

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

The NATIONAL ELEMENTARY PRINCIPAL

OCT 7 1937

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION



FACE
MOUNTAIN

er, 1937
VII, No. 1

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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

Subscription to non-members is \$3 per year; single copies of the Yearbook, \$2; single copies of the Bulletin, 25 cents (except the Official Reports).

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

Executive and Editorial Offices, 1201 Sixteenth Street, Northwest, Washington, D. C.,
Eva G. Pinkston, Editor.

OFFICERS OF THE DEPARTMENT, 1937-38

President, Mason A. Stratton, Brighton Avenue School, Atlantic City, N. J.

First Vicepresident, Edythe J. Brown, Kaley-Marquette Schools, South Bend, Ind.

Second Vicepresident, Isabel Tucker, Festus Wade School, St. Louis, Mo.

Third Vicepresident, H. B. Norton, Robinson School, Birmingham, Ala.

Fourth Vicepresident, Arnold Gregory, Raupp School, Lincoln Park, Mich.

Fifth Vicepresident, Harry H. Haw, Alice Birney School, San Diego, Calif.

Executive Secretary, Eva G. Pinkston, 1201 Sixteenth St., N. W., Washington, D. C.

Executive Committee

Maude A. Rhodes, Whitefoord School, Atlanta, Ga.

Mrs. Edith B. Joynes, Washington-Gatewood Schools, Norfolk, Va.

Ira M. Kline, 177 Gibson Avenue, White Plains, N. Y.

Irvin A. Wilson, 437 S. Stone Avenue, La Grange, Ill.

Certification Division, Cassie F. Roys, Director, 2609 Bristol St., Omaha, Nebr.

Life Membership Division, Herbert C. Hansen, Director, 1045 N. Lockwood Ave., Chicago, Ill.

Retirement Division, M. Emma Brookes, Director, Miles-Cranwood Schools, Cleveland, Ohio.

See space below for Committees as they are appointed thruout the year

Atlantic City Hospitality Committee

Mason A. Stratton, *Chairman*
Atlantic City, N. J.

Mrs. Helen C. Brearley
Princeton, N. J.

Floyd A. Potter
Atlantic City, N. J.

Verna Dowling
Penns Grove, N. J.

A. Virginia Adams
Vineland, N. J.

John P. Milligan
Bloomfield, N. J.

Ralph C. McConnell
Atlantic City, N. J.

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

The picture appearing on the cover is the beautiful Terrace Fountain and Reflecting Pool, which is situated on the plaza to the East of our Nation's Capitol.

Education
Direct

The National Elementary Principal

Volume XVII, No. 1

October, 1937

Greetings for the New School Year

With so many changes in education taking place, let us build together for a firmer foundation and increase the enthusiasm of those who are working in the elementary field.

This issue of the bulletin is devoted primarily to the report of the summer convention at Detroit, Michigan, June 27-July 1, 1937.

Contents

Teacher Participation— <i>Stratton</i>	4
The Three C's of Education—Character, Citizen- ship and Culture— <i>Hogue</i>	6
Guidance in the Elementary School— <i>Stolz</i>	12
Horace Mann—An Exponent of Education for a Richer and Fuller Life— <i>Elliot</i>	19
Education in a Democracy— <i>Cameron</i>	25
Mental Hygiene and Behavior— <i>Baker</i>	29
Conference on Elementary Education	36
The Principal's Part in a Safety Education Pro- gram— <i>Cottrell</i>	39
Atlantic City Meeting	41
Social Affairs at the Detroit Convention	42
Congratulations are in Order	43
Let us Continue to Move Forward— <i>Pinkston</i>	44
Principals Plan Too— <i>Scrivener</i>	46
State Control Over Teacher Supply— <i>Owen</i>	48
A Report of the Enrolment Chairman Meeting	52
Reports of Committees	53
Secretary's Report	57
Financial Statement	61
On Our Bookshelf	62

REFLECTIONS

ARRANGEMENTS have been made for the Traymore Hotel to be headquarters at the Atlantic City convention, Feb. 28-Mar. 3, 1938, for the D.E.S.P. The Atlantic City and New Jersey principals will be hosts, with Mason A. Stratton, president of the Department, as chairman of the group. The D.E.S.P. is one of the invited groups of the American Association of School Administrators at its winter convention.

OF

THE SECOND annual Conference on Elementary Education will be held at the New York University, under the leadership of Dean J. W. Withers, Dr. Robert K. Speer, and Mr. Ira M. Kline. Another marvelous meeting will be held July 4-15, 1938.

COMING

AMERICAN EDUCATION WEEK will take place Nov. 7-13 inclusive. The general theme "Education and Our National Life" has been divided into the following topics: Can We Educate for Peace?; Buying Educational Service; The Horace Mann Centennial; Our American Youth Problem; Schools and the Constitution; School Open House Day; and Lifelong Learning.

EVENTS

NEW YORK, N. Y., was selected as the N.E.A. convention city for 1938.

Teacher Participation

Mason A. Stratton, president, Department of Elementary School Principals

The very great honor of being president of the Department of Elementary School Principals brings with it a gigantic responsibility. This Department represents the key group in the structure of our educational system. Tho I approach the office with deep appreciation I also approach it with a humility of spirit for those who work in the field of elementary education know how vital their task is.

The Detroit convention and the Conference on Elementary Education, which was sponsored by the Department and held at the University of Michigan, Ann Arbor, Michigan, marked the closing of one of the most successful years in the history of our group. This success is measured by the growth of membership, the worthwhileness of our Yearbooks and bulletins and the many services which our headquarters renders.

Our great parent association—The National Education Association—is working for enlarged and expanding opportunities for the youth of our country as well as the upbuilding of our great profession. Let us continue to help in this worthy cause by building our part of the structure solidly and firmly. We can do this by principals and teachers working together and each understanding thoroly the work encountered by the other. By cooperation much waste effort will be eliminated and a calmer more thoughtful and more intelligent approach to the problem of teaching our boys and girls of the elementary schools will be acknowledged.

The superintendent needs the help of teachers and principals fully as much in working out policies and plans as he does in making his own ideas effective. There are few leading superintendents who do not draw heavily on the teachers in working out important questions of administration. There are likewise few successful principals who do not value the support of their teaching force.

Pick out some of the most successful superintendents you know. Do they not plainly owe the greater part of their success to the backing of teachers and principals? Pick out some of those who have lost out. Do they not owe their downfall to a lack of teacher support? But the saddest of all is the case of the



MASON A. STRATTON

principal who goes ahead on his own steam, ignoring the help he could so easily get from superintendent and teachers. He is in bad above. He is in bad below. If he loses out, who is to blame? A lonestar teacher is also to be pitied.

In most cases principals and teachers do work together in harmony. The better the cooperation the more it means to the children and the community. That which is most greatly needed in these schools as well as in other schools is to place the work on a more formal basis. It will pay principals and teachers in every elementary school to have a formal organization and to give more time and attention to this important work. The plans should provide for giving the teacher an important place in this joint arrangement.

Principals and teachers, who have cooperated with each other, have arrived at the full height in their profession, for poise, and independence of thought are in evidence as they build curriculum and extra-curriculum programs. The internal control, the school plant, records, service agencies, as well as others help them build. Thru this intimate study of pupils, they jointly guide the learning, stimulate the individuals and lead boys and girls into a more useful citizenship. The principal and teacher in our modern school system should try to approach this ideal by earnest preparation and thoro work. Both are preparing themselves to fit into the general scheme of school administration and supervision, and better training is assuming professional function, which is highly important to the welfare of the school. They are availing themselves of all opportunities offered and are becoming more professionally minded because these opportunities let them explore fields of purposeful interest.

This cooperative relationship between teacher, principal and superintendent, we call *Teacher Participation*. We have never yet attached enough importance to this principle, yet it has been a real force in thousands of schools in the nation. What we have done, however, may serve as a foundation for what is ahead. The recent plans adopted by the Department of Elementary School Principals give promise. It is to make the study of teacher participation a major item in its program for 1937-38.

The superintendent reaches the teacher at work thru the principal. The teacher reaches the authorities of the school thru the principal. That is why the principal is said to hold the *key position*. That is why it is of such vital importance for the Department to join hands in this movement with the Department of Classroom Teachers and the American Association of School Administrators.

It adds the strength of joint action to the personal and spasmodic efforts of the past. Has the Department ever devoted itself to a more fundamental matter?

Of course all principals will be glad to know that Mason A. Stratton, our president, is rapidly recovering from his very serious auto accident of August 6. His relations and his friends in the teaching profession were deeply concerned about his condition for more than four weeks.

—Eva G. Pinkston, Executive Secretary.

GENERAL SESSION, JUNE 28, 1937

Appraisal of Elementary Education—Stressing the Culture Side

THE FIRST GENERAL SESSION of the Department of Elementary School Principals' programs was held in the Memorial Hall, Woodward Avenue Baptist Church, Monday, June 28, 2 p.m., with President Edythe J. Brown, principal, Kaley-Marquette Schools, presiding. Those assembled were indebted to the group of boys and girls of Stephens School of which Miss Esther J. Cousins is principal, for the lovely musical program which they rendered. These musical programs which we hear at the different conventions, are always thoroly appreciated by the group, for they demonstrate the splendid work carried on by the musical directors in the elementary schools.

The Three C's of Education—Character, Citizenship and Culture

Mrs. Helen Gibson Hogue, counselor in mental hygiene, Highland Park Schools, Highland Park, Michigan



HELEN G. HOGUE

My approach to this subject must necessarily be from the point of view of the mental hygiene worker who is concerned, of course, with the personality development of the child and his relationship with his world; who feels that education for character, citizenship and culture cannot take place effectively unless the curriculum, the activity, in fact the whole atmosphere and approach of the school is permeated with understanding of the importance of the raw material with which the school works, viz., the personalities of the children themselves. We cannot "lead out" to a high order of citizenship and a living culture unless we know the mental, physical, and particularly the emotional make up and needs of the child we are attempting to educate. Harold, for instance, altho he has high normal intelligence according to his mental tests, has not "learned the lessons" assigned him this past year. In addition he has kept his classes in a state of upheaval by his constant bullying of boys younger than himself and by his defiant attitude and behavior. His needs are not being met. He is making no progress toward good citizenship. No amount of punishment has accomplished any change for the better in this boy's development. At home he lives with a maternal aunt and her two younger children. The mother, who is separated from the father, also lives in the home. The mother is constantly on the defensive for the boy and resents the aunt's criticism of him when he bullies his more fortunate younger cousin. Both of the women express great hostility toward Harold's father and tell the boy how much he is like his father in appearance and disposition. Harold feels that all the world is an enemy. As he has no legitimate satisfactions that would lead to a happy, responsible adjustment to his world, he finds substitute satisfactions in anti-social expression of his feelings.

Exposing Harold to six more years of "subjects" and "activities" that do not meet his needs will accomplish little, except, perhaps to serve as a hot house forcing of the already deep rooted anti-social tendencies.

Not only must the school know the child, but education must be deeply rooted in a growing culture and the school must know the direction, the movement of that culture. George Counts in speaking of "progressive" schools says: "They have focused attention squarely upon the child; they have recognized the fundamental importance of the interest of the learner; they have defended the thesis that activity lies at the root of all true education; they have conceived learning in terms of life situations and growth of character, they have championed the rights of the child as a free personality. Most of this is excellent, but in my judgment is not enough—it constitutes too narrow a conception of the meaning of education.

If an educational movement, or any other movement, calls itself progressive, it must have orientation; it must possess direction. The word itself implies moving forward, and moving forward can have little meaning in the absence of clearly defined purposes."¹

Here in America, it seems to me, if we accept the direction of the best in democracy, as the basis for our education, we may be able to develop the highest civilization that has ever been known. For democracy is a culture in the making. It holds within it the possibility of emerging in many directions. And educators are in a strategic position for guidance.

Too often in the past we have thought of culture as a static thing—a matter of learning and taste. We thought to pass on to our children those things that were done and said in past civilizations that we felt were finest. By so doing, we thought to contribute to their "culture". But as Alfred North Whitehead points out, this conception or definition of culture, that it is "the best that has been done and said in the past", is dangerous. It omits the great fact that in their day the great achievements of the past were the adventures of the past. He says, "Only the adventurous can understand the greatness of the past. In its day, the literature of the past was an adventure. Aeschylus, Sophocles, Euripides were adventurers in the world of thought. But adventures are to the adventurous. Thus a passive knowledge of the past loses the whole value of its message. A living civilization requires learning; but it lies beyond it. A civilization preserves its vigor so long as it harbors a real contrast between what has been and what may be; and so long as it is nerved by the vigor to adventure beyond the safeties of the past. Without adventure civilization is in full decay."²

I believe the most confirmed pessimist would agree that here in America we are in the midst of a live adventure—the adventure of democracy—of self-government for the "good of the whole". We have been passing thru and perhaps are still strongly entrenched in the immature, self-centered stage of seeking benefits for the individual without due consideration of the "good of the whole", which is so necessary a part of the healthy functioning of a democracy. But

¹Counts, George S. "Dare the School Build a New Social Order?" New York: The John Day Co., 1932. P. 100.

²Whitehead, Alfred North. "Adventures of Ideas." The Macmillan Co., New York, 1935, p. 360.

there are everywhere evidences of our growth from the self-centered to the social—of our struggle toward the social ideal of democracy. We are at that stage in our growth when the imagination and all the powers of youth may be stimulated to find satisfaction in seeking the “good of the whole”.

Whatever mistakes may have been made under the New Deal, and whatever dangers may be inherent in its trends—we have had ample evidence that a large majority of the American people, care, and care greatly for the welfare and happiness of the whole. We may lack wisdom in working out the problems; our procedures may be halting and unstable, but the direction is unmistakable. There is a temper, a movement, a force of opinion, that will not be denied—that considers the many as well as the chosen few. There is a strong feeling everywhere that the fruits of labor, the contribution of the individual, must be shared adequately by the laborer himself. There is a growing feeling that the “forgotten man”, is a product of society’s failure to meet his needs in the past and the play of social forces upon him with which he was inadequate to cope. Out of the strife, the hostilities, the clash of opposing forces there may come to the whole of America, the realization that with the privilege of democracy goes the deep responsibility of labor and of capital, of all human beings who share the privileges of freedom.

It is this stage of the adventure of democracy, that of growing from the self-centered to the social; from seeking security for the self alone or for one group with which the individual identifies himself, to seeking the security and welfare of the whole, that needs so desperately the clear-eyed vision and scientific approach of education. If this barely conscious social trend is to possess the vigor, the courage necessary to bring this greatest adventure of all civilization to fruition, then education must indeed become more vital. It must first of all conceive of the adventure as vastly worth struggling for. At its heart must be the religious spirit that has as its social ideal that it should be the common basis for the unity of civilization, that has to do with the attitudes and technics of cooperation rather than those of force. As Whitehead has pointed out, this religious spirit is always in the process of being explained away, distorted and buried. Yet since the travel of mankind toward civilization it is always there. Its present manifestation he says, began with the statement of Plato toward the end of his life that the idea of the divine is contained in the power of persuasion rather than coercion. And now, two thousand years since the life of the man who best personified this divine idea, may it not be that the power of that idea may be working out in the reality of a social order—a democracy that has stumbled and wondered, but has worked on—failing in certain areas, but gathering new knowledge from each new scientific discovery of man’s kinship with his world? The social gospel of brotherly love, attacked on all sides by the adherents of the older gospel of might and force, persists in the dreams of thousands who are slowly learning that science is a mighty tool in the hands of man for building his dreams into reality.

This cultural pattern of a cooperative society as contrasted with a coercive one, will require for its survival and growth the developing of personalities who are emotionally mature. They must not feel the need, growing out of past ex-

perience to dominate others; to escape into day dreams, illness or self-pity; to regress to an effortless infancy; to punish because of their own past sufferings; or to destroy those who oppose or threaten their personal ambition for supremacy. The schools must know the psychological implications of such needs. Such personalities are the victims of their infantile fears, hates and self-loves that have grown out of their past experiences in meeting their world.

The fact that these personality patterns which determine the character of the child are given their original set in the home does not lessen, but greatly complicates the responsibility of the educator. How to help the child to become a healthily functioning part of the social organism in spite of his past experience, is the challenge which the school must meet. To say that nine year old John, who steals and lies and gets most of his satisfactions out of outwitting authority, comes from a slum area that provides a big percentage of the city's delinquency, is a distinct challenge that must be met honestly, with knowledge and with insight. The school cannot wait until all the slums are cleared to begin its task, altho it can inspire the type of citizenship that demands slum clearance. Harvey is from a well-to-do home, socially and economically secure. Harvey pays Byron ice cream cones to work his arithmetic problems. Harvey tells the boys in his room (one at a time and very confidentially), that he will take them on a cruise on his father's boat if they will vote for him for "safety patrol". He never faces any issue courageously and honestly but avoids all hard work. He has the ego need to be honored and approved, but has no sense of responsibility. These two boys with totally different backgrounds, will be unable to function wholesomely in a democracy. Neither will be able to think in terms of the "good of the whole". Each will be busy attempting to satisfy his own needs in ways that are personally satisfying without regard for others. Equally dangerous is Donald's aggressive shrewdness that places him in a position of leadership. He "wrangles" things to his own advantage. He plays up to the ego needs and weaknesses of his teachers and schoolmates to gain advantages for himself. He will hurt a friend if necessary in order to maintain his position. He has narrow, individualistic views of citizenship and is imbued with the sacredness of "things as they are". There is Marvin, who has been hurt and hurt deeply. His father does not make enough money to keep his large family in decency. They live in crowded quarters, have inadequate food and clothing. Marvin feels the sting of social ostracism by those whose interests he would like to share. His father is cruel to his mother and Marvin rebels in his heart against a world that inflicts such suffering and injustice. He begins to dream of power to force injustice from the earth. He has within him the making of a dictator. The dictator becomes dictator by virtue of his thirst for personal power. He trades on the fears and hates and self-love of his followers. He uses catch phrases and moral pattern to win men, women, and youth to his program, and the age-old need of humanity to feel itself worthwhile in the scheme of things prompts an emotional response that leads often to disaster. The dictator is most successful when he is least conscious of the real motivation for his behavior.

The school cannot deal with these character problems on the basis of "right" and "wrong" or "good" and "bad". It must rather deal with them on the basis

of "healthy" and "unhealthy" and consider emotional and social "needs". The healthy personality has a feeling of security, of being wanted, of "belonging" in his world. He must have this feeling of belonging in his own family, in the larger social group or community, and there seems also to be a deep-seated need of every human being to "belong", to have a sense of "relatedness", with the Larger Universe of intelligence, beauty, truth, harmony, and love, that means God to each individual. This feeling of belonging, of being wanted, comes thru relationship and is experienced first in the family. The whole set of the child's adjustment to his world is formed in the matrix of his family relationships and experiences.

Those of you who have read the recent book of Healy and Bronner, *New Light on Delinquency and Its Treatment*, have a graphic picture of the importance of relationship. The book reports and interprets a study of the causes of delinquency that was sponsored by the Yale Institute of Human Relations. One hundred and fifty-three delinquent boys and girls, all repeatedly offenders, were studied. No delinquent child was accepted for study unless there was a non-delinquent brother or sister in the family who might also be studied. There were eight pairs of twins in the group, one delinquent and one non-delinquent. The most important finding according to the report was the fact that in each case the delinquent child had felt rejected and had never had a satisfying relationship with any adult, and in each case the non-delinquent had felt wanted by one or both parents and had experienced a satisfying relationship with at least one adult. Even in those cases where the adult had not been the most desirable type of person, the relationship had given the child enough security so that he did not feel the need to seek substitute satisfactions in delinquency.

Relationship is established in the beginning thru the satisfaction of two fundamental needs which every human being possesses; one is for affection, the other for recognition. Failure to satisfy these needs may cause the child to "shrink" from his world of fear, and thus cut himself off from relationship; or he may rebel or "fight" his world in anger or hate. In either case he may develop substitute satisfactions that are described as "bad" or "weak" character. If he is a "shrinking" personality, he may escape meeting reality thru day dreams or self-pity or other escape mechanisms. Who in the school world has not met the plain, shy, poorly dressed little girl, who has been compared unfavorably with a more attractive cousin or sister? She makes no effort to build relationship with her world, but escapes into day dreams of being beautiful and rich and much sought after. Her world calls her "lazy", which is a layman's diagnosis and gives no insight into causes. It is a totally inadequate term for the school that would attempt to build character, citizenship, and culture. Punishment and criticism will only drive her into further introversion and phantasy. Only thru establishment of relationship and the opportunity to earn success and recognition can she be given that sense of belonging that will insure healthy personality, and courage to meet her world.

It is difficult to build relationship with the "fighting" personality. He loves to punish and defy. His behavior arouses in ourselves all of our old childish punitive reactions. We forget that his behavior fulfills his need to maintain

himself as an individual (any attention is more desirable than no attention) in a world that has not made it a happy experience to gain status in more socially acceptable ways. The pattern that has been developed out of experience will persist into adulthood, and will be carried to the grave unless education can give the individual insight into his own behavior and can provide the sort of relationship and experience that will help him to identify himself with the good of the whole instead of with those enemy forces that we call anti-social. Too often we reject such a child and leave his needs for recognition and affection to be supplied by the anti-social gang. The latter are frequently much more adept at meeting ego needs and supplying relationship than are those defenders of the social good who make up the personnel of the schools, the churches, and other "character building" agencies.

Not only do we have the personality who cannot build relationship because of his hates and fears, but we have to work with and help that personality who has experienced a too prolonged coddling. Mother and sometimes father, grandparents, aunts, and uncles have revolved in wonder around his throne. His satisfactions have been derived from their adoration. It is most essential that every infant have the experience of the safety and security of affection. This is the very foundation of all his liking, his love, for his new world. But at the first possible moment we should provide the opportunity for the child to *express* his liking, his love, by some small service—by making his contribution. This should be made a pleasurable experience. In this way he will be learning to build relationship, instead of expecting that his satisfactions shall be supplied by society without effort on his part. Love will be growing up and becoming more mature. This is the key to a fine degree of character, citizenship and of our developing American culture. Oskar Pfister, whose writings I believe American educators could study to great advantage to themselves and to their pupils, tells us that all neurotics, all persons who are overcome by anxieties or a weariness of life, the moody, those who lack will power, the erratic, those who enjoy suffering or those who delight in punishing others, all are suffering from the incapacity to love or a cramping of the love sentiment as a result of childhood experiences in relationship. He says that these may be guided toward a normal adjustment if sufficient insight and goodwill be forthcoming.³ A society that values the individual and makes it a satisfying experience for the individual to contribute the best of which he is capable is building a society of individuals who actively promote the best interest of society as a whole.

If schools thru a more scientific and objective approach, can learn the child's individual talents and needs; if it can supply relationship where it has been lacking and see that growing personalities continue to widen and build broader relationships; if it can supply activities that require the children's cooperative consideration of school problems, and cooperatively made plans for carrying out suggested solutions; if it can promote a genuine interest in and appreciation of the group for the contribution of the individual's best effort, and a healthy joy in the individual for the accomplishment of the group; if the children themselves can gradually be given an insight into causes for anti-social behavior and

³Pfister, Oskar, "Love in Children and Its Aberrations," Dodd, Mead and Co., N. Y. Pp. 273-308.

an understanding of what constitutes a healthy personality; if these things are done thoroly, actively, and consciously, then education may indeed be helping to integrate the inner nature and activity of the individual with the cultural pattern that was the dream of our founders, "one for all and all for one". The success of this dream would be the social triumph of the highest spiritual law that has yet been sensed by man, viz., the triumph of the power of persuasion over the power of coercion and force. Can this higher divine law triumph over that of the tooth and the claw? As a race we are very young and immature. On an unconscious plane we are largely at the mercy of our hates and fears and self-love—but we have a vision—and I believe that the greatest concrete manifestation of the new spirit that has yet appeared, that of the public school, free to every child, is our strongest, most efficient tool for building our dream into a reality.

Guidance in the Elementary School

Herbert R. Stolz, assistant superintendent of schools, in charge of Individual Guidance, Oakland, California



HERBERT R. STOLZ

Guidance as an Aspect of Education—Just as the word "college" evokes the associated word "foot-ball", so "guidance" is apt to call forth the association "vocational." But guidance is both theoretically and actually much more inclusive. Even in the limited field of formally organized education, guidance is being recognized as an important emphasis which is applicable at every level of developmental age,—to nursery school children, to elementary school pupils, to high school students, and to college matriculates.

Indeed, to some, guidance and education appear as synonymous concepts. Probably this point of view is more apt to prevail among elementary-school teachers and principals because the traditions of the primary schools do not emphasize specialization of function as do those of the secondary schools. Actually, good teachers and principals in elementary schools have always recognized that they could not avoid combining individual guidance with group instruction.

From the experience of those who have focused attention upon training for occupational efficiency, from the experience of those who have emphasized character, and from the many recent studies of the phenomena of personality development, there has emerged a more inclusive meaning for the word guidance in relation to education and to schools. Without attempting to define the extent of this enlargement, I wish to draw attention to certain practical implications which indicate the scope of guidance and the present direction of its evolution.

In general, formal education in elementary schools has been organized upon the assumption of *similarity* among the pupils of a given age. Individual differences have been discounted or treated as troublesome exceptions to the rule of homogeneity. Guidance is an expression of the increasing recognition of the

importance of *individual differences*. Thus it focuses attention upon meeting the peculiar needs of each child rather than upon the development of general characteristics which children have, are supposed to have, or should have.

Another feature of the guidance program is its emphasis upon the essential integrity of the personality. On this now generally accepted hypothesis, any separate consideration of "mental," physical," or "spiritual" aspects of development is a rank distortion of reality and leads to dangerously oversimplified educational procedures. In other words, guidance connotes not only full awareness of the differences among children, but also full realization of the necessity to treat each child as a person rather than as an aggregate of separately modifiable traits.

Obviously, then, guidance is concerned with the coordination and direction of all aspects of the learning process. This means that it is a continuous effort to assess the peculiar needs of each pupil, to make direct adjustment between the pupil and the school environment, and to attempt to secure the cooperation of other individuals and social agencies in formulating and carrying out an even broader educative program.

The Continuous Assessment of the Individual Pupil—To be effective, the continuous assessment of the status of the individual pupil must include the systematic collection of significant information from several sources and in various ways. First of all there should be collection of data from the parents when the child first enters the school. I think that it is fair to say that generally this source of information has been neglected. We know that entry into the school involves considerable adjustment for the youngster and often his experience during the first months sets the pattern of his attitude toward schooling, toward teachers, and toward the other pupils. Wise guidance during this critical period can prevent tensions and inappropriate attitudes as well as unsuitable behavior. Such guidance must be determined partly by understanding the more important trends of the individual child's prior development. In addition to such items as age, general physical fitness, status regarding immunity to specific communicable diseases, the teacher who is to guide the child should know something about the family setting in which the child has developed, something of his play interests, and something of the methods of control which the parents think are successful with this particular youngster. Only on such a basis can the teacher gauge the emotional needs of the pupil and know how to deal with him.

This initial inventory should be made thru direct personal contact between the teacher and one or both of the parents. The time required will be justified many times over during years to come. Guidance can rest only upon cooperation among the several important agents involved and the establishment of rapport between the home authority and the school authority is an essential first step.

Information concerning the child can be garnered from the systematic use of special inspections, tests, measurements, and examinations. In this process many schools have established rather elaborate programs in which the staff of the school cooperates with specialists supplied by the central administrative office of the school system. Here, as elsewhere, the sequence of emphasis has commenced

with the measurement of achievement in subject matter mastery and then included general intelligence, physical status, and, finally, has focused increasing attention upon the evaluation of total personality responses.

The early detection of significant impairment of vision or hearing is an important function which the schools have assumed and which illustrates the use of special test technics in appraising learning readiness, and in ferreting out specific causes for unwholesome trends in development. Altho the Snellan Chart test of visual acuity is admittedly inadequate for the discovery of all cases of visual impairment and strain, it does sort out a large number of pupils for further individual examination and treatment. In some schools the classroom teachers conduct the tests; in others this service is rendered by a special team of testers. As a compromise arrangement, in many schools the testing is carried on very satisfactorily by the school nurse with a standard view box which can be taken from one building to another. In contrast to the vision testing, the group and individual testing of hearing requires a special team of expert testers in order to insure reasonable reliability. The principal and classroom teachers have important functions in assisting with the arrangements but they cannot take the place of the experienced tester.

Health inspections by school nurses and inspections or more complete examinations by school physicians also illustrate the part which the trained specialist can play in supplying useful information to the teacher and principal. This usefulness is greatly enhanced by personal conferences between the teacher and the specialist. Indeed, the bare record of findings is frequently of little practical value unless thru such consultation the interpretation of the test findings and the description of the child's behavior can be brought together and discussed in relation to his total personality needs. The arrangement of appropriate opportunity for such conferences is not easy and often this difficulty blocks progress toward adequate guidance in the elementary school.

In school systems where specialized diagnostic service has been developed over a period of years, the usefulness and the limitations of specialists are usually well understood. Less generally recognized is the extent to which the classroom teacher can contribute to the continuous assessment of the individual pupil. Let me illustrate her contribution in three closely related kinds of procedure. These may be designated as (a) systematic observation at a stated time in a stated situation, (b) systematic incidental observation as the opportunity is presented, and (c) systematic observation in connection with certain occasional critical situations.

Morning inspection is a well-known example of *systematic observation at a stated time*. This procedure may be aimed at early detection of cases of communicable disease, or it may be used as a teaching device for emphasizing various aspects of cleanliness. These are defensible objectives, but from the point of view of guidance, the morning inspection gives the teacher the opportunity to look at each of her pupils and discern something of the physiological and emotional status of each on that particular day in comparison with his usual status as she discerned it on preceding days. The teacher who has practised this becomes remarkably expert in sensing the daily fluctuation of energy level,

tension, and happiness, as well as the significant trend of personality change over longer periods. In some schools the opportunity afforded by routine morning inspection is supplemented by a twenty-minute period once a week during which the pupils are reading or drawing and the teacher can sit at her desk and, with the pupils before her, review her knowledge of each child's progress in physical, academic, social, and emotional development.

But behavior which gives significant insight into personality may occur at any time during school hours. Therefore, observation at specified times is less productive of insight than is the second procedure which we have called *systematic incidental observation*. This takes no special time nor effort for the teacher who has practised it, but, unfortunately, many teachers seem never to have learned to see the whole child even when they look at him. The importance of instructional methods and classroom management are so stressed that the systematic incidental observation of the child as a person is not practised. Fortunately we know that many teachers do manage to pay attention to this and that it facilitates instruction and simplifies discipline.

Systematic observation in connection with critical situations is closely related to the procedures already described. We know from experience that investigation of the causes of absence and tardiness, of misbehavior in the classroom, in the halls, or on the playground often yields significant insight into the problems of living which are troubling a child and into areas of insecurity where he needs help. The teacher who is interested in guidance cannot afford to neglect these special occasional opportunities for understanding the dynamics of personality in the individual concerned. Sometimes the important information lies on the surface to be easily gathered in a brief conversation; in other cases insight is obtained only thru repeated contacts which require considerable time and much patience.

The Direct Adjustment of the Pupil and the School—In the guidance of elementary school pupils there are many factors beyond the direct control of teachers and principals. Nevertheless, the daily contacts with children during the school hours and under the peculiarly important conditions of the school situation give us a large opportunity and a corresponding responsibility to make whatever adjustments we can between the pupil and his school experience. Regardless of what goes on outside of school, we can make a significant contribution by the manipulation of the many activities over which the school has direct control or in which the school takes the primary function of leadership.

For example, we can adjust the length of the school day to meet the needs of an individual for whom it seems unwise to insist upon the regular hours of attendance. In some cases, the excitement and nervous strain of school work and school associations is so great that the purpose of education is defeated by too much of it. In other cases there are problems arising on the way to and from school so that it is advisable to have a pupil come a little later in the day or leave a little earlier.

Appropriate placement in class work within the school is an important contribution to wholesome development. Good practise in guidance demands that there be sufficient flexibility in the grouping of pupils to permit those with special

talent or with special handicaps to profit by subject matter experience appropriate to their capacities and needs. The thoughtful principal will take occasion at the beginning of each school year or perhaps at the beginning of each term to go over the entire list of pupils in his school to see what special placement adaptations should be made to meet the needs of these pupils whose academic achievement does not correspond in each subject to the grade standards of the curriculum.

Nor is placement appropriate to the difficulty of subject matter the only criterion to be considered. Altho, theoretically, each teacher is expected to be able to deal wisely and sympathetically with any pupil, actually we are aware that there are frequently peculiar antagonisms of personality between teachers and certain pupils which preclude the possibility of a wholesome learning relationship. Some pupils need sympathy and encouragement while others need rigorous, impartial discipline. To see that insofar as possible each pupil has the opportunity to experience the leadership of a teacher who can best supply his peculiar personality growth needs is a responsibility of the principal which is too frequently unfulfilled.

Successful experienced teachers need no prodding in making appropriate adaptations within the scope of the regular class work. Nevertheless, the frequency with which such minor adjustments are neglected warrants special attention to this systematic, incidental fitting of pupils and experience in their daily work. Occasional observation of a class will show which pupils are not actively and enthusiastically engaged in the tasks assigned. This lack of enthusiasm is the exception rather than the rule among healthy children and calls for further investigation of the natural interests which might be tapped and legitimately exploited in order to make school work meaningful to each pupil.

Similarly, there are in the varied activities centering about the school and the playground many special functions in which individual pupils may participate and so enhance their zest for school experience. To bring together pupils needing these special outlets for self-expression and the appropriate opportunities for such self-expression is the peculiar prerogative of the principal.

The spread of individual differences among pupils in our schools has made necessary the organization of special groupings and special classes as a regular part of school organization. The feasibility of such special classes depends upon the size of the school population and on the availability of specially trained teachers. In the larger school systems, the organization of such a special class for the physically handicapped, the deaf, and the hard of hearing, for those with defective vision, and for those with significant handicaps in speech, is accepted as a responsibility which must be met. Even in individual schools and in small school systems there is no reason why special supplementary classes should not be organized for those who need a period of rest and relaxation during the school day, for those who have nervous disorders of speech or articulation difficulties, and for those whose retardation in reading constitutes a primary bar to their effective education.

The Cooperation with Agencies Outside the Individual School—
The public school is but one of the educational institutions of our culture. For successful adjustment of the pupil in school and in the community, as well as

for reasonable progress in scholastic activities the school must continuously co-operate with the home, the public health authority, the juvenile court, the several welfare and character building organizations and also with such individuals as render semi-public service to the community, including its children. In this latter category we find physicians, dentists, clergymen, the police officers and others with less direct and less frequent educational functions. The cooperation with these several agencies is made up of a mosaic of obtaining information and carrying out plans for the better adjustment of individual pupils.

In the opinion of the writer, cooperation between the school and the home is, in many cases, not so effective as it could easily be made. There still remains the tendency among school employees to stand upon their rights as teachers and to divorce the educational program at school from the more general education which goes on during the balance of the twenty-four hours. Granting the danger of troublesome interference by parents who do not appreciate the school problems, the fact remains that any adequate program of individual guidance must include continuous and sympathetic cooperation between home authorities and school authorities. Experience has shown that it is possible to build up over the years a spirit of mutual confidence and support between these two social institutions which is important to every child and which is absolutely essential for the guidance of a pupil when stress or trouble arises.

The start towards this cooperation should be made as soon as the child comes to school—even before, if possible. It should be a recognized function of kindergarten and first grade teachers to spend time discussing with each mother the personality needs of her child. In some school systems provision is made for this during school hours and the mothers themselves help to make it possible by supervising the class while the teacher is engaged in personal conferences. Group conferences with the parents of young children are also valuable, but do not take the place of the series of personal conversations.

As a part of the effort to establish this rapport between the parents of children who are just entering school, the systematic home visiting by teachers, school nurses, and principals is essential, and its importance should be measured, not only in terms of immediate understanding, but also in terms of its usefulness over the many years to come during which parents and teachers will have a common function in the guidance of the pupil.

In the larger school systems, the program of building up cooperation between home and school will be strengthened by the school physicians, dentist, dental hygienists, and other specialists employed by the central administrative office.

The details of cooperation between the school and the community agencies interested in the wholesome development of children are too many and too diverse to be dealt with in this presentation. For the same reason, the consideration of the problems of cooperation between the individual school and the central office staff must be omitted. Suffice it to say that thoro-going programs of individual guidance must be supported by the regularly established technics of coordination among the several services. Here again the elementary-school principal is in the key position.

Coordinating and Recording within the School—We have considered the assessment of the status of the individual pupil and the efforts at adjustment which can be initiated by teachers and principals. We have touched upon the larger field of cooperation between the school, the home, and other social institutions. It remains to say something concerning the functions of coordinating and recording which are implied by the activities already described. Obviously, the school principal must undertake the burden of this coordination and devise a system of recording which will serve the purposes of individual guidance. In varying degree, he is assisted in the maintenance of this administration and clerical structure by the school nurse, the teachers, and in some instances by the clerk.

No matter how carefully any scheme of written records is devised and carried out, vital coordination will depend largely upon personal conferences. The principal should not wait for trouble to arise before consulting with the teachers concerning an individual pupil. Rather, he should arrange time and place for systematic conference with each teacher so that the educational and personality needs of each pupil in her class may be discussed briefly or at length, as the situation seems to demand. In relation to some pupils, the principal should also arrange for systematic conferences with parents, school nurse, school physician, and any other agents vitally concerned.

As a basis for this discussion with the principal, it is important that the teacher keep an informal, temporary record book in which, at the beginning of each semester, she enters pertinent data concerning each pupil and in which from time to time she adds a running record of her observations and of the special individual treatment which the pupil has received. Such temporary record books have proven most effective in the education of teachers, as well as in the guidance.

The practise of maintaining a permanent, cumulative record for each pupil is too generally accepted to require emphasis. It should be remarked, however, that experience has shown that such a permanent cumulative record cannot take the place of the informal notes described in the preceding paragraph. At the end of each semester a resumé of whatever in the temporary record remains pertinent can be transferred to the permanent record. For the most part the permanent, cumulative records which are being kept are open to grave criticism both as to form and as to the selection of data recorded, but any detailed consideration of this problem is precluded by the limited scope of our discussion.

What Are You Planning for A. E. W.?

The National Education Association urges that American Education Week be observed in the schools. The theme for the celebration, November 7-13, 1937, "Education and Our National Life," is of vital interest and significance not only to the profession but to the future of American democracy itself.

Most effective results of American Education Week are achieved by early planning and provision of materials for committees, teachers, pupils, and lay friends. As usual the National Education Association has prepared valuable materials to assist schools in the observance of this occasion.

Horace Mann—An Exponent of Education for a Richer and Fuller Life

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



EUGENE B. ELLIOT

In reading the files of the National Education Association meeting for 1859, I came across a resolution which was adopted on the death of Horace Mann. In adopting the resolution the assembly was greatly shocked that one of their own members should come to his death at a comparatively early age. They felt that they had lost a friend whose efforts in the cause of human improvement would forever make him beloved by his people. His persistent and untiring labors with a readiness to cooperate in enterprises of reform and philanthropy "sacredly embalmed him in the memory of all associated with him."

After three-quarters of a century the prophesy has been fulfilled and this year all over the United States we are celebrating and commemorating the life of this great educator.

While monuments and buildings have been erected to his memory, there is no greater memorial to him than the educational progress which has been made thruout the years in emphasizing the need for education in a democracy. If Horace Mann were alive today and could see the millions of children in schools he would realize dreams come true.

In Michigan we have an unusually sympathetic feeling for the activities of Mr. Mann. He was a close associate with General Isaac Crary, who was a member of Michigan's first Constitutional Convention and who was a representative to National Congress even before Michigan became a State, and Reverend John D. Pierce who was Michigan's first Superintendent of Public Instruction between the years of 1836 and 1841. These two men, together with Henry Rarnard and Horace Mann comprise a quartette of men who are easily ranked as the pioneer leaders of public education in the United States.

When Horace Mann was born on a poor New England farm on May 4, 1796 near Franklin, Massachusetts, no one realized the part he was to play in education. No one could have realized that from this New England soil would come a modern Peter the Hermit, soldier, missionary, zealous leader for public education. Franklin, Massachusetts, was named after Benjamin Franklin. Before Franklin died the village fathers decided that Franklin should make some little gift to the community. Accordingly, they wrote to him asking that he give them a bell which could be used as a curfew to call the children in from the streets at night. In characteristic Franklin fashion, however, he sent them a library and it was in this library that young Horace Mann learned how to read. Certainly the schools of his day were too poor to be much help in that respect.

His mother died when he was 13 years of age and one of the most glowing tributes that was ever paid to motherhood was written by Horace Mann describing her as "one of those sober, sensible, energetic New England women who

bring to the dull, ceaseless routine of domestic drudgery the will and courage of actual heroines."

After attending the school at Franklin only eight or ten weeks a year and for a very few years, he took some preparatory work in an academy and entered Brown University. There he was rated as one of the best students and at the same time one of the best whist players. We would say today he was one of the best bridge players. It is significant that later in his life we learn that he forgot to play. Some of the privations which he went thru in later years to accomplish the fulfillment of his ideals took away from him the ability to relax and play. Probably this, more than any other thing, contributed to his comparatively early death. After completing the work at Brown University he taught Latin and Greek literature in that institution. While thus engaged he studied law, leaving the university to practise his chosen profession. So successful was he that the people of Massachusetts elected him to the Assembly and it was as president of the Massachusetts Assembly that on April 20, 1837 he signed the act which created the first State Board of Education in Massachusetts. This was the beginning of 100 years of rapid progress in education. A comparison of the schools of that day with the schools of today gives an indication of the progress that has been made. Today, we fail to see how we could live in our highly complex democratic society, shot thru and thru with scientific discoveries and inventions, except all are reasonably well educated. Perhaps no more colorful example can be given of this fact than the methods of control in the schoolroom itself. The old school was conducted on the belief that to spare the rod was to spoil the child. In reading the description as given by an observer, one master of the school was prone to sit in an armchair near the center of 12 or 13 children. A long whip with the butt resting conveniently on the arm of the chair kept the children in perfect order. The master could easily reach each child with a crack of the whip without leaving his comfortable location.

Another description begins by portraying a quiet schoolroom when suddenly the master's voice booms out and some luckless chap is grasped by the shoulder and by a dexterous movement which was made perfect by long practise, the victim is thrown over the master's upraised knee resting on a bench in such a manner that his cotton trousers perfectly fitted the rotundity of the posterior. With strap in hand the master beat the youngster asking him if it hurt. The youth would say, "Indeed it does, master," and he would reply, "Then I will hurt you more." It was a day when teachers held their positions by main strength. Corporal punishment was the rule of the schoolroom. Today if a teacher would punish a child in such a manner, even in the remote sections of the state, I would probably get several letters complaining of such cruelty. Psychological methods of handling students, better teaching methods, and greater training on the part of teachers have obviated this need.

In many ways Horace Mann may be classified as our greatest educator but he was extremely human. We are sometimes prone to put a halo about the heads of great leaders to such an extent that they are removed from this earth entirely. We think of them as almost divine. The reactions of Horace Mann to many of the aspects of life will serve to show us how human he was.

He lived at a time when the abolitionist was hated beyond words. Legislatures in many states had passed laws seeking to eliminate the anti-slavery element in society. In the face of these laws and considerable opposition from his friends and acquaintances, he was an ardent abolitionist. In preference to any extension of slavery to the other states he would prefer "the rupture of the Union, civil war, even servile war." This in itself illustrates the character of the man. He was always a soldier and fighter who was filled with a keen sense of duty.

Many have argued that Horace Mann was irreligious. They said he had left the church. It is true that he was driven from the Congregational Church, which was the church of his forefathers, by a fanatical preacher who was an extra or hyper-Calvinist. He found a religious refuge for his active mind in the Unitarian Church. It is, however, significant that later in life he wrote: "If ever you are perplexed as to what you ought to do, ask yourself what Jesus Christ would have done in your place."

He was a lover of nature. To him the laws of the physical universe were sublime, but above the sublimity of these laws existed a moral law to which the highest intelligence bent the knee. The law of the winds, the tides, the rolling planets, the suns, the subtle combinations of atoms, laws of electricity, germination, and reproduction fade before "the moral glories which envelop the universe in celestial light—Virtue shines with a purer ray than the diamond, the gardens of Arabia do not breathe so sweet a perfume as that of charity." To him the most beautiful of arts was that of painting smiles on the faces of children.

Just as he was an ardent abolitionist so was he an active temperance worker. In 1832, Mann proposed a law which forbade the selling of intoxicating liquors to the public on Sundays. He later cautioned school examiners to never grant a certificate of fitness to any teacher who was habitually addicted to the use of spirituous liquors and at all times when considering two people of equal worth, one of whom was a drinker and the other a total abstainer to always choose the total abstainer. He carried his attitude on temperance into the habit of smoking. Commenting upon this favorite pastime, he observed that: "It isn't mere smoke, young men, which you see floating off in cloudy spirals, it is a part of your soul. . . ." I don't know what he would have done if he had lived today.

He went even further in his attitude on temperance to include the temperate use of food. He regretted that the quantity and quality of food which people eat could not be determined by a fixed rule. He urged the proper respect for the stomach and the lungs—that they were the sailors of the ship. Again it should be pointed out that he himself failed to properly consider his own bodily requirements in his enthusiasm to accomplish desired ends.

To make him more real we might mention that he was an advocate of the theory of phrenology. He thought it possible to determine one's mental capabilities by locating telltale bumps on one's head. A little investigation today usually shows that these bumps which account for idiosyncrasies of individuals can be traced by doting parents to some fall during childhood.

It would be unfair to Mann to fail to mention his regard for his fellow men. He was a great believer in the common people. To him "it would be easier to turn back the sun in its course than to monopolize again in the hands of a few the power which had passed into the hands of the people. Sooner will the oak reenter the acorn. . . ." He rejoiced that the groans of the oppressed and the cries of those who had perished on the battlefield for ages and ages had resulted in a government by the people themselves. To him who could do the most for his fellow men went the honor of being the master of masters who had learned the art of arts.

The education of each succeeding generation of children provided an opportunity for society to pass on the heritage of free government. The holders of wealth were its trustees. They have a moral mandate to provide an adequate education for all the children of each community, to guard against poverty and vice and "prepare them worthily to perform their civic and social duties." In this we find the basis for one of Mann's fundamental philosophies that the "successive generations of mankind taken collectively constitute one great community."

His real contribution to education, however, came shortly after he signed the act which created the first State Board of Education in Massachusetts. Beginning with July of that year he left a very lucrative law practise to become the first secretary of the first board. I am keenly interested in this because I am secretary ex officio of the State Board of Education in Michigan. Mann a voluminous and colorful writer was a keen observer. During his 12 years as secretary of the Massachusetts State Board of Education he worked unceasingly for the cause of public education. We get some idea of the apathy toward education from Horace Mann's observations that if one had a terrible riot on his hands, and the mob was unmanageable with the officers of the law unable to cope with the situation, to break up the mob it was only necessary to get up and give a speech on education. Nothing, he said, will break up a riot quicker. What a change in 100 years! During the 12 years he saw the salaries of men teachers increase 62 percent and the salaries of women teachers increase 54 percent. Every year thousands of people gather to consider the problems of education. Mann said as he went from town to town expounding the doctrines of public education that he felt like a tramp before the door waiting for a few crumbs to be thrown out to him.

Mann's reaction to the severe infliction of punishment and the rule of the rod of his day resulted in the establishment of a normal school where teachers could be trained in proper methods of teaching subject matter and the managing of children. He secured a textbook grant whereby books were made available for instruction in each school district. In 1843 he visited Germany. This was at a time when the German schools were far ahead of the American schools and he came face to face with the need for compulsory education in children. It is significant that it was in Germany that he learned of the articulate method of teaching the deaf. It is only today that this method is in general use. In the field of reading he found that the German schools were using the word and phrase method as contrasted to the letter method employed in the American

schools of the day. Perhaps many of you have noticed the letters which have been written back and forth in the public forums and editorials on this same subject in 1937. Hundreds of people even today urge that children be taught the letter method of reading. They fail to see the errors which the letter method introduces. It is argued that the reason we cannot spell is traceable to the fact that we use the phrase and sentence method of reading today. It is not necessary for me to tell you who are teachers, about the merits of the phrase as compared to the letter method. In passing I may point out that research shows that children of high school age can easily pass examinations which were prepared for children of college level three-quarters of a century ago. The rapid development of reading is probably one of the fundamental reasons for this acceleration.

In Germany they had discovered that there was a close association between writing and drawing, and even at that time geography was associated with history and the natural sciences. So important was singing that it had been introduced into the schools. Is it any wonder that when Horace Mann returned to America he said that the American schools were no more than dormitories and the children than "hibernating animals—actual marmots." Such statements as well as general opposition from the private schools which lost membership to the extent that the number of children in private schools declined during these 12 years from 76 percent to 36 percent, resulted in Mann's dismissal. After a term in Congress he came back with new zeal. Talked of for Governor of Massachusetts he chose the presidency of Antioch College a Christian Union School to be started at Yellow Springs, Ohio. It was here that Mann was enabled to work out many of the theories regarding the education of young people. It was at Antioch, also, that he suffered his greatest privation. It was here that he virtually wrecked his own ship. At one time in order to secure enough money for the institution he ate only one meal every two days for a period of six months. At another time we know he went to his doctor to ask him what he could do for a man who had not slept for three weeks. There were many difficulties in getting the college opened. He found mutiny among the students and is it any wonder, because the students had to fill their pitchers at a well a distance of a quarter of a mile from the college. Even the pigs of the community roamed thru the hallways at the same time they were attempting to have classes.

One of Mann's principal innovations at Antioch was to establish a co-educational school. He believed that women should be educated as well as men, altho he always considered that this education should be somewhat different—their educations should not be identical. He believed that a young girl should not "wear a mustach or sing bass." Mann himself rejoiced in the fact that the outcome of his co-educational plan resulted in the engagement of many couples which "enlivened the monotony of these studies in common." Antioch was dedicated to the discipline of freedom. Self-government was established.

Mann could not see how it would be possible to maintain a democracy unless people were able to guide themselves. He thought they could not guide themselves unless they had been taught to do so. The autocratic, domineering teacher found no place in his classroom. The classroom was a cooperative enterprise.

Problems were to be settled on the basis of fact and merit rather than prejudice and emotion. What a philosophy for America today! If ever there was a time when we should have stability and emotional control it is at the present time. America's educated and near educated are on trial today. With the social unrest of the world flowing over and seeping into our life's veins the paramount question is whether or not the American people can solve their problems intelligently and thru the system laid down for the government of free peoples, or whether we are going to be governed by ruthless mobs.

In establishing self-government at Antioch College Mann must have been peering down thru the years to see some of the conditions with which democracy must compete when he offered the resolution at the convention of Ohio colleges insisting that "the pupils in an institution of learning shall cooperate in its government and contribute toward maintaining order."

Another innovation established at Antioch was the privilege of students electing optional courses. Up until Mann's day we hear very little about the plan of allowing students to make an election of subject matter which they deemed necessary for particular needs. We find very little need for diversification. College courses were largely for limited ends such as the ministry, law, and medicine. To reach these objectives traditional courses of long standing had been developed. It was believed that all who attained the desired goal must arrive by a well developed route. His idea of selective subject matter was limited indeed. One might substitute Calculus for Greek or Greek for Calculus. I am afraid today that we would not consider such a selection as being adequate and on the other hand it may be that in the interests of accuring a greater liberality in the matter of subject selection the pendulum has swung too far the other way. The large high school of today has such a bewildering array of electives that the average student is puzzled beyond comprehension about what subjects to elect. On the other hand, we are finding out that success in college is not so much dependent on the subjects taken in high school as upon habits, attitudes, and many other personal qualities undiscernible in the textbook.

In 1859 his health broke down. Lack of food and sleep, coupled with worries innumerable brought about the collapse. He must have known that the end was approaching. In addressing the graduates of Antioch he told them that if he could issue his life in a revised edition he would do more and greater work for education, peace, temperance, especially the education of women, and that if he could enrol in another 50 years campaign he would do more for humanity. He closed the baccalaureate address with the stirring appeal that they should be afraid to die unless some victory for humanity had been won. A few weeks later this lover of moral law, believer in mankind, the soldier and missionary for education, lay upon his deathbed. With a few students and a few members of his immediate family he uttered three words which we can easily remember and which sums up the life of this great leader more than the volumes which have been written about him. These words were: "God—Man—Duty."

Join NOW so that we can send you the Annotated Bibliography.

GENERAL SESSION, JUNE 29, 1937

THE SECOND GENERAL SESSION of the Department of Elementary School Principals' programs at the Detroit convention, Tuesday, June 29, 2 p.m., was held in the Memorial Hall, Woodward Avenue Baptist Church. This splendid program was sponsored by the Detroit and Michigan principals, under the splendid leadership of Mr. Earl R. Laing, principal, Burt School, Detroit, and executive committee member of the D.E.S.P.

After a short business session, in which reports of committees and election of officers took place, President Edythe J. Brown introduced the local chairman Mr. Earl R. Laing, who presided. The music furnished at this session was rendered by a delightful group of boys and girls, which constituted the District Band and Glee Club, District P, Detroit schools. Mr. Laing called them his own boys and girls. The execution of the difficult pieces which they rendered, met with great enthusiasm.

Education in a Democracy

William J. Cameron, Ford Motor Company, Detroit, Michigan

I have never before spoken on democracy. I don't know what it means. I have never seen it, and as no two descriptions of it agree I am not sure that I should be able to identify it were it to appear. Sometimes I suspect that in the absence of something better to do, this term "democracy" is just one of the maypoles we dance around, one of the labels we affix to give us the appearance of belonging. Or it may be that our interest in democracy is an expression we give our formless protest.

Yet, tho I don't know what democracy is nor anyone who does, and in spite of the very undemocratic attitude of some of its exponents, *I am for it*. In fact, I am for all the 'ocracies. I fail to see how we can get on without them. And the more I am for democracy the more I find that it absolutely requires all the others in order to exist even as a philosophical proposition.

The elements of influence in human society—the 'ocracies—are four. I think they are one, but they have been given four names; they have been artificially divided into four jurisdictions. They are Aristocracy—the jurisdiction of the best. Autocracy—the jurisdiction of the individual or self. Theocracy—the jurisdiction of the moral universe or God. Democracy—which must be defined, if at all by these three.

We label these as mutually exclusive, yet never has a society existed that did not depend on all of them at the same time. Moreover, none of them can exist except in the presence of the others. There has never been more democracy than in some autocracies, and never more autocracy—we know this from American experience—than in some democracies. It is a serious mistake to think that a society can be built on any of these alone, and it is a crude historical error to suppose that any of these terms represents a distinct form of society anywhere. They may have existed in different proportions, but always together, in the same society. They represent complexions of the mind, temperaments. They are the normal moods and expressions of life—life that clothes itself in social forms.

Whole areas of our life are *autocratically* controlled—and *we are the autocrats*. We need only mention under this head our minds, our growth and development as human beings, as parents, as lonely makers of our attitudes. Whole areas of our lives are *aristocratically* controlled—the pervasive compulsion of the best is upon us all. We give it our free respect and by that it rules us. Nothing is funnier than to see our literary liberals and rebels bow before the aristocrats and autocrats of their profession. They can't help it. The democrats of literature are all aristocrats. And, then, whole areas of our life are *theocratically* controlled—we are under the sway of moral ideas, of truth standards, and a sense of Right and Rights, all of which root back to religion which in turn means some idea of God. Even the so-called "godless" are unable wholly to escape this.

Now, all these 'ocracies reign over us in the United States, and this is our principal reason for speaking of our country as a democracy. A democracy that would exclude any of them is a contradiction of terms. The 'ocracies are not distinct types of society among which you can pick and choose; they are indispensable elements of every society. You never see one without the other, either as antecedent, concomitant, or succedent. Where one sticks up its head too far, the others pull it down. And where you see them most equally mingled, there you see the most balanced society, the least socially conscious society, for social health is like physical health—the more we have it, the less conscious we are of it. Otherwise we are concerned with various patent medicines that arise to exploit ill-health—physical or social.

These are points, it seems to me, that are too often missed in discussion of democracy.

Many of the books I read and lectures I hear, and some of the teaching of which reports occasionally come, seem to proceed on the theory that democracy means class elevation. Of course, they don't say class, because what they mean is mass, but mass is class, and the use of either term means class antagonism. In fact, the more democratic the democrat who preaches democracy, the deeper the note of antagonism, that is profoundly anti-democratic. *Militant democracy today springs largely from the autocratic will to rule*—its origin is in the autocratic element of human nature. That's not only where it begins, but also where it ends, for democracy, or what goes under the name, when thus achieved, when trusted with power, becomes intolerable autocracy. There are three notable national examples of this on the planet at the present moment. It is perfectly natural that this should be so, for to clothe any partial idea, or single constituent element of society, with power, requires the dilution of its essence. Religion gains power only by becoming more secular and less religious as a system; Democracy gains power by becoming undemocratic—it is the way these one-idea, single-elemented things work.

We had an extreme example of that in the United States when an onslaught was made upon individualism—extremely foolish, but real at the time. Its object was the creation of a general condition of non-individualism, or whatever the opposite of individualism is—we've never seen the condition, so we cannot supply the name. How was the campaign made?—by gentlemen divesting them-

selves of their own individualism to show us how it was done?—was it made by a group of Mr. Milquetoasts? Not at all. The attack on individualism was made by the most extreme individualists this country has ever seen! It takes a superb degree of individualism to propose to denude all others of that quality—for the anti-individualist never thinks of himself as being de-individualized—that is what he is going to do to the rest of us. As in the 'ocracies—one of them can singly seek its end only by the very negation of its essence. When the thing called "democracy" comes to power, it holds its power by the strength and force of the autocratic idea. If it were true unadulterated democracy alone, it would soon become weak and formless.

So, it seems to me, if we are to make progress toward the dim ideal we call democracy, especially if we are to educate for it, we must take into account the indestructible human instincts that motivate our social forces. For that is all you have to work with, and you must work with it according to its own laws, and not our own theories. You will not find this in books. There is as yet no sociology that fits the American people and American life. The sociology you read most concerns peoples that can be subjected to pressure.

In the societies that have most closely and normally approached what we think we mean when we say "democracy," what elements are present?

1. There is Government, which forms the framework within which the social life is lived. In its defined limits, government is autocratic—the expression of our own individual autocracy. Society would disintegrate into loose and drifting particles. Among a free people government is an allocation and limitation of autocratic power for specific purpose, and under a free government we retain large areas for our own individual autocratic control, and for aristocratic and theocratic control.

2. To maintain this framework, to make it more than an empty shell, there is Aristocracy, which is an unofficial, private leadership of brains, taste, vision, character—the whole field of the *quality* of life. That this is a matter of *mind* and not of *class*, we fully recognize in our American school system. This inner sway of the Best upon our people utilizes gifts no government can confer or take away—government can only maintain the conditions of their free exercise. And the work of government gives scope to but a small part of these gifts—so small a part, that most of the ability of the country always is functioning outside the government. By these government lives, and not they by government.

3. Neither of these two desirable conditions exists in any considerable degree where there is not over men's principles and thoughts and conduct and relations something that answers to Theocracy—some belief in God or the essential morality of the universe that holds the helm of character firm from the wrenching and diverting power of passionate storms and the currents of selfishness to which our as yet undeveloped humanity is exposed. If there is not such a Theocratic over-rule, societies have found it necessary to invent one.

4. Separately these degenerate—autocracy into tyranny; aristocracy into caste and class; theocracy into spiritual oppression, and then what we call democracy arises fiercely to redress the balance. But when the three 'ocracies are in free and balanced operation, the label "democracy" is not needed; we then have the thing itself. If you add Democracy as a fourth element—then the others rise to redress the balance, for that is class rule. Each of the three calls for the other, and their *union* is what we know as democracy. Democracy is not a separate system; it does not arrive by superseding the others; it is the name we give to the goodly effect of all the others on human welfare.

5. The very first education for democracy, it seems to me, is to understand that all the kingdoms of the mind minister to democracy, as all the kingdoms of nature minister to human life. To become apostles of any single 'ocracy in the hope of abolishing human selfishness is merely to give a new boost to the selfishness we would eliminate. Where

"democracy" is most loudly touted, as a separate system, selfishness is most rampant—but it is the same wherever any of the other social elements have been unnaturally elevated. To belittle any of the constructive elements of society is to hinder the coming of democracy. Anyone who discovers that his zeal for democracy fosters antagonism toward any class, or breeds a fanatical belief in the superiority of any class may be certain he is on the wrong track. These are the most subtle and powerful hindrances to the social conditions desired by honest and competent minds. They lead toward counterfeit democracy. The fact that the counterfeits have found no foothold in this country indicates that we have a sufficient degree of the real democracy, of real social health, to resist these diseases.

It is the sign of a misinformed mind when the obvious imperfections of our present condition breed social antagonisms. I am speaking now of educators and of other leaders. The masses have no recourse other than social antagonism. They cannot but complain. And we glory in their freedom to complain. In other societies with greater imperfections there is no freedom to complain. Where no rights exist, no wrongs are ever heard of; where every right exists, the smallest wrong is touted to the skies. To that extent we are free—we are going on toward what we mean in our best use of the word "democracy." To interpret our restlessness and to maintain its quality of aspiration, is the work of educators, and it is painful when we see them falling into the same fallacies and futilities that beset those who do not understand. We sometimes wonder where our teachers get the ideas they communicate—from what anti-democratic source they come.

Who should be so informed, so balanced, as the teacher? Who should be less deceived by the temporary sensations—the short-lived political and economic fallacies that rise out of societies that have no traditions? Who should more surely know that HERE we are biologically and spiritually immune to the fevers that have overset so many modern nations? And who, more than the teacher, should possess and impart that breadth of knowledge and sanity of interpretation which alone can keep open the road to the democracy of the future? In any case, our teaching concerning democracy should be of such character as to leave least necessity for painful unlearning in its wake.

Second Annual Conference on Elementary Education

The Second Annual Conference on Elementary Education, sponsored by the Department of Elementary School Principals, will be held July 4-15, 1938, at the University of New York at the campus upon the heights. Perfectly splendid arrangements are being made by Dean John W. Withers, our own Ira M. Kline (who is now a member of the New York University faculty) and that fine group of professors which has been chosen by the Dean.

The conference plans are being made for the accommodation of 250 people, and this year, those who wish to attend will have to make their wishes known early. Letters to headquarters will be filed and listed as they are received. More information will be given in the December issue of *The National Elementary Principal*.

Mental Hygiene And Behavior

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

It is the purpose of this address to discuss attitudes and behavior of school children. Modern education is dedicated to the objective of happy and well-balanced personalities in children as well as mastery of subject matter. The study and art of adjusting personalities has more recently taken on emphasis under the title of "Mental Hygiene." Today we will present some phases of mental hygiene known as behavior problems.



HARRY J. BAKER

Significance of Behavior Adjustment — In many fields of education we have moved bravely in the direction of meeting problems. The liberalization of the curriculum, introduction of new methods, better trained teachers, better school buildings bear witness to progress. The education of physically handicapped children is proceeding slowly but hopefully in proper directions. The child who is blind or of very low vision, the child who is deaf or hard of hearing, the crippled child, the malnourished child, the mentally backward child, those suffering from defective speech have special schools or classes devoted to their special education. The basic psychology of these groups is now understood. Methods of teaching them have been developed. Our chief limitation lies in the inadequate expansion of facilities to train all the handicapped.

In the field of behavior diagnosis and education less satisfactory results have been achieved, altho special schools for behavior cases have been developed and clinical procedures have advanced. These devices do not adequately readjust all cases of behavior difficulty.

The schools are often judged largely for their success or failure with behavior problems. The child who is hailed before a judge for some delinquency frequently defends himself and tries to blame the school for his difficulties. The attorney representing the family, the family doctor and others who are more or less directly concerned with his case hear a similar tale of poor school adjustment. It is easier to remember one failure than success with hundreds. From the standpoint of good morale toward education it would seem to be good business to meet the dissatisfied elements which are continually berating our school systems. Altho your speaker shares the view that the schools are not actually to blame, he is concerned, nevertheless, with the criticisms directed at education from such sources. The morale toward education may score heavy losses or gains arising from the field of behavior adjustments.

The problem of crime and its alarming increase in number and costs have rapidly come closer to the field of education. Annual costs of crime are estimated from thirteen to fifteen billion dollars. Years ago criminals averaged nearly 40 years of age. Today the average age is only 19 or 20 years. Since the average age is only slightly beyond that of school age, there is a growing belief that schools could more successfully deal with this problem than they are doing at

present. Many schools and teachers know children who will quite probably become criminal cases of the next adult generation. It is our immediate educational problem to study these cases more intensively and to stem the tide in more hopeful directions. As long as we continue to spend only about one-sixth as much money for education each year as we do for crime, part of our question is already answered. Our weakness lies in not being able to change these ratios to a more favorable balance sheet.

Methods of Approach—Historically, the treatment of the crime offender as well as the behavior problem of children has been the relic of profound ignorance, bias and brutality. The behavior deviator was believed possessed of the evil spirits and, as such, must be cast out of the church and out of organized society. Certain other unfortunates, such as the insane and the feeble-minded, were often treated in about the same manner. It is probably wise that we do not let ourselves dwell too long upon the atrocities that have been committed upon the handicapped and the unfortunate.

In our present day of enlightenment we are much more humane and understanding of the larger number of the handicapped than formerly. We accept them with a sympathetic understanding and do not temper our treatment of them with any feelings of revenge or resentment for the differences which they show from the normal. However, in our treatment of behavior problems it is difficult to keep a sympathetic and impartial point of view. Whenever an obstreperous youngster has completely demoralized the classroom, broken our school windows, inflicted bodily injury upon other students and upset the general decorum, it is a bit difficult to keep our impartial point of view. We tend to respond to their anger and rage by anger and rage, to match violence with violence, revenge with revenge, an eye for an eye and a tooth for a tooth. If we carried out our logic to its complete implication, we would respond to the blind pupil by being blind ourselves, to the deaf pupil by being deaf, by limping with the crippled, and, by joining the feeble-minded. Our weakness lies in not realizing that the behavior child is also suffering from handicaps based on rejections, desires for recognitions, unfavorable comparisons or physical handicaps which may be undetected.

To the psychologist, or the experienced social worker, or the psychiatrist such behavior manifestations are not mysterious or non-understandable. They are as evident and obvious as the pages of an open book. Instead of continuing to fight and punish these children, education must "keep its head" and salvage them for constructive and happy adulthood. In the proper care and treatment of these cases with extreme deviations, the way is also paved to our understanding of the less severe problems facing the lives of all children. We should, therefore, look with courage to the solution of behavior problems as a means of radically helping in our understanding of all children.

Behavior Mechanisms—At this stage it is appropriate to suggest a few mechanisms of behavior and to follow them by some suggestions as to causes of unusual behavior manifestations. We are altogether too unaware of what we might term the emotional life of children. We cultivate their intellectual activities, we care for their physical needs, we provide them with specialized

skills and technics, but we do not always fathom the feelings and emotions behind their actions. In the lives of young children from the ages of approximately 3 to 8 there is a continual struggle of the individual or selfish versus the social or unselfish point of view. Since a social point of view is one of the ideals of education and of adult living, we begin to impress it at an early age upon the minds of children. To many young children, however, this is not a natural point of view. They wish to think of and look out for themselves. They do not wish to share their candy, to allow others to ride their velocipedes or to play with their dolls. Even tho they are told that it is more blessed to give than to receive, when *they* do all the giving, when their playthings are broken, the lesson seems to be altogether too abstract and remote. In short, the conflict hinges on the child with his selfish goals versus society and its unselfish goals. The struggling youngster stands at the fork of the dilemma, not knowing which way to turn. His own inclinations are different from what everyone else seems to think best. Standing at the crossroads many, many times, the child is bewildered, confused, disturbed, he fights back, he rejects the school and eventually he bears the label of a young behavior problem. Altho we eventually triumph with the social point of view, we must not feed it to young children in doses that are too large and indigestible. Instead of accomplishing our aims, we create problems.

The pattern of adolescence is also fraught with psychological and emotional problems. Too often our attention has been centered solely upon the physical and educational phases of this important period. The adolescent dilemma, on the one hand, is to remain as a child with decisions made by adults and, on the other side, that young adults should make their own decisions. In the period of transition the struggling adolescent first treads one path and then the other. He does not know upon which path he is or which path he should take. Should he ask someone or should he decide for himself? He ponders these questions as he sits in the classroom with a vacant gaze. His life is filled with emotion, confusion and doubt. It is one of the pleasures of a psychologist to take such struggling cases, to help them see the problem and to give them the reassurance that such conditions may be fully understood.

It is desirable that teachers and administrators may become aware of the splendid possibilities for service to youth in these fields. Many children do not survive this period happily. They may be so overwhelmed by the domination of their homes that they merely surrender in an apathetic manner and remain on the level of the childhood pattern. Others are rudely shoved into the adulthood picture without adequate preparation.

We wish to mention a few other unusual conditions. The child who feels rejected at home, who suffers from fears which he does not disclose to parents, fear of dark, fear of punishment, fear of animals is a problem. The child who feels the injustice of unfavorable comparisons, the jealousies which he does not understand toward his younger brothers and sisters is a challenge. The child who is treated with extreme harshness one day and with excessive indulgence on the following day—all these are the fertile breeding ground for unusual reactions in children. These struggling youngsters draw a mantle of secretive-

ness about themselves, they grope about blindly for recognition, they develop patterns of lying, of stealing, of cruelty to animals and to children. It is a safe wager that practically all children who show these unusual and most baffling problems in home and at school are suffering from one or more of the frustrations just mentioned. Is it possible for us to hasten the day when education will expand its base of operations so as to include the understanding of such problems and constructive measures to deal with them?

Outline of Causes—We have indicated some of the mechanisms which play into and create the patterns of behavior. It is well to pursue this problem a bit further with suggestions for other specific causes as well as for their remedy and treatment. The Detroit Scale of Behavior Problems¹ has divided all of these causations into five general classes. We shall consider each briefly.

1. *Physical and health factors.* Many of the children who are designated as behavior problems are characterized by physical defects. Defective vision, defective hearing, crippled conditions, a long list of deviations in size and physical development. At first thought one might wonder why there is any connection between these handicaps and behavior. However, they are not difficult to understand. The child whose vision is slightly defective goes thru the early school experiences with continual eye strain. Along with it he develops a large amount of nervous tension and exhaustion. He cannot sit as quietly as other children. Eventually he does not succeed as well as they do. Gradually he is reprimanded constantly for not being as quiet or as good as others. He does not know why and, therefore, he feels a vague injustice. This continues until he seeks recognition by doing things which create disturbance. He gets a certain satisfaction out of it altho he may, in a way, dread the consequences which he feels will inevitably follow. Later on he drops out of school upon every possible excuse.

The child who is slightly deaf suffers from social isolation—he cannot pay close attention to school, he loses interest, he withdraws within himself. The child with speech defect may become stigmatized by his playmates for his handicap, usually a correctable handicap. The sickly child, the child with a weak heart unable to compete normally with other children, eventually seeks satisfaction thru spectacular malbehavior. Size deviations are important. The undersized child is looked down upon by children his own age. The oversized child strives to play with older children of his own size but is often rejected by them on account of his social and mental immaturity. He then turns to punish younger and smaller children, becomes the neighborhood bully, afraid of older children or even of children of his own size. The schools, either thru their own immediate staffs or thru the auxiliary agencies of health and social work, have a tremendous task in correcting physical defects.

2. *Personal habits and recreational factors.* A second major field of causations is termed "Personal Habits and Recreational Factors." These involve the child's own pride in his appearance and clothing, his own self-care, the home duties, his conditions and habits of eating and sleeping, his recreational

¹The Diagnosis and Treatment of Behavior problem Children. New York: The Macmillan Company, 1935, page 384 (Jointly with Virginia Traphagen).

facilities and playmates and companions. This group of factors represents many of the early habit patterns of children. These patterns are extremely vital to their later success. They are molded, in part, by home conditions yet, in a large measure, they are also the outcome of the child's attitudes. Behavior problem children are often found decidedly lacking in them. They have few interests, they do not assume responsibility for their own self-care, they dodge home duties, they are not orderly or purposeful in their recreation. It is needless to point out in great detail the problems which face parents who live in crowded city quarters with respect to this group of factors. However, even in the most fundamental things such as immediate personal care and pride of appearance much more could be done to develop proper habits and responsibilities even in the tiniest apartments.

The child who has very poor habits and few home duties tends to make a poor attack upon his school activities. He drifts along without correct motivation and useful purpose. The modern school is so organized as to require children to show certain sense of responsibility. Many cases drifting in the direction of behavior problems are definitely lacking in this field of personal habits and recreational factors.

3. *Personality, social and emotional factors.* There is a third important group of factors. Actually, it proves to be the most important of all five groups in distinguishing between behavior and non-behavior children. They are such basic traits as personality type, the susceptibility to anger, fear, excitement, pity and intelligence, initiative and ambition, vocational interests, and general behavior. Many of these factors represent the emotional and temperamental side of children rather than their purely intellectual interests or their school accomplishments. In an earlier section we have referred to this emotional side of children as a section of education which has sadly lacked emphasis and development. If we apply the principle of individual differences to this group of emotional problems, the whole field immediately becomes more understandable. We are familiar with individual differences in such matters as the physical development of children, their educational accomplishments or their intelligence, but we feel less familiar with differences in children in such a trait as pity, ranging from children who are extremely susceptible to pity to the other extreme of those who do not show it nor respond to it. Fear, dread, excitement and a host of other traits also yield the same picture of individual differences.

We have come to accept slowly the idea that there are people different from us in some of the more obvious developmental traits such as size or intelligence, but we wish to close our concepts about differences at this point and hope that in all other things, such as these social and emotional factors, people all follow the same pattern—the pattern which is similar to our own. But fortunately, or unfortunately, this is not true. If we use our imaginations to conceive of one child utterly fearless as compared to one living in a complete state of fear, there is a new light upon the whole problem of childhood behavior. Parents often forget that many of these basic traits which tend to be glossed over in their own lives are still living, vital issues in the lives of children. One hopes that the day will soon come in which we will have studied the

psychology and training necessary for correcting these difficulties as intelligently as we have the deaf, the blind, or the feeble-minded. Until we have done so, a small but important percentage of children with extreme deviations in these fields will continue to bear the label of behavior problems and to live in conditions which they do not control with attitudes too often misinterpreted as deliberate intention to disobey.

4. *The parental and physical factors of the home.* A fourth group of factors concerns itself with the parental and physical factors of the home. These are in contrast to the fifth and final group which deals chiefly with what we would term home atmosphere. Under these physical factors we wish to direct attention to parents with respect to their intelligence, education, age, health, and personality. Included in this list are also the occupation, the economic status, the home language, other adults in the home, adjustment to the brothers and sisters, the legal status of the home. In this group of factors we are trying to be more specific about that vague factor which we so often term "unfortunate home background." This field can be made more specific when given some careful study. Even tho parents may be limited in their intelligence and education, they usually have the universal desire of doing better for their children than they have done for themselves. They often compensate for their own weaknesses by a very fortunate emotional relation to their children. It is interesting to learn as a by-product of our study that the parents of children known as behavior problems are much less like each other in intelligence, than are the parents of so-called-non-behavior children. This seems to indicate that clashes of mental differences between parents may be a fertile ground for the disruption of a child's total behavior pattern. Contrary to usual opinion, we also discovered that fathers seem to have slightly more influence than mothers upon the total behavior scores of their children.

In considering this family background one must not jump too hastily to the conclusion that all children living in unfortunate conditions must necessarily fall into the pattern of delinquency. As a matter of fact, many children survive even tho their brothers do not.* We should examine more critically the reasons for such differences between children coming from the same environment. We believe that there is the additional effect of the personality and emotional factors which have just been considered. Children who are unfortunate in personality make very poor adjustments to unfortunate family backgrounds, but children with good personality factors survive in spite of them. They possibly gain strength in learning how to resist degrading influences.

5. *Home atmosphere.* The last of these causation groups has to do with home atmosphere. Under it we consider the general home atmosphere, the ideals, religion, the family recreation, the parents' social adjustment, discipline and attitudes. These factors are very important and, in distinguishing between behavior and non-behavior, they hold a higher place of importance than the physical side of the home. The familiar words of a certain hymn, "Be It Ever So Humble, There's No Place Like Home," are closely related to this question of the real home atmosphere. It is in this field that more cases get away to a bad start than in many others that we have mentioned. Children naturally look

to their own parents for ideals. If they are lacking, the entire framework and structure of human life seems to suddenly collapse. We must give more earnest attention in the field of psychology, sociology and all of the other human studies to the elements which tend to tear down the ideals and atmosphere of the home. We must find what things play into poor attitudes on the part of parents toward their children. It is interesting to report in this connection that poor attitudes frequently develop toward children whose size is decidedly removed from the normal. Undersized children are too often scorned by parents, oversized children are rejected and shoved into an artificial condition of maturity long before they are mentally and emotionally ready for it.

We finally append two or three items with regard to school at the end of this picture—child's attendance, his scholarship, and his attitude. Sooner or later these factors may become very basic ones in the total behavior pattern of children. We have discovered that poor school attendance on the part of older children is very highly related to lack of early recreational facilities. At first this seems like an enigma but when we consider it a bit further light begins to dawn. The little child of 5 or 6 years of age who has nothing to play with at home acquires the habit of looking elsewhere for his satisfaction and excitement. He goes out and plays in the neighborhood and that place where he should not be proves to be the most alluring. Gradually, thru the years in school he continues this pattern and upon the slightest opportunity he begins to practise looking for green pastures far away from school. If we are to cure chronic truancy among the adolescents we must first take them back to early childhood and give them some toys and recreational facilities within their own homes ten years earlier.

It has been the speaker's privilege to labor over the study of these manifestations with the staff of the Detroit Psychological Clinic for a period of many years. We have attempted to set these factors up, each distinct in itself. We have then related each one of them to all the others in our statistical studies. Thru this long and somewhat laborious process we have learned many things about the relationships between causes behind behavior problems.

THE NEA ON THE AIR

"Our American Schools"—Red Network, National Broadcasting Company

Every WEDNESDAY afternoon, 6:00-6:15 o'clock EST—Begins October 13

Promotes teacher welfare and better support for schools

Every SATURDAY morning, 11:00-11:15 o'clock EST—Begins October 16

Brings home and school in closer cooperation.

"Exits and Entrances"—Columbia Broadcasting System

Every MONDAY afternoon, 2:30-3:00 o'clock EST—Begins October 18

Stories from the great drama of life as it moves across the stage of time.

A current events program as an aid to teachers of social studies. For reception in the classroom.



Those who attended the first Conference on Elementary Education.

Conference on Elementary Education

University of Michigan

Ann Arbor, Michigan

July 5-16, 1937

The two-weeks' Conference on Elementary Education, sponsored by the Department of Elementary School Principals and held at the University of Michigan, Ann Arbor, Michigan, July 5 thru 16, and listed as Education B151S, was history making. Its effects will be far-reaching. Its importance will grow as the years pass. The success of the meeting was due to the splendid arrangements, made by the University, the wholehearted cooperation of Dean J. B. Edmonson, Professor L. W. Keeler with those eminent educators who gave so generously of their time and the highly professional group which attended. The 190 students came from thirty-two states representing many types of school positions altho most were principals of elementary schools.

Miss Agnes Samuelson, state superintendent of public instruction, Iowa, and the first lecturer at the conference aptly asked and answered the thoughts of those assembled. Her question was "Why come ye here?" Her splendid analysis of the situation was as follows:

We, the elementary principals, Believing that

1. teaching is more than going thru the motions or using all kinds of gadgets.
2. personality of children is more important than mechanics and growth more valuable than achievement
3. pupil growth depends upon teacher growth
4. elementary grades hold a basic place in the total elementary program
5. learning situations in our respective schools should be constantly improved
6. trends and changes in elementary education require a new concept of instructional leadership with the technical skill to implement it.

Have Come to this Conference

1. to look thru the telescope for a clearer perspective of the place of education in our American life and of the position of elementary grades in the total educational program
2. to look also thru the microscope to discover how to refine our procedures and improve our professional competence.

T
sta
who
vers
Cou
Mo
Ran
T
ture
grou
men
rece
cial
of t
Ross
M.
Gra
Sara
A
rour
The
catic
amin
on "
cour
Edm
versi
Corn
Mich
arran
Mich
B
AL
J. D.
CA
Lord,
Don.
Youn
Con
Chap
Dis
G. P
Flo
Brosi
Miam
Marg
mond
*Vis

The course was so organized and directed by Professor L. W. Keeler of the staff of the School of Education. This staff included thirteen instructors of whom seven were visiting lecturers to the Summer Session faculty of the University. These instructors were: *William G. Carr, *Dennis H. Cooke, S. A. Courtis, J. B. Edmonson, *Bessie Lee Gambrill, L. W. Keeler, Arthur B. Moehlman, Willard C. Olson, *Henry J. Otto, *Eva G. Pinkston, *Paul T. Rankin, *Agnes Samuelson and Clifford Woody.

The course was organized so that each morning period was devoted to lectures. The afternoon period was utilized by dividing the 190 students into seven groups organized under the officers chosen by the class group from their own membership. Much of this discussion was concerned with issues presented in the recent yearbooks of the Department of Elementary School Principals and special emphasis was placed on the Fifteenth Yearbook, "Personality Adjustment of the Elementary School Child". The chairman of these seven groups were: Ross Brooks, Evansville, Indiana; George N. Fisher, Ft. Worth, Texas; Thomas M. Gilland, California, Pennsylvania; Nora Langford, Ft. Worth, Texas; Grace Needham, Lakewood, Ohio; B. C. Shankland, Cadillac, Michigan; and Sarah L. Young, Oakland, California.

Another very interesting feature of the conference was a series of informal roundtable discussions, which were held each evening at the Michigan League. The group assembled exchanged views on practical problems in elementary education. Those who wished credit were given two points by taking the final examination. Each student who attended, has now in his possession a monograph on "Selected Problems in Elementary Education," which was the theme of the course. For the preparation of this monograph the group is indebted to Dean Edmonson, Dr. Keeler and Mr. Good. The Group is also indebted to the University for the lovely get-together party, which was arranged by Ethel A. McCormick, social director of the University, which took place in the gardens of Michigan League, at the early part of the course. Miss McCormick also made arrangements for the lovely Tea which took place on the second Thursday at Michigan League.

Below is a list of those who attended the Conference on Elementary Education.

ALABAMA—Birmingham: Foster Ansley, J. D. Williams.

CALIFORNIA—Los Angeles: Helen M. Lord, Ethel Barkelew Newman; Norwalk: Don. T. Delmont; Oakland: Sarah L. Young.

COLORADO—Colorado Springs: James M. Chapman.

DISTRICT OF COLUMBIA—Washington: Eva G. Pinkston.

FLORIDA—Ft. Myers: Mrs. Irene S. Brosier, Pearl Bullock, Cecil Hamilton; Miami: Olga D. Benson; Tampa: Mrs. Margaret Bomford, Mrs. Allie M. Hammond, Mattie Jordan, James L. McIntosh,

LaVerne Nelson, Mabel Nelson, T. R. Robinson.

GEORGIA—Atlanta: Catherine Craig; Leona Ingram, Lula M. Johnson, Emma Lu Nolen, Hattie C. Rainwater, Maude A. Rhodes, Mary Standard; Brunswick: Lila Stallings; Moultrie: Mrs. Winona S. Cox, Martha Kelly, Kathleen C. Outler, Florence Willoughby; Thomasville: Mrs. Leah Goodwin; Savannah: W. W. McCune.

ILLINOIS—Berwyn: Belle Carson, Lucile Coulter; Chicago: Kathryn Steinmetz; Congress Park: Leona E. Larimore; Danville: Muyrel Blaikie, Anna Miller, Ray G. Seitzinger; Decatur: Daisy V. Daggett, Maude

*Visiting members of the faculty.

Elizabeth Vigles, Mattie Waddington; Granite City: Claudine Coulter; Moline: A. Melda Johnson; Peoria: Joseph Murphy; Rockford: Mrs. Anna G. Dexter.

INDIANA—Evansville: Ross Brookes, Carl William Lemme, W. V. Mangrum; Indianapolis: Mrs. Vivian Soules Rankin; Muncie: Charles E. Lykins; South Bend: Margaret P. Alexander; Terre Haute: Blanche J. Richardson, Gertrude F. Soules.

IOWA—Algona: Otto B. Laing; Cedar Rapids: Mrs. Carolina M. Preston, Marjorie Walter; Fairfield: June Chidester; Sioux City: J. E. FitzGerald.

KANSAS—Junction City: Lillie Hefflefinger, Neva Hefflefinger; Pittsburg: Lora Allen; Topeka: Mrs. Martha Kittell.

KENTUCKY—Hopkinsville: Lottie McDonald, Mary V. Walker; Louisville: Elma Kohnhorst; Paducah: Bettie Frances Coulter.

LOUISIANA—Franklinton: Murphy J. Sylvest.

MARYLAND—Kensington: Anna F. Rose.

MASSACHUSETTS—Fitchburg: Louise Wingate; Medford: Mrs. Elizabeth T. Newell.

MICHIGAN—Adrian: Carrie M. Sheldon; Mae J. Thompson; Bay City: Romelda Grace, Bammel, Anna R. Lawrence, Sarah Elizabeth Seebeck, Gertrude Simmerson, Ethel Staudacher, Bessie E. Stoutenberg; Cadillac: B. C. Shankland; Dearborn: Lyle E. Hotchkiss, Howard Lorenzo Parker; Detroit: Zita Harris, Mrs. Marion Terry Kraatz, Grover Stout; Flint: Helen A. Moss, May Pascoe, Lillian H. Pickett; Grand Haven: Zenona H. Ackley, Grace S. Rosso, Kate Van Hoef, Laura Wuennecke; Grand Rapids: Meda Bacon, Eudora Porter Estabrook, Mrs. Clara E. Gay, Bertha B. Greenbaum, Etta F. Jones, Blanche Lamoireaux, A. Pearl Lewis, Mrs. Lettie Marsh, Edna Marion York; Holland: Walter C. Gorsline; Holt: Lorned G. Goodrich; Jackson, Minnie R. Arnold; Kalamazoo: Esca B. Rogers; Milford: Veronica Hoffstetter; Pontiac: Alice B. Shattuck; Talamage: Mrs. Lorena Purdy; Tecumseh: Julia E. Gilmore; Ypsilanti: Olive M. Adams.

MINNESOTA—Manokato: Mabel J. Hawkinson.

MISSISSIPPI—Clarksdale: Gabriel Marion Houston; Greenville: Mattie Driver Houston.

MISSOURI—Kansas City: W. H. Martin; St. James: Lena A. Pitts; St. Louis: Leonide

M. Girault, Mary A. Thompson; Springfield: Alice Pittman.

MONTANA—Bozeman: Esther M. Rulien; Great Falls: Helen Edgerton.

NEVADA—Ely: B. W. Wheatley.

NEW HAMPSHIRE—Concord: Mrs. Mary A. Chase, Mrs. Mildred B. Chase.

NEW JERSEY—Penns Grove: Mrs. Verna Dowling; Princeton: Mrs. Helen Brearley.

NEW YORK—Aurora: Florine Helen Howes; Brooklyn: Ida R. Gottlieb; Buffalo: Elizabeth I. Leary, Helen M. Olmstead, Florence Paris; Niagara Falls: Frances E. Beggs, Anna Wylie; Rochester: Mrs. Dorothea K. Lortcher, Stella O'Neil, Olive A. Paine, Katherine Spillane; Whitesboro: Christine Craig.

OHIO—Akron: Harriet T. Callow, Janet Morrison, Ashtabula City: Henrietta McKinsey; Bellefontaine: R. P. Ulrich; Brecksville: Susie McCreery; Columbus: E. O. Callahan, Mrs. Nellie W. Hoover, Grace Clarke Phelps; Lakewood: Rachel Bevington, Grace Needham, Florence M. Rogers; Mansfield: Vera Dee Craig; Miamisburg: Maud M. Bell; Toledo: Francis Brown, Sadie Galvin, Minnie L. Kinker, Winifred Pittenger, Hazel Oechsler; Youngstown: Amy Eldridge.

PENNSYLVANIA—Bellevue: Robert H. Edgar; California: Thomas M. Gilland; Indiana: Mary Louella Russell; Philadelphia: E. Isabella McClure; Pittsburgh: James W. Mates.

TENNESSEE—Fountain City: R. H. Underwood.

TEXAS—Ft. Worth: Mrs. Bess M. Fisher, George N. Fisher, Nora Langford, Lulu Parker.

UTAH—Salt Lake City: Lester J. Nielson.

VIRGINIA—Appomattox: Annie Hancock; Bassett: Mrs. Bernice N. Bush, Mrs. J. L. Racey; Bedford: Hannah Saunders, Virginia Saunders; Driver: Edna E. Everett; East Radford: Mildred Kocher; Norfolk: Lucy Nottingham Brickhouse, Mrs. Edith B. Joynes; Richmond: Cornelia S. Adair, Clarice Olivia McKnight, Katherine Kirkpatrick Scott, Charlotte D. Wray; Vinton: Mrs. Gertrude H. Gish, Annie Frances Payne, Luella Thomas Scott; Whaleyville: Jennie Lee Jones, W. J. Jones.

WASHINGTON—Seattle: Ernest W. Campbell; Vancouver: Elsie Marian Johnson.

WEST VIRGINIA—Gary: J. E. Batten, Jr.

WISCONSIN—Sheboygan: Fred Schnell.

The Principal's Part in a Safety Education Program

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

PART I—FIRE PREVENTION*

Upon whom does the success of a program of safety education in a school depend? Upon whom does the success of any school activity depend? No particular individual or group is responsible. It is the hearty cooperation and sympathetic attitude of administrators, teachers and student body that spells success. Even the wee kindergartener has a contribution to make. It is to the school principal, however, that all turn for that leadership, that ability to organize, that guidance and inspiration, which always starts the wheels going and keeps them in condition, until the desired product has been turned out.

Each year, the week which contains October 9, is proclaimed by the President as Fire Prevention Week. All are asked to make an effort to help prevent fires. Is October, therefore not a propitious time to see how well those safety wheels are turning in every school building?

Do you remember the tragedy at New London, Texas, during the past school year when 294 children lost their lives because of an explosion? No doubt that sad event is still fresh enough in our minds to make us wonder every time we approach a school building just how safe it is. To quote the current number of Safety Education Magazine,

Shortly after that disaster, Secretary Ickes disclosed that 1,178 school buildings have been found unsafe in this country and its dependencies. His report lists only schools for which application for funds to eliminate hazards are pending before the PWA. Of these schools, 501 were listed as fire hazards and 437 as so overcrowded that a definite panic hazard exists.

And that brings up the question, vital to every principal and parent as well. How safe is your building? The National Safety Council recommends that ordinary large public buildings should be analyzed most carefully from four standpoints: The possibility of fire starting; the facilities and organization for exit purposes; factors that would stop the spread of fire to hallways and exits; and an organization which will call help, extinguish fire, and prevent panic.

Such an inspection is very frequently made with the assistance of the children from the upper grades, and the conditions found have been used as a basis for activities in the classroom. Recommendations for the elimination of fire hazards beyond the control of the principal should be made to the proper authorities at once.

The principal will seek the cooperation of the teachers as well as the children, in carrying out a safety education program. This cooperation is probably most clearly shown early in the year in developing and carrying out fire drill regulations. New teachers are given careful directions so that they may instruct their classes correctly. Former teachers need to be made familiar with any changes from the previous year. Students assisting as marshals receive all necessary in-

*Parts II and III of this article will appear in the December and February issues.

structions. The individual teacher then gives sufficient drill to her class so that when the school alarm is sounded, everything will go smoothly. This means that the general plan of emptying the building has been thoroly worked out by the principal. It means that all are familiar with any state laws regarding fire drills.

While the drill is in progress the thoughtful principal today does not keep both eyes glued on his watch, just to proudly boast, "My school empties in less than two minutes." He has in mind the safety element as well as the speed element. He watches for those in fractions of discipline, which in large crowds have often caused more accidents than the fire itself. To quote Miss Idabelle Stevenson in her book, *Safety Education*, "The principal must be absolutely responsible for the proper administration of fire drills but may use the fire marshal and his aids as well as teachers in its execution."

With the fire hazards of the community also in mind, the principal makes plans to carry his fire prevention program still further. The assembly offers him a splendid opportunity to arouse the enthusiasm of the student body. The teachers will then carry on with any necessary instruction and make use of every possible schoolroom activity to stimulate the interest in fire prevention. Occasionally, the principal will bring to the platform a speaker from outside.

It has been mentioned that teachers should "carry on" with any necessary instruction. No doubt every principal finds some teachers at a loss for information as a basis for teaching. Others may be deficient as to the latest methods. If such is the case it is recommended that principals contact the following organizations for helpful materials and suggestions: National Board of Fire Underwriters, 85 John Street, New York City; National Fire Protection Association, 60 Battery-march Street, Boston, Massachusetts and Education Division, National Safety Council, One Park Avenue, New York City.

Have You a News Item?

We shall appreciate it very much if you will let us know about the changes which are made in the elementary principalship of your school system. We know that often we send letters to many of our members, when they have changed positions, but we do not know the correct address or to which school they have been transferred. Will you, this year, make it a point to see that information is sent to headquarters, if you have been changed to another school, or if some friend of yours has been changed?

We are indebted to Miss Edythe J. Brown, our immediate past president, for the news item which follows concerning the principals of South Bend, Indiana:

Mr. Fred A. Hite, of Elder and Franklin schools retired last month, and Mr. Clarence A. Harris has taken his place. Mr. O. M. Swihart, of Perley and McKinley schools resigned to become County Superintendent of Schools of St. Joseph County. Mr. George R. Lambert was appointed. Mrs. Margaret Alexander will become principal of the new Marquette School.

Be sure to let us have similar news from your schools.



"Our H. A. Allan and S. D. Shankland"

Atlantic City Meeting February 28-March 3, 1938

The two gentlemen walking so energetically down the boardwalk of our convention city, are Mr. H. A. Allan, business manager of the National Education Association, and Mr. S. D. Shankland, executive secretary, American Association of School Administrators. These gentlemen are responsible for seeing that our winter conventions are always such marvelous affairs. If you have not attended one of these meetings, now is the time for you to begin to make your plans.

Our president, Mason A. Stratton, is bringing us to his own home city this year, and he and his committee are planning new, interesting and worthwhile programs and entertainment for us. The programs which these fine people are making, will send the Department up one more rung of the achievement's ladder.

The Traymore Hotel will again be headquarters for the Department of Elementary School Principals. We shall have at this beautiful hotelry our Monday morning get-together breakfast, and our banquet Monday night. Make your arrangements to be with us, for plans are fast materializing to have this semi-annual banquet one of the main features of the convention.

The December issue of *The National Elementary Principal* will carry much more information. If you haven't already made your reservations, be sure to do so immediately, for indications are that we shall have a record crowd.

Social Affairs at the Detroit Convention

D.E.S.P. Breakfast—The Department of Elementary School Principals has for years held a get-together family breakfast on Monday morning of convention week. At this time members of the Department and their friends assemble. This breakfast meeting is one of those lovely occasions at which friends greet friends, make new friends and enjoy each other. The breakfast in the ballroom, Statler Hotel, Detroit, Monday, June 28, 7:30 a.m. was no exception to the rule. Our genial and affable chairman of affairs for the Department, Mr. Earl R. Laing, with Miss Jennie Clow who was chairman of his very gracious and efficient committee, had arranged not only a delicious menu, but a delightful program.

Miss Esther J. Cousins, principal, Stephens Elementary School, introduced Rev. William H. Perkins, rector of Cass M. E. Church, who gave the invocation. Under the direction of Mr. Leland Olmstead, Hamtramck, with Mr. Neal Greene, Hamtramck, accompanist, the group sang *America The Beautiful*. Beautiful, colorful and appropriate pictures illustrating each line of music of this lovely song were shown on a screen as the group lustily sang.

Mr. Laing greeted the 224 persons present, extended a cordial welcome, and presented the President of the Department, Miss Edythe J. Brown. Miss Brown responded in her usual cordial manner. She, in turn, presented Dr. Herman Browe, who brought greetings and extended to Miss Brown the keys of good fellowship, which were to open all doors of good times and entertainment for convention visitors.

D.E.S.P. Banquet—The banquets of the Department are held on Monday evening at each February meeting of the American Association of School Administrators, and on Tuesday evening of the annual meeting of the parent organization, the National Education Association. Each time the group meets for these momentous occasions it feels that the banquet which is being attended is lovelier and better than the one preceding, if such could be possible.

It was thru the superb management of Mr. Walter Browe that 540 guests who attended the banquet, were so splendidly transported in courtesy cars to the beautiful Detroit Golf Club on Tuesday, June 29, 6:30 p.m. The weather was perfect, and the drive delightful. The Women's Principals Club, under the splendid direction of Miss Irene Sauble, president, made all arrangements for the banquet and we are indeed glad that Miss Sophie Bachmann's brother, Mr. Charles Bachmann, allowed the group to have the banquet at such a lovely place as the Detroit Golf Club.

As the guests arrived, they were escorted to tables in the banquet hall, by beautiful young ladies, attired in fluffy yellow dresses, which had been made in the domestic science department of the Detroit schools. At each table was seated a man and woman from the Detroit Principals Club, who acted as host and hostess. As the group assembled, they were favored by music, which was especially beautiful, rendered by a group selected from Detroit high school orchestras. The two young ladies who had charge of the head table, were especially well

chosen because of their executive ability. They made all answer to the roll call, and then graciously guided the group to the place of honor.

With such genial surroundings, delicious food and delightful hosts and hostesses, it was no wonder that the happy crowd was loud in its praise for those who were responsible for such splendid arrangements. The program for the evening was arranged by the Schoolmaster's Club. The speaker, Dr. Frank Cody, superintendent of Detroit Schools told many new stories, which were thoroly enjoyed by all present. Dr. Cody's genial personality was quite contagious, and our president was an able match for his ready wit. The holiday spirit of the group with their ready repartee and banter caused the evening to be one of scintillating enjoyment. The President was ready and equal to any rapid fire aimed by the guests of honor and friends. At the close of the dinner, Mr. George P. Becker, a tenor soloist, graciously rendered several lovely numbers. The Ford Dixie Eight held the group spellbound by the many selections which they executed so magnificently. Mr. Benjamin Lovett, directed an orchestra and twenty couples of young people who are students of Edison Institute, Greenfield Village in a demonstration of old time dancing. After the young folks showed the "oldsters" how easily and gracefully the dances could be done, Mr. Lovett invited the group to participate. Much fun and dancing was enjoyed by all.

Congratulations Are in Order

Ira M. Kline, who is a member of the executive committee of the Department of Elementary School Principals, and who has been supervising principal of Greenburgh Schools, No. 8, White Plains, New York, has recently accepted the position in the New York University, as director of the Bureau of Appointments. Those of us who have had the pleasure of working with Mr. Kline, know the thoroness with which he does his work, and how very well he is thought of not only among his co-workers of New York, but by his friends in the nation.



IRA M. KLINE

We feel that the University of New York has made a very wise choice in selecting Mr. Kline, for this very important position and of course, we are sorry to lose him from the active work in the elementary school, which he did so splendidly. The Universities today are beginning to realize the importance of elementary education and Mr. Kline, with his thoro knowledge of the subject, from his place of vantage will be of great help to this field of work. We wish for him great success in this new work and pledge our loyalty and support.

Let Us Continue To Move Forward

Eva G. Pinkston

The year 1936-37 placed our membership list at a new high for the Department. The new directory which is included in the 16th Yearbook, "Appraising the Elementary School Program," carries 5,155 members and life members. This means about a 25 percent increase over the year before. The Executive Committee has now challenged us to reach a goal of 6,000 for this year of 1937-38. We can do this and more, if each member will be responsible for the membership of some person who is interested in elementary education, but who is not *now* a member of our group.

The members of this Department have been doing and will continue to do everything in their power to further the cause of elementary education. Those people who work in the elementary school consider neither time nor money when it comes to work. The interest is so great that many extra hours are spent in the place of their position. These members do not think of sending in their dues to us until they have missed one or two numbers of the publication, or someone mentions that the Yearbook is out, and they wonder why they haven't received theirs.

For the edification of all, let us say that the Department of Elementary School Principals follow the lead of the parent organization—The National Education Association, in its membership year. This year begins September 1 and ends August 31. Send us your dues now, so that you will get the different publications the moment they come from the press.

There are many better reasons for wanting those who are interested in elementary education to join our ranks than just to increase the membership of the Department. The Department of Elementary School Principals is a professional group. It is not interested in politics or "isms." It is working toward a better solution for that vital problem, namely, educating the children of our nation. We cannot say too often that the time which a child spends in the elementary school is the most vital period of his educational life. The U. S. Office of Education tells us in its report that again this year many millions of children will never know any school life other than that of the elementary school. These two facts alone are enough to stir the souls of all those who are interested in this phase of education. Add to these the thought that all children are encountering living conditions today which are continually changing, and the experiences which children have are entirely different from those which you experienced, then it behooves all who are intrusted with this great responsibility of leading, guiding and teaching the youth of our land to work *closer together* so that better methods may be evolved. We must do better teaching, have well-equipped buildings, enriched programs and pay more attention to individual differences.

Our times are crucial to the very continuance of our society and we must equip our boys and girls with that correct type of education, which will help them to meet novel and difficult problems. We must develop our curriculum so that the education which we give to these fine folks will fit into that life

and strengthen them as they build for better things. They are to be our citizens of tomorrow, and the thoughts which are now planted in their young inquiring minds will be bearing fruit.

The names which we have listed below represent those persons who have consented to represent the Department of Elementary School Principals in their individual states. We have devoted much time and thought in making up this list of fine men and women. They are leaders and since the Department represents the key position in our educational system, these people have been chosen with great care. They will appreciate your help and suggestions.

- ALABAMA—Robert C. Johnston, 2030 Magnolia Ave., S., Birmingham.
- ARKANSAS—Ralph B. Jones, 522 May Ave., Fort Smith.
- CALIFORNIA—Stephen Walker, 130 N. Angus St., Fresno.
- COLORADO—Nellie V. Lind, 3038 York St., Denver.
- CONNECTICUT—Elizabeth R. Malcolm, Cedar Street School, New Haven.
- DISTRICT OF COLUMBIA—Mrs. L. R. Duganne, Shepard School, 14th and Kalorama Rd., Washington.
- FLORIDA—Frank M. Foulks, 404 E. Ross Ave., Tampa.
- GEORGIA—Maude A. Rhodes, 185 Westminster Dr., N. E., Atlanta.
- IDAHO—Coral M. Norton, 406 Franklin, Boise.
- ILLINOIS—Kenneth E. Vayette, 204 N. Perry Ave., Peoria.
- INDIANA—Carl W. Lemme, Evansville Public Schools, Evansville.
- IOWA—J. E. FitzGerald, 1821 Ross St., Sioux City.
- KANSAS—Myrtle M. Evans, 15th and Troup Ave., Kansas City.
- KENTUCKY—E. E. Gotherman, 750 So. Limestone St., Lexington.
- LOUISIANA—Amy H. Hinrichs, Audubon School, New Orleans.
- MARYLAND—Anna F. Rose, Chevy Chase Elementary School, Chevy Chase.
- MASSACHUSETTS—Louise Wingate, 128 Prichard St., Fitchburg.
- MICHIGAN—Arnold Gregory, Raupp School, Lincoln Park.
- MISSOURI—E. A. Hood, 6031 Southwest Ave., St. Louis.
- NEBRASKA—Virginia Ellett, 4814 Webster St., Omaha.
- NEW JERSEY—Mrs. Helen C. Brearley, 57 Princeton Ave., Princeton.
- NEW MEXICO—Stella Kiker, 240 S. Fifth St., Raton.
- NORTH CAROLINA—Mrs. A. R. Wilson, 202 S. Dillard St., Durham.
- NORTH DAKOTA—Mrs. Sadie A. Walker, 701 10th St., S., Fargo.
- OHIO—L. Daisy Hammond, Patterson School, Dayton.
- OKLAHOMA—Jess S. Hudson, 2823 E. Fifth St., Tulsa.
- OREGON—Stephen E. Smith, 3830 S. E. 14th Ave., Portland.
- PENNSYLVANIA—William J. Laramy, 2452 Merwood Lane, Upper Darby.
- RHODE ISLAND—Hermann G. Patt, John Clarke School, Newport.
- SOUTH DAKOTA—Annamae Linter, 807 So. Summit, Sioux Falls.
- TENNESSEE—Thomas N. Johnston, 226 Keith Ave., Knoxville.
- TEXAS—W. L. Darnell, Palm School, Austin.
- VIRGINIA—Lillian M. Johnson, 404 Chestnut St., Norfolk.
- WEST VIRGINIA—R. H. Richards, 1201 Third St. W., Huntington.
- WISCONSIN—Fred S. Schnell, 2722 Highland Ter., Sheboygan.
- WYOMING—Margaret Chambers, Grant School, Casper.
- ALASKA—Anthony S. Karnes, Territorial Schools, Juneau.
- HAWAII—Elmer A. Brown, Kuhio School, Honolulu.

Chairmen for other states will appear in the December issue of *The National Elementary Principal*.

Principals Plan Too

Katherine Scrivener, principal, Langdon School,
Washington, D. C.

Principals plan for the same reasons that teachers do, and this is a statement of what is planned for one building.

A unified group progresses farther and faster than a disorganized one, and a program that enlists the interest and attention of a whole building can often produce more results than one carried on in a single classroom. With these objectives in mind the following plans were made for a regular city school.

We realize of course that many of the following will not be carried out as planned, and the outcomes in many cases will be different from those expected, but having the needs of our children, teachers, and community in mind we have laid our building plans for the new year.

The main objectives are, first to meet the particular problems of those influenced by this school, and then to provide as much enrichment as possible. The following plans are divided into three groups, those for children, teachers and the community.

A Few Plans That Involve All of the Children

Science—Have someone from the Science Corps come to a faculty meeting, and discuss the possibilities of astronomy teaching in the elementary school. Work out a few minimum essentials of facts, vocabulary, and related information that might be used. Let those interested go into the subject as thoroughly as they like. Have the same science teacher come back at night after a few months, and meet those interested, children, teachers, or parents. Have a talk, over a loud speaker, under the stars, where familiar ones may be pointed out, and questions answered. Provide for a representative group of children to visit the Naval Observatory, with their teachers, and report their observations of the moon, or the stars.

In the spring it is hoped to have the same type of program on birds. Following classroom lessons a nature guide is coming to take a group of interested children on a bird walk in the nearby woods, and these children will be assistant leaders on later bird walks taken by the whole class.

During the winter a hive of bees will be housed in the building, also an ant hill. The grades will share their information and findings with each other.

Physical Hygiene—Have the children list the games they know and want to play, with the object of focusing their attention on the many possibilities for free play time. Have children make equipment when possible or mark the playground when necessary. Teach new games. Work out inter-class schedules, and play off, after room teams have had much opportunity to practise. Work out a list of games to be played indoors on rainy days, and have children make necessary equipment. Have "pep" assemblies for singing school songs, and cheering the teams. Encourage the children to play games at recess time. When the fall season is over have an "Awards Assembly" to present the various winners.

English—After the teachers have had time to spot a few of the outstanding errors in oral English have a building drive on them. Follow up classroom lessons with a series of posters hung in the halls to remind children of these demons, hoping to get them in the habit of checking each other, or of being conscious of the error when they hear it outside of the classroom.

General—In order to unify the building, and further group spirit we shall continue the regular assembly and garden programs that are well under way, and shall try to initiate a Student Council, and a school library.

A Few Plans for Teachers

Opportunities for Observation—In order to give each teacher an opportunity for many observations, the principal has planned to have a series of lessons with the upper and lower grades so that the teachers thus released may observe regularly and in groups. By going in groups there will be a better opportunity for a full discussion of the observation than if one teacher went alone. It is thought more desirable to have a series of afternoons planned than to have disjointed lessons because it is hoped the children will get more from the work, and the teacher will not have to make plans for the principal, nor will the principal have to pick up the work of the teacher.

It is hoped to release the teachers for the whole afternoon and have those children whose classes are being taken meet in the assembly hall. With the upper grades there will be a series of discussions on industry following the plan of the principal's recent trip taken thru the Great Lakes region, and central industrial centers, and correlating with the study of industries in the upper grades. In connection with this it is planned to use slides, and movies, and to suggest possible readings. After a recess period there will be either music or art appreciation, or group singing. With the lower grades the plan is to have a story then work out rhythms or dramatization that are suggested by it. If the stories chosen are suggestive enough there should be some good discussion, also.

Meetings—During the year we hope to change from the old to the new type of report card, and this change will be the basis of monthly meetings when we will take up the different subjects and functions of the school.

Plans Involving the Community—The principal is the program chairman for the P.T.A. and as such has planned a series of meetings on understanding the work of the school. It is planned to take up the various phases of the curriculum at the meetings. These will be led by teachers who will give the point of view of the different levels, and will be followed by a period of general questions, and discussion. The next day there will be an "At Home" when parents will be welcomed in the classes to see the subjects that were discussed at the previous meeting. This will be followed by a short period when teachers will be free to have conferences with the parents on work seen, not on individual children.

An understanding of the work of the school goes hand in hand with the installation of a new type of report card, so the new form will be taken up in one of the regular meetings.

The P.T.A. will be invited to the outdoor lesson on astronomy, in fact it will be held just preceding a regular meeting.

Parents will be specially invited guests at all assemblies or activities which would be of interest to them.

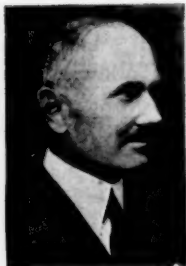
Preceding every P.T.A. meeting the classrooms will be open for inspection and the teachers will be on hand to discuss individual children, as the period after the meeting is usually a social one.

Thru form letters sent home by the office the school will endeavor to acquaint parents with what the school is endeavoring to do, in order to make an added bond between the parent, child and school, and to enlist the help of the home with worthwhile recreation, language improvement, safety, social adjustment and health.

Well, let the new year begin, what is not accomplished this year may be done next year.

State Control Over Teacher Supply

Ralph Dornfeld Owen, professor of education, Temple University, Philadelphia, Pennsylvania



R. D. OWEN

Students of population trends have been warning us for sometime that the United States is fast approaching the point at which the population will be stabilized, that is, the number of births will be just equal to the number of deaths. They assert that this point will be reached by the year 1945.

Such a tendency is clearly visible in the enrolments in elementary schools, e.g., that of the Philadelphia system has decreased about 15 percent in the last ten years. If one can visualize this falling off of enrolment as a wave, one will notice that it has reached the junior high schools and will soon be sweeping over the senior high schools. To be sure, the full effect of it in the high schools will be delayed by the fact that many boys and girls who would normally go to work are being retained in school. But the time is clearly discernible when the school population will reach a state of stability.

In the face of these facts our teacher-training institutions (both state teachers colleges and privately endowed colleges) are working upon the assumption that the schools are going to expand indefinitely.

Supply and demand is a law that applies equally to industry and teaching. When the demand is brisk and the supply is short, wages go up; but when the situation is reversed, nothing can stop wages from going down.

In 1920 there was an acute shortage of teachers. Teacher-training institutions responded. In 1920 they were turning out one-fifth as many teachers as there were teaching-positions. But each year they increased their output, so that by 1926 they were turning out one-half as many graduates as there were positions. But the increase in production has not yet slowed down.

In 1930 a decided over-supply of teachers had become apparent in most states. There exists an over-supply in Pennsylvania today. Evidence for this statement is found in a study made by C. W. Voris and F. G. Davis of Bucknell University for the years 1927 to 1933 inclusive. They tabulated the number of certificates issued by the State Department of Public Instruction and the number of positions secured. They found that during those seven years the number of certificates issued exceeded the number of positions secured by over 26,000. They found also that for the four years 1930 to 1933 inclusive the number of college graduates desiring secondary-school positions exceeded the number of positions secured by 11,000.

Causes of Over-supply.—The causes of this situation are two: (1) too high a rate of production; (2) a sharply reduced turn-over accompanying the industrial depression. In 1926 Mr. Henry Klonomwer of the Teacher Bureau of the State Department of Public Instruction made the statement here at Schoolmen's Week that the annual turn-over (replacement of teachers who were retiring) was 11.5 percent. Voris and Davis found that in 1933 it was 4.5 percent. In the year 1933 the Teacher Bureau issued 7,340 certificates for elementary and secondary school positions, but only 2,610 of the holders of these new certificates secured positions. Thus there was a surplus of nearly 5,000 certificated people who graduated that year. The total of teachers and supervisors in the public schools of Pennsylvania reached a peak in 1930-31, when it was approximately 63,500. According to the most recent reports available the number is slowly increasing but has not yet returned to the level of 1930-31.

From the viewpoint of the student entering a teacher-training institution today, the prospects of securing employment are better in the elementary field than in the secondary field. The explanation is this: there are only thirteen state teachers colleges, preparing elementary teachers. In 1933-34 these institutions graduated 1,600 people from the elementary curriculum. Presumably they have graduated about the same number each year since then. In September 1935 the total number of new teachers employed in the elementary schools was equal to the graduates of that year. This meant a turn-over of 5 percent.

The secondary school field is not so encouraging, because there are too many institutions preparing people for teaching,—not only the thirteen state teachers colleges but about fifty liberal arts colleges. No wonder there is a surplus of 2,500 would-be high school teachers each year.

Effect of an Over-Supply.—The effect of an over-supply of candidates for positions is to demoralize the entire profession and beat down salaries. There is no chance of salaries in Pennsylvania coming back to their 1929 level so long as a cumulative over-supply continues. Teachers of course sense this, and so they are clamoring for a tenure law. The legislature may pass one this year. I am not opposed to a reasonable tenure law. But I contend that the teachers of Pennsylvania are putting the cart before the horse! What is needed is not a tenure law but an ANNUAL TEACHER QUOTA determined by the State Council of Education with the help of the Teacher

Bureau of the State Department, and more careful SELECTION of those who are to be certified.

Let us consider Philadelphia as an illustration of such a Quota and such Selection. People who knew the city school system before 1905 will tell you that at that time standards of selection were low and political influence was the chief means of securing a position. Between the years 1905 and 1911 a system of Eligibility Lists based upon selection by examinations and interviews was worked out. Since that time the appointment of a candidate to any teaching position in the city schools has been based upon his rank on the Eligibility List. His rank is determined by two factors: (1) his score in a subject matter examination, which is weighted 70 percent; (2) his score in a personal interview with an examining committee, which is weighted 30 percent.

Twenty-five years and more of experience with the Philadelphia system has shown that in the main it has produced excellent results. Note also that it has resulted in permanent tenure for the teachers.

A Teacher Quota.—In order to save the teaching profession from the demoralizing effect of a growing over-supply of candidates, the State Council of Education should adopt the policy of establishing a Teacher Quota for each school year. It should appoint a State Board of Examiners to administer such quota. To illustrate: It determines in 1938 that in 1941 there will be needed 3,000 elementary teachers and 1,500 secondary school teachers. Hence it sets up a Quota of 3,300 for elementary certificates and of 1,650 for secondary certificates to be issued for 1941.

Mode of Operation—

1. The State Council of Education decrees that after a certain date all new entrants into the elementary field shall have four years of post-high school preparation, and that all new entrants into the secondary field shall have five years of post-high school preparation.

2. The student pursues a liberal, general type of curriculum for two years. At the end of this time, he decides to go into teaching. He files an application with the State Board of Examiners and pays a fee of \$15.00 (as evidence of good faith).

3. The State Board of Examiners requires him to fill out a detailed questionnaire, designed to show his personal fitness for teaching. It requires him to furnish five or six references.

4. The State Board of Examiners sends to each of the candidates' references a detailed questionnaire, designed to throw light on the personality, the moral character, the social and cultural background, the intelligence, and the intellectual interest of the candidate.

5. The Board, if need be, spends the \$15.00 in looking up and checking up on the candidate. After a month it arranges to have a subcommittee of the Board hold hearings at a place reasonably near the candidate's home. He and his references are asked to appear before the Subcommittee for an interview.

6. If the candidate's record is satisfactory, on grounds of personality and character, he is admitted to a State examination given in September. This

consists of (1) a stiff intelligence examination, and (2) a stiff general culture or information examination, similar to that given by the Carnegie Foundation to the students of Pennsylvania colleges in 1930.

The candidate's combined score on these tests will determine his position on an Eligibility List for the year when he will complete his course. (For the future elementary teacher, two years hence; for the future secondary-school teacher, three years hence.)

7. The State Board of Examiners, utilizing information gathered by the Teacher Bureau of the State Department, sets a quota for the number of certificates to be issued two (or three) years hence. If it finds that in 1941 there will be needed 3,500 new teachers, it sets the Quota for 1941 at 3,500 plus 10 percent.

8. The successful candidate now enters the teacher-training curriculum in his original college or another. He completes his work and gets his degree (either Bachelor's or Master's). He applies for his certificate and gets it. He has an almost certain chance of getting a position.

Critique of our Present System of Certifying Teachers.—The average level of intelligence among high school graduates has sunk appreciably during the last fifteen years. A considerable proportion of mediocre pupils are admitted to college, both state teachers colleges and liberal arts colleges. With the present mechanical system of earning and recording semester-hours of credit, they eventually accumulate enough credits to graduate. They take practise teaching. The supervisor says of them: "I really ought to flunk them. But other instructors have let them get thus far. I haven't the heart to do it." They apply for certification.

They get a perfunctory certificate of good physical health from their family physician. Some member of the faculty who has no knowledge of them outside of the classroom gives them an equally perfunctory certificate of good moral character. They have the requisite distribution of semester hours, and the Teacher Bureau must give them certificates.

No one checks up on their character or personality, or upon their intellectual interest, or upon their cultural background. Under present conditions of competing for students as they exist among the colleges, it is imputing too much virtue to the colleges to suppose that they will exercise any effective selection.

To get the best possible teachers for the schools of Pennsylvania some one must exercise honestly and impartially the function of selecting candidates on the basis of personality and character; social, and cultural background; intelligence and intellectual interest. Selection must precede training.

It should be possible to make such selection at the end of the candidate's second year in college. A State Board of Examiners working under the direction of the State Council of Education, is the proper body to perform this most important function.

Parallels in Other Professions.—The American Medical Association began about 1910 to limit the number of students admitted to medical schools to a figure equal to 3 percent of the total number of practitioners. The selection

is made at the end of a student's second year in college. Deans of medical schools spend much thought and time in making their selections. The State examinations follow graduation from medical school.

The American Bar Association, unfortunately for its members neglected the matter of setting up a quota, until quite recently. As a result there is standing room only in the profession. During the past two or three years the Pennsylvania Bar Association has established a system of selection, operating in a manner similar to the one proposed for the field of teaching.

Let us remember that no teacher-training institution owes anything to the individual student. Its duty is toward the children to be taught and to society. Therefore, entrance into any profession should be on the basis of scrutinizing, severe selection.

A Report of the Enrolment Chairmen Meeting Detroit, Michigan

The Enrolment Chairmen Meeting was held in the library of the Statler Hotel, Wednesday, June 20, 2 p.m. The following persons answered the roll call: Mr. Joseph T. Vaughan, Birmingham, Ala.; Miss L. Daisy Hammond, Dayton, O.; Miss Lila Stallings, Brunswick, Ga.; Miss Maude A. Rhodes, Atlanta, Ga.; Mrs. Helen C. Brearley, Princeton, N. J.; Mr. Jesse S. Hudson, Tulsa, Okla.; Mr. Carl W. Lemme, Evansville, Ind.; Mr. Harry H. Haw, San Diego, Calif.; Mrs. Howardine G. Hoffman, Chino, Calif.; Mrs. Winona S. Cox, Moultrie, Ga.; Mr. Harry L. Buckalew, Fresno, Calif.; Mr. Mason A. Stratton, Atlantic City, N. J.; Miss Katherine K. Scott, Richmond, Va.; Mr. William J. Laramy, Upper Darby, Pa.; Mr. Lester J. Nielson, Salt Lake City, Utah; Mr. J. E. FitzGerald, Sioux City, Ia.; Mr. R. H. Underwood, Fountain City, Tenn.; and Miss Eva G. Pinkston, Washington, D. C.

The meeting was called to order by the newly elected president, Mason A. Stratton, who asked for constructive criticisms and helpful suggestions to carry on the membership campaign for 1937-38. It was suggested by Miss Rhodes that all chairmen receive the information which is sent to state journals and the date on which it is sent, so that duplicates will be eliminated.

Mr. Haw asked that a change be made in the membership blank to include the official position of the member joining. It was suggested that State Enrolment Chairmen urge those persons collecting the dues to ask the principal whom they contact to join the local, state and national associations at the same time, and let one check suffice for all. The chairman could collect the dues and distribute the amount to each organization.

A vote of thanks was sent to headquarters for the helpful material sent to all chairmen at the beginning of each month, during the past year. Mr. Laramy asked that this mimeographed material be punched so that it can be put into a folder for those who wish to do so. It was unanimously voted that the quota for each state for this coming year, be an increase of 25 percent of the number of members of each state listed in the 16th Yearbook. It was urged that all enrolment chairmen who were not able to attend the meeting, make their plans so that they can be with us next year.

REPORTS OF COMMITTEES

Audio-Visual Program

Harry H. Haw, Chairman

Principal, Alice Birney School, San Diego, California

The casual observer at Detroit must have noticed the great interest in the use of talking pictures for instructional purposes. An increasingly large number of our Department members are "doing things" for their schools in the audio-visual field.

This new interest is founded on the easily observed influence of the theoretical product and the careful experiments of many scientific investigators of the use of the educational films. The many studies carried out under the Payne Fund Foundation³ have fully demonstrated that motion pictures may be used to increase learning and to improve retention. (See Charters³ pages 9 and 20.) More recent investigations using the sound film further confirm these findings.¹



HARRY H. HAW

The modern elementary-school principal knows full well that he and his teachers must be able to use efficiently this versatile medium of instruction. A definite program of motion picture appreciation must be carried on in every school. All this requires study and planning that the greatest values may be realized by our youth. The children under the guidance of their teacher will select their visual aids, determine their proper use and evaluate their contribution.

Your Visual Aids Committee had the pleasure of showing to the Convention Delegates the following films: "The Spirit of the Plains", a Paramount documentary film, "Overcoming the Limitations to Learning", furnished by Bell and Howell, and "Once Upon a Time," a traffic safety film. It was our good fortune to present several new silent films showing excellent teaching procedure along the line of the activity program. Two films entitled "Dynamic Education" photographed in the Santa Monica City Schools (California) showed the children at work in the classroom. We are indebted to Dr. Percy Davis, superintendent, for the loan of these splendid films. We, also, want to thank the Oakland City Schools (California), for the use of three excellent films: "Reading in Oakland", "The Kindergarten at Work", and "A Fifth Grade at Work."

Without the kind assistance of the Detroit Elementary Principals and their committees, our part in the program would not have been possible. We hope they realize how pleasant it was to be working with them. However the big part of the work was done by the Visual Education Department of Detroit city schools. Many thanks to Director W. W. Whittinghill and his willing corps of experts! They furnished everything we asked for and more. Miss L. Daisy Hammond, a member of the Department Committee from Patterson School, Cleveland, Ohio, lent valuable assistance and "cheer." Principal Carl C. Lemme of Evansville, Indiana, contributed the valuable suggestion that our department work out a plan by which interested principals would exchange films of

best teaching practise and of local important happenings. One principal had some films of the Ohio River flood that would be very interesting to schools in other parts of our Nation. We shall bend our efforts to see that such a plan is carried out. If you are interested please write Miss Pinkston at our Washington Headquarters.

For those who are interested in a selected bibliography:

1. Arnsperger, V. C., Measuring the effectiveness of sound films as a teaching aid. Bureau of Publications, Teachers College, Columbia University, New York City, 1933.
2. Brunstetter, M. R., How to use the educational sound film, University of Chicago Press, 1937.
3. Charters, W. W., Motion Pictures and Youth, Macmillan, New York, 1935.
4. Dale, Edgar and Ramseyer, Lloyd, Teaching with motion pictures, A handbook of Administration Practise, Series II, No. 2 American Council on Education Studies, Washington, D. C., 1937.
5. Devereaux, F. L., The Educational Talking Picture, University of Chicago Press, Rev., 1935.
6. Kiesling, B. C., Talking Pictures, How they are made, and How to appreciate them. Johnson Publishing Co., Richmond, 1937.
7. Koon, Cline M., Motion pictures in education in the United States, University of Chicago Press, 1935.

For those who want films, supplies and information:

1. American Council on Education, 744 Jackson Place, Washington, D. C.
2. Bell and Howell, 1810 Larchmont Avenue, Chicago, Illinois.
3. Erpi Picture Consultants, Inc., 250 West 57th Street, New York City.
4. Kodashope Libraries, Inc., 33 West 42nd Street, New York City.
5. Victor Animograph Corp., Davenport, Iowa.
6. U. S. Office of Education, Dept. of Interior, Washington, D. C.

Resolutions

Maude A. Rhodes, Chairman

Principal, Whitefoord School, Atlanta, Georgia



MAUDE A. RHODES

Modern Education fully realizes that the educative process does not have its beginning and end in the school building nor in the program as outlined by the school, but that the entire life time of a child and all experiences which become a part of his consciousness are a distinct part of the educative process. Therefore, the Department of Elementary School Principals urges upon its members the closest cooperation with the home and with the Parent-Teacher Association as representing the home and the children and with all agencies looking toward the betterment of community life and an atmosphere conducive to a healthy mental, moral and spiritual growth in the child.

Educators everywhere are becoming more and more conscious that training in democracy must come thru worth while experiences in the life of the child in the community and in the school. If democracy is to exist as a way of life; if each individual is to count; if every person is to be developed according to his

talents and his abilities; if the democratic way of life is to be maintained in America, it is incumbent upon every elementary school to make that particular school a real training ground for democracy.

THEREFORE, be it resolved by the Department of Elementary School Principals that each elementary school be made a demonstration in democracy; that the ideals of democracy be exemplified thru the principal and teachers in their relationship to each other and thru the children of the school in their relationship to principal, and to teachers and to fellow-students.

Our Department wishes to express to our capable president, Edythe J. Brown,—to our most efficient executive secretary, Eva G. Pinkston,—and to all members of the executive board our deepest appreciation for the splendid services rendered to our department and the cause of education during the year just ending.

Finally we extend to the principals of Detroit and the state of Michigan our sincere thanks for their unusual forethought and ability in anticipating our needs and providing for our comfort and entertainment during this Convention week.

IRVIN A. WILSON

M. EMMA BROOKES

MAUDE A. RHODES, *Chairman.*

Yearbook

Cecelia Galvin

Principal, School No. 3, 23 N. Rural Street, Indianapolis, Ind.

It has been the constant endeavor of members of the Editorial Committee of the Department of Elementary School Principals to make each Yearbook surpass in merit, the preceding one. The committee feels that the 1937 Yearbook on "Appraising the Elementary School Program" will be a real contribution to education. It will give to teachers and school administrators suggestions on judging the quality of their own school programs.

Much has been written on school activities, methods of teaching, curriculum practise, and administrative and supervisory policies but the 1937 Yearbook will give help in judging the quality of these school programs. It will contain discussions of the uses and abuses of achievement tests and other instruments of appraisal. Descriptions of specific technics and criteria which have been used or proposed will appear in the articles written. Best methods of approaching the work of appraisal and the dangers to be avoided will be presented.

Every teacher, school administrator, and student in the field of elementary education will want a copy of the Yearbook.

Plans have been made for the 1938 Yearbook which will give recent trends in the teaching and supervision of reading. There will be no duplication of



CECELIA GALVIN

anything already published. Contributions have been solicited from experts in educational theory, teachers and school administrators who have successfully dealt with reading problems, and who have attempted new experiments to further progress.

Some of the experts who have agreed to contribute to the Yearbook are Lucile Harrison, Ernest Horn, Louise Abney, Nila Banton Smith, Clarence Stone, Emmett Betts, Paul Witty, Julia Hahn and others. Over one hundred elementary principals have written that they will submit articles. Special supervisors and teachers have also volunteered material.

An attempt will be made to cover the whole field of reading. Articles will be submitted on (1) the whole problem of reading readiness—how to discover it and what to do about it, (2) newer experiments in beginning reading with particular reference for taking care of differences and eliminating the great amount of failure in the first grade, (3) the correction of reading and the content subjects in the middle grades, (4) literature as an appreciation subject, (5) the verse choir, (6) reading projects in cooperative groups and, (7) the problem of evaluating the reading program.

The fact that Maude McBroom of the University of Iowa, who was unable to be present at this meeting because of her work, is chairman of the Yearbook committee on reading is evidence that the 1938 Yearbook will be a real contribution.

Necrology

Isabel Tucker

Principal, Festus Wade School, St. Louis, Mo.



ISABEL TUCKER

As chairman of the Necrology Committee, I find that it is impossible to get, at this time, a complete report of those who have left our shores for the realm eternal, and I have been asked to request each of you present to send to headquarters the name or names of those in your school system who have passed on since the beginning of this past school year.

We are always shocked and grieved by the untimely passing of these fine men and women, who have carried great responsibility in helping with the education of our youth.

Their places can never be completely filled, tho, others carry on. Tho we keep our flags at half-mast, and there is a deep and poignant sadness in the hearts of those who have shared in the labors, we look forward to seeing the results, as the boys and girls, who had been under their influence, grow into fine men and women.

If you will bear with me I shall read the tribute to W. S. Bellamy, written by Mate G. Hunt, the librarian in his Winnetka School, Dallas, Texas.*

*Hail and Not Farewell was printed in the June, 1937, issue of *The National Elementary Principal*.

SECRETARY'S REPORT

Detroit, Michigan

June 27-July 1, 1937

The Department of Elementary School Principals held its semi-annual meeting at Detroit, Michigan, on June 28 and 29 respectively. The Department breakfast was served on Monday, June 28 at the Statler, the headquarters hotel; the two afternoon general sessions, Monday and Tuesday, June 28 and 29 respectively were held in Memorial Hall, Woodward Avenue Baptist Church; and the banquet took place, Tuesday, June 29 at the Detroit Golf Club.

The lovely musical program which preceded the Monday afternoon general session was rendered by pupils from the Stephens School, Detroit, of which Miss Esther J. Cousins is principal. At the Tuesday afternoon program the music was furnished by the District Band and Glee Club—District P—of which Mr. Earl R. Laing is district principal. The music on both these programs was executed so beautifully that all present realized the splendid quality of work which is being done in the Detroit schools.

The topics and speakers for the general sessions were as follows:

First Session—Monday, June 28, 2:00 p.m., Memorial Hall, Woodward Avenue Baptist Church.

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, California

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

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

Discussion—15 min.

GUIDANCE IN THE ELEMENTARY SCHOOL (20 min.)

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

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

Second Session—Tuesday, June 29, 2:00 p.m., Memorial Hall, Woodward Avenue Baptist Church.

(Sponsored by the Detroit and Michigan Principals)

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

MUSIC

District Band and Glee Club—Dist. "P", Detroit, Earl R. Laing, district principal

REPORT OF RESOLUTIONS COMMITTEE

Maude A. Rhodes, principal, Whitefoord School, Atlanta, Georgia

REPORT OF EDITORIAL COMMITTEE

Cecelia Galvin, School No. 3, Indianapolis, Indiana

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

Social Affairs

The breakfast for the members of the Department and their friends was held in the Ballroom, Statler Hotel, Monday, June 28, 7:30 a.m. with President Edythe J. Brown presiding. The 224 persons who attended enjoyed the meal, were glad to see their friends and were happy to make new acquaintances. As is usual in Detroit, the committee on arrangements had a unique feature which caused all present to try to sing. Pictures illustrating the song, "America, the Beautiful," together with the words were thrown on a screen so that all could see, enjoy, and execute.

Mr. Earl R. Laing, chairman of affairs for the Detroit meeting, opened the meeting by extending a word of welcome to those present and inviting all to intersperse their convention duties of a week with fun and pleasure while they attended to business. He, then, presented Miss Edythe J. Brown, president of the Department and principal of Kaley-Marquette Schools, South Bend, Indiana. Dr. Herman Browe, assistant superintendent of Detroit Schools, extended greetings.

President Brown made several announcements which were of particular interest to those present, after which we adjourned to go to meetings.

The banquet, held at the Detroit Golf Club, Tuesday, June 29, 6:30 p.m., was one of the loveliest affairs ever given for the Department. The group was particularly favored because the music rendered by a selective Detroit High School orchestra as the guests assembled, was especially beautiful. The food was delicious, the weather was perfect and beautiful girls dressed in yellow, escorted the 540 guests to the tables. The holiday spirit of the group with their ready repartee and banter caused the evening to be one of scintillating enjoyment. The President was ready and equal to any rapid fire aimed by the guests of honor and friends. Superintendent Frank Cody, the speaker of the evening, told many new stories, which were enjoyed by all. At the close of dinner, Mr. George P. Becker, a tenor soloist, graciously rendered several lovely numbers. The Ford Dixie Eight held the group spellbound by the many selections which they executed so magnificently. Mr. Benjamin Lovett directed an orchestra and twenty couples of young people, who are students of Edison Institute, Greenfield Village, in a demonstration of old-time dances. After the young folks showed the "oldsters" how easily and gracefully the dances could be done, Mr. Lovett invited the group to participate. Much fun and dancing was enjoyed by all.

Executive Meeting, Sunday morning, June 27, 1937

The meeting, which was held in the library on the Mezzanine Floor, Statler Hotel, was called to order by President Edythe J. Brown. Those present were Miss Edythe J. Brown, president; Miss Maude A. Rhodes, second vicepresident; Mr. Irvin A. Wilson, third vicepresident; Miss Isabel Tucker, fifth vicepresident; Mr. Earl R. Laing, Mrs. Edith B. Joynes, and Mr. Mason A. Stratton, members of the Executive Committee; Mr. Herbert C. Hansen, director of the Life Membership Division; Miss Cecelia Galvin, member of the Editorial Committee; and Miss Eva G. Pinkston, executive secretary of the Department of Elementary School Principals.

The following Detroit people were invited by the president and Mr. Laing, chairman of affairs, to be present: Dr. Herman Browe, Miss Esther Cousins, Miss Irene Sauble and Miss Jennie Clow, so that a detailed report of arrangements for the meeting could be made. Miss Clow told of the arrangements made for the breakfast on Monday morning. Miss Cousins had charge of the afternoon meetings, Miss Sauble gave a report of arrangements made for the banquet and Dr. Browe told about the magnificent plans which had been worked out for courtesy cars to be had thruout the week. All guests for the banquet were to assemble at either the Statler or Book Cadillac and be taken to and from the Detroit Golf Club.

A motion was made by Mr. Hansen, seconded by Miss Rhodes that appreciation be expressed to Mr. Laing and thru him to his entire committee for the splendid arrangements made for the meeting. Motion carried.

President Brown expressed regret that all members of the executive board could not be present and instructed the secretary to write and tell them so.

A motion was made by Mr. Laing, seconded by Mr. Stratton that the reading of the minutes of the February meeting be omitted since they had been sent to each member of the executive family and later published in the April issue of *The National Elementary Principal*. Motion carried.

A motion was made by Mrs. Joynes and seconded by Mr. Stratton that a letter of congratulation be sent to Mr. Floyd Potter for his appointment to the new post of Director of Elementary Education in the Atlantic City Schools. Motion carried.

A motion was made by Mr. Stratton, seconded by Miss Tucker that a revolving fund of \$1200 be established so that certain bills of the Department could be paid immediately by the executive secretary instead of waiting until the end of the month. Motion carried.

A motion was made by Mr. Wilson, seconded by Miss Tucker that no charge could be made on the fund except by the authority of the executive secretary.

After a discussion of the auditors report, Herbert C. Hansen, chairman of the budget committee submitted the following proposed budget for the Department of Elementary School Principals for 1937-38 and moved its adoption. This report was seconded by Mrs. Joynes. Motion carried.

BUDGET 1937-38		
Estimated receipts		\$ 25,600
EXPENDITURES		
Printing		\$ 7,000
General Office		8,000
Salaries		8,200
Convention Expense		500
Editorial Committee		500
Miscellaneous		400
Contingent		1,000
Total		\$ 25,600

A motion was made by Miss Tucker, seconded by Mr. Wilson that the annotated material prepared by Mr. Robert Alexander in partial preparation for his masters' degree be checked and supplemented to include the 15th Yearbook. This material is to be printed and sent to all 1937-38 members of the Department of Elementary School Principals, as an added service. Motion carried.

A motion was made by Miss Rhodes, seconded by Mr. Wilson that the Executive Secretary be instructed to write a letter to the 1040 new members of the Department inviting them to become life members. Motion carried.

Membership procedures were discussed and it was the decision that the goal set for 1937-38 should be 6000. The Department had an increase of 25 percent for the year 1936-37, the goal at that time was 5000.

Meeting recessed until Monday, June 28, 9:30 a.m.

Executive Meeting, Monday morning, June 28, 1937

The second meeting of the Executive Committee was also held in the library on the Mezzanine Floor, Statler Hotel, Detroit, Michigan. Those present were: Miss Edythe J. Brown, president; Miss Maude A. Rhodes, second vicepresident; Mr. Irvin A. Wilson, third vicepresident; Miss Isabel Tucker, fifth vicepresident; Mr. Earl R. Laing, Mr. Mason A. Stratton, Mrs. Edith B. Joynes, and Mr. Ira M. Kline, members of the Executive Committee; Mr. Herbert C. Hansen, director, Life Membership Division; and Miss Eva G. Pinkston, executive secretary.

President Brown called the meeting to order. The minutes of the meeting on Sunday, June 27, were read and approved. Problems of the previous meeting were discussed.

A motion was made by Miss Tucker, seconded by Mr. Laing that the Editorial Committee be asked to submit a list of topics for future Yearbooks at the February meeting, and that tentative selections be made. This early planning, it was thought, might be of great assistance to the Editorial Committee in planning its work. Motion carried.

A motion was made by Mr. Kline, seconded by Miss Rhodes that the appreciation of

the Executive Committee be expressed to the Editorial Committee for the great amount of work which it has done in editing such splendid yearbooks for the Department, and that the Executive Secretary be instructed to write a letter to the retiring chairman, Dr. Samuel Berman, Philadelphia, thanking him for giving of his time so unstintingly for the three-year period, and for his great contribution to education. Motion carried.

A motion was made by Miss Rhodes, seconded by Miss Tucker that the Visual Education Committee, of which Mr. Harry H. Haw of San Diego, California, had charge, make arrangements to show the motion pictures it has collected, before and after the afternoon programs on Monday and Tuesday. In this way the committee will be given a better opportunity to let the group see the marvelous work which it is doing. Motion carried.

The request of Miss Maude McBroom that the Department of Elementary School Principals have a joint meeting with the National Conference on Research in English, of which she is president, at the Atlantic City meeting next February, was read.

This matter was thoroly discussed and it was decided that it would be impossible to have a joint meeting because the Tuesday afternoon program is always furnished by the group from the state and city in which the convention is held, and for the Department to give up the Monday afternoon program to a joint meeting would be impossible. The executive committee regretted exceedingly that it had to make this decision, for they would have liked to have granted Miss McBroom's request. Mrs. Joynes made a motion, seconded by Mr. Kline, that the Secretary write Miss McBroom expressing regret.

A motion was made by Mr. Kline, seconded by Mr. Hansen, that the newly elected president appoint a committee on the Maintenance of Professional Standards for Elementary Principals. This committee is to consist of five members from different sections of the United States and one of the vicepresidents of the Department of Elementary Principals is to be chairman of the group. Motion carried.

A motion was made by Mr. Wilson, seconded by Miss Rhodes that a committee be appointed to contact State Departments and request that directories, giving the names of elementary principals, be prepared and published, just as the directories of those who are in secondary education. Motion carried.

A motion was made by Mr. Laing, seconded by Miss Rhodes that the committee for the Conference on Elementary Education be reappointed for this coming year. Motion carried.

A motion was made by Mr. Hansen, seconded by Mrs. Joynes that the Executive Secretary be instructed to write to all who had made this convention such a wonderful success and express the great appreciation of the officers. Motion carried.

Business Meeting, Tuesday, June 29, 1937

Reports of the following committees were given:

Report of Yearbook Committee—Cecelia Galvin, Indianapolis, Ind.

Report of Necrology Committee—Isabel Tucker, St. Louis, Mo.

Report of Resolutions Committee—Maude A. Rhodes, Atlanta, Ga.

Report of Executive Secretary, Eva G. Pinkston, Washington, D. C.

Mrs. Edith B. Joynes, Norfolk, Virginia, chairman of the Nominating Committee submitted the following report for officers for the year of 1937-38:

President—Mason A. Stratton, Atlantic City, N. J.; Vicepresidents: Edythe J. Brown, South Bend, Ind.; Isabel Tucker, St. Louis, Mo.; H. B. Norton, Birmingham, Ala.; Arnold Gregory, Lincoln Park, Mich.; and Harry H. Haw, San Diego, Calif.; Executive Committee members: Maude A. Rhodes, Atlanta, Ga.; and Irvin A. Wilson, Chicago, Ill.

A motion was made by Mrs. Joynes, seconded by Mr. Jess Hudson, Tulsa, Oklahoma, that the report be adopted. Miss Sophie Bachmann, Detroit, Michigan, moved that nominations be closed. Mr. R. H. Underwood, Fountain City, Tennessee, moved that voting by ballot be dispensed with and that the Executive Secretary be instructed to cast the vote of the assembly for the nominees presented by the committee. This motion was seconded by Mr. J. D. Williams, Birmingham, Alabama. Motion carried. The ballot was cast by the Executive Secretary.—EVA G. PINKSTON, *Executive Secretary*.

FINANCIAL STATEMENT

Year Ended May 31, 1937

Permanent Fund:

Cash	\$ 471.23	
Securities	7,599.63	
		\$ 8,070.86

Balance as at May 31, 1936

\$ 1,016.81

Receipts:

Current year—5000 members at \$3 each	\$15,000.00	
Arrears—12 members at \$3 each	36.00	
Adjustments	84.29	
Sale of Yearbooks	4,078.36	
Interest on Bonds (Newport News)	183.12	
Travel Expense and Honorarium to Eva G. Pinkston	116.15	
		19,497.92

Disbursements:

\$20,514.73

Printing:

Yearbook, September, 1936	\$ 3,842.28	
June, 1936 Bulletin	210.53	
October, 1936 Bulletin	434.89	
December, 1936 Bulletin	240.19	
February, 1937 Bulletin	251.83	
April, 1937 Bulletin	396.21	
		5,375.93

Printing—Leaflets, cards, etc.	818.44	
Services in Typing Section	1,516.13	
Services in Multigraph Section	189.71	
Services in Mailing Section	220.20	
Services in Addressograph Section	133.70	
Postage	1,461.87	
Insurance, stationery and supplies	1,129.31	
Stenographic, Clerical Service and Salaries	6,080.43	
Telegrams and Express	40.04	
Miscellaneous	267.43	

Convention Expense:

Portland	\$ 94.00	
New Orleans	85.55	
		179.55

Travel Expense:

Harley W. Lyon	93.71	
Edythe J. Brown	101.25	
Eva G. Pinkston	365.05	
		560.01

Editorial Committee:

Samuel Berman	110.42	
Maude McBroom	176.51	
L. M. Fertsch	47.05	
Cecelia Galvin	63.71	
		397.69

18,370.44

Balance as of May 31, 1937

\$ 2,144.29

On Our Bookshelf

Personality Development in Children by Ernest J. Chave, associate professor of religious education, University of Chicago, seeks to give a comprehensive picture of the factors involved in developing personalities in children. It has been written for the benefit of educators concerned with character and personality developed, and attempts to give a comprehensive treatment to the whole field rather than the customary treatment of isolated phases of personality development. It combines the findings of biology, psychology, sociology, and social psychology with modern points of view in education, religion, and ethics to show how personality emerges from heredity, how it is influenced by the physical processes of growth, and how it is conditioned by home, school, church, neighborhood, play situations, and other external environmental factors. It keeps in mind the responsibility and opportunity of education to modify growth processes so that the fullest personal and social advantages are attained. The purpose of this book is to gather together facts and conclusions of different writers in the fields of child study, to show the varied approaches to an understanding of human nature, and to suggest some promising procedures for educators trying to help shape personalities. This book has been published by The University of Chicago Press.



Would you like an opportunity to take stock of your beliefs relative to the teaching of arithmetic, to broaden your horizon with regard to your subject, to sharpen your perception of the distinction between its appearances and its actualities? *The Psychology and Teaching of Arithmetic*, by Harry Grove Wheat, D. C. Heath and Company, New York, written for superintendents, elementary school principals, supervisors, and teachers, develops an underlying basis of methods and an understanding of the nature of arithmetic rather than methods *per se*, ground to be covered, or teaching devices. This book presents (1) an account of the number system as a basis of understanding the learning procedures of pupils, and methods of teaching; (2) a consecutive treatment of learn-

ing activities of pupils, extending thru the elementary school grades. The concurrent development of these two fundamental themes is followed by the application of principles and facts thus adduced to the various problems of instruction in arithmetic. The whole gives meaning to devices and methods and suggests to the teacher material for enriching the course in arithmetic.



A new edition of *Extra-Curricular Activities* by Harry G. McKown, has just been published. The cordial reception given to the first edition of this book, as well as the many recent developments in this rapidly expanding field, have combined to demand this revised and enlarged edition. It includes discussions of newer activities, emphasis, and procedures, improved methods of organizing, supervising, and handling the older activities, and references to the more recent literature on the subject. The purpose of this book is to provide immediate and practical assistance for the teacher and the administrator. It answers the questions: What can we do? How, when, and why shall we do it? How shall we evaluate our success? and How shall we improve practise? This splendid new edition can be secured from the Macmillan Company, New York, N. Y.



Have you seen *Interpreting the Public Schools* by John Erle Grinnell, McGraw-Hill Book Company, New York, N. Y.? It is a thoro and eminently readable manual giving practical technics for those interested in cultivating in the public better understanding and appreciation of the nature and work of the public school. This is the first book of its kind to cover the entire field from the point of view of the man on the job. The author feels that if communities are to support a forward-looking program of free public education, they must be told what the schools are doing for the children. With simple, lucid exposition and a wealth of illustrative material, he sets forth the aims and the ways of educating a democratic public to the needs and the programs of a democratic school system.

This Year We Are Sending—

ANNOTATED BIBLIOGRAPHY of the FIRST FIFTEEN YEARBOOKS of the Department of Elementary School Principals

This, we believe, is one of the most useful bulletins which we have ever published.

The purpose of this 80-page book is to show how to locate information in the D. E. S. P. Yearbooks, and thus take advantage of the great store of knowledge contained in them.

This book is not for sale. It is prepared for the 1937-38 members of the Department of Elementary School Principals.

Among the Topics Covered:

- Activity Program
- Adjustment of Pupils
- Character Education
- Classification of Pupils
- Community-School Relationships
- Curriculum Building
- Extra-Curricular Activities
- Guidance
- Libraries
- Principalship (Elem. School)
- Pupil Participation
- Radio in Education
- Record Cards
- School Newspapers
- Subjects (Elem. School)
- Visual and Other Aids to Teaching

Complimentary with
Every 1937-38 Membership

TO-DAY

So here hath been dawning
Another blue Day:
Think, wilt thou let it
Slip useless away?

Out of Eternity
This new Day is born;
Into Eternity,
At night, will return.

Behold it aforetime
No eye ever did;
So soon it for ever
From all eyes is hid.

Here hath been dawning
Another blue Day;
Think, wilt thou let it
Slip useless away?

—Thomas Carlyle

