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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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STATUE



February, 1938
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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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Eva G. Pinkston, Editor.

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

The picture appearing on the cover is Daniel Chester French's statue of Abraham Lincoln, which is in the beautiful Lincoln Memorial in the Nation's Capital.

The National Elementary Principal

Volume XVII, No. 4

February, 1938

An Important Issue

This issue of the bulletin is one of the most important which we have ever published. Not only does it contain articles by eminent people, but it gives you several important announcements about the projects which are being sponsored by the Department.

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pressions of the writers, and not necessarily the Department's.

PRINCIPAL, FEBRUARY, 1938

FACTS

THE A.A.S.A. has made preparation for a wonder-
ful convention at Atlantic
City, Feb. 26-Mar. 3, 1938.
This highly professional
group always invites the
Department of Elemen-
tary School Principals to
hold meetings with them
at this time. Come and
join us.

AND

PRESIDENT MASON A.
STRATTON has com-
pleted the plans for our
program on Monday af-
ternoon, Feb. 28. The
topics center around
"Teacher Participation."
Mr. Floyd A. Potter,
President of the New Jer-
sey Principals Association
and Director of Elemen-
tary Education, Atlantic
City, has planned the
Tuesday afternoon pro-
gram. New Jersey and
Atlantic City principals
are sponsoring the Tues-
day meeting.

COMMENTS

"MCGUFFEY NIGHT"
—the banquet of the D.E.
S.P. will be one of the
high lights of the conven-
tion. This momentous occa-
sion takes place Feb. 28,
Monday, Traymore Hotel,
6 P.M. Many unusual fea-
tures will take place.
Come and learn, for
everyone present will take
part in the festivities.

THE N.E.A. will hold
its meeting in New York
City, June 25-30, 1938.
The Pennsylvania Hotel
will be headquarters for
the D.E.S.P.

Convention Time Is Here Again

ATLANTIC CITY, NEW JERSEY

FEBRUARY 26-MARCH 3

1938



*Our
Headquarters
Hotel Traymore*

Come Let's Celebrate!!

There are many reasons why you should join the happy throng at convention time in Atlantic City, February 26-March 3, and a few of these "whys" are: (1) The D.E.S.P. is an invited guest; (2) Come and let's celebrate the 17th birthday of the Department in its native city; (3) Let's pay honor to President Mason A. Stratton, in his home town; (4) The programs are exceptionally fine and helpful; (5) The banquet will be a "McGuffey Night"; and (6) You'll receive much inspiration and stimulation, and we shall be greatly benefited by your presence.

Our Social Affairs—The New Jersey principals under the leadership of Mrs. Helen C. Brearley, Princeton, and Mr. Floyd A. Potter, Director of Elementary Education, Atlantic City, have made arrangements for a week of fun, frolic, entertainment and enlightenment. The beautiful Crane Building, which is next to the Auditorium, will be Hospitality Headquarters for the Department of Elementary School Principals during the entire week of the convention. There you may go to register, greet your friends, rest, write letters, telephone, and obtain any information regarding the convention. The Crane Building is admirably situated and Mr. Scull, manager, is always a real friend of our group.

Listed below are the names of the persons who will act as host and hostesses during the different days of the week: Monday—Miss Florence Mason, Elizabeth; Tuesday—Miss Ann Troy, Nutley; Wednesday—Mrs. Verna Dowling, Penns Grove; and Thursday—Ralph McConnell, Atlantic City.

Tea—The Hospitality Committee has made arrangements for tea to be served each afternoon during the convention at the Crane Building. On Sunday afternoon, all elementary principals and their friends who are interested in elementary education are especially invited to come to tea at the Crane Building between the hours of four and six, for this event will begin our convention week. This lovely affair will be in charge of the County Helping Teachers Group, of which Miss Katharine Jamison is president. This group joins the Department in extending a special invitation to all who teach in the rural schools.

Department Breakfast—The Monday morning breakfast of the Department of Elementary School Principals will take place at the Traymore Hotel, Rose Room, February 28, 7:30. Let's start the convention with lots of fun, get the announcements of the week and tend to a few business matters of the Department. This is always the family meeting, so come and bring your friends. The following program has been arranged by the committee of which Miss Margaret Buchanan is chairman:

Mason A. Stratton, President, *Presiding*

GREETINGS

Floyd A. Potter, President, New Jersey Principals Association

GREETINGS

Mrs. Helen C. Brearley, Past President, New Jersey Principals Association, and State Enrolment Chairman for the D.E.S.P.

RESPONSE

Herbert C. Hansen, Director, Life Membership Division, D.E.S.P.

American Plan Dining Room, Traymore Hotel.



Banquet—The banquet of the D.E.S.P. will take place in the American Plan Dining Room, Traymore Hotel, 6 p.m., February 28. For the past several years the D.E.S.P. has been accused of "carrying off" the banquet honors for Convention week, and this time will be no exception to the rule. President Stratton has planned to celebrate the 100th anniversary of William Holmes McGuffey, famous author and teacher who, thru his readers, had a greater hold on the advancement of education than any other man of his time. In the banquet hall on "McGuffey Night" there will be an improvised schoolroom. The "scholars" will be a group of nationally known men and women who studied those famous *McGuffey Readers*. Miss Ella J. Hamilton, who recently retired as Supervisor of Elementary Education, Atlantic City, will conduct the class; Dr. Ernest Horn, University of Iowa, will speak in the person of Mr. McGuffey; and Dr. Walter Evans, principal, Philadelphia, will direct the class, as well as all assembled, in choral reading. Besides reading together we shall sing the songs which were so popular during that time. The illustrious Mrs. William Holmes McGuffey (known as Anne Yago McGuffey of Gilbert and Sullivan fame) has complimented the Department by accepting our invitation to sing for us and be the leader of our songs. This gracious lady is well known on the concert, grand opera and light opera stage where she has sung with leading artists. Recently she scored a marvelous success in the opera, "Rigoletto" which was given in Washington, D. C., at Constitution Hall. The choice bits of literature, which will be selections from those classic schoolbooks of 1836 vintage, will bring many happy memories. Come and enjoy the evening with us. If you studied a *McGuffey Reader* you'll renew its acquaintance, and if you are younger, you'll learn how much you missed!! Let us urge you not to miss this very momentous occasion. Misses Mabel Castle and Ethel Hammell, who are making arrangements for this grand affair, have assured us it will be the highlight of the convention.

The Programs—The Department of Elementary School Principals has always been proud of the very fine programs arranged by the presidents of the Department for Monday afternoon, as well as the ones planned by the state and local group of principals for Tuesday afternoon. President Mason A. Stratton has selected two nationally known gentlemen who will bring messages so vital that all assembled will be greatly benefited; and Mr. Floyd A. Potter, president of the New Jersey Elementary Principals and Director of Elementary Education, Atlantic City, has arranged for another splendid meeting on Tuesday. The programs are planned as follows:

First Session—Monday, February 28, 2:00 p.m., Rose Room, Traymore Hotel.

TEACHER PARTICIPATION

Mason A. Stratton, President of the Department, *presiding*.

GREETINGS FROM THE PRESIDENT

EDUCATION WITH A PURPOSE

Dr. Edgar Doudna, Secretary, Board of Regents of Normal Schools, Madison, Wisconsin.

DISCUSSION—15 min.

TEACHER PARTICIPATION IN CURRICULUM MAKING

Dr. Paul Hanna, Professor of Education, Stanford University, California.

DISCUSSION—15 min.

Second Session—Tuesday, March 1, 2:00 p.m., Rose Room, Traymore Hotel.

Sponsored by the New Jersey and Atlantic City Principals

Floyd A. Potter, President, *presiding*

MUSIC AND COMMUNITY SING

REPORT OF THE EDITORIAL COMMITTEE

Miss Maude McBroom, *Chairman*, and principal of the University Elementary School, Iowa City, Iowa.

REPORT OF THE LIBRARY COMMITTEE

Dr. James W. Mates, *Chairman*, Principal, Burgwin School, Pittsburgh, Pennsylvania.

REPORT OF THE DEPARTMENT

Miss Eva G. Pinkston, Executive Secretary, 1201 16th St., N. W., Washington, D. C.

A HIGHER MEANING FOR THE ELEMENTARY SCHOOL

Dr. A. L. Threlkeld, Superintendent of Schools, Montclair, New Jersey.

DISCUSSION—15 min.

Exhibits—There is no auditorium in the country which has a better exhibit hall than the one at Atlantic City. With such adequate space 250 exhibitors are bringing their wares to show you what is the latest in schoolroom realia. You should spend as much time as possible among the exhibits for there you will find much which is new and helpful. Those expert salesmen have everything from Academic Gowns to Window Shades. All you have to do is to ask for what you want.

Other Special Features of the Convention—The American Association of School Administrators will have a reception and tea for new members at the Ambassador, Monday afternoon, February 28. President Glenn, member of the Executive Committee, and past presidents will act as hosts on that occasion.

Another very interesting occasion which every one will want to attend will be the Fellowship Dinner, Wednesday, March 2, in the Auditorium at which 2000 guests are expected. At the close of the dinner the guests will be entertained with a dazzling Ice Carnival in the Arena.

Welcomes Extended—Washington and headquarters, 1201 Sixteenth St., N.W., extends a very cordial invitation to you to stop and see us on your way to and from the convention. You will find your national city most interesting. At **Philadelphia** the Principals Club will have headquarters for you at Benjamin Franklin Hotel. The arrangements there are under the direction of Dr. Reinhold Goll, president. In this historic city of brotherly love, you will find the beginning of our American history. For those who visit **New York**, let us say that information and service may be obtained at Hotel Pennsylvania.

Enrolment Chairmen Meeting—All Enrolment Chairmen attending the convention are urged to come to the enrolment chairmen meeting which will be held at the Crane Building, hospitality headquarters, Wednesday, March 2, 2 p.m. Many important subjects will be discussed.

Education Enriched by Living

Dr. Charles A. Beard, Historian and Author, New Milford, Conn.

A short time before his death, Justice Oliver Wendell Holmes remarked to a friend, "At the age of ninety-three I have about lost interest in improving my mind." A great many people are not able to improve their minds at any age, but there seem to be possibilities for most of us, at least until the age of ninety-three. At all events, I labor under the impression that I am among the fortunate and feel quite convinced that I have improved my mind a little in recent years.



CHARLES A. BEARD

A part of that improvement has come from contact with real teachers in the public schools—classroom workers and superintendents. Altho I had managed to get thru the elementary school in Spiceland, Indiana, and gathered both knowledge and pleasant experiences on the way, I had not remained close to the process of elementary education. Life had led me far away—to universities at home and abroad, and I had been fortunate enough to find an ivory tower in the system of higher education at Columbia University. There, of course, I read learned books on education and had as students men and women who came from and went into the elementary schools.

But all that experience was remote from the trials and tribulations of the front line. After my retirement from the ivory tower, my experiences, tho more earthly, did not involve teaching John and Sue reading, writing, and arithmetic. At last by a series of "accidents" I became rather closely associated with front-line teachers and superintendents, as a member of the Krey Commission on the Social Studies under the auspices of the American Historical Association, as a member of the Glenn Commission on the Social Studies Curriculum, and as a friendly side-partner of the Educational Policies Commission. In these relations I heard actual classroom teachers and superintendents discuss their methods and problems, and what is more I became rather well acquainted with living personalities engaged in teaching boys and girls in the elementary and secondary schools. And, believe me, I did improve my mind.

Perhaps the times were auspicious. The commissions above mentioned carried on their work after the big burst of 1929, in days and years when the souls of men and women were sorely tried. The age of innocence had passed. The dream of Coolidge "prosperity," with bigger and better schools forever and ever had faded. Superintendents and teachers were struggling to carry on their work in the most adverse circumstances. It had been relatively easy to be a fair-weather patriot, to superintend and teach when "everybody was prosperous." But after 1929 the stresses and strains were frightful. Millions were unemployed. Homes were falling apart. All over the country struggling families were vainly searching for work. Children came to school ragged, cold, and hungry. Many children could not come at all, for lack of barest necessities. School funds were diminishing. School burdens were increasing. Teachers, even in rich cities, went for months without salaries and still worked away

bravely, some of them borrowing money to help feed their ill-fed charges. Then "sunshine patriots" took to the woods and brave, self-sacrificing, and indomitable teachers stood by the cause. The real test of humanity is not prosperity; it is adversity. It was in such days and years that I learned something about teachers and superintendents.

This experience gave me an opportunity to contrast the positions and modes of thought possessed by college or university professors with those of school teachers, principals, and superintendents. How great the contrast. The securely placed professor received his salary check regularly, from some source, and looks forward to a fair, if modest, pension at the end of the road. His students are generally well-fed and clothed, tho some of them are poor enough, no doubt. They do not come ragged and hungry to the classroom. They do not have to be fed, doctored, and nursed there. No stark realities of the suffering outside world are thrust into the utopian scene. Well protected against the buffets of life, the professor can be high, dry, and abstract in his discourse. The terms rent, interest, profit, income, wages, employment, unemployment, farm, factory, housing, family, and community, for example, fall from the professor's lips as words little burdened with the poignancy of life. If his students fall asleep, it is from ennui, not from hunger or lack of proper sleeping quarters at home. In other words, the professor does not encounter life at first-hand.

The world of the elementary teacher, principal, and superintendent, I discovered, is a different world. There, inescapable, before them is life, not artificial life, but the real sum and substance of it. Right there are represented the comfort and poverty, the health and illness, the assurances and trying perplexities, the delights and distresses of the people. To the teacher, the principal, and the superintendent the social studies cannot be abstractions. The very terms are pulsating with the content of living. Nor does the check for the support of the schools come automatically from the bursar's office. In some fashion the schools must serve the needs of the children and the community or they perish. Every dollar must come from taxpayers' pockets. No generous endowments, administered by remote trustees, cushion the impact of life on the schools.

More could be said, but these hints are sufficient. After working with and talking to teachers, principals, and superintendents in those trying days, I became convinced that the gulf between college or university instruction and elementary instruction is too wide, that the front-line workers carry burdens little appreciated by ivory-tower dwellers. Even more. I became convinced that the front-line workers had a realistic sense of the social studies not possessed by many, if any, professors of the subject. They might not be adepts in ontology and epistemology, but they could fill the words of higher instruction with content from experiences from the substance covered. It was an education for an ex-professor to go to school to elementary teachers and superintendents; and other professors, active and retired, might well profit from the example.

Yet it may be said that the education of professors is a matter of slight importance. In this particular instance it is, but by and large, if education is significant for life, then the enrichment of the higher learning by first-hand

contacts with elementary work is among the necessities of the case. After all, isn't education, high or elementary, for people? If not, then for whom or what?

If all this be discounted, then I have one more point to add. Out of the experience above mentioned, I also became convinced more than ever that the future of American democracy depends upon popular education. If we are to overcome the stresses and strains of our civilization by democratic processes rather than by the sword then the foundations must be laid by the front-line teachers. If we are to widen the civilization of the people, as distinguished from the culture of an elite, teachers must be advance-guards. From what I have learned of them and their work I have reached the conclusion that it is exactly this function which they are now fulfilling, not as well as the best among them would desire, but in a way full of promise even in this hour so beset by perplexities over the very fate of civilization.

The Principal's Part In A Safety Education Program

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

PART III—ACCIDENT REPORTING*

In 1922 in Kansas City, a child died every 26 days as a result of an accident. Kansas City decided to do something about it and did. Today this city can boast of an excellent child accident record. During the year recently completed, there was not one child killed on the street. Much of the credit for such an excellent record is due to the safety teaching in the schools. There are school authorities of other cities who can point with pride to a consistent reduction in child accident fatalities due in a large measure to their well planned and supervised safety education programs.



H. LOUISE COTTRELL

The committees who planned these programs should well be proud of their accomplishments. They are the pioneers from whose experiences other cities may now reap the benefits.

Are you planning a safety education program? Perhaps you are revising one. If you are you have asked yourself this question. Upon what basis shall we build this program? Were we to put this question to anyone of our expert safety education program builders no doubt the answer would be something like this. Before we can present to children any safety knowledge, or develop safety attitudes we must be familiar with the causes and frequencies of accidents in general. We must also know those types of accidents which are peculiar to the various age groups of the school community.

*Parts I and II of this article appeared in the October and December bulletins respectively.

What are the general causes and frequencies of accidents? Have you consulted the many tables in the 1937 edition of Accident Facts, published annually by the National Safety Council, 20 North Wacker Drive, Chicago, Illinois?

"Studying statistics is dry work and often hard work," you may say. True, but the statistics in Accident Facts are presented so vividly and clearly by means of illustrations and diagrams, that with one glance all antagonism toward statistics disappears and we become impressed with the importance of the safety problem. We are so startled at the great number of children injured in other places besides the street that we read this paragraph again.

Student accident reports received by the National Safety Council during the school year 1936-37 show that about 18 percent of all accidents occurred in the school buildings, 17 percent on the school grounds, 7 percent on the way to or from school, 28 percent at home, and 30 percent at other places.

The second reading of this paragraph leads one to inquire, "What is meant by student accident reports?" If Mr. Alvin D. Battey, Assistant Statistician of the National Safety Council were present when this question was asked, or someone in charge of a successful city safety education program, there would probably appear a series of forms which furnish a school with all necessary information concerning accidents to children in attendance there.

A number of methods, thru which child accident information may be obtained, have been tried out, but the Standard Reporting System sponsored by the National Safety Council seems to be most commonly used. It can be described here but briefly. Report cards and summary sheets are distributed to each school. One of these is filled out for every child who has any accident which results in an absence from school of a half day or more, or which requires the services of a physician. Such a complete individual record of a child accident is invaluable to a school for it provides a practical and intelligent basis for safety teaching.

At the end of the month, the blanks are forwarded to someone in charge, who in turn fills out the summary sheet. This summary not only reveals the total number of children injured but also provides the safety program committee with necessary and definite information: the various types of accidents and the grade level upon which they occur most often, the causes of accidents, the places where they occur, the time of day or season when a particular accident occurs most frequently.

Besides being a scientific basis for a safety education program, this statistical data, conveniently recorded, is important in other ways. Do you, Mr. Principal, know so far this year, how many children have been absent from your school because of accident? Do you know the causes of the injuries? At a glance the summary sheet will answer these and other questions of importance to you not only as an administrator, but also as a guide and counselor of those carrying on your safety education program. As the safety work progresses, student accident reporting enables principals and teachers to locate specific weaknesses in the safety program, and at the same time serve as a source of encouragement as the figures grow smaller and smaller.

The combined reports from cities ranging in population from a million to a thousand in different parts of the country are interpreted by Mr. Battey monthly in *Safety Education Magazine*. This "over-all" view often emphasizes certain trends which a local summary may not reveal, but which are of value to the program builder. For example, the accident peak is from grades 5 to 7. This proves the need of intense safety work with children of that age. Here is another example. The child's age and the frequency of auto accidents varies very little. This indicates the need for continuous traffic safety program from kindergarten to high school.

The greater part of *Safety Education Magazine* for December 1937 is devoted to the many important phases and the value and use of accident reporting in the schools. The closing paragraph of Mr. Battey's article *Student Accidents—"The Facts and What They Mean,"* makes a plea for more schools to begin recording student accidents, and intelligently to use the information obtained, so that we will have more definite data, and be able to work more purposefully.

This is a challenge. The principals of Kansas City accepted it, and won. Mr. Principal, how about you?

STUDY OUTLINES

of

Appraising The Elementary School Program

Sixteenth Yearbook

of the

Department of Elementary School Principals

The 16th Yearbook of the Department of Elementary School Principals "Appraising the Elementary School Program" is the topic being discussed in many *Principals' Clubs, Faculty Meetings, and Conferences on Elementary Education*. Dr. Samuel Berman, Chairman of the Editorial Committee, has prepared a *Study Outline* for each chapter in this book. Mimeographed copies of this outline are now available to those persons and groups who desire this help. Send 25 cents to the Department of Elementary School Principals, 1201 Sixteenth Street, N. W., Washington, D. C., and a complete set of outlines will be sent to you. This small price covers the cost of mimeographing and mailing.

Price 25 cents

Character Building American Youth

John Edgar Hoover, Director, Federal Bureau of Investigation,
United States Department of Justice, Washington, D. C.

Last year witnessed over 1,300,000 major infractions committed in the United States. There is a robbery every 10 minutes, a burglary every two minutes, a larceny every forty-four seconds, and an automobile stolen every two and one-half minutes. It is rare indeed that a desperate criminal becomes such over night. He begins in a petty way—often with pilfering and other minor violations finally to feed upon society until he reaches the status of a public menace. When we trace his history we find that in his boyhood, the causes of his early crimes often were parental laxness, lack of discipline, and failure to set the proper example. The boy who hears his father boast of how he fooled the police in a traffic violation should not be held solely responsible if he too decides that it is smart to outwit the law.



J. EDGAR HOOVER

Crime begins in the American home. To curb it there must be reestablishment of respect for law in our homes. In this regard, more than 18 percent of all our crime is being committed by youths of twenty-one years or less. Moreover, during the first nine months of 1937, persons under twenty-one years of age constituted 13 percent of the murderers arrested, 28 percent of the robbers, 41 percent of the burglars, and 51 percent of the automobile thieves arrested. They did not learn their disrespect for law in our schools. They did not learn it at the grocery store or at the drug store, or in church. They learned it because they were not taught differently at home. They learned it from parents who took pride in the exploits of rats like Dillinger or "Pretty Boy" Floyd, and who exulted in their exploits. They gained their disrespect from parents who in many instances were themselves addicted to the greater crime, that of toleration of crime.

"As a man thinks, so will he act. As he believes, so will he continue to act, intellectually, and morally." It is a man's thoughts that are the main-spring of his external actions. Therefore, it is interesting to know the prevailing thoughts in the mind of our youth. From his repeated actions which grow from those thoughts, his habits are formed, and they in turn facilitate and predispose their subject spontaneously towards subsequent deeds. Frequent exercises of deliberate choice in childhood and youth cut a groove in the will thru which volition flows with increasing smoothness in one's later years, and it is the accumulation of such ingrained habits which finally determines the quality, the character, and the general direction of a man's social conduct in his maturity.

The future lies in an enlightened moral education directed to the awakening of the conscience of the community and the forming of the habit of civic responsibility—instruction, information, knowledge, wisdom, character!

Our problem, therefore, is to change the mistaken idea that crime is romantic, to carry on a campaign of education thru which the unthinking American shall be forced to realize his disgrace in thinking that crime is anything other than what it is, filthy, unclean, and vile. This can be accomplished. Already we are experiencing a change. No longer is the criminal a hero to our youth. The honorable citizen and law enforcement officer are assuming that role. We must work with a dual purpose, never failing to realize that while we combat the growth of criminal instincts in youth, we also must combat the inherent criminal worship in many of our men and women.

This we of the FBI are seeking to accomplish. We are constantly working toward not only the capture and conviction of the enemies of society, but toward the building of a new viewpoint which we hope will result in fewer violators of the law.

Behind the efforts of the Bureau in its necessary campaigns against the more desperate of our outlaws, lies the never failing desire to build a barrier between the law and its violation. We have no happier days in the Federal Bureau of Investigation than when vast throngs of boys under the guidance of friendly Special Agents are taken thru the building in Washington and shown how the FBI operates. We hope our young visitors will take pride in honesty rather than worship for the gangster thereafter. We hope to see the day when every law enforcement officer in America will realize that the best weapon against crime is a feeling of confidence and friendship upon the part of every boy and girl in his neighborhood.

We want to help build the youth of America into strong men and women. In this direction it is our intent to possess in the forty-seven field divisions of the FBI a type of Special Agent whose history has been traced almost from babyhood to assure us that he is an upright, honest, courageous citizen. Ours is only one organization which requires men of this type. Others are seeking them and the supply does not meet the demand. It is all too obvious that there is a reward for right honest living. We are gratified that our files in the FBI contain numerous letters from boys thruout America who want to so live that they, upon reaching maturity, can fulfill these obligations and become candidates for positions in this and similar organizations.

It is time for America to resurrect that standard of discipline which did much to give this country its rugged, stalwart honesty of purpose, its determination, its achievements. I refer to that parental discipline and guidance which did so much to create law-abiding, successful, and forward-looking citizens.

Here we have been lacking and we find that our youth has been handicapped from the beginning, that he had a bad start for which he is not responsible. If we try to tell youth today that crime does not pay, we are confronted with the question of why it does not pay. If we answer that the price of crime is prison, youth answers that it is easy to get probation, a pardon, or a parole. Youth, in spite of all its imagination, is literal. Youth is factual. Youth possesses a certain clarity of vision which often is lost in the more mature mind. One child in a neighborhood, who has learned the fallacy of our all-too-often maladministered law enforcement, can become a professor of law

evasion for a hundred other neophytes in crime. Do not for a moment think that youth today knows nothing of the tricks by which it can avoid punishment. You must remember that civilization as it exists today is in direct conflict with the guiding impulses in the days of the cave men. Law as such is an artificial barrier reared by society for the protection of all against individual desires for the gratification of greed. Once we fail to teach reverence for these laws from infancy onward, and the reason for them, then indeed have we a recalcitrant and rebellious being whose very instinct inclines him toward crime.

The only answer can be that this condition constitutes a national crisis calling for a reawakening of our patriotic instincts. It demands that we give of our time; that we give of our energy; that we contribute our best thought and endeavor toward the wiping out of conditions by which such an emergency is created. It means that our children must be taught that adventure lies not along the road of violation but that there are adventures in honest endeavor—greater ones, laudable ones, happy ones. They must be shown the true character of the criminal—that law infraction can lead only to disillusionment, to the weakening, physically and morally, of anyone who follows its teachings. They must be taught that a great career lies before them—more exciting than that of any criminal's life—the career of law enforcement. They must be urged to fight for honesty and the thought be instilled within them that they are crusaders, the volunteers in a new battle for American character and integrity. They must be inculcated with a new political economy—the economy of political honesty.

McGUFFEY NIGHT BANQUET

Department of Elementary School Principals

American Plan Dining Room

Traymore Hotel

Atlantic City, N. J.

February 28, 1938

6:00 P. M.

100th Anniversary of those famous McGuffey Readers

**Tickets May Be Secured at the Registration Desk in the Auditorium
and at Hospitality Headquarters, Crane Building**



ROBT. SPEER

Second Annual Conference of

Sponsored by the Department of Education

and the

School of Education of New York University

July 1-15, 1921

Announcement was made in the last issue of the National Elementary Principal of the Second Annual Conference on Elementary Education to be held in New York from July 1 to 15, under the joint auspices of the D.E.S.P. and the School of Education of New York University. Additional information concerning this conference is now available.

EDUCATION 125.500 OR 125.501—ELEMENTARY EDUCATION—DISCUSSION CONFERENCES.

"The American School in Transition" is the theme of this Second Conference.

10:00—11:00 A.M.: Assemblies of the entire group with lectures by prominent American social analysts and educators on the American Scene, *The School in a Changing Society*, *Philosophy of the New School*, and *The Administration of the School in Transition*."

11:00—1:00: Following the general session the group will divide into sectional discussion conferences. An analysis was made of the replies from questionnaires regarding the subjects desired for discussion at the Second Conference. The sections will be tentatively formed on the basis of this analysis. The groupings later will be adjusted to suit the desires of the registrants.

Section I The Pupil (Growth, Personality Adjustment, Adapting Schools to Needs, Guidance Program, Grouping, Grading, Developing Creative Expression, Developing Social-Economic Consciousness, Gifted, maladjusted, Individual Records, etc.)

Section II The Teacher and Teaching (Making Teacher Participation a Success. The Teacher: Education, Adjusting Maladjusted Teachers, Training in Service, How to Inspire Teachers to Secure Broader Professional Outlook and Greater Interest in World Affairs. Teaching: Improvement, Teaching the Whole Child, Types of Procedures, Special Education, etc.)

Section III The Curriculum (Interpretation of and Its Developments, Broadening, Developing an Integrated Curriculum, Building of Curricula, Curricula in



MABEL SIMPSON



CLAIRE ZYVE



F. C. BORGESON



HARVEY ZORBAUGH

ce on Elementary Education t of Elementary School Principals and the of New York University

y 1-15, 1938

Modern Schools, Various Subjects, Activity Units,
Individual Instruction, etc.)

Section IV Evaluation: Appraising the Elementary School
Program.

Section V Practicum: A round table to discuss problems and
issues that do not fit naturally into the other sec-
tions.

Afternoons: In the afternoons, in addition to continuation of
informal professional discussion, provision will be made for cul-
tural and professional excursions—children's courts, settlement
houses, W.P.A. educational projects, the summer play schools of
the Child Study Association, Children's Village, regular ele-
mentary schools open during the summer conference.

Evenings: Group socials, symphonies, band concerts, opera,
theatre. A staff member of New York University will devote
his entire time to supervising the afternoon and evening programs.

Members of the conference faculty and others on the regular
staff of the School of Education of New York University will
be available for small-group and individual conferences.

Our Conference Faculty: Among the coordinators of the sec-
tions will be: Dr. Claire Zyve, Assistant Professor of Education,
New York University; Dr. F. C. Borgeson, Chairman of De-
partment of Coordination of Teacher Training, New York Uni-
versity; Professor Harvey Zorbaugh, Clinic for the Social Ad-
justment of the Gifted, New York University; Dr. Robert K.
Speer, Chairman of Department of Elementary Education, New
York University; Miss Mabel Simpson, Associate Editor *New
York State Education*, Albany; and one other to be named.

Faculty assigned or "on call" will be: Dr. J. Cayce Morrison,
Assistant Commissioner for Elementary Education, Albany;
Dr. E. T. McSwain, Associate Professor of Education, North-
western University; Dr. John J. Loftus, Assistant Superintendent
of Schools, New York City; Dr. Stephen F. Bayne, Associate
Superintendent of Schools, New York City; Dr. A. L. Threlkeld,
Superintendent of Schools, Montclair; Ordway Tead, Economics
Editor, Harper and Brothers; F. R. Wegner, Superintendent of
Schools, Roslyn; Vinal H. Tibbetts, Superintendent of Schools,



J. W. WITHERS



JEAN BETZNER



J. C. MORRISON



IRA KLINE



E. T. McSWAIN

Manhasset; Dr. Jean Betzner, Assistant Professor of Education, Teachers College, Columbia University; Mrs. Adele S. Mossler, Director Summer Play Schools, Child Study Association of America; Professor L. Thomas Hopkins, Lincoln School of Teachers College; Leonard Covello, Principal, Benjamin Franklin School, New York City. Also, from New York University: Dean John W. Withers; Dr. Rhea Kay Boardman; Professor Forrest E. Long; Dr. Beryl Parker; Professor Alonzo F. Myers.

Subject specialists and experts in various aspects of elementary education in the greater metropolitan area will be "on call" by members of the group. Additional individuals from a distance will be invited.

One morning session will be conducted by officers of the Department: President, Mason A. Stratton, Brighton Avenue School, Atlantic City, New Jersey; and the members of the committee, Mrs. Edith B. Joynes, chairman, Washington-Gatewood Schools, Norfolk, Virginia; Miss Maude A. Rhodes, Whitefoord School, Atlanta, Georgia; Dr. Ira M. Kline, Director Bureau of Appointments, New York University; and Miss Eva G. Pinkston, Washington, D. C.

Fees, Credits, Housing Accommodation, Etc.: The University fee for those who do not wish college credit is \$15.00. The University fee for those who wish two points of credit is \$22.00. Registration and discussion of summer conference plans will take place on Saturday, July 1, at 10:00 a.m., in the auditorium of the School of Education Building, 35-41 West Fourth Street. The entire group will be accommodated at the Prince George Hotel.

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

(Tear here and mail)

APPLICATION BLANK

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

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

I wish to become a member of this conference.

I wish (do not wish) college credit.

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

1. Single room.
2. Double room (twin beds)
3. Double room (double bed).

Name

Address

Position

*The check should be made out to the Prince George Hotel, New York City. Mail application and check to Miss Pinkston.

Pupil Cooperation in Control of an Elementary School

H. V. Perkins, principal, Boulevard School, Cleveland Heights, Ohio



H. V. PERKINS

Pioneer thinkers thruout the world have long recognized the importance of the school program in training citizens for the state. The Founding Fathers of our own country early emphasized the importance of an educated citizenry to the establishment of an enduring democracy. For years leaders in secondary education have recognized the responsibility of the secondary school to train pupils to take their places as efficient citizens. Thus many secondary schools in the United States have supported plans of student government which were first initiated to contribute an important element to the civic training of their students.

However, in the elementary school, and particularly in the school containing grades one to six, preparation for adult citizenship is a remote objective. For such a school, the purpose of pupil cooperation in school control should be more immediate than that of preparation for adult life, because adult life is not regarded by children as of great importance. The following contributions to children's growth are presented to illustrate some values of a plan of pupil participation in the control of an elementary school:

1. A simple governmental organization provides a plan to which every pupil citizen may bear allegiance. The pride of a pupil from an ungraded upper primary room as he told the story of their citizenship and safety club illustrates this value. He "stood tall" and his eyes fairly shone as he glanced downwards toward the school colors pinned to his blouse and said, "Every Thursday afternoon we wear our badges while we hold our room meeting so that we can understand that we are really a part of the school citizenship and safety group."

2. Such a plan provides a means by which children may express personal or group opinions and achieve group action. When the children of one school recognized that assembly conduct was far below desirable standards, they discussed the problem in their own room meetings, suggesting various remedies. At the council meeting representatives suggested several rules which they reported back to their homerooms. After discussion in the class meetings, a few suggestions for assembly conduct were formulated at the next council meeting. Because all the children in the school had had an active part in presenting these rules for the consideration of the whole school, it is not surprising that audience manners were greatly improved at the next assembly. There was further satisfaction expressed by the children themselves that they enjoyed the assembly much more than they had the previous program during which they had been so careless.

3. While trained professional teachers long have recognized their responsibility for teaching children to live and work with others, a successful plan for pupil cooperation in control is an added means to this end. In such a program, every member of the school faculty may unite in teaching the school at large and individual children under their care how to cooperate in carrying out recognized activities. Such teachers may assist pupil officers in the practise of courteous direction of those they serve and may guide individual pupil citizens to loyal cooperation for the conflict between recognized standards of conduct and anti-social behavior.

4. This plan provides a channel thru which faculty and pupils may contribute to the solution of recognized problems. When a candidate for pupil president stated as one of the planks in her own platform that she would work for an extension of inter-school athletics

and was successful in being elected, she and her class, the oldest in the school, became disturbed as her term of office drew to a close and no inter-school contests had been arranged. She first presented the problem to the council advisor who suggested that she take it directly to the principal. In the conference that followed, between the principal and the members of her class, all found a clearer understanding of the problems involved in inter-school athletics and of the need for a planned athletic program for the school. Tho not a direct result of this conference, the opportunities for inter-school contests have been expanded.

5. If problems of society are to be solved safely and its economic ills are to be healed each generation must find pioneers of vision motivated by a social conscience. Leaders may be born but they must be made surely. In the unsupervised play of children leaders appear thru aggressive survival with the probable neutralization of much unrealized talent for leadership. Plans by which children cooperate in school control permit the development of latent talents for leadership thru exposing children to responsibilities and assisting in their success. This is particularly important in the elementary school where self-confidence is little impaired thru academic and social defeat.

Doubtless a plan of pupil participation in control of an elementary school may make other contributions to the social life of the school and to the growth of individual pupils. These are presented only as illustrations of the types of values that may be achieved when a plan is successful. It is now necessary to suggest some principles which may guide in the establishment of a successful program of pupil cooperation.

While articles in current literature describing plans used in different schools present various developments of the plans started, no one type of organization is representative of current practises in schemes for pupil participation in control of elementary schools. Each plan, with its individual variations, appears to be indigenous to the school in which it is found. Therefore, I am not describing any one plan in operation in any one school. A successful plan operating in one school may not work smoothly or at all in another situation with a different principal, different teachers, and pupils of different social or racial backgrounds. Some plans seem to be used largely because they have proved successful thru one or more years of experience. It is not known, for example, whether a pupil should hold office for one semester, one month, or one year. Pupils and teachers alike come to accept the plan in use unless there seems to be some point of conflict with the needs of the school or of individuals in it. In some buildings, the council is purely a representative body set up for the abstract purpose of discussing and passing upon general problems. In another, the delegates meet in a safety council or a service group with a definite program of action and individual duties assigned. In still another school, both these elements of pupil control may be found. Because of these varying practises, some principles governing the success of a pupil participation plan are offered:

1. The plan should be very simple so that pupils easily understand its operation and, therefore, can accord it their loyal interest. Where there is an evident purpose to teach children the operation of adult governmental machinery, one may find a primary election, general election, inaugural ceremony, and even judicial procedure. In some schools such complicated activities may be not only successful but valuable to the children. Yet in another school an equally successful scheme may embody in one group of representative pupils the functions of playground and crossing supervision, discussion of school problems, and classroom officers. In such a plan, elections may be very simple activities in the individual

classrooms or within the council itself and student officers be recognized by common consent.

2. A successful plan should have a functional basis: safety, service to the school, or other activities of recognized importance. Those who work with elementary children recognize the impelling urge to do something. Children do not make good "stuffed shirts." If a child has an office, he wants to do something about it and with it. If it is one in which he can render a real service, it claims his allegiance so long as he is aware of its value. Therefore, if cooperating pupils can see children safely across traffic, assist in maintaining peaceful play relations or restrain hazardous practises on the playground, or assist in maintaining reasonable order and safety in the corridors, they have a tangible activity thru which they can make their individual contributions to the welfare of the school. Furthermore, this very activity itself becomes at once their badge of office and their challenge to new and unexplored experience.

3. The initiation of a plan should be piece-meal and its growth gradual instead of its being launched completely at one time. As previously stated current articles describe entire plans as operating in given schools, also, a plan successful in one place may not work at all in another. Therefore, it is recognized by those working thru children to achieve cooperative control that a particular element of a proposed plan better may be started and placed upon a working basis before further plans are attempted. This permits close attention to and guidance of the activity being introduced. It further permits the example of one group of children to illustrate possible activities to others and may stimulate the others to request an opportunity to carry out a similar or a different service. As each new element of the plan proves itself worthy of a place in the life of the school, necessary additions to current practise or modifications of existing activities may be made.

4. Few plans of pupil cooperation in elementary school control can be successful without the enthusiastic support of the teaching staff. We all recognize the importance of teacher attitude as it influences her children. Thus, if a teacher is convinced of the value of proposed plans, she is ready to see that her class lends its support and that children sharing in the plan receive needed guidance in so far as she can give it. Again, it is impossible for one advisor to be present in all situations when conflict or difficulty may arise. Yet, if every member of the teaching staff is a loyal supporter of the plan in effect, some teacher may give a word of encouragement to a harassed officer or offer a suggestion to a rebellious child which will solve the difficulty without impairing the morale of the group. Classroom teachers, sympathetic to the plan in operation, will see that it does function and willingly lend needed assistance to the advisor or to individual children as they find opportunity to do so. Appointing different teachers to be group sponsors each semester or each year increases faculty understanding of and sympathy with the values and difficulties incident to cooperative pupil control.

5. As stated previously, a successful plan usually grows out of the life of the school. If a new principal or new teachers are assigned to a building, it is possible that activities operating in other places may be started. However, experienced elementary-school educators recognize the need for modifications of a program as it continues from year to year. Thus, whatever the plan that is started, its essential development is largely governed by the school situation in which it operates. These principles and illustrations should be just suggestive in an elementary school of eight grades as in one of six. The presence of older children may warrant the expansion of some phases of a plan which are not so suitable for use in a six-grade elementary school. What these phases are will become apparent as the plan grows and changes.

In closing, I shall briefly summarize the points already presented. Pupils participate in control of elementary schools not that they may become efficient adult citizens but because they wish to help solve the problems of which they are aware. Thus their cooperation becomes their contribution to the on-going life of the school. The organization thru which children share in school control should be simple and has an added value if it is centered in a functional

program of service or of activity whose value is generally recognized. Teachers should regard a plan of pupil cooperation in school control as an additional medium thru which children may be taught desirable ways of living with and in their own environment. Instead of launching a plan of pupil government in order to establish some claim to recognition as progressive educators, elementary-school principals may well view a program of cooperative pupil control as a challenge to adventurous leadership.

A Principal Picks a Problem

Guy L. Quinn, principal, School Number Three,
Neptune, New Jersey

(EDITOR'S NOTE:—We are indeed sorry that space forbids us publishing the whole of Mr. Quinn's excellent article. If anyone wishes to have the other part of this write-up, we shall be glad to send it upon request.)



GUY L. QUINN

The Problem: That it should be expedient to deny a teacher a second contract is an indictment against (1) the influence preceding an initial assignment (and/or) (2) the attending factors in beginning teaching.

In the training of teachers no one can anticipate, in any great measure, any one or all of the reasons for discontinuing services of a teacher at the close of his first year of teaching. The question is, on whom shall fall the responsibility of saving teachers from failure when the reason for terminating their services has been:

1. Weak in much of the subject matter content.
2. Lack appreciation of the mores of the local community.
3. Limited knowledge of the ramifications of testing.
4. Insufficient training in discipline and disciplinary problems.
5. Lack in the understanding of organization and class management.
6. Own peculiar unpreparedness.

It is one thing to note the indifferences and inefficiencies and to have the conviction that perhaps, conditions could be remedied; and it is quite another thing to set up a plan of possible action. Therefore, before releasing any beginning teacher, an administrator would do well to find where-in her experiences were her difficulties; and, having these facts, he should build a program that would forever minimize the necessity of "firing" a beginning teacher.

- I. *The beginning teacher* can do much for herself in-service training thru (1) Continued professional study, (2) Re-evaluating herself in a conscientious adjustment to the various personalities and pressure of her in-and-out-of-school-living, (3) Participating in the many public and scholastic affairs of the community, (4) Traveling for recreational and cultural leisure when finances permit, (5) Visiting museums, libraries, forums, etc., (6) Systematically study-

ing the persistent errors that seem to commit her to failure, (7) Starting a club, organizing her own library, developing a hobby.

- II. *The local administrator* can be of great help to a beginning teacher if he will (1) Accept the responsibility of cadet teaching—and participate in its practises, (2) Assimilate some of the pertinent current literature on teacher training, (3) Visit the state teacher training institutions, (4) Extend his educational outlook to include the philosophy of the teacher-training work in his thinking and his yearly program, (5) Participate in programs at the normal schools and in those programs built around the problem of in-service and pre-service training, (6) Recognize the limitations as well as the obligations of the state teacher training staff members, (7) Give the teachers of his school a chance to feel the importance of co-operating in the work of teacher training, (8) Re-organize his program so that a failing beginning teacher might have an opportunity to succeed in another grade, perhaps another school, (9) Support his co-operating and student teachers, (10) Observe the student when the candidate is doing her cadet training.

- III. *The co-operating teacher* will find she will grow if she will (1) Appreciate the self-growth that attends the participation in cadet training, (2) Welcome visitation from cadet or supervisor co-operating in a training program, (3) Visit the state training institutions, (4) Ask the principal to share the problems attendant in practise periods.

- IV. *The supervisor* will be given much help in her problem if she will (1) Learn the philosophy of the school that houses cadet students, (2) Extend appreciation for evident co-operation, (3) Live as the students—especially in situations that might be weighty with implied responsibilities.

- V. *The staff at the training school* will be benefited if it will (1) Give consideration to suggested advice from (a) The public, (b) Former graduates, (c) Fellow staff members, (d) Cadet teachers, (e) Co-ordinating teachers and supervisors, (f) Principals, administrators. (2) Continuously re-evaluate the various philosophies of (a) The state training institution, (b) The various departments, (c) The on-and-off campus laboratory schools, (d) The contemporary program of education on their own and other levels of scholastic training. (3) Develop or initiate programs that will challenge fellow staff members and involve off-campus co-operating representatives.

George M. Crutainger in his article on "Problems in Teacher Training" says, "The primary function for educational guidance of young teachers in-service rests with the state, which is the unit of government responsible for public education; but the active discharge of this responsibility must be shared by the States' agents: (1) The administrative and supervisory force of the school

system to which these teachers are under contract, and (2) the normal school or teachers college in which pre-service training was obtained.

With these facts before us, let us ask ourselves the question, on whom should fall the responsibility of answering the implied indictment of the original six issues? We feel the responsibility of failing to give the beginning teacher the adequacy of training that will guarantee her successive successful contracts is, and will always be, a mutually shared program by and for all involved in her growth.

State Advisory Committee On Elementary Education in Texas

Frank D. Austin, principal, Franklin School, Port Arthur, Texas



FRANK D. AUSTIN

Many school people in Texas for several years have been aware of the fact that the elementary schools need to be greatly improved. Only a few statistics need to be quoted to prove beyond a doubt that elementary grades are of vital importance in any public school system.

(1) Of the 1,157,034 school children, original entries in the schools of Texas in 1935, 78 percent were enrolled in the elementary schools.

(2) Of the 37,559 white teachers in Texas in 1935, 27,810 white teachers or 74 percent were teaching in the elementary schools.

(3) Of the \$33,811,941 paid in salaries to classroom teachers in 1935, 68 percent was paid to teachers in the elementary schools.

(4) Of the expenditures for free textbooks for a five-year period, 73 percent was for books to be used in the elementary schools.

(5) Approximately 25 percent of the children who enroll in the elementary schools do not remain to complete the work to enter the high school.

After an investigation of the present organization in Texas it was found that the secondary schools (Junior and Senior high schools) are well represented in the State Department of Education in Austin, but the elementary schools had neither a director of elementary education nor any type of a coordinating agency in the state.

A group of people interested in elementary education arranged a conference with the State Superintendent of Schools, L. A. Woods, and Second Assistant State Superintendent, Miss Edgar Ellen Wilson, on November 9, 1935. The purpose of this meeting was to discuss with these two state school officials the program for elementary education and to solicit their aid in setting up an organization for leading and directing such a program thruout the State.

Because of the lack of funds for financing a Department of Elementary Education, the State Superintendent of Schools deemed it advisable to appoint a State Advisory Committee on Elementary Education. This committee consists of twelve people—three from each of the following state organizations: Elementary School Principals' and Supervisors' Association; Association for Childhood Education; Classroom Teachers' Association; and County School Supervisors' Association. These organizations recommend their representatives to the State Superintendent of Schools to be confirmed by him.

This committee had its first meeting in Austin on March 25 to 27, 1936. Many recommendations were worked out and approved by the group to be presented to the COMMITTEE ON CLASSIFIED AND ACCREDITED HIGH SCHOOLS at its meeting in June of that year. The State Superintendent of Schools is Chairman of the accrediting committee.

The accrediting committee considered the recommendations, but did not take any action on them. The elementary group was not discouraged by this failure, but rather blamed themselves for not properly informing the membership of the accrediting committee of the program previous to the annual meeting.

The State Advisory Committee on Elementary Education met again in Austin on April 12 and 13, 1937. The recommendations as made the previous year were revised to be submitted again to the accrediting committee for action. The recommendations were as follows:

I. CERTIFICATION OF TEACHERS:

(1) Starting September, 1938, beginning teachers may not be employed to teach in the elementary grades who have not completed four years of college work including eighteen semester hours of elementary education. In September, 1939, these requirements shall be raised to twenty-four semester hours in elementary education. In addition to the requirements for elementary education courses, beginning teachers shall meet the minimum requirements of the State Department of Education and of the State Board of Education in elementary content courses. Teachers now teaching in elementary grades without elementary training must have completed twelve semester hours by September, 1940.

(2) Starting September, 1938, people beginning work as principals and supervisors of elementary grades shall hold a bachelor's degree including twelve semester hours of college credit in elementary education administration and six semester hours in elementary education methods from a recognized teacher-training institution. By September, 1939, these requirements shall be raised to twenty-four semester hours in elementary education administration and six semester hours in elementary education methods. Principals and supervisors now in service without elementary training must have completed twelve semester hours in elementary education administration and six semester hours in elementary education methods by September, 1940.

2. TRAINING OF TEACHERS:

(1) Tentative syllabi for writing, drawing and art appreciation (6 S.H.); public school music (6 S.H.); social science (6 S.H.) are now available from the State Department. We believe this effort to improve teacher-training courses to be of fundamental importance. We urge these syllabi be continuously improved and developed to include a four-year program.

(2) Our Committee is to study offerings of teacher-training institutions with the purpose of helping the State Department in planning a four-year elementary teacher-training program.

3. SALARIES OF TEACHERS:

(1) We recommend that a single salary schedule similar to the salary schedule now in operation in state aid schools be adopted and put into practise in all Texas schools.

4. TEACHER-GRADE LOAD:

Our standard of teacher-grade load does not approach standards set up in other states. The unequal teacher-grade load condition in Texas needs careful consideration. Data

indicate clearly that there are many schools (one-teacher, two-teacher, and three-teacher) teaching up to and including the eleventh grade. The committee wishes to recommend:

(1) That one-teacher and two-teacher schools be limited to do school work only thru the seventh grade.

(2) That three-teacher schools be limited to do school work only thru the eighth grade.

(3) That four-teacher, five-teacher, and six-teacher schools be limited to do work thru the ninth grade.

(4) That only schools of seven or more teachers be permitted to do work thru the eleventh grade.

5. TEACHER-PUPIL LOAD:

From the date obtainable, the teacher-pupil load in the rural and urban schools are practically identical. Since the teacher-pupil load in the rural and the urban elementary schools are not up to the standard of the high school teacher-pupil load, the committee on elementary teacher-pupil load wishes to make the following recommendations:

(1) That the elementary advisory committee go on record as favoring one number as maximum class load for elementary and secondary teachers.

(2) That no teacher be permitted to teach double-sessions.

6. SUGGESTED CHANGE IN ADMINISTRATION OF THE ELEMENTARY SCHOOL:

Due to the fact that children are now enrolled in school at the age of six years, we believe that an extra year should be devoted to the education of our children in the public schools, and we recommend that this extra year of work be distributed among the grades of the elementary school. (At present eleven years is the predominating organization in the public schools of Texas.)

7. TEXTBOOKS:

The recommendations on textbooks as adopted by the elementary advisory committee to be approved by the state textbook committee have not as yet been presented. The recommendations are as follows:

(1) In view of the state curriculum movement, it is becoming increasingly evident that more latitude be given the State Board of Education in order that books may be adopted which more nearly coordinate with the new curriculum.

(2) Since textbooks in sets, that is, one copy of the same book for each child in the class, are becoming less useful, we feel that several good books in each field should be put on an approved list by the State Board of Education and that the local system be given permission to make its requisition from one set or from the several sets, provided that total number of books so requisitioned does not exceed the present quota.

(3) It is recommended that primary grade readers in unbroken series be approved.

(4) We recommend that books of informational character be added to the approved list, which coincide with the state elementary course of study. Such an arrangement will not necessarily increase the per pupil cost of instructional materials.

Definite progress was made at the April, 1937, meeting. The elementary advisory committee did not consider it best to have a separate accrediting committee from that of the high schools, because one committee could better serve all public schools if education is to be a continuous process. The name of the Committee on Classified and Accredited High Schools was changed to the Committee on Classified and Accredited Public Schools. The membership of this accrediting committee was increased from seventeen to twenty in order that the elementary schools have four representatives instead of only one. The

State Superintendent also created an elementary division in the State Department. Miss Edgar Ellen Wilson, Second Assistant State Superintendent, now occupies this position.

This new Committee on Classified and Accredited Public Schools met for its first annual meeting in June, 1937. After hearing the report of the elementary advisory committee the following recommendation was unanimously adopted: "Beginning with the session of 1939-40 all non-state aid fully accredited two-year and four-year high schools, as well as those high schools seeking to be accredited, shall place all teachers, including those in both elementary and high school positions, on the same salary schedule with a minimum of \$100 per month for a period of nine months. Any increase in salary above the minimum of \$100 per month for teachers in the elementary and high school systems shall be based on college training, experience, and tenure, rather than on the level of instruction to which the teacher may be assigned."

By getting a single salary schedule adopted for the teachers in the public schools on a state-wide basis, it means a great step forward for the elementary school. The teacher-training program will be greatly improved and good teachers will be attracted to the elementary field. The accrediting committee did not reject any of the recommendations made by the elementary advisory committee, but instead asked that they be allowed to study them for another year.

The members of the State Advisory Committee on Elementary Education in Texas realize that this program is not new for many states, but it represents a beginning for Texas.

Do You Know—

1. That the D.E.S.P. has received 28 reservations for the Second Annual Conference on Elementary Education, which is to be held at N.Y.U.? Among these we have nine from Georgia, three from Virginia, two each from Ohio, New York, Illinois, Missouri, Wisconsin, and one each from California, New Hampshire, New Jersey, Indiana, Hawaii, and Washington, D. C.

2. That the 17th Yearbook of the Department, which will be published and ready for distribution early in September, is on "Reading in the Elementary School," and that Miss Maude McBroom chairman, is going to make a report at Atlantic City?

3. That we have heard recently of four State Principals Organizations which have been formed this year? Let us know if there are others.

4. That many State Journals devote one whole page each month to the State Organization of Elementary Principals for things which will be of interest to elementary principals? Get your State Journal to do the same.

We need report cards and office record cards for display purposes at the Conference. Please help us by sending a sample of your cards to the Department of Elementary School Principals, 1201 Sixteenth St., N. W., Washington, D. C.

Speaking of Membership!

Eva G. Pinkston

We are sure you are anxious to know about our membership campaign. Because of the splendid cooperation of our fine enrolment chairmen and because of their untiring enthusiasm in telling teachers, principals, supervisors and superintendents about the work of the Department we have continued to grow. On January 1 we were nearly 10 percent ahead of the number of members of the same date last year. Never in the history of the Department has our enrolment at this time of year been so large. We naturally are proud of this achievement but we must not stop if we are to further the cause of elementary education and to improve our methods and technics as we go.

Become Department Conscious—Should we ask each of the 4508 persons who have joined the Department since September, why he or she sent us their membership dues, we wager that the greatest number of answers would fall into the columns marked, "We need help," or "Self-interest." It is the need for help or our own self interest which makes all of us bend to the task at hand and contribute our bit to aid the cause, but we also need for each member to become Department conscious. Very little altruism in the present state of human development has ever been shown as an effective driving force to move more than a few people. We are only benevolent when we have something we wish to give away and very few of our real red-blooded members are apt to lean on human sympathy as a driving force. Therefore, the members of this Department must realize they are the ones who must keep in the middle of the stream of the life of these United States. We must study our problems and we must face them in the strong light of criticism.

We firmly believe that *every* elementary principal is anxious to do a better piece of work because he likes his work and realizes its importance. He or she wants to be kept in touch with what is happening and to be included in this progressive group. Often the only thing which keeps him from joining is because someone has by accident not invited him to come in. Make it *your business* to invite him. Not only do we try to give help but we also *need help*. For instance, let us ask you to read the splendid article on page 104 by Dr. Charles A. Beard, internationally known author and lecturer and then turn to page 109 and really learn from the gifted pen of J. Edgar Hoover, director of the F.B.I. Help us keep our cause of elementary education before the minds of leaders and help us build the Department so that the enterprises it sponsors will be reaching out for an ever-better elementary school.

It has always been and is the aim of the officers and those at headquarters to see that help is given. Naturally we can render a better service and give more help if we have more members. The membership fee is our only source of revenue. Think what a mighty force we could be if each member would make a pledge that he would be responsible for getting just *one* to join the Department of Elementary School Principals by March 1.

President Mason Stratton and the officers set a goal of 6000. As we go to

press our membership is 4535 and 165 life members making a total of 4700. We must gain 1300 members if we are to reach base.

Membership Facts—As we go to press we find that we have several 100 percent cities and counties, namely: Charlottesville and Lynchburg, Virginia; Cape Girardeau, Missouri; Baytown, Texas; Glynn County, Georgia; Lincoln Park, Michigan; Terre Haute, Indiana; Tulsa, Oklahoma; and the Supervising Principals of Austin, Texas. These are the 100 percent places about which we know. If there are others, be sure to write to headquarters about it.

The ten leading states in membership in order of rank are: New York, California, Michigan, Pennsylvania, Ohio, Illinois, New Jersey, Texas, Missouri, Massachusetts. Won't you help us make your state lead next month?

President Mason A. Stratton set a quota for each state at the beginning of the year, and headquarters is glad to announce that five states have already reached their quotas. These states are: Idaho, Maine, New Hampshire, North Carolina, and Oklahoma. Be sure to reach your quota by next month.

Enrolment Chairmen—Since December the following names have been added to our list of splendid Enrolment Chairmen:

DELAWARE

City Chairman—Mrs. Elva M. Dugan, Wilmington.

FLORIDA

County Chairman—Mrs. Loraine, Byrnes, Miami.

ILLINOIS

County Chairmen—C. C. McCormick, Macomb; Chris S. Apt, Oquawka; Luther Black, Tuscola; Walter E. Buck, Virginia; Oscar A. Schmitt, Waterloo.

City Chairmen—Alice J. Mead, Decatur; W. S. Dimmett, Forest Park; Mary O'Connor, Freeport; Anne L. Smith, Joliet; E. L. Carlyon, Oak Park; Katherine Cosgrove, Ottawa; Anna C. Kumpf, Pekin; Nettie Dodge, Rock Island; R. Carley, Sparta; Flossie Wiley, Urbana; Earl L. Koehler, Chicago; Georgia Elbersson, Danville; Harriet Fredeen, Kewanee.

MASSACHUSETTS

City Chairmen—Agnes F. Barry, Brighton; William L. Bates, Jamaica Plain, Boston; Anne J. Caton, Everett; Vivian A. Dingley, Belmont; G. Milton Fisher, Worcester; Alice L. Goodspeed, Dedham; John H. Graham, Cambridge; Mary A. Hayes, Fitchburg; Alice E. Ramsdell, Springfield; Herbert L. Rand, Salem; Ward Raymond, Taunton; Marion H. Swasey, New Bedford.

NEW JERSEY

County Chairmen—Elizabeth A. Mathews, Camden; Raymond S. Michael, Trenton; Ruth B. Kelley, West Creek.

NEW YORK

City Chairmen—Mae Sherwood, Endicott; Agnes M. Bennett, Frankfort; Fred B. Painter, Ithaca; Allison J. Galbraith, Jamestown; Jennie E. Frail, Johnson City; Mrs. Velma W. Hendrickson, Long Beach; Harry S. Simmons, Newburgh; William Thomas, New Rochelle; Miss M. De Quetteville, Port Jervis; Olive A. Paine, Rochester; Anna Dano, Watertown.

NORTH CAROLINA

District Chairmen—Mrs. E. L. Shearon, Raleigh; J. E. Miller, Washington.

PENNSYLVANIA

City Chairmen—Ira M. Frankenfield, Bethlehem; Edna Froyd, Clearfield; Mary M. Burley, Tyrone; Mary Carlin, Houtzdale; Joseph M. Dunleavy, Scranton; Thomas L. Hinkle, Hazelton; Zura E. Raup, Milton.

RHODE ISLAND

City Chairman—Gertrude L. Kelley, Woonsocket.

Notes of Interest

***Honor Received**—Ira M. Kline, Executive Committee Member of the D.E.S.P. was elected president of the Phi Delta Kappa for the next two years. This is a very significant honor and it shows very decidedly the high standard of the officers of the Department of Elementary School Principals.

***Newly Elected Officers**—*Idaho Department of Elementary Principals*: President, Clinton Barber, Meridian; Vice President, Lester McCracken, Lewiston; Secretary, James Chance, Payette.

New York Elementary Principals Association: President, Charles Joyce, Irondequoit; Vice President, Fred V. Painter, Ithaca; Secretary, Ella Smullenburg, Buffalo; Treasurer, George Graff, Hicksville.

Men's Elementary Principals Club of Pueblo, Colorado: President, John Dunlap, Minnequa School; Secretary-Treasurer, C. T. Johnson, Irving Place Schools.

Oakland Principals' Club, California: President, Will W. Green, Alexander Hamilton Junior High School; Secretary-Treasurer, Jessie Calder, Burckhalter Elementary School.

Pennsylvania Department of Elementary School Principals: President, Charlotte Trubey, Pittsburgh; Vice President, Dr. Reinhold W. Goll, Philadelphia; and Secretary, D. J. Mahoney, Wilkes-Barre.

Utah Elementary Principals Association: President, Lester J. Nielson, Salt Lake City.

***School Newspapers**—The following splendid school newspapers have been received at headquarters since the publishing of the last bulletin: *The Brooklyn Banner*, Brooklyn School, San Diego, Calif.; *Barclay News*, Barclay School, Oregon City, Ore.; *State Road Mirror*, State Road School, Parma, Ohio; *Siebert Street School Sentinel*, Siebert Street School, Columbus, Ohio; *Thaddeus Stevens News*, Thaddeus Stevens School, Indiana, Pa.; *Overbrook Elementary*, Overbrook Elementary School, Philadelphia, Pa.

The Globe News, Elementary School, Chevy Chase, Maryland.

***National Conference on Research in English**—Mr. C. C. Certain, executive secretary, National Conference on Research in English, announces the Seventh Annual

Meeting of the Conference in Atlantic City, N. J., February 26 to March 1, to be held concurrently with the meeting of the American Association of School Administrators. The following subject will be discussed at the Saturday afternoon meeting: "The Social Demands of Written and Oral Language in the Elementary Schools." On Tuesday morning, March 1, this conference will meet jointly with the American Educational Research Association, and Miss Mildred Dawson of the University of Tennessee, will present a research monograph prepared under her direction as chairman of the Conference Committee on "Current Practices in Using Textbooks in Elementary School Language, Composition, and Grammar." The meeting Saturday will be held in the Surf Room, Ambassador Hotel, and on Tuesday in the Venetian Room, Ambassador Hotel. The tickets (\$1.25) will be on sale at the ticket booth at the headquarters of the American Association of School Administrators.

Miss Maude McBroom, Chairman of the Editorial Committee for the D.E.S.P. is president of this National Conference on Research in English.

***Studies Being Made**—Headquarters is pleased to learn of the different studies being made over the country. Miss Florence Paris, of Buffalo tells us that her school system is making a study of Vocational Guidance and the Teaching of Arithmetic. Miss Marie Wetzel of Omaha, Nebraska, is making a study of arithmetic in her school. Mrs. Winnie C. Thornburg of Wichita, Kansas, is working on the improvement of office record cards. Miss Cassie F. Roys of Omaha, Nebraska, has been made chairman of a Social Studies Program. Miss Rebecca E. Walton of Moorestown, New Jersey, is interested in "Safety." Are you making any special study in your school?

***Deceased**—Enrolment Chairman, M. P. Watts has let us know of the death of Mr. Owen Shatzer, principal, Edgefield Elementary School, Plain Township, Stark County, Ohio. Mr. Shatzer was a member of the Department for several years. We, too, shall miss him.

Mrs. Frances Burdette has been appointed to fill this vacancy.

Books on Review

A Full-Grown Nation by Edna McGuire, is the third book in a series of histories for the elementary school, the purpose of which is to present a complete history of our nation; its background, early development, and ultimate rise to a well-rounded picture of the United States, but the emphasis throughout is upon the social and cultural growth of our country.

In this book, the story of the United States, from 1787 to the present time, is presented with the same charm of style and simplicity of diction that have characterized the former books of the series.

A high standard of pictorial equipment is met by the illustrations in the book. Every illustration is an artistic product from the pen of George M. Richards, and in addition to its decorative value is a definite part of the educative purpose of the book. The text thus teaches by visualization as well as by narrative and description. By means of the pictures social customs and the important facts of American history are taught in a way that would be impossible thru the text alone, tho each custom or fact shown in the illustrations is also fully treated in the text. This fine book is published by the Macmillan Company.

★ ★ ★

An excellent book for the fifth and sixth grade, *Peter and Nancy in Australia*, by Mildred Houghton Comfort has been published by the Beckley-Cardy Company, Chicago. Checked against contemporary material, *Peter and Nancy in Australia* gives an up-to-date picture of the great sixth continent, and of the islands of the Pacific. Places visited on this long trip include Australia, New Zealand, the Samoan and Fiji Islands, Java, Sumatra, Borneo, Philippines, and Hawaii.

The book contains over a hundred beautiful pictures, those of the Philippines being particularly artistic.

★ ★ ★

A revised and enlarged Edition of *Games for the Playground, Home School, and Gymnasium* has been prepared by Jessie H. Bancroft and published by the Macmillan Company. The changes in this book consist mainly of additions required by the amazing spread of the play spirit and its prac-

tical applications in education and community.

This book aims to be a practical guide for the player of games, whether child or adult, and for the teacher or leader of games. An especial effort has been made to secure games for particular conditions. In short, the book aims to bring together all related material and every available device for making it readily accessible and easily understood.

★ ★ ★

Our Changing World, a teaching Unit Library, presents to the boy or girl a well-rounded picture of some special phases of the development of man's civilization and culture. It deals with information which is believed worthwhile in the education of modern youth. It contains facts which are correct, and information which is true. It can be used in connection with Teaching Units, or singly as supplementary readers. It is graded to the comprehension level and reading ability of the children of the intermediate grades.

Gay bindings and endpapers, and many illustrations make them attractive to the child at the outset. The straightforward and vivid presentation of the material holds his interest to the end. This series of books is published by the Thomas Nelson & Sons, 381 Fourth Avenue, New York.

★ ★ ★

The American School of the Air, compiled by Helen Johnson, Broadcasting Director, and published by the Columbia Broadcasting system, 485 Madison Avenue, New York, is an excellent Manual and Classroom Guide for Teachers. This book, containing the daily schedule of the American School of the Air Program for the year, 1937-38, deals with such subjects as History and Current Events; Human Relations Forum; Geography; Music; Literature; Science; and Vocational Guidance. These broadcasts which are designed as a supplementary aid to education, have come to be a regular feature of the daily curriculum of thousands of schools throughout the nation, and they have inspired confidence among educators. Headquarters recommends this manual to you most highly.

McGUFFEYISMS

Selected from the sayings of William Holmes McGuffey

All distinguished instances of patriotism are based upon domestic training, not education by the state.

The charity that thinketh no evil will ultimately unite mankind.

To memorize the dictionary is no better than cracking nuts with your teeth.

Curiosity is the desire for knowledge.

All men are liars; therefore, he was a liar who said so.

Money hoarded withdraws efficiency from industry.

Instinct is wiser than uncultivated reason.

The teacher takes the watch apart; the learner puts it together.

Nor can any man teach anything well who does not think it into life before going into the class room.

The young are on the voyage of life; the old have reached the harbor.

The teacher does not aim to be but to become useless to his pupils.

Real friends should have a monopoly of our time and attention.

The child needs more help than the boy, and the boy more than the man; hence the primary schools require the best, most philosophic instructors.