an equally fine one for us on Tuesday afternoon.

Come and join with us in our work for furthering the interest of elementary education. The programs are as follows:

First Session

APPRAISAL OF ELEMENTARY EDUCATION

Edythe J. Brown, president of the Department, *presiding*

MUSIC

Small Group of School Children

REPORT OF VISUAL EDUCATION COMMITTEE

Harry H. Haw, principal, Alice Birney School, San Diego, Calif.

THE THREE C'S OF EDUCATION—CHARACTER, CITIZENSHIP AND CULTURE (20 min.)

Mrs. Helen G. Hogue, mental hygiene counselor, Highland Park Schools, Highland Park, Mich.

Discussion—15 min.

GUIDANCE IN THE ELEMENTARY SCHOOL (20 min.)

Herbert R. Stolz, assistant superintendent in charge of Individual Guidance, Oakland Public Schools, Oakland, Calif.

Discussion—15 min.

HORACE MANN—AN EXPONENT OF EDUCATION FOR A RICHER AND FULLER LIFE (25 min.)

Eugene B. Elliot, state superintendent of public instruction, Lansing, Michigan.

**MONDAY
June 28
2:00 P.M.
Memorial Hall
Woodward
Avenue
Baptist Church**

Second Session

(SPONSORED BY THE DETROIT AND MICHIGAN PRINCIPALS)

Earl R. Laing, principal, Burt School, Detroit, Michigan, *presiding*

MUSIC

District Band and Glee Club—District "P" Detroit, Earl R. Laing, District Principal

REPORT OF RESOLUTIONS COMMITTEE

ELECTION OF OFFICERS

EDUCATION IN A DEMOCRACY

William J. Cameron of the Ford Motor Company

THE INTERVIEWING OF CELEBRITIES

Helen C. Bower, Library Critic and Writer, Detroit Free Press

PROBLEMS IN BEHAVIOR AND DELINQUENCY

Harry J. Baker, director, Psychological Clinic, Detroit Public Schools

TUESDAY

June 29

2:00 P.M.

Memorial Hall

Woodward

Avenue

Baptist Church

Film Showing of School Projects—The Visual Education Committee will show pictures on Monday and Tuesday afternoons, demonstrating the use of motion pictures as an aid to teaching. These pictures, under the direction of Harry H. Haw, principal, Alice Birney School, San Diego, California, will be shown in the Lafayette Room, Woodward Avenue Baptist Church, at 2 p.m. Word has just come from Mr. Haw that he has secured the promise of a very fine film produced by the Santa Monica City School (Calif.) entitled "Dynamic Education" showing children at work on their "Units of Work."

Social Affairs—Breakfast—The Get-together Breakfast of the Department is the first meeting of the group and is one of the most delightful occasions of the convention. Be sure to come and bring your friends Monday morning, 7:30 at the Statler Hotel. Here you will find old friends, new friends, tried and true friends and you will want to meet these fine folks as early in the convention week as possible. The price of our breakfast will be \$1.00 plus tax.

Banquet—If anyone asks you to make some engagement other than our banquet on Tuesday evening, June 29, 6:00 p.m., Dearborn Inn, let me tell you now you had better refuse. The Detroit group has made many lovely plans which they are keeping secret because those who secure the first three hundred tickets can attend. The Detroit group has also made arrangements for our transportation and they will have cars waiting for us at the entrance of the Statler Hotel between 5:00 and 5:30 p.m. Be sure and be there on time. The price of our dinner will be \$1.75.

Enrolment Chairmen Meeting—On Wednesday afternoon, Statler Hotel, 2 p. m., there will be a meeting of all State, City, County and District Enrolment Chairmen. At this time we shall make our plans for our enrolment campaign next fall. Be sure to come for this important group of people needs your help and your ideas.

The National Congress of Parents and Teachers announces the election of Mrs. J. K. Pettengill of Detroit, Michigan, as President at the Forty-first Annual Convention.

Conference on Elementary Education

Another Service of the D. E. S. P.

Why—The Department of Elementary School Principals is anxious to give those who are interested in elementary education an opportunity to meet together and discuss the very best ways to give our vast army of boys and girls of our nation the best training possible to prepare them for life.

Where—Room 4009, U.H.S., University of Michigan, Ann Arbor, Michigan.

When—July 5 - 16, 1937 - MTuWThF, 9:30 - 12 and 1:30 - 3.

Who May Attend—All persons interested in elementary education.

Nature of Course—B155S - This two weeks course deals with the work of the elementary school, for the improvement of instruction and to facilitate learning. Training and experience in elementary education are required.

Faculty—The following outstanding educators are to be our leaders in the conference: Dr. Agnes Samuelson, Iowa State Superintendent of Public Instruction; Dr. L. W. Keeler, Dr. S. A. Courtis, Dr. Clifford Woody, Dr. Willard C. Olson, members 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. 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.

Demonstration School—Because of the need for expanded opportunities for observation, the University Elementary School will double the size of its program for the Summer Session of 1937. According to present plans provision will be made for six groups of children between the ages of $3\frac{1}{2}$ and approximately $13\frac{1}{2}$ years. Each group will meet for a morning session five days a week, beginning on Monday, June 28.

Credits—Two hours credits will be given by the University of Michigan, to all persons who take the course.

Tuition—A fee of \$15 will be charged for the two weeks course. There will be no additional fee.

Housing—It will be possible to secure attractive living quarters at a nominal cost. Principals may secure board and room at Mosher-Jordan Hall. The rate is to be \$7.00 for the period of the course. Board will also be available at \$1.00 per day. All applications should be filed *immediately* with Mrs. Byrl Bacher, Office of Dean of Women, University of Michigan, Ann Arbor.

You are most cordially invited to attend!!!

An Experimental Test of the Value of Homework in Grades Five and Six

H. D. Vincent, principal, School 16, Troy, New York

After considerable investigation the writer has failed to find adequate scientific data concerning the value of homework as ordinarily administered in grades five and six. Therefore, one of the mooted questions of today in education is whether it pays to require homework of all children in the elementary schools.



H. D. VINCENT

In this investigation the meaning of the term "homework" is the assignment as commonly made by the ordinary teacher. However, in all cases in this experiment, it was the rule to assign work in connection with the regular lesson, but of a different nature. The work was not identical with the regular class recitation. Moreover, each assignment was explained when given in order that it might be properly done. All work was handed in and corrected by the teacher, after which it was returned to the pupil in order that he might profit by any mistakes.

If personal opinion alone were the deciding factor no definite conclusion would ever be reached. Teachers differ from one extreme to the other in answer to the question as to the value of homework. Some believe it is necessary, while others are convinced that it does not pay.

Of course, it makes a difference as to what grades are considered in making a statement concerning the value of homework. It would evidently be absurd to require homework from first-grade pupils. On the other hand it might be just as absurd to say that all homework is useless in grade eight. Probably the decision is hardest to make in regard to grades five and six. Therefore, this research was confined to those grades. The time consumed was twenty weeks; and the experiment covered geography, arithmetic and English.

Arguments in Favor of Homework.—There are reasonable arguments offered in favor of homework for pupils in the grades above mentioned. Even those who would not assign nor require homework of all pupils admit that it is worth something to keep the minds occupied lest mischief creep in when children are out of school. Many parents recommend homework for this reason alone. On the other hand, some teachers believe that a certain amount of homework serves as a splendid drill on work taken up in class.

Arguments Against Homework.—Those opposed to homework, on the other hand, are found among teachers and parents. Some teachers believe that homework is of very little value since it is often done by the parents or an elder member of the family. Any teacher will probably admit that this is often the case. Then, too, it frequently happens that homework is done by a method that is not wanted by the teacher. And, moreover, work is sometimes incorrectly done, which may be a detriment to the child.

The Problem.—The purpose of the investigation was to determine scientifically whether anything is gained by requiring pupils to do homework regularly assigned and outlined by the teacher. To be more specific: (1). Do pupils who do homework of the conventional type perform better in the final subject matter examinations than those who have no homework?; (2). Are pupils of the fifth and sixth grades affected alike by homework?; (3). Is the effect of homework the same in English, geography, and arithmetic?; and (4). Are bright pupils affected the same as dull or normal pupils by homework?

Method of Procedure—It is admitted that, in order to carry out an experimental test of this kind and to arrive at a definite conclusion, it is necessary to remove irrelevant factors so far as possible. Groups must be practically equivalent, and they must be taught by an unbiased, open-minded teacher in order to remove the influence of the personal equation. In other words, there must be no other differences in ability nor advantages for either group except concerning the one factor in question, namely, that one group shall have no homework and the other group shall. A psychological factor also must not be overlooked. Regardless of the way the groups are selected, there is apt to be a feeling on the part of one group that it is not being fairly treated. It will not be advisable to give one group homework and entirely to ignore the other. It is possible, for example, to assign work in geography to one group and arithmetic to the other. In this way, both groups would have homework, but the subject matter would be different. This would tend to eliminate any feeling of neglect on the part of the pupils of either group.

This is the plan that was carried out in this experiment; and it seemed to work satisfactorily. With this in view and the fact that the same teacher had charge of both groups in every case, the next and all-important factor to consider was the actual selection of equivalent groups.

Selecting the Groups as to Sex.—Making use of the "ranking process,"¹ the teachers involved were asked to rank the boys and girls separately. Taking "ability to do school work" as the basis, the teachers were instructed to rank their pupils, the boy best equipped being considered as number one, and so on. The object of this process was to establish a sound method of securing an equal number of boys and girls on each side. To expedite matters, it was proposed to give a name to each group. For example, one teacher named them the "midgets" and the "giants". Those names were retained by the teacher for convenience. The process may be illustrated thus: Suppose the names of the pupils were Jack, John, Alice, Mildred, William, Charles, Rachael, Elsie, James, Henry, Helen, and Jane. Now the teacher might rank the boys and girls separately according to their general ability based on the teacher's judgment.

If we wished to have the boys work as one group and the girls as another, this would serve as a very crude division. But the plan would not be proper since boys, as a whole, might do better work than girls, as is often the case in arithmetic.

¹How to Measure in Education. W. A. McCall, Columbia University, New York, p. 364.

So, with this start, we were able to distribute the boys and girls equally between the groups. The important element to keep in mind was to match those of equal rank so far as possible in adjusting the groups. A revision would again be necessary. . . .

This resulted in placing an equal number of boys and girls on each side; and so far as the teacher was concerned, the sum total of ability of the two respective groups was about the same. This, however, was still tentative since no one could say positively that the girls were equal as a whole to the boys. The situation was favorable, for it was necessary to make further adjustments if we were to consider chronological age and mentality. So, under the circumstances if further adjustments were to be made it would be advisable to shift pairs that were as nearly the same in rank as possible. For instance, if the sum total of the ages of the "midgets" were higher than the "giants" it would be desirable to make some adjustments to even up the conditions. The change was made very readily without changing the comparative ability of the groups. The result was that the total chronological age or sum of the ages of one group was about equal to that of the other.

Pairing According to Mental Ages—The next step in securing equivalent groups was to obtain mental ages of the individuals. If the pairs do not balance to a reasonable degree, further adjustments seem necessary. Such was the condition in this case. McCall's Multimental Scale² was used to determine the mental ages, and the results were used accordingly. When the final adjustments were made, the sum total of the mental ages of one group approximated the other.

So far as possible, then, the groups were so selected that the general ability of the two groups was equal; and we should naturally expect them to do work equally well under the same conditions. In fact, all irrelevant factors were so far as possible removed; and only the one factor that was particularly involved in the experiment stood out for comparison. That was homework.

Basis of the Conclusion.—The problem in this case, now, was to determine how the merits compare with the demerits in giving homework. So it was the plan of this experiment to find out whether the advantages equal the disadvantages from the standpoint of homework in grades five and six. Therefore, it would be reasonable to believe that, when the final examinations were given, the problem would be settled in the affirmative if the home-workers showed better results. But if the results were about equal to those who had no homework, or if the difference were negligible, then the conclusion would follow that homework does not pay. As a matter of fact, to anticipate in each of the three classes, 5A, 5B, and 6B, it was found that the difference was very slight and that it probably did not pay to give homework.

To further illustrate the situation, the actual results in 5A geography were found to be as follows, based on the results of the final school examinations in June: . . . It was found that those who had homework in geography had an

²The Multi-mental Scale, W. A. McCall, Bureau of Publications, Columbia University, New York, N. Y.

average of 79.5 percent, and, that those who had no homework averaged 78.9 percent, a negligible difference of only six-tenths of one percent in favor of the homework pupils.

Conclusion for 5A Geography.—The conclusion follows, then, that considering the fact that much time was spent by the pupils in doing the homework besides the time consumed by the teacher in assigning and correcting the same, the gain was negligible by our form of testing and that homework in 5A geography is probably not a paying proposition. We have reason to believe that our test adequately measured the benefit in scholarship.

Conclusion for 5B English.—Another illustration follows in 5B English. In this class the same method was followed as described above in selecting the equivalent groups. Each group contained an equal number of boys and girls, the chronological ages were as nearly equal as could be expected, the mental ages were about equal, and the pairs were about the same in ability as judged by the teacher. Sixteen pupils were used in the experiment; and the results were as follows, based on results covering a term of one half school year. . . . The group having homework made an average score of 71.2 points while the group that did no homework at all made an average of 72.2 points. From these results it would appear that some homework does more harm to scholarship than good. At most the difference is negligible; and again the conclusion follows that homework in 5B English probably does not pay.

Conclusion for 5B Arithmetic.—Let us next consider the subject of 5B arithmetic. With the same equivalent groups at work, selected as they were in the experiment with English, the results follow: . . . The average for those who had homework was 84.7, while those who had no homework had an average of 82.3. This would indicate a gain of 2.4 points as a result of doing homework. But there is a further consideration in connection with this group. It seemed impossible to match a pupil named James. He is nearly always a 100 percent pupil. His I. Q. is very high, and he reasons like an adult. He is on the homework side. This and other factors entering into the situation would tend to account for some of the differences in final results. So, all things considered, it is again reasonable to conclude that the gain as a result of homework in 5B arithmetic is negligible.

Carrying the report still further, it may be said that the following results were found in 6B arithmetic. . . . In this case the pupils who had homework earned an average of 82.4 points, while those who did not homework earned an average of 77.5 points. This shows a difference of 4.9 points in favor of the group that did homework in grade 6B. In other words, it appears that the class without homework lost on the average nearly 5 percent. In this arithmetic group the difference could hardly be called negligible. In tabulating the results there was one phase of special interest: The results were so arranged as to show that marks were identical for the first five pairs of pupils. Evidently, for one half the pupils including the best, nothing was gained by homework. The gain in 6B arithmetic was confined to the slow pupils.

Conclusion for 6B Arithmetic—In this grade the benefit seems to be confined to the weaker pupils of the class. That is, it may be worth the time and effort for slow pupils in 6B arithmetic to do homework, but probably not for the bright ones. Of course the numbers are too small to make conclusive generalizations beyond question.

So much for 6B arithmetic.

Conclusion for 6B Geography.—The group in grade 6B geography that had homework earned an average of 83 points and the group with no homework earned an average of 86.2 points. This result shows a difference of 3.2 points, an average of over 3 percent in favor of the pupils who had no homework in geography. The conclusion would naturally follow that homework probably does not pay in 6B geography.

Of course, slight discrepancies will creep into such a long piece of experimental work. At best the groups are not strictly equivalent. Then, there is the possibility of error in rating the final examinations. The final results were based on the objective type of test given at the close of the school year. These tests are the regular final examinations for the semester. They are made up by committees appointed by the superintendent. There is a committee for each major subject and each test must be approved by the superintendent and the various committees before they are used. The tests yield a raw score, which is converted into a percentage mark for convenience.

Summary of Results—If it pays at all to give homework in grades five and six, this experiment would indicate that the gain is confined to slow pupils in 6B arithmetic, since there was practically no gain in English nor geography; and a further conclusion might also be made from observation of the above results. The gain, if any, tends to show up more in the higher grades. Basing our conclusions on raw scores, we find the following results for three classes:

HOMEWORK		NO HOMEWORK	
Grade	Mark	Grade	Mark
6B	34.4	6B	32.2
5A	32.6	5A	32.3
5B	26.3	5B	27.3
Average 31.1		Average 30.6	

General Conclusion—According to the above figures there is a grand total gain of only five-tenths of one point in favor of the group having homework. Considering all the work and worry involved in giving and correcting homework, the final conclusion in this experiment would follow that the gain is negligible as a whole and that probably it does not pay to require homework from all children in grades five and six. If there be any value in homework, it seems to be confined to slow and backward pupils. The disadvantages appear to outweigh the advantages in general, altho further research is desirable. It is to be hoped that this experiment will be repeated on a larger and more intensive scale, covering a longer duration of time. The writer would gladly cooperate in the continuation of such an experiment. . . .

The Organization of Extra Curricular Activities

R. C. Johnston, principal, South Highland School,
Birmingham, Alabama

Ours is a platoon school so organized since 1921, housed in a building erected in 1906, three stores and basement in height. The enrolment is 925, grades one to eight. Only the first-grade children are in the non-platoon classes. At present there are twenty classes in the platoon organization. There are ten home rooms where the three R's are taught and ten classes of specialized instruction—literature, library, science, play, art, music, auditorium, manual arts, home economics, and, writing. Children in the home rooms exchange with the children in specials each hour and a half, once mid-forenoon and once mid-afternoon.



R. C. JOHNSTON

In addition to these two major divisions in the platoon organization, usually referred to as platoon x and platoon y, we have a number of instructors whom we may designate as extra-specials. Lessons in piano, aesthetic dancing, French, wind instruments, violin, cello, rehearsals for glee club, band, orchestra, rhythm band, dramatics, and a variety of special programs and entertainments we may list among the responsibilities of these extra-specials. These latter instructors come to the school on hours and days as the need arises. They work out from the superintendent's office, under supervisors of the several departments.

Roughly then, for purposes of discussion, we have four major divisions:

First grades taught on a traditional schedule; *fundamentals* taught in home rooms (each child spends half of each day in H. R.); *specials* by which we mean the newer subjects of the curriculum such as manual arts, home economics, etc.; and, these *extra-specials* such for example as aesthetic dancing.

How then can this four-cycle school function in a six-hour day or a thirty-hour week without conflict and without loss in the essential and required subjects? Co-operation is the answer. To the smallest detail the success is due to teamwork—teamwork of child, teacher, patron, administration.

Our children bank their savings each week, at school, for a down-town bank. These children enjoy and profit by orchestra and band rehearsals daily. Certain other groups of students get out a four-page newspaper four times yearly. This paper has been in circulation now for fifteen years, the last two years winning second place in a nation-wide contest conducted by Columbia Scholastic Press Association of New York, and each issue is sent to all homes free of cost to the children. The Parent-Teacher Association pays the bill. There are frequent meetings of the art club, Junior Red Cross, Safety Council, traffic patrol and student self-government group. Still other pupils contribute to weekly school pages in the local press. There are two rehearsals weekly of a glee club of seventy members. Other groups write and rehearse programs for occasional community meetings such as luncheon clubs, churches and P.-T. A. Occasionally these children are invited to put on radio programs dealing with such topics as public health and safety.

Our self-government scheme, or pupil participation in affairs of the school, is a very simple plan. It is ever active, however, and many of us believe it to be a wonderful laboratory or training ground for better citizenship. No official abdicates, or in the remotest degree feels that official responsibility can be shifted to the pupils. But it is a fact, observed over a period of years, that there is no longer the problem of discipline in the old meaning of the word. The name of the organization is the C. C. C. Club. The initial letters of the words *courtesy*, *co-operation*, and *control* give us the name. This club is composed of representatives from each class and organization of the whole school. There are twenty-five members. They meet with the principal each Friday morning for thirty minutes. At this weekly meeting we discuss matters in general and particularly those items of interest previously discussed by the twenty-five organizations from which the C.C.C. representatives come as delegates. Benefits are reciprocal, we believe, for the members of this central unit report back to their several organizations the decisions of this final meeting of the week. We believe the plan thus fosters a greater respect and confidence between teachers and students.

One of the oldest organizations, in point of continuous service, is the traffic patrol. This body is made up of older boys. They wear the well-known Sam Brown belts and twice daily handle heavy traffic at two busy street crossings at the school. This group is proud of its record over the years of never having had an accident. On numerous other occasions these boys take pride in serving their school. On such occasions as Education Week when many visitors are at the school these traffic patrol boys co-operate with the girls who are known as *courtesy guides*. These girls wear arm bands made up in school colors distinctly marked with the letters C.C.C., their chief duty being to guide corridor traffic during the change periods.

To mention the school cafeteria may appear to be beside the point of this article. Bear in mind that our school day is from 8:15 to 3:00 with no double session. That is to say, our busy period indeed is the lunch period when all the children eat at the school lunchroom. To accommodate this situation we start serving lunches at 11 and serve all the students in four groups of nearly two hundred fifty in each group, thus concluding the lunch period at 1 o'clock, each child having a thirty minute lunch period. Never once during this long day is there a period when the teacher may feel any portion of the responsibility shifted to the home. Indeed, during any of these four lunch periods we may have visits by the patrons themselves. They may wish to observe the kind and quality of food being served their children or they may desire to inspect the manner of conduct either in the lunchroom or on the grounds or in the gymnasium. These visits on the part of the patrons are usually very cordial and friendly. Without elaboration further, as must be clear to any school principal, we have here a social situation in which all student organizations may find most fertile soil for genuine service and development.

The highlight of the year for the school band, of course, is the parade on Armistice Day thru the streets of the business area, along with other civic organi-

zations. Also the band performs once a year at a regular meeting of the P.-T. A. Occasionally, they get to play for other community groups. But of all else they look forward to the time of promotion when they join the band of the neighboring high school and are allowed to play at football games. As our school usually furnishes a large quota to this high school band, it is easy to see how we keep them on tip toe.

Except in the matter of football, our orchestra can be said to duplicate the activities of the band. There are fifty members under the guidance of a talented teacher and leader much interested in their progress. The orchestra plays for the P.-T. A. each year and, of course, "receives the plaudits of the multitude."

Typical of the service clubs we may mention the art club which makes posters, wood block prints for the school paper, paints murals for lunchroom, music room and other special rooms. This group studies the paintings and pictures of the school and keeps them arranged in the most suitable and logical manner. An occasional ambitious project such as murals for the auditorium may involve the efforts and interest of the whole art club for a year. Junior Red Cross is another service club. They are busy most of the time in exchange projects for other cities or even foreign countries and invariably head up the work among the pupils for the local community chest drive. The last service club to be mentioned is the ushers club, previously referred to as courtesy guides.

Better than any other device thus far attempted for finding time for all these extra activities is the one we now use. At the beginning of each semester, when schedules are being considered, it is agreed that we shall leave as an "open period" the half hour from 11:30 to 12:00 daily for clubs of all kinds. Of course, many of the more active organizations like the traffic patrol and ushers club need have no daily meetings. With others such as the orchestra, glee club and the like this half hour is the most satisfactory answer. And for the regular classes it is a most excellent time to catch up with work little understood earlier for many pupils who have no inclination towards clubs.

With these manifold activities do the pupils keep up with essential and required subjects? We think we have the answer, at least so far as our school is concerned. Here it is:

Stanford tests and Unit Scales of Attainment given our pupils over a period of eight years indicate improvement year by year, the best rating being a year above the national norm. During these eight years we have extended our program of extra curricular activities—those aspects of life which have added to the child's enjoyment, increased his self esteem, brought into play a wider variety of talents, stimulated initiative, developed poise and furthered the morale of the whole school family. It is not the contention that our academic standing with fewer activities would have been the same. We have no valid tests to show that its standing would have been the same, lower or higher. Perhaps the academic subjects would have shown a better rating. With a limited teaching force during the depression it certainly would have been easy to argue for a lighter load for the teachers. A fine teacher recently said, "The only thing we lack now is a barber shop." The humor of the remark may be accepted in either of two ways.

Certainly the teachers and officials are kept so busy as to make it difficult to get to the barber on anything like a regular schedule! It is safe to assume, we believe, that with a rating a year ahead of normal, an activities program in our school has not greatly interfered with the academic attainment of our students. It is of interest to note that patrons rarely complain. Needless to say, the children have the time of their lives at school.

It is to be hoped that the reader understands the spirit back of this brief article. First of all it is written early in a busy school year of the early fall of 1936 for publication a year hence. Changes are taking place so rapidly these days both in curriculum content and school practise the world over that to venture to write on any subject for publication one must plead for the kindest indulgence from his fellow principals. That we have said nothing new is only too evident. You could have said it better. But this is the way we have attempted our program of extra curricular activities. It has seemed the best method for us. And we believe we have sensed valid returns whether we have clearly indicated these returns or not. It is not the form that matters but the spirit. This should be stated with great emphasis. Another year we shall use other plans dependent upon situations then at hand. Assuming that a spirit of closer friendly co-operation between teacher and pupil is established, the school should throw more and more responsibility on the pupils. We can teach democracy by directing the practise of it.

Hail! And Not Farewell!

(To W. S. Bellamy, principal, Winnetka School, Died January 21, 1937)

On a sun-swept hill, overlooking the city
Your body lies, beside her, whom you loved.
Wild birds will sing, and bright flowers
bloom,
Eerie wind-fingers sometimes may play
Through the chime-tower near by
Your chosen "Indian Love Call."

Your restless form has found repose,
Your avid mind is calm at last,
Your intrepid spirit is of earth unfettered.

To you belong the mists:
Hail! and thank you, for all you've been
to us—

Friend, teacher, counselor, champion—
In the years that are gone, and those yet
ahead.

In life and in death you were true to your
creed:

"A brave man lives, when the fight is on,

And a brave man dies, when his fight is
gone."

Your going confuses us, the way is less
clear,
We are bewildered, our compass seems to
waver.

We'll steady our craft, adjust our chart,
Straighten our course, and face forward—
Such you taught us in your happier years.

With all kindness and love,
With deep appreciation,
With the highest esteem,
We'll remember your life
And veil gently your death.

Hail! and not farewell!

—MATE GRAYE HUNT,
Librarian, Winnetka School.

Winging Peaceward!

Grace E. Koerner, principal, Seth Boyden School,
Maplewood, New Jersey

On a certain day in 1826 the first Inter-American Peace Conference in Panama was called by the great South American, Simon Bolivar. One hundred ten years later, December 1, 1936, another Inter-American Peace Conference in Buenos Aires was called by the great North American, President Franklin D. Roosevelt. These intervening years have been darkened by the long shadows of relentless economic warfare, nationalistic aspirations, and mutual indifference.

Why has the bright light of high peace ideals been shut out by the dark clouds of contention during this long interval in the Western Hemisphere? Does it not all hinge on the geographical isolation of the one continent from the other? For years, these two vast continents of North and South America like a huge hour glass, or better, century glass, have permitted the tiny grains of intelligent and sympathetic understanding to sift thru so slowly that their passage seems to have been choked. Yet, at the end of their last centennial journey, a new and brighter century dawns. What has freed them from their stagnation and allowed them to continue their flow? Was it not the opening of the Panama Canal in 1914 bringing in its train much capital and increased business? Then, too, twelve years later, did not the beginning of a great air route, the Pan American Airways link the two continents together? Today that extensive route of 20,000 miles joins each of the twenty-one links, or American republics, into a great chain, or family of nations.

Each week these aerial ambassadors of goodwill are winging their way with thousands of postal messages and human cargo in and out of these distant points. The resultant interchange and intermingling of human relations and business interests have done much to lay the foundations for the Buenos Aires Conference and make possible these words of President Roosevelt:—

"I feel confident that on the solid foundation of inter-American friendship, equality and unity, the Conference at Buenos Aires will be able to take further steps for the maintenance of peace, thus insuring the continuance of conditions under which it will be possible, nay, inevitable, for the economic, social, cultural, and spiritual life of the nations of this hemisphere to reach full growth."

Amid unparalleled acclaim President Roosevelt came, opened the conference, and bade farewell, leaving the great undertaking to the Honorable Cordell Hull.

On December 6, as the Honorable Cordell Hull mounted the rostrum in the Chamber of Deputies a supreme silence, breathing only veneration, held the audience spell-bound. Immediately, the low, soft voice of Secretary Hull rang thru the amplifier, as he presented his eight pillars of enduring Peace:—

1. "People must be educated for peace. Each nation must make itself safe for peace!"
2. "Frequent conferences between representatives of nations and intercourse between their people are essential!"
3. "The consummation of the five well-known peace agreements will provide adequate peace machinery!"
4. "In the event of war in this Hemisphere, there should be a common policy of neutrality!"

5. "The nations should adopt commercial policies to bring each that prosperity upon which enduring peace is founded!"

6. "Practical international cooperation is essential to restore many indispensable relationships between nations and prevent the demoralization with which national character and conduct are threatened!"

7. "International law should be reestablished, revitalized and strengthened. Armies and navies are no permanent substitute for its great principles!"

8. "Faithful observance of undertaking between nations is the foundation of international order and rests upon moral law, the highest of all law."

The earlier silence then broke into enthusiastic applause. Again and again, the applause gained momentum as the various diplomats congratulated Mr. Hull. Much eagerness, enthusiasm, earnestness of purpose, and cordiality prevailed upon the part of each of the twenty-one delegations present, as each afternoon, they discussed in the committee meetings, organization of peace, neutrality, limitation of armament, juridicial problems, economic problems, and intellectual co-operation. The last two, namely economics and cultural relations, are indeed the foundation for a satisfactory outcome of the other four conventions and consequently the foundation of peace. The final results of the Conference revealed that the delegates fully realized this significance, for under the economic convention, thirteen projects had been unanimously accepted. Of the sixty-eight projects agreed upon by the Conference, thirty had been developed by the committee on Intellectual Co-operation.

This promotion of intercultural relations planned that each republic exchange a professor and provide for two fellowships every year with each of the other twenty republics, as well as to foster travel, exchange educational exhibits, and promote libraries. Furthermore, it provided for a study of further possibilities thru instruction, of the radio and press, and existing organizations of boy and girl Scouts, women writers, and artists to co-operate in establishing and preserving conditions which contribute to peaceful living.

What a magnificent opportunity! It is inestimable in its potential possibilities and unique in the history and peace efforts of the Western Hemisphere. It is unique, because under federal leadership, every citizen, in every republic thruout the Western Hemisphere, may acquire accurate information about the social, economic, and political life of the citizens thruout the twenty-one American Republics. Not only the individual but every existing organization, is interested in peaceful living, and is invited to take part in this great program to stimulate and quicken the flow of intellectual and artistic cultures between the two continents. Thus, all the citizens of the Republics of the Western Hemisphere in bonds of sympathetic understanding and friendship as a great family of nations "will create an unparalleled power for international peace, justice and security," and as President Roosevelt hopes, "will give renewed hope and courage to the war-weary people of the world by demonstrating to them that the scourge of armed conflict can and will be eliminated from the Western Hemisphere."

Bring your friends with you to 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.

The Principal's View of Supervision

Belle L. Dickson, supervisor, Upper and Intermediate Grades,
Humboldt State College Elementary School,
Arcata, California

As principal I am responsible for the welfare, that is the growth and development of all pupils who attend this school; responsible for not only their mental but for their physical, moral and social growth. And, as fellow-workers, every teacher in this building must accept a share of this responsibility.

One of the most important duties of any principal is that of supervision so you may expect to be visited often. From my experience as a classroom teacher I recall that many teachers look askance at supervision and some resent direction of any kind. This may be due to a misconception on their part as to the meaning and purpose of supervision. In order that we may better understand each other and work together more effectively, I'd like to explain my view-point in regard to supervision.

As I see it, we are coworkers engaged in the important task of guiding the personal growth as well as the educational progress of these boys and girls. I shall visit your classrooms frequently in order to become better acquainted with each child, as well as to study the type of instruction in the various rooms. This will enable me to better assist in any problem you may have.

These visits will in no sense be used to check your work in reference to rating, for one purpose of supervision is to "make good teachers better, fair teachers good, and to keep weak teachers from failing." The main purpose of supervision is to improve the quality of our educational product, that is, our graduates. The tangible means of improvement are thru the teaching process itself, thru the administering of a growing curriculum and thru certain incidents of school life which constantly arise and which may when wisely dealt with, result in new and desirable attitudes or appreciations on the part of the child.

Thus, my interest in you is as agents for the improvement of instruction. Incidentally, you will find yourselves growing as you consciously guide and direct the growth of the children.

In all schools there are certain hindrances to professional growth. Some of these are crystallization and inertia due to chronological age, perfection in technic and the habit of using a few good but over-worked devices, or substituting devices for principles.

The very fact that the teacher is dealing constantly with immature minds and in a more or less circumscribed environment may constitute a further impediment to progress. And finally, isolation, either geographical or mental, offers a serious obstacle to growth.

Democratic supervision, by furnishing wise leadership and guidance may serve to overcome or to lessen these handicaps and at the same time to help the teacher



BELLE L. DICKSON

keep alive the ability to change. For it is thru study and conscious change and variation that we make progress.

Let me repeat my belief that democratic supervision may be of real service to every teacher; let me repeat too that our work this year should be on a partnership basis since we share alike in our responsibility for building up a high type of citizen.

Upon two major qualities depend, in large measure, the success of our work here together. The first is *co-operation*,—a realization that your problems are mine and my problems are yours and that the difficulty encountered by one teacher concerns all the rest of us inasmuch as we are all interested in the development of our educational product.

The other, *loyalty*, is easier to recognize than to define. It is loyalty which keeps us open-minded and ready to consider another person's viewpoint; it is loyalty too which enables us to make our neighbor's interests our own, and finally it is loyalty which guarantees a willingness to strive for the greatest growth of the children entrusted to our care.

Co-operation and *Loyalty* to our common interest, should make our year together pleasant and profitable and hence successful.

The Constitution of the United States

The United States Constitution Sesquicentennial Commission, Sol Bloom, Director General, House Office Building, Washington, D. C., has recently published a book on *The Story of the Constitution*. This 192 page book is a valuable source of information upon all subjects relating to the formation of the Constitution, including facts pertaining to its formation and meaning; literal texts of the Constitution, of the Declaration of Independence, and of Washington's Farewell Address; portraits and sketches of the signers of the Constitution and of the Chief Justices; tables of ratification, admissions, and of amendments; alphabetical analysis; national growth and changes (with maps); history of the Great Seal; and questions and answers pertaining to the Constitution. Paper-covered book, 10c a single copy, 15c when mailed in a cardboard carton. Orders of ten or more copies for schools 10c each. (De luxe edition—leatherette cover—\$1.00). Remittance to *this Commission* should be made payable to the TREASURER OF THE UNITED STATES.

A set of six sheets including facsimiles of the Constitution (4 sheets) and of the Declaration of Independence (1 sheet), and the portraits of the signers of the Constitution (1 sheet); may be obtained for \$1.50. A single sheet is 25c.

Information sheets containing facts regarding the activities for the nation-wide historical celebration opening September 17, 1937, and continuing thru to April 30, 1939, the 150th anniversary of the inauguration of General Washington as President of this Republic, are available. A poster depicting in colors the signing of the Constitution, which is Howard Chandler Christy's interpretation of this event, will be available September, 1937, at the opening of the celebration.

Emotional Conflicts Involving Relationships Between Home Training and School Experience

Mandel Sherman, The Orthogenic School, University of Chicago, Chicago, Illinois



MANDEL SHERMAN

Every teacher realizes that one of the important functions of the educational process is to develop desirable personality and emotional traits which will be an asset to the child not only in his immediate adjustments but also as preparation for the future. Teachers realize, however, that many difficulties are involved in the education of personality. The teacher is confronted with the problem of influencing personality during only a short period of the day. Parents and other siblings as well as a variety of acquaintances and friends affect the child's personality, often in ways contrary to the program built up by the teacher. Furthermore the attitudes of parents toward personality development of children differ at times from those of teachers. Altho parents are much closer to the school program at present than they have been in the past, the problem still remains of unifying the aims and goals of teachers and parents.

In one study at the Washington Child Research Center, conducted in 1929, it was found that not only are the aims of parents different at times from those of teachers, but their observations are also colored by their own personalities. It was found in that study that parents reported different types of problems from those observed by the teachers. Parents were concerned, for example, principally with the obedience of their children, whereas teachers were concerned mainly with the ability of their pupils to develop social traits which could allow them to co-operate successfully with their fellow pupils. Parents were also concerned with various traditional manners and habits, such as politeness and immediate responses to the wishes of their elders, whereas teachers were concerned with the development of independence and responsibility.

In other studies reported in the literature, it has been shown that one of the difficult problems encountered in the development of desirable personality traits is the insistence of many parents upon overprotecting their children. They often shelter and protect their children from facing the realities of competition and of adjustment to the desires of other individuals. These children enter the elementary schools with an egocentric attitude because of which they are unable to take part in the responsibilities which they naturally face in the school situation.

Piaget of Switzerland found, for example, that over 60 percent of the verbalizations and activities of young children were concerned with egocentric reactions in which the personality of the child was put above those of others. Gradually the percent of egocentric responses decreased with age. In other studies it was found that the egocentricity of children was a function of the kind of training that he had both in the schoolroom and in his own home.

The function of the teacher in the development of character and emotional traits is well illustrated in the results of the study by May and Hartshorne. They found, for example, that the amount of deceitful behavior that a child shows is often related to the kind of training the teacher gives him. Since deceitful behavior is generally at first a protective emotional response against immediate or impending failure, the child will naturally resort to such behavior as he believes that his success in establishing his status depends upon, for example, during an examination. Teachers who also insist upon too strict a delineation between success and failure and who are too emphatic regarding minor differentiations of behavior, are likely to inculcate into children the habit of deceit, in direct contradiction to the goals that they have set up.

The interrelationship between the emotions and personality is very well known. It is difficult to define the term "personality" since many overt and subtle traits are involved in the final definition of behavior. It is well, therefore, to think of the term personality in its conceptual meaning, implying that personality can be defined as the mechanism thru which the individual adjusts himself to his environment. The function of personality is in part the attainment and maintenance of an individual's integrity in relation to his fellow-men. Therefore, an individual develops characteristics of one sort or another in the process of development the mechanism thru which he may maintain a given status in his particular group. The individual, may, however, develop several concurrent mechanisms, but his personality is generally characterized by the one which is dominant. Thus some children are characterized as argumentative and quarrelsome, others as negativistic, and still others as introverted and extroverted. It is significant that the emotional content of an individual's characteristics determines in most instances, the nature of his adjustmental responses.

The emotional conflicts of a child are one of the significant factors in the development of his personality characteristics. A conflict involves an unpleasant emotional attitude toward a discrepancy between the desires of an individual and his real or imagined attainment. Emotional conflicts therefore arise whenever the child believes that he has attained less than he is capable, and involves, in most cases, a belief that either he or someone else in his environment is responsible for a lack of attainment. When parents, for example, give too much attention to their children, and especially when they protect them from meeting responsibilities squarely, the result is usually an inability of the child to face the conditions which he meets in the school situation where he is accepted merely as one of many children.

One of the most critical periods a child faces occurs at the time when he first enters an elementary school. Unless he has had a long period of training in a nursery school situation, he has a difficult time making a transition from the attentive, protective conditions of the home to a situation in which he must be relatively independent. Such a child is easily disorganized and believes that he is being discriminated against when the teacher does not pay undue attention to him. Emotional conflicts arise because he cannot understand the difference between the home and school situations. Some teachers make the error of further protect-

ing such children, presumably in order to protect them from the development of conflicts. This, however, not only does very little good, but also increases the possibility of further conflict. When a teacher overprotects a child, he is likely either to continually demand such protection and therefore will be unable to face the competition of other children, or in some cases he will soon develop the belief that the protective attitude of the teacher is due to some personal defect of his. Consequently, a child first entering school must be treated carefully and adroitly in order to prevent the development of conflicts which are so common when a child first begins to face a competitive situation outside of his home.

Alfred Adler, of Vienna, has shown that every child sooner or later develops conflicts of inferiority because the comparisons with others which are forced upon him lead him to believe that he is inferior in some way.

In many instances these conflicts develop in the home situation if a child begins to believe that his parents, for example, discriminate against him in favor of his brothers or sisters. In most cases, however, conflicts of inferiority first manifest themselves when the child enters school because he faces for the first time competition to which he has not been accustomed previously. He notices for the first time that other children receive the same attention as he, that they have the same clothes and toys, and that they receive grades in school comparable, if not superior, to his. Unfortunately many parents identify themselves in the successes of their children and in consequence create a drive in them designed to attain success. Because success is impossible at all times, they are likely to develop emotional conflicts because lack of complete success implies failure. Since their parents have inculcated in them the belief that they can be successful if they only try, it is evident that they will develop an idea that their failure to be superior to others is due to some personal defect.

In addition parents over-emphasize the school marks that a child receives and thus further add to his anxiety. Many teachers, for example, are placed in the difficult position of explaining to the parents of a given child why he has not received high grades. Since these parents do not realize the tremendous range of individual difference they do not understand that a child is not necessarily a failure when he does not attain the highest grades in his classroom. For this reason many schools have been at work attempting to develop a system which will obviate the necessity of comparing children with each other in terms of the grades they receive. It is the purpose of these schools to stimulate children to their highest capacity by having them compete not with others but with their own previous attainments.

Another critical period which involves many children in emotional conflicts appears during adolescence. During this period the child's social horizon widens and he is faced with social problems with which he has had but little experience previously. He now becomes interested in relationships with adults and in interests in the opposite sex. In most instances schools provide a variety of experiences designed to aid in development his maturity. Clubs, dances, and social affairs are provided for him. Parents, however, in general refuse to allow a child to grow up since this means for them "growing away." Parents of this

type therefore continually frustrate the attempts of the school to give their children varied and mature experiences which do not always coincide with the attitudes of the home. If the school is to provide a rounded educational experience it is obvious that given children will differ in their attitudes from those of their parents. It is at the period of adolescence that many emotional conflicts arise because a child's desire for new experiences are frustrated by his parents. It is at this time too that a child is likely to identify himself closely with the personalities and attitudes of his teachers. For the first time he may question the integrity and knowledge of his parents. The previous training which causes most children to identify themselves closely with their parents now comes in conflict with their broadening experience and their attempts to emancipate themselves from the restrictions of the home. Unless these conflicts are solved for the child or unless he is aided by his teachers in their solution, his emotional problems increase and symptoms of neuroticism are likely to arise.

From the foregoing, it is evident that one of the factors involved in the development of emotional conflicts of children is the discrepancy between the training program, aims, and goals of the home and the school. A situation might be visualized for the future in which parents will participate actively with the school in the training of their children. In most cases nowadays parents are given the details of their children's behavior only when they become problems. In the future it may be possible to develop a program of detailed co-operation between parents and teachers out of which the training of the children will be uniform in the home and in the school. A system of education might be developed in which parents might enrol in the educational system when their children first begin to attend school. This enrolment will not be for formal training, but for the development of a continuous and co-operative scheme of education.

Teachers may be of additional aid in the prevention of emotional conflicts by acquainting themselves with the details of a child's previous home training and with the attitudes of his parents. The first transition period between the home and the school will be dealt with much more effectively when teachers know the child's previous training and his capacity for adjustment to a new situation.

The training program in the school can also be made much more positive than is sometimes the case. By a system of well-planned interviews it may be possible to discover a child's emotional conflicts before they become serious, and to discover also the factors of a child's previous training which clash with the demands of the school. The child's ability to face competition and reality without the innumerable escapes and emotional symptoms which are so common will be enhanced when he realizes that many of the apparent discrepancies between the ideals and attitudes of the home and of the school are not as important as they seem to be. He will also realize that the apparent conflict between home and school which occurs so often is not directed towards him personally but is one of the conditions of life which must be faced and to which an adjustment must be made. Thus children will be able to take more responsibility for themselves without falling back upon the protection of adults and without resorting to neurotic mechanisms of adjustment.

Appraising the Elementary School Program

1937 Yearbook of the Department of Elementary School Principals

Here is a yearbook that is *different!* Other yearbooks have described specific school activities, administrative and supervisory policies, curriculum practises, and methods of training. This book deals with the *appraisal* of these elements in the school program.

The word "appraisal" as here used does not mean the drawing of conclusions as to the strong and weak points of the American school system in general. It means the careful and continuous effort of school administrators and teachers to judge the quality of their own school programs. The 1937 yearbook does not attempt to tell in what ways the elementary school in the United States has succeeded or failed in its task. Rather, the book describes specific technics and criteria which have been used or proposed for evaluating various phases of the program in individual schools. It also discusses the uses and abuses of achievement tests and other instruments of appraisal.

Every elementary school needs constant appraisal of its policies and activities. Such appraisal cannot be carried on exclusively by school superintendents or central research bureaus; it requires the intelligent planning and co-operation of principals and teachers also. Every conscientious principal and teacher feels this need, and tries to evaluate his work as best he can. This yearbook will help him to do a better job of evaluation. It will suggest helpful points of view, useful methods of approach, and dangers to be avoided in appraising the work of the school.

Everyone working in elementary education should have a copy of this book.

A Yearbook on Reading for 1938

Thus far the Department of Elementary School Principals has refrained from entering the field of specific school subjects in the preparation of its Yearbooks. Interest in this area is so great, however, that the Editorial Committee will devote the 1938 yearbook to the topic, "Reading Instruction and Supervision in the Elementary School."

As planned, this yearbook will not duplicate other publications in its field. It should, on the contrary, present a distinctive and useful picture of the problems and practises of elementary schools in teaching children to read. The list of proposed chapter titles is as follows: (1) Introduction: The Importance of Good Instruction in Reading; (2) Reading Readiness; (3) Beginning Instruction in Reading; (4) Reading Instruction in the Upper Grades; (5) Provision of Reading Materials; (6) Corrective and Remedial Work in Reading; (7) Administrative Adjustments to Improve Reading Instruction; (8) Supervision of the Reading Program; (9) Evaluation of the Reading Program; and (10) Implications of Research for Instruction in Reading.



SAMUEL BERMAN
Chairman

The Informal Socialized Discussion

Marcelino Deveza, principal, Lucban Elementary School,
Lucban, Tayabas, Philippine Islands

An informal socialized discussion is a discussion in which the pupils are given plenty of chances to participate. A certain social situation is created demanding discussion under the guidance of the teacher. This kind of recitation is more functional in life. It differs from the formal socialized discussion in that the formal type organizes under an adult scheme. It is institutional and self-directing. It puts the pupils as leaders who stand in front of the class and makes the teacher stay in the background. The formal type, on the other hand, takes no special organization. The one reciting addresses himself to the group, not to the teacher. The pupils raise pertinent questions and talk to the point. They evaluate their own recitations and the contributions of others.

How is this method conducted? A selected unit is first presented to the class in a motivated manner. The teacher then creates a situation in such a way that the first topic in the outline previously organized is presented to the class. A pupil is called upon to develop the topic by using any of the following types: (1) Story type; (2) Descriptive type; (3) Comparative type; and (4) Cause and effect type. As soon as a topic is developed orally before the class, the members are given an opportunity to ask questions or raise problems for discussion. Any member of the class is given freedom to answer whatever question is raised. In the course of the discussion, conclusions may be drawn for the solution of a problem. In like manner all other topics in the outline may be developed so that the final conclusion for the solution of the main problem may be drawn.

Here is a sample problem. "Why Cagayan Valley Raises Much Tobacco?" A sample situation created is this: A pupil played that before he came to Lucban he had lived in the Cagayan Valley for several months. He told a story to the class about the soil and rainfall of that valley. A pupil told the following story:

Class, would you like to know what I learned in the Cagayan Valley? Well, during my stay in that place, I found out that it is a tobacco region. My father is a merchant. He buys bales of dried tobacco leaves. He goes from one plantation to another. When I went with him the first time, the wide tobacco fields surprised me. We do not have them in Lucban. Father told me that the soil in that region is rich. He said that much of the water that falls on the slopes of the mountain run into the streams. Those little streams flow to the Cagayan River. They carry mud. When they reach the Cagayan River, the water overflows its banks. The water then spreads muddy water over the lowlands of the valley. The people there say this mud is rich in plant foods. This is the reason why tobacco grows well in the Cagayan Valley.

Here are some types of questions raised by the pupils: "I wonder what mountains surround the valley? When does this valley have heavy rainfalls? May I know why heavy rains fall during September, October, and November? How could heavy rainfalls make the soil of the valley fertile?" Etc.

This type of recitation is interesting and natural. Some other advantages of this method are: (1) The pupils are encouraged to think straight and talk to the point; (2) It encourages leadership; and (3) It develops sportmanship and some other desirable attributes of courtesy.

Membership—Taking Stock

Eva G. Pinkston

In glancing backward to report the work accomplished by the Department, President Edythe Brown, the officers and those of us here at Headquarters wish to pay tribute to the fine spirit of co-operation and loyalty on the part of our splendid Enrolment Chairmen and our other friends who have made it possible for us to show nearly a 25 percent increase over our membership last year.

The officers have built wisely and well during the sixteen years of our existence. The reason for our progress has been the spirit of increased unity of purpose within our group in furthering the cause of elementary education. There has been a continuous development of the thought that those who work in the field must realize the importance and responsibility which is theirs. Elementary education is the vital part of our American school system and how happy it has made us to see those who are working in this field begin to realize that much progress can be made if they will organize their forces. The Department is completing the most successful membership year in its brief history. As we go to press we have a total of 5118 members. Of this number 153 are life members.

Even tho we have made progress the situation confronting the advancement of the work will remain critical and one that necessitates a closer and more active co-operation, just as long as *every* person in the work does not take an active interest in its importance.

All who have worked on membership know that our president for 1935-36, Harley W. Lyon, set a goal of 5000 for us to reach. We made a very material gain but did not go over the top. This year President Edythe Brown asked that we let this same number of 5000 be our goal again. We reached the home base on April 21. So that you can visualize the progress which has been made, we are listing several achievements of the Enrolment Chairmen.

100 Percent Cities

The elementary principals of many cities and districts have enrolled 100 percent in the Department. The following are the ones which have been called to our attention: Prescott, Ariz.; San Gabriel, Calif.; Tampa, Fla.; Evansville, Ind.; Indianapolis, Ind.; Kansas City, Kans.; Harlan, Ky.; New Orleans, La.; Detroit, Mich.; Hamtramch, Mich.; Normandy, Mo.; Omaha, Nebr.; Hicksville, N. Y.; Watervliet, N. Y.; Greensboro, N. C.; El Reno, Okla.; Shawnee, Okla.; Aberdeen, S. Dak.; Sioux Falls, S. Dak.; Port Arthur, Tex.; Charlottesville, Va.; Radford, Va.; Huntington, W. Va.; and Casper, Wyo.; District 75 of Evanston, Ill.; Ritenour Consolidated School District, Mo.; and Beaumont Independent School District, Tex. If your city is not listed and it is 100 percent, please let us know.

Quotas

At the beginning of the year, President Brown set a definite quota for each state, and we are happy to report that eight states have the distinction of reaching this number. They are: Alabama, Alaska, Arizona, Arkansas, Louisiana, Mississippi, Texas, and West Virginia.

Rank of States by Membership

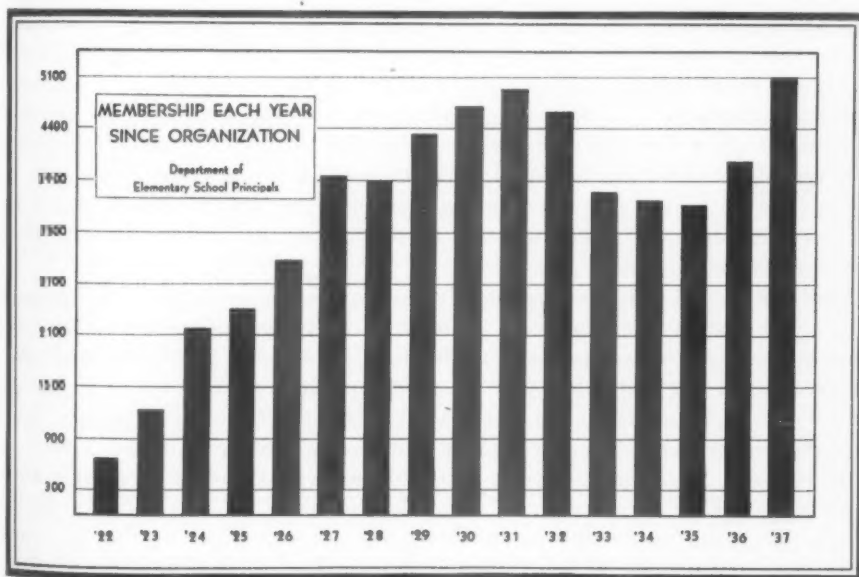
We are listing below in order of rank, the twenty-one states which have the largest enrolments as of May 15, 1937:

California -----	539	Texas -----	213	West Virginia ---	92
Michigan -----	459	Missouri -----	189	Kansas -----	91
New York -----	421	Massachusetts ---	178	Oklahoma -----	91
Pennsylvania ---	247	Indiana -----	170	Connecticut -----	86
Ohio -----	245	Washington -----	123	Louisiana -----	85
Illinois -----	239	Wisconsin -----	118	Georgia -----	82
New Jersey -----	223	Maryland -----	95	Florida -----	80

Rank of States by Percentage of Increase over Last Year

We are delighted to tell you that 46 states and territories surpassed their total number of members of last year. Below are listed the twenty-one states which have the highest percent of increase as of May 15, 1937:

Alaska -----	233.33%	Michigan --	92.85%	Texas -----	35.66%
West		New Mexico	71.42%	Florida -----	35.59%
Virginia --	109.09%	Arizona ----	57.88%	District of	
Louisiana --	102.38%	Iowa -----	50.00%	Columbia --	33.33%
North		Georgia ----	49.09%	Rhode Island	29.41%
Carolina --	100.00%	South		Connecticut --	28.35%
Kentucky --	96.66%	Carolina --	45.45%	Washington --	28.12%
Alabama ---	93.75%	Arkansas ---	38.46%	Mississippi --	26.92%
				Ohio -----	25.68%



Three A's Which Retard Our Profession

T. D. Martin, director of membership, National Education Association, Washington, D. C.



T. D. MARTIN

Teachers are potentially the most powerful professional group in America. Why are we not actually as strong as we might be? Three factors which retard progress in our profession are apathy, antipathy and animosity.

Apathy—Teachers are not apathetic about all matters, but they often betray discouraging apathy with regard to the importance of our professional organizations. Less than one-fifth of the teachers of the nation are members of the N.E.A., their own national professional organization, and those who do join frequently feel that the mere addition of their names to the membership roll transfers to the organization complete responsibility for carrying on the work. When discussing legislation vitally affecting teachers, a Congressman recently said, "I have not received a single personal letter from a teacher regarding this bill. All of the letters which have come to me have been communications from organized groups, and we all know how easy it is to get resolutions passed. The teachers in my district are apparently not interested in this legislation!" Apathy prevents the realization of many of our goals.

Antipathy—Many teachers have not yet learned that compromises are often essential to the success of large undertakings. We often promote our pet projects with such vigor that we develop strong antipathies to all other proposals and thus hold back progress toward the realization of larger achievements. The recent hearings on the Harrison-Black-Fletcher Bill offered an illuminating illustration of this point. Several teachers' organizations which favored the general proposition of federal aid for education appeared before the committees to voice their opposition to the bill, as drawn, with the result that they weakened the case for federal aid. The Congressmen who were opposed to the bill naturally took advantage of the situation and said, "When you educators come to us with a proposition on which you agree among yourselves we will be happy to give it serious consideration!" Subordination of personal antipathies is often essential for professional progress.

Animosity—We teachers frequently fail to divorce principles from personalities. We often allow personal animosities to grow out of antipathies. If someone opposes our pet project, we frequently develop a strong personal animosity toward that individual and we vent our spleen on him whenever opportunity offers. A story is current in the West which illustrates this tendency. It is said that in the early days when a mountain lion was about to attack a herd of wild burrows, these dumb animals of the desert would huddle in a circle with their heads toward the center and they would kick the marauding cougar to death. But today, under the debilitating influences of modern civilization, they have lost their sense of direction. When they sense danger they still huddle in a circle, but

with their heads out and their heels in, and they kick each other to death! We teachers need to learn to concentrate our efforts upon principles and projects and to forget our personal animosities. *Apathy*, *Antipathy* and *Animosity* represent three tendencies which prevent the teaching profession from being actually as strong as it is potentially.

News Received at Headquarters

★ The New York State Association of Elementary School Principals held a Spring Conference for Elementary School Principals at the State Normal School, Oswego, New York, April 23. It consisted of two sessions and a luncheon at noon. Fred H. Duffy, principal, George Washington School, Kenmore and president of the New York State Association of Elementary School Principals, presided at the morning session, the subject of which was "Community Leadership." The afternoon session entitled, "Professional Leadership" was led by Charles Joyce, principal, Seneca School, Irondequoit, Rochester, and vicepresident of the association. We hope that other principals' organizations will follow this example and hold Conferences with their elementary school principals.

★ Eugene Hilton, principal, Allendale School, Oakland, California, had hardly become used to the honors won as co-author of *America Today and Yesterday*, when he learn that another of his literary endeavors has achieved even greater success. The latest of Dr. Hilton's triumphs is the Atlantic Monthly award for the best manuscript submitted in a recent contest for a high school textbook on social studies. The new book, *Problems and Values of Today*, will be published in two volumes, the first of which is to be out next fall. In addition to the distinction that goes with the Atlantic Monthly award, Dr. Hilton will receive an outright cash prize of \$2,000 and a \$2,000 advance on royalties.

This fine news item was sent to headquarters by Sarah L. Young, principal, Parker School, Oakland.

★ Marquette School, South Bend, Indiana is one of President Edythe Brown's schools, and on April 22, there was a lovely dedicatory program in honor of going into the new school building.

★ At Sioux City, Iowa, there has been a restoration of all pay cuts with some of the increments. The first cut they received in 1933-34 was 25 percent. At mid-year, 1934-35, 10 percent was restored, and in 1935-36 another 10 percent was restored. They have been told that next year the last 5 percent of the former basic salary will be restored. Teachers who were not up to their maximum are to be given a straight \$75.00 on their increments. Teachers having degrees are to be given another \$60.00. This puts them on the way again to get the teachers back on the regular schedule.

★ M. P. Watts, principal, Daniel Worley School, Canton, Ohio, and a group of principals of that city have recently completed a Study on their Social Science Courses in the elementary schools. They made Courses of Study in all the grades from three to seven, but we have been the recipients of the one on Geography for Grade Seven. It is one of the most valuable Studies which has reached out hands in a long time. I wish it were possible for us to share its contents with you, and sometime within the near future we hope to publish a section of it in the National Elementary Principal, so that you, too, can see that a valuable Study has been made.

★ The New England Health Education Association is holding its twelfth annual Meeting, June 4 and 5, 1937, at the Massachusetts Institute of Technology, Cambridge, Massachusetts. A very interesting program has been planned for these two days. For further information communicate with Mrs. Susan Tully, secretary, Blossom Street Health Unit, Boston, Massachusetts.

★ After seventeen years as principal of the Thomas Street School, Rome, New York, Harvey E. Alter will retire at the end of this school year. Mr. Alter started teach-

ing nearly a half century ago. He is a life member of the National Education Association, member of the Department of Supervisors and Directors of Instruction, charter member of the Department of Elementary School Principals, charter member of the New York State Association of Elementary School Principals, active member of the National Society for the Study of Education, member of the Mohawk Valley School Masters' Club, and was an active member of the Old Tri-County Educational Council of Fulton, Montgomery and Herkimer counties, New York. The major part of Mr. Alter's large professional library will be presented to the City of Rome when he retires.

★ The annual meeting of the Elementary School Principals' Association of Connecticut was held Saturday, April 10, at the Sedgwick School in West Hartford. George H. Shafer, Teachers College, Williamantic, talked on, "Challenges Presented the Principal for Industrial Pupil Progress." A discussion led by Margaret Kieley of Bridgeport followed. Headquarters wishes to thank Margaret E. Hickey, past secretary of the association, for a report of this meeting.

★ The Rhode Island Elementary School Principals' Association was organized May 8, 1937, at a meeting in Newport. The following officers were elected: President, John F. Brown, Providence; Vicepresident, Mary V. Quirk, Warren; Recording Secretary, Elizabeth Baldwin, Pawtucket; Corresponding Secretary, Gertrude L. Kelley, Woonsocket; Treasurer, Marguerite Brogan, Bristol; Advisors for three years: Hermann G. Patt, Newport; and Alden B. Lufkin, Cranston; Advisors for two years: Gilbert Hall, South Kingstown; and Lena Ford, Woonsocket; Advisors for one year: Nellie M. Reed, East Providence; and Mrs. Jessie S. Berry, Westerly. This information was sent to headquarters by Elizabeth Baldwin, at the request of Hermann G. Patt.

★ The Yearbooks of the D.E.S.P. are being used by educators all over the world. Recently a copy was purchased by E. A. Coleman, Senior Inspector of Schools, Perth, West Australia.

★ School newspapers are continuing to come to headquarters. We have just received from E. R. Steffensrud, Lincoln School, Chisholm, Minnesota, a copy of the May 7 issue of *Safety Sentinel*. This 45-page booklet is full of lovely illustrations, poems and stories, which teach the children that to take time to be careful pays a reward of health and happiness. With this issue the Lincoln School closes another year of safety.

Two copies of the school newspaper of the Jefferson School, Manitowoc, Wisconsin, the *Easter* issue and the *China Clipper* issue, have been sent to us by Alexander P. Georgiady, principal. This is the first year that the Jefferson School has had a newspaper, and the staff is to be congratulated on the splendid piece of work which has been done.

The *Seattle Principals' Exchange*, which is published by the Seattle Principals' Association has been sent in by Earl Towner, principal, Stevens School, Seattle, Washington. This paper is issued monthly by the club, and contains interesting articles and news about what is happening in the Seattle Principals' Association.

★ The Annual Meeting of the California Elementary School Principals' Association Bay Section, was held May 8, Hunter Hall, Oakland. Elliott Hensel, advertising director Oakland *Tribune*, gave an inspiration talk on "The Personality of an Elementary School Principal," and Dr. Walter Dexter, state superintendent of schools, gave an address on "The Art of Being an Elementary School Principal." We are sure that those who attended received much inspiration, and were spurred on to a better grade of education.

Enrolment Chairmen Meeting

Don't forget the important meeting of all State, City, County and District Enrolment Chairmen, Wednesday, June 30, 2 p.m., Statler Hotel, Detroit, Michigan. Come and bring your ideas and suggestions.

New Books

Brave Young Land, by Edna McGuire is the second book in a series of histories for the elementary school, the purpose of which is to present a complete history of our nation; its background, its early development, and its ultimate rise to world leadership. The predominant aim of the series is to present a well-rounded picture of the United States, but the emphasis thruout is upon the social and cultural growth of our nation.

The pages of this book are somewhat larger than those in the ordinary textbooks. The type is twelve-point, well-leaded, so that the child may—as he certainly will—read for hours without eyestrain. The vocabulary has been carefully checked against the best standards. Where words that might prove difficult are used, they are clearly defined in the context, and are reviewed by Word Games which involve the use of the Word List, which is included. Many beautiful pictures and drawings illustrating the stories help to make this book most complete. Copies may be secured from the Macmillan Company, New York City.



So enchanting are the wonders of one, two, three as recounted by Dr. David Eugene Smith, in the little book entitled *The Wonderful Wonders of One-Two-Three*, that they will inevitably delight many parents and other readers as well as the children for whom they are written.

Teachers have long wanted such a book to supplement texts by arousing interest in numbers. Only those familiar with this distinguished mathematician's *Number Stories of Long Ago*, however, could have anticipated a book written with so wide a knowledge of this subject and with such a sympathetic understanding of young readers.

Librarians will find that the excellent illustrations will help greatly in keeping this book in constant circulation. This unique book has been published by McFarlane-Warde-McFarlane, Six East Forty-Fifth Street, New York City.



Have you seen *The Progress Arithmetics* by Boyer-Cheyney-White, The Macmillan Company, New York City? This series of text-work books are for grades three to eight. The combined textbook and work-book unites in a single plan all the features

that are essential to a complete and well-integrated program in arithmetic, by which interested pupil participation is insured at every stage of the development. It saves the pupil's time by eliminating the copying of examples; encourages independent, individual work; and reduces errors by maintaining interest, concentrating energy upon arithmetical think, and providing incidental maintenance drill. The pupils see, think, study, and work all on the same page. It saves the teacher's time by simplifying the checking of pupils' work, and permits the concentration of attention upon individual needs.



The April issue of *American Architect and Architecture* is particularly valuable because it approaches the question of modern school design from a fresh viewpoint. Schools from every part of the country are studied as units—corridors, classrooms, science rooms, administration offices, laboratories, kindergartens, etc. The examples shown in this book conform to the recommendations of various State codes as well as the specifications of the National Committee on Schoolhouse Construction. The issue includes classroom design based on a comprehensive survey of the laws of 48 states governing school design. In addition it gives an important bibliography of literature on school design and construction. This magazine can be secured from 572 Madison Avenue, New York, N. Y.



Science in the Elementary School by W. C. Croxton, McGrall-Hill Book Company, 330 West 42nd Street, New York City, offers concrete help for carrying on science activities in the elementary program, provides a comprehensive theoretical basis for the teaching of science at this level, as well as a large body of detailed material for classroom use. More than one hundred science activities suitable for the elementary school are described. This book is intended for the use of elementary teachers and teachers in training. Part I of this splendid book deals with "Science in the Elementary Program," while Part II is entitled "Suggestions For An Activity Program." The many references which are listed in the book help to make it more complete.

DO YOU FEAR THE WIND?

Do you fear the force of the wind,
The slash of the rain?
Go face them and fight them,
Be savage again.
Go hungry and cold like the wolf,
Go wade like the crane:
The palms of your hands will thicken,
The skin of your cheek will tan,
You'll grow ragged and weary and swarthy,
But you'll walk like a man!

—HAMLIN GARLAND.
