

APR 19 1938

PERIODICAL ROOM
GENERAL LIBRARY
UNIVERSITY OF MICHIGAN

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION



PONT
CLE
UNTAIN

1938
XVII, No. 5

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, LaGrange, 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

Resolutions Committee

Harry H. Haw, *Chairman*
Alice Birney School
San Diego, California.

Lester J. Nielson
724 Windsor Street
Salt Lake City, Utah

Alice Goodspeed
Principal, Capen School
Dedham, Massachusetts

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

The picture appearing on the cover is the beautiful and artistic fountain which is located in the nation's capital where Massachusetts and Connecticut Avenues intersect.

The National Elementary Principal

Volume XVII, No. 5

April, 1938

An Official Report

This issue of the bulletin is an official report of the meetings of the Department of Elementary School Principals which were held during the convention of the American Association of School Administrators, Atlantic City, New Jersey, February 28—March 3, 1938.

Contents

Frontispiece	132
Education With A Purpose—Doudna	133
Teacher Participation in Curriculum Making— <u>Hanna</u>	142
A Report of the Spelling Bee	147
Emotions and the Educative Process—Prescott ..	148
Elementary Principals' Study Groups in Massa- chusetts—Eldridge	157
Come with Us To New York City	160
McGuffey Night	162
Progressive Education—Weingarten	167
The Alaska Public Schools—Karnes	169
Our Community Conference On Elementary Edu- cation—Green	171
Face to Face—Callahan	173
Reporting Progress—Pinkston	175
What's Going On?	177
Reports of Committees	179
Secretary's Report	184
New Books	190

CONCERNING

THE 76TH ANNUAL convention of the N.E.A. will be held in New York City, June 25-30, 1938. At this convention the D.E.S.P. will hold two general sessions, Monday and Tuesday afternoon respectfully. The Department breakfast will be held on Monday and the banquet will take place on Tuesday.

COMING

AMERICAN EDUCATION WEEK will be observed November 6-12, 1938. "Education for Tomorrow's America" will be the general theme. The following daily subjects have been announced: "Achieving the Golden Rule," "Developing Strong Bodies and Able Minds," "Mastering Skills and Knowledge," "Attaining Values and Standards," "Accepting New Civic Responsibilities," "Holding Fast to Our Ideals of Freedom," and "Gaining Security for All."

EVENTS

RESERVATIONS are coming in fast for the Second Annual Conference on Elementary Education, New York University, July 1-15, 1938. Send in your application now, so that you can be included in the 250 members of the conference.

* * *

SCENES from *McGuffey Night*, the banquet of the D.E.S.P., can be found on different pages thruout this issue of the bulletin.



Members and friends of the Department of Elementary School Principals assembled at the McGuffey Night Banquet, February 28, 1938, American Plan Dining Room, Traymore Hotel, Atlantic City, New Jersey.

*McGuffey Night Banquet at the
Traymore Hotel, Atlantic City, New Jersey
February 28, 1938*

Carlton S. Davis

GENERAL SESSION, FEBRUARY 28, 1938

THEME—*Teacher Participation*

The First General Session of the Department of Elementary School Principals' program was held in the Rose Room, Traymore Hotel, Atlantic City, N. J., Monday, February 28, 1938, 2 p. m., with President Mason A. Stratton, principal, Brighton Avenue School, Atlantic City, N. J., presiding.

President Stratton extended greetings for both the Atlantic City principals and the officers of the Department. He splendidly summarized a few of the projects of the Department and stressed the fact that the group is organized for service; therefore, renders much help to those who are working in the field of elementary education.

Education With A Purpose

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

This topic I am going to try to discuss has bothered me and bothered you, and I have heard the last three or four days, that it is bothering a lot of other people.

What is the shooting all about? What are we trying to do? Are we like the man who went to the ten-cent store and asked the girl at the counter for a compass and she said, "We have compasses for making circles, but not for going places"? Educationally we have been trying a good many compasses for making circles, I am sure, but I am not so certain about going places.



EDGAR G. DOUDNA

I think the two words I have heard most since I have been here have been *integration* and *depression*. I hope there will be a depression in integration too, but I cannot quite understand what the results of the depression are going to be unless you follow what happened in a church, when the church calendar said, "Doctor So-and-so will preach on the subject, 'If the depression is lifting, what lessons have we learned?' Mrs. Walker will sing, 'Search me, O Lord.'"

I do know that we are in very great confusion in this democratic country of ours as to the ultimate purposes and objectives of education, and exactly what the schools can do, especially the elementary school which has been the forgotten child of education. We have worked in education from the top down. Thank God it is coming now so they are building some elementary schools, after they get the universities and high schools all taken care of. But what is it all about?

Take my own case. I am not a scientific educator. I am not even a "doctor," altho I appreciate the title. I have had it conferred upon me times enough now so that I think I ought to acknowledge it. I am just a common garden variety of school man who started to teach a generation ago, having a third grade certificate.

I was elected to teach, I think, largely because my father voted the right ticket that Fall. I went into a one-room country school where I had children in classes ranging from those just learning to read to three girls who were going to take the teachers' examination the following Fall.

There was nothing in the schoolhouse to work with, and the people didn't care much so long as they got enough school taught during the year to get their state aid. I was supposed to teach, and all I knew was what I could remember.

When I went to my first institute, I was never so startled in my life as to hear a man talk about education and teaching, as if it really amounted to something. Later I went to a normal school, and when they weren't looking, I graduated. I have been in the schools for a generation and I have seen some very remarkable changes take place.

The first thing I think that you would agree to, is that we have developed a pretty respectable, or what seems to be a pretty respectable, science of education.

When I began to teach the only book on education that was known in our neighborhood was Page's *Theory and Practice of Teaching*. Now what have we? We have so many educational books that most of us lay them on the table and promise ourselves that sometime we shall read them. Unless we listen to a sales talk such as we heard on that reading book just now (and believe me I am going to read that) we say we will do it, and what do we find in them? Language that we don't understand—maybe you do, but I get lost in these correlations of co-efficients, and regressions, and all that sort of thing. The graphs and charts strangle me nearly to death.

I haven't much faith in graphs any more. I bought a bond or two during the days when they sold them on graphs and now their predictive value is very low.

Science of education has developed, and the layman doesn't know it. Take one illustration, and that is enough: spelling. Miss McBroom comes from a university where they have made spelling almost fool-proof, in theory at least. In my day we didn't do that. We had Swinton's Speller, and Swinton's Speller had a lot of words that we learned to spell—paralleloiped, and lot of diseases, and Latin quotations; but I still have to stop to think where to put the "i" in which. (Laughter.) We never learned to spell those common words which the science of education has now chartered, organized, and taught us how to teach. I think it is safe to say that the science of education has made tremendous progress. It hasn't told us yet what is worth doing; it has only told us how to do it.

Another Change—

Another change that is startling to me is psychology. When I went to normal school, psychology was relatively simple; we had James's Psychology, and we studied about the mind. They had minds in those days, and souls too, and consciousness. Now we seem to have nothing left but nerve. (Laughter.) But we had a mind and the mind was divided into faculties. My mind was supposed to be divided—it had a memory (fine for useless stuff), another faculty called imagination, which worked overtime, and will-power, which I never did have, or I would not be here.

We were supposed to train those faculties and if we trained them well enough

we were educated. Mr. Dooley, who was the humorist of that day, used to say it didn't make so much difference what a child studied so long as he didn't like it. If you trained at it long enough you were educated. It was a simple psychology, and helped educate enormously.

John Muir, the great naturalist said his schoolmaster had learned the principal rule of memory—"there is a close relationship between skin and memory, and a vigorous stimulation of one has a wholesome effect upon the other." With that understanding we knew how to teach. We trained the mind. We knew exactly what it was all about, so we did a lot of things.

Now look at psychology—if you can stand it! You have so many varieties you don't know what to do. I remember when we got rid of the James that we had the Faculty Psychology. Just a few years ago there were several new kinds. I came to this convention and heard high praise of behaviorism. Dr. John Watson used to talk about conditioned reflexes, and show how environment was so important that he said he could take a child at birth and by properly conditioning him he could make anything he wanted to out of him. He isn't here this year because his children have grown up. (Laughter.) There are a few loopholes in that psychology.

Then we got Mr. Freud. He was a Godsend to the ladies, because then they learned to talk about things which we men used to discuss in the parlor car smoking compartments. He made a lot of things respectable, so that we all got complexes,—“I got a complex, you got a complex, all God's chillun got a complex.” (Laughter.) We got around to complexing everything, and we explained everything on a basis of inferiority and superiority complexes. We had a whole flock of fixations based upon that psychology—Freudian fixations, which you will find in most any of your novels now, and when you teach reading you will not only have to use the dictionary but the physiology to understand what it is.

Then we got the new Ghestahl psychology. I don't understand that very well—I don't speak German well, altho I visit Milwaukee frequently. It seems to be a pattern. What annoys us is that we haven't any dependable educational psychology. We know a little something about I. Q.'s; probably not as much as we thought we knew a few years ago. Thank goodness I went to school before they invented them so I did not get retarded, as much as I think I should probably have been if they ever took my I. Q. Some people have suggested they did.

Memory—

We have learned something about laws of memory. We certainly know how to memorize better; we know how to do some of the things in practical psychology that we did not; but what we don't know about emotions would fill a good many books. What we should know about the human being is what motivates his life, what moves him to do what he does, what makes him do these crazy things. Why do we all come here and all use the same terminology? The only individualism I see very much of is in the hats which the ladies are now wearing. No geometrician could ever describe them.

Look what has happened to the substance of the curriculum? Let me take a simple illustration, perfectly familiar to you. I learned from Reed & Kellogg's

English text: "Grammar is the science that teaches. . . . "A sentence is a thought expressed in words. Every sentence has a subject, and a predicate. . . ."

Then we would diagram them. A straight line under the subject; a wavy line under the predicate—I used to like infinitives, we used to put them on perches. When this was finished, the word in the sentence was declined.

The teacher asked Johnny to decline "I am not going."

Johnny started off, "I ain't going."

She said, "No, Johnny—I am not going, you are not going, he, she, or it is not going; we are not going, you are not going, they are not going—do you get the idea?"

"Sure," said Johnny, "They ain't none of them going." (Laughter.)

Or better yet, when a teacher said in those days, "Tomorrow, children, each of you bring in an interrogative, a declarative, and an imperative sentence with the same noun and verb, one young gentleman produced this: Interrogative—Is Carlo sick? Declarative—Carlo is sick. Imperative—Sic 'em Carlo! (Laughter.)

We went on doing that sort of language teaching and I suspect sometimes it is done yet. I am for grammar. Goodness knows we ought to have some of it, but that was no way to introduce children to English. Now you do your language and your language work in a totally different manner, with a social situation. People try to talk like human beings not like Webster's Unabridged Dictionary.

Health—

I suppose that the most marvelous thing which has happened is the improvement in our health instruction. When I began to study health, we got it out of a physiology. I learned the names of all the bones in the body from the occipital up here to the phalanges down here. I could spell some of them, but I never had any occasion to. I could trace the circulation of the blood—that was the standard question in our class. Some agent had sold the class a physiology chart, showing the inside of a drunkard's stomach. It was the most beautiful picture—pink. It was supposed to discourage me, but I liked it.

Then I took the pointer and turned to that circulation chart, which was all red on one side and blue on the other. I chased the blood from the auricles thru the ventricles, or whatever it was, I have forgotten. I used to wonder why when I cut my finger as a kid I never cut the blue side of myself. There seemed to be no blue blood in me. (Laughter.)

I learned about the effects of alcohol and narcotics on the human system. One boy was asked; "What is the effect of nicotine?" And he said, "If you put a drop of nicotine on a dog's tongue, it will kill you." That was beautifully indefinite.

And at home what did we get? Hostetter's Almanac. It was green and had a red string on it, and it used to hang over the woodbox. I used to roost on the woodbox on rainy days and read it. When you opened it, you found a picture of a man with all of his internal properties open to the world. He was the original nudist and around him were the signs of the zodiac such as you see on the ballroom ceiling at the Auditorium, and all the problems of life were solved by those signs of the zodiac, and there were testimonials: "Dear Sir: My mother-in-law

was at death's door. One bottle of Hostetter's Bitters pulled her thru." (Laughter.) It was a trifle vague but then we got the idea.

Every winter there used to come to our town from somewhere, a Kickapoo Indian Medicine Company. Did you ever see those boys? There was always a comedian telling antique stories; a fellow made up like an Indian—he may have been an Indian, he had feathers on, and he was a "Flathead." Then there was the doctor who gave the lecture. He was always a dignified man with long hair, a beautiful moustache and goatee. He wore striped trousers, a long Prince Albert coat and a collar so high he had to jump up to spit over it. He waded into his lecture on medicine: "This mixture is composed of a secret formula, contains no minerals nor any otherwise injurious ingredients; a child can drink it; if you awake with a dark brown taste in your mouth in the morning it is a sign you need the celebrated Kickapoo Indian Sagwa, bottles of which the gentleman will now pass out to you, one dollar a bottle, six for five, who will be the next?" (Laughter.) People used to buy that, take it home and drink it, and some of them lived.

Now see what has happened in health education? Most of that mysticism is gone. There are just a few evidences here on the Boardwalk. True you hear some of it over the radio. You hear wonderful announcements. There are people in the world who believe there is such a thing as irium—if you listen to Amos and Andy and don't turn the radio off too soon you will learn about it. We now have nurses and dental clinics. We have made such a transformation in the health program that startling economic changes have taken place. Because of these changes we have extended the average length of the human life so that we have an old-age problem which we did not have in the past. Did you ever think of that? People used to die and we didn't have to have old-age pensions, but it is an astonishing thing what has happened. I could go on indefinitely.

Arithmetic—

And arithmetic! I am a mathematical moron myself. I never got past promiscuous examples in fractions—where you let your arithmetic flop open and you came to the place where you had a post one and one-fourth feet in the mud, one-third in water, three-eighths in the air—how long was the post? I used to think any one with any sense would have measured it before they put it in there.

Then there was the problem of A—if A can do a piece of work in five days (he was pretty good) B can do it in six days (he wasn't so good) and C can do it in 7 days (he was on a WPA project) how long would it take them all working together to do it? My father used to say that they'd never get it done. (Laughter.)

And the rooms I have carpeted! I suspect I have carpeted a million, fifteen feet long, thirteen feet wide, with carpet twenty-seven inches wide at sixteen and one-half cents a yard—what is the most economical way to do the room? I did that; taught kids to do it, we got married and bought rugs! (Laughter.)

I have picked up some recent arithmetics which indicate that some people still think that they can teach the youngster in the seventh grade which arithmetic problems he is going to have to work when he gets to my age, but all he will have to figure is whether his old-age requirement is going to take care of him or not. There are some things we can teach with arithmetic and probably do.

Personally, I think these are only instances of what has been happening in education. We have gone a long way in doing the type of thing we have described for reading in selecting curriculum material, but still I think we are in a great deal of confusion as to what we want all of these things to do; what kind of a child and what kind of social order we want to produce.

I have heard the words "social order" until I am rather confused as to what it is, whether it is to eat pie with your knife or fork. I am not so sure. What is it all about? What do we want? Who knows?

I suggest it might be a good idea for you principals and teachers to read a little more fiction and a little less technical psychology. I wonder if you have read, "Now in November," a beautiful little story written three or four years ago by Josephine Johnson, who describes a family moving from Kansas City to a hard scrabble farm in Missouri. One of the sisters taught a school. The girl who describes the story goes over to see the school one day, and says:

"She made a good teacher, good because she understood all of those lumpy children insofar as any but God could understand them, I guess, and held them to her with a kind of hard leniency, and discipline. She succeeded because she really cared about them and thought it important that they should know the states and the laws and the years in which things happened or died, and not caring if she forgot at all forever herself. She believed that for some reason it was important and valuable for them to know 1066, and the mystery of the square root and never asked herself exactly why, and so was able to teach them well and thoroughly."



Scholars of the McGuffey Night Program. Back Row, left to right: Dr. Walter Evans, Mr. Aaron Kline, Dr. Joseph Rosier, Dr. J. W. Crabtree, Dr. Florence Hale, Dr. Willis Sutton, and Dr. W. W. Trent. Front Row, left to right: Dr. Cornelia Adair, Miss Katherine D. Blake, Mrs. A. Virginia Adams, and Dr. Agnes Samuelson.

(You can always teach well and thoroly what you don't believe in because you don't have to worry about it.)

"There is a driving force, an energy lying in blindness which is never known by those wondering and open-minded ones who are led by thought into doubt and from there into all the stages of futility and despair, until they are too paralyzed to point out one way or the other even to children who haven't the sense to sneer, but Karen who riddled all laws herself, took a fanatic delight in shoving law and order into their open throats, amiably wide and gasping."

That is a very fine one-paragraph discussion, probably equal to some of the charts of people who visit schools, but she did not know what it was all about.

Turn to another book of fiction. None of you people belong to the Mary J. Holmes days but if you did do you remember when we read about those two lovely, beautiful girls, who were daughters of an old farmer. The mortgage on the farm was held by a black-haired, black-eyed villain—you know the story, don't you? And how with a lump in your throat you wept, when you thought everything had gone to smash. The heroine, who is terribly dumb finally marries—the last chapter always said, "So they were married and lived happily ever after."

Now the novels begin at that point and say, "After twenty-five years they discovered that marriage was a failure."

In my young days sentimentality ruled. We read many of those books, and the school teacher was an important part in them. In George Eliot's *Mill on the Floss*, you will remember when Mr. Tulver wanted Tom to be educated and someone recommended his being coached by the parson, he said, "Wouldn't a parson be almost too larned to bring up a man in business? My notion of parsons is that they got a sort of larnin' as lays mostly out of sight, but that isn't what I want for Tom; I want him to know figures, I want him to write like print, and see into things quick, and to know what folks mean, and how to wrap up things in words that aren't actionable—its an uncommon fine thing to let a man know what you think of him without paying for it."

Our Problem—

Well what is happening around us? The Karen type is altogether too common, for there are an endless number of pressure groups trying to determine for us what should be done.

Take our own state—I hesitate to mention it because there are three or four Wisconsin people in the audience. Every time our legislature meets we get something new added to the curriculum. We tax oleomargarine fifteen cents a pound, so we have to get it all in Atlantic City. We will never get it in Wisconsin. Then, in order to make sure that we are using dairy products we are required by law to teach the use of dairy products. We are required to teach conservation, safety, and heaven knows what—there are twenty-seven subjects required by law to be taught in our schools, not because they are good for education but because they are good for some propaganda group that wants it.

Then that isn't enough; we have certain days we have to celebrate, to carry on this thing. The W. C. T. U. got us a Frances Willard Day, the Knights of Columbus got us a Columbus Day, the Norwegians got us a Lief Ericson Day and the Masons are now at work on a King Solomon Day. (Laughter.)

The point I want to make is this: that in a democratic country we have the most difficult problem in the world determining what we should teach, why we should teach it, and where we want to go.

In a country governed by a Dictator, where you have the totalitarian state, the whole school system is handled by a central office, and you have a simple thing. I spent a little time visiting Germany a year ago and two or three things interested me. The minute we came into the door, the pupils all stuck out their hands and shouted "Heil Hitler." The Teacher said, "Heil Hitler." And Hitler's picture was on the wall. I stood that until we got to Hanover. In a great school for the feeble-minded I saw these children doing it better than anywhere else and suddenly a great light came to me—that you can teach that sort of thing to unintelligent people better than you can teach it to intelligent people. Direct instruction is much more difficult on a higher plane than it is on a lower plane. One reason I haven't worried about dictatorship in America is because I live in a university city where I see the irreverence of the students and I don't think anybody could dictate to them. I think we are safe from dictators as long as we continue the universities. That is one reason for them and of course the other reason is the foot-ball team. (Laughter.) But in a democracy we have to try to let people be personalities; to let them think for themselves, to try to develop a common denominator of public life, and to get some consideration, one for another. This is a very, very difficult thing, and it seems to me that we have been a little bit complacent about it, and a little bit too sure that automatically this educational process which we have improved so much, will automatically do the thing. It will not. It will have to have direction. Sometimes I am pretty pessimistic, as the fellow who wrote this epitaph for his tombstone:

"Here lies the body of Jonathan Dodd,
He lived without a dame;
And all his life he wished to God
His dad had done the same."

What Education Can Do—

Anybody who attended the meeting yesterday afternoon in the Auditorium saw one of the finest exhibitions of what education can do. You had beautiful music, simply done; you had a presiding officer who was quiet, calm, and effective. The program began on time. The speaker, William Lyon Phelps, proved to us that you could make literature human, that you could take great things and make them simple, and you could be transfigured as he described. That program was one of the best evidences, it seems to me, of what an intelligent audience will do when beautiful things are done in a human sort of way.

We could do the same thing with literature if we would pull it out of the hands of the scientific specialist who tries to teach metaphors and similes, and that interminable list of things. If we could teach people literature as William Lyon Phelps did it and music as that Choir did it, and have an audience responsive, as that was, we would see effectiveness. It could be even more effective if we would learn that simple little principle, and probably thru that unifying tie of great American literature we may find a common denominator of our lives. I would recommend, if I could, that in the elementary school, when we teach those great American classics,

that we get our young people to realize how beautifully and simply, how greatly and wonderfully they interpreted life.

You would learn about the Psalm of Life, probably they say it is platitudinous and cheap, yet Longfellow wrote it a hundred years ago, when everybody said the world had gone to smash and when there wasn't any use of trying to do anything more. You remember the last stanza which says:

"Let us then be up and doing,
With a heart for any fate,
Still achieving, still pursuing,
Learn to labor and

do what? What an American never wants to do—he wants to be paid yesterday for what he will do tomorrow.

"Learn to labor and to wait."

Suppose we could teach that and its background? Suppose we could get that whole beautiful picture, as Dr. Phelps did for us yesterday—wouldn't we have come a very long way to that great unifying principle which will bind us together in life?

We need that philosophy of education, and then we also need the thing that was so clear yesterday in Dr. Phelps himself, and that is the influence of a great personality. When that poetry was colored by his personality it took on a different hue. Teachers teach what they are, more than what they teach. We all know that. Most of us can remember two or three teachers—I can remember two or three I'd like to meet up a dark alley with a brick—but most of us can remember two or three that influenced us for good. We cannot remember it particularly, but somehow they did. If we can find teachers like that, for heaven's sake let's not drive them to summer schools to get doctors' degrees, but conserve that precious human quality that touches one soul and makes it want to grow. (Applause.) I read in Harpers magazine a few months ago a poem that is a pretty fair description, "Miss Maude."

"In heaven her long thin back, Scotch Presbyterian, will never rest
On flowery beds of ease
She will not dawdle inside Heaven's gate
So give her work at once Saint Peter, please.
"She taught a small-town school for fifty years,
She knows the ways for wee Kentucky souls,
Knows which will lie and which will tell the truth
Which hold their grudges, which make quick amends.
"Miss Maude can judge folks by their family name,
She found three generations, just the same."

When we celebrate Horace Mann and Henry Barnard, perhaps we ought to remember that every community had that sort of teacher. Two or three of them who silently, contentedly, and almost universally unselfishly give themselves to make a better world will make history—that is the type of thing it seems to me we have not recognized sufficiently.

All of this science—fine! All of the experimentation—yes. But we need all of that plus. One of them is plus an understanding of our relations with each other, and then that fine, intangible, immeasurable spiritual thing that you find in the example of the program such as you had yesterday afternoon. (Applause.)

Teacher Participation in Curriculum Making

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

After that splendid admonition to humanize the learning process, I think the transition to this next topic is already made, because to me, teacher participation in curriculum making should be just that humanizing process which Mr. Doudna has described so effectively for us.

I have a document here which is called, "Leadership in Curriculum Development."* This document describes three different points of view concerning the teacher's place in curriculum development. I shall read these three positions very quickly. I ask you to note which one of these three positions is nearest that which the previous speaker has given you:



PAUL HANNA

"A. In this (first) conception the personnel primarily responsible for curriculum development is composed mainly of outside curriculum specialists employed for this particular function. The conception is that the task is one for highly trained and, widely experienced curriculum builders, rather than one for the average teacher, busy at her daily teachings. These individuals may be of the general curriculum consultant type, the subject-matter specialist, or both; local cooperation while necessary is not considered the important personnel element in developing a sound, well-balanced curriculum. It is rather a highly specialized professional task to be done most efficiently by persons specializing in this kind of educational activity."

"B. In this (second) conception, the personnel primarily responsible for curriculum development is composed of a central local staff of carefully selected and especially trained persons, often under the leadership of an individual particularly assigned to that task. This central group may be known by various titles such as the Curriculum Committee, the Central Committee, or the like. In effect this small, carefully selected group has the major responsibility for the production and development of curricular materials. Outside consultants and specialists may be employed in the program in advisory capacities. This central staff will vary in size, usually depending upon the amount of activities in curriculum development. Some members may work full time at this task while others may be relieved periodically of their regular work in order to participate in the program."

"C. In this (third) conception the personnel primarily responsible for curriculum development are the entire teaching, supervisory, and administrative staffs; the cooperative efforts of the whole group are utilized in a broad program of participation. This general participation is thought to represent an important and essential educational process. While some steering group or individual may have general direction of the program contributions by the rank and file of the teaching group is the desired goal in developing curricular materials and improving the learning situation. It is a teacher growth activity in which a majority is vitally enough interested to participate freely."

These three positions in general typify most of the curriculum programs in the country. The more recent curriculum programs can be classified under the third general type. This wide teacher participation can be justified on the assumption that what goes on in the classroom can be no better than the insight and the artistry of the classroom teacher herself; and that no amount of course of study writing, development of bulletins, and regulations formulated by a central group called

*Arthur Polster: *Leadership in Curriculum Development*. Published by author. Sacramento Public Schools. Sacramento, California.

the Curriculum Cabinet or by outside consultants will ever provide that personal growth experience which will insure that the classroom teacher becomes this human individual whom all of us want teaching our sons and daughters.

Newer Type of Curriculum Programs—

You know what happened to the usual course of study, developed by the selected experts. A committee of highly trained specialists worked hard all summer preparing these bulletins. The proud principal stood at the opening faculty meeting with this pile of new courses of study on the corner of the desk. He praised the Central Committee for the great task of research, synthesis, and editing. And now he was ready to pass them out. The teacher, when she left that meeting, took this new bulletin under her arm to the classroom, and placed it on top of the desk. Because the teacher faced a roomful of children on the first day of school she did not have time to study the new course. As records and reports from the previous year, and as new pupil materials came in, they were scattered on top of the desk. When the teacher cleaned up her desk that evening, she found this new course of study underneath the pile. She felt she had not been properly respectful of a document which had been prepared with so much intellectual energy so she put it carefully into the bottom desk drawer, where it would not again be desecrated by scraps of this and that. As the weeks passed by and other materials came to the teacher's desk she had to find filing space for these new materials and she opened the bottom drawer and slipped them in on top of the course of study. In June when she cleaned house she discovered once again this course of study. In the meantime it had not affected the classroom procedure, it had not improved the personality of the teacher who had it in her desk drawer.

Contrast this more or less facetious description with some of these newer curriculum programs, where *teacher development* is the primary consideration. Many curriculum programs are developing a three-year cycle, and some states are thinking in terms of our repetitions of a cycle, making a total of twelve years. The three-year cycle includes the following phases. The first year teachers entirely on a voluntary basis, organize themselves into reading and discussion groups. What do they read? More pedagogy, more methodology in arithmetic and geography? No, they read in the fields of science, philosophy, psychology, the arts, human relations, and a broad study of the culture of which we are a part.

During a second year, the major emphasis is given to discovering how these new ideas which the teacher has gained may become a part of new learning experiences for children in schools. Teachers are busy experimenting, trying this and that, keeping careful records of successful pupil learning experiences. Those reports which seem to the teacher to be worth while are sent in to a central committee whose responsibility it is to edit and publish these materials, and return them to the entire staff, so that all can share these good things which individual teachers have prepared.

And the third year of the cycle is a general try-out on the part of most of the school staff of these widely gathered, successful experiences.

It is obvious that this conception of curriculum development leads to wide teacher participation. The Central Committee is not the only group that is having

new and vital experiences. As many teachers in the system as are interested in their own personal growth and development can cooperate in such an enterprise. Once teachers have tried out in the classrooms these new thoughts and theories and have recorded their successes and failures, and in turn these have been shared with the entire staff, the total staff is ready to accept whatever good suggestions are embodied in this new "course of study." To the degree that teachers have had some share in the building of this kind of suggested course of study, there is a readiness on their part to accept the group result. Curriculum development in this sense is not exclusively "course of study making," but is first, the leadership of the professional group in their own personal growth and development, and second, an attempt to translate these new insights into growth and newer experiences for pupils.

Two illustrations may help to make clear how teachers participate in such a program. The first illustration comes from Santa Barbara, California. Twenty miles off the coast is a group of islands—inhabited by Indians when Coronado sailed into that channel in the 16th century.

Teachers for generations have attempted to give pupils some appreciation of the relation of the environment with its natural resources in plants and animals, minerals, topography, climate, etc., and the history of man developing in that particular environment. The teachers in this community had for the most part only book knowledge of these relations. Very few teachers had sufficient knowledge of the various cultures—Indian, Spanish, and Mexican, and the relation of each to the environment.

Very few of them had actually been to the islands with an archaeologist to see the material remains of these Indians and their culture. As a part of the curriculum program an expedition was organized to visit the islands with Dr. Rogers who is the leading authority on the historic Indians of these islands. A hundred teachers embarked at five o'clock one morning in small boats to make the twenty-mile trip across open water. After a seasick voyage for many, the group landed, and under the direction of Dr. Rogers, who had dug in these islands for many years, they started to dig thru an old kitchen midden. Human and animal bones, old stone jars, shells, implements, and trinkets were uncovered. The archaeologist explained these to the teachers and showed how this Indian culture depended upon the materials found in the immediate environment. For them he reconstructed the Indian village and told how these people carried on life in this same spot hundreds of years ago. All day the group stayed close to the leader as the vicarious experience developed for them a new insight into comparative cultures and the relation between environment and culture. It would have been impossible for these teachers to return to their classrooms to teach primitive man solely out of books. They had had an experience which would significantly affect every classroom situation. Further, for most of these teachers the trip was the starting point of extended reading and study in the Indian Museum.

Curriculum Development Program—

As a second illustration I have selected the curriculum development program in a large industrial community in the West where oil is a basic industry. Curricu-

lum making in this community—Los Angeles County—is not primarily “course of study writing,” but is first and foremost a sensitizing of the teachers to their environment. Among other experiences the teachers went to “discover oil.” They consulted an oil official who buys oil rights and learned how oil is protected.

Then they went out to observe engineers attempting to locate oil pools. They watched oil wells “coming in.” Then these teachers followed oil to a refining plant, where gasoline and numerous by-products are made. They talked with workmen concerning their wages, unionization, and working conditions. They interviewed management and ownership to discuss selected problems. The group continued the study to the end of distribution and consumption.

The growth experiences contained in these two illustrations served in both instances as the bases for many new adventures in pupil learning. Records of these new classroom activities were recorded and used in subsequent phases of the curriculum development program. Volumes of teacher suggestions were finally printed containing these and hundreds of other enrichment materials developed by classroom teachers.

Thus we observe that teacher growth is held by many curriculum workers to be the central task in curriculum development. No longer is the major emphasis on preparing printed courses of study (these come as a by-product of teacher growth), but primarily the emphasis is on the enlargement of insight and appreciation of the classroom teacher.



Scholars Willis A. Sutton and Florence Hale presenting a flower and an apple to Schoolmistress Hamilton at McGuffey Night Program.

Principal's Place in Work—

What is the role of the principal in this conception of curriculum development? The principal's position is much more important and more challenging under this conception than it was under the former one. When our teachers were merely handed a ready-made course of study, produced by experts, our job as a principal was primarily that of seeing that the provisions were fulfilled by teachers. In this newer program the principal becomes a leader in teacher personality growth. There is no royal road to the position of principalship under this conception. This leadership must come thru recognized merit—recognized by his associates who accept his leadership because he gives them the opportunity for satisfying growth experiences, because he has a command of the principles and technics of his work, and because he knows the purposes of education in our culture and the nature of child growth. Study alone will not assure one of such merited respect by his colleagues and yet sound scholarship in the *sine qua non* of his work. And this scholarship must be first in the realm of the biological sciences in order to know the way in which child growth can be facilitated by public school experience.

No one responsible for leadership in a school in our culture can possibly fill his roll unless he sees the problems and the promises of this age. Teaching children is not an idle past time. It is the most important single social function to be performed. We have within our grasp and material resources for creating the finest culture yet known to man or dreamed of by our wise men. Science has given us unlimited possibilities in quantities of non-human power which we can harness to ingenious machines and produce the goods and services needed without the torture and toil of yesterday. With the fuller realization of these new benefits of science, man can have abundance where formerly he faced scarcity; he can have leisure to grow and enrich his personality where formerly he found it necessary to toil thruout life for the bare necessities. These are no longer figments of the imagination—they are actually possible of achievement.

However, thru man's long history he has built certain thought habits, certain institutions and arrangements which fitted fairly well the conditions of the older handicraft or home-spun economy. Now, with our highly interdependent industrial, power age, we are discovering that these thought patterns and institutions many times thwart our use of the newer scientific resources. We live, as some have stated, in an "age of frustration," because our institutions are not geared to our newer scientific technics.

What promises to bring us out of the age of frustration into an era of reconstruction and eventually to the richness of a science-using culture? One of the instruments is obviously education. To give a generation of children an experience which will show them the nature of the promise of science, show them the on-going necessity for social modification and reconstruction thru democratic processes toward democratic ends and help them acquire the habits of thinking and acting out of which may emerge a newer and better age—that is a challenge which can successfully be met only by the most adventuresome, the most intelligent, and the most idealistic of our teachers. One of the major responsibilities in such a challenge rests with the principalship of the elementary school.



Scholars (left to right) Samuelson, Adair, Adams, Evans, Blake and Rosier seated at old-fashioned desks used in McGuffey Night Program.

A Report Of The Spelling Bee

The Department of Elementary School Principals was especially honored by Mr. Franklin Dunham of the National Broadcasting Company when he asked the D.E.S.P. to select the participants for the famous Saturday Night Spelling Bee conducted by Mr. Paul Wing. We appreciated this recognition and the following outstanding elementary principals represented the Department: Ralph C. McConnell, Atlantic City, N. J.; Charles W. Joyce, Irondequoit, N. Y.; Carl W. Lemme, Evansville, Ind.; Lester J. Nielson, Salt Lake City, Utah; Irvin A. Wilson, Chicago, Ill.; Helen T. Collins, New Haven, Conn.; Mrs. Imogene I. Ruediger, Washington, D. C.; Edythe J. Brown, South Bend, Ind.; Isabel Tucker, St. Louis, Mo.; and Kate Anthony, Richmond, Va.

This contest of words carried with it a very great surprise to those who participated, for they were not spelling to receive any remuneration. Perhaps this extra incentive was the cause of all being more intent in spelling the words, for Mr. Wing told the secretary that he had to go over to his hardest list of words to spell them down. We must acknowledge that those who were in the audience thoroly enjoyed the performance. Mrs. Ruediger won first prize of \$25.00 and Miss Collins won second prize of \$15.00. Mr. Joyce, the winner of the men's side received \$15.00 and Mr. Wilson followed him in second place receiving \$10.00.

Much fun was had when Miss Brown spelled *gaillardia*, the \$5.00 word. Other words amounted to 10c, 25c, 75c, \$2.50, etc.

GENERAL SESSION, MARCH 1, 1938

The Second General Session of the Department of Elementary School Principals' program at the Atlantic City convention was held in the Rose Room, Traymore Hotel, Tuesday, March 1, 1938, 2 p. m. The officers of the Department always extend to the host city a very cordial invitation for it to have complete charge of the Tuesday afternoon meeting. This procedure affords a splendid opportunity for those from other parts of the country to learn from those who know that section best just what is being done and how they carry on their work. For this meeting, President Stratton introduced Mr. Floyd A. Potter, Director of Elementary Education in Atlantic City and President of the New Jersey State Association of Elementary School Principals, who presided.

Emotions and The Educative Process

Dr. D. A. Prescott, School of Education
Rutgers University, New Brunswick, N. J.

I am indeed sorry that Dr. Threlkeld could not be here, for I should have liked to have heard his message, but I am glad to have the chance to tell you a little about the culmination of three years of work by the Committee on Emotions and the Educative Process of the American Council of Education.

In 1934 the Josiah Massie Junior Foundation of New York City gave the American Council ten thousand dollars to undertake an exploratory study of the roll of emotion in the educative process. That exploratory study just three days ago came off the press and can be procured thru the American Council in Washington.

I think I should review very briefly for you just two or three of our major findings, and then undertake to give you a tentative hypothesis about what children really need in order to develop in healthy, wholesome fashion, from the mental hygiene or emotional point of view.

In the first place we discovered quickly that, from the physiological point of view, emotions are adjustive behavior. Emotions are the attempts of the organism to adapt itself to the energy demands laid upon it by the situation, whatever it may be.

Thru Levels of Intensity—

We find that there are at least three different levels of intensity of emotional involvement, each one of them representing a different kind of a physiological adaptation to the energy demands of the situation.

The first of these levels we have called "mild motion." In the case of mild emotion all of the body processes are pepped up. The effect of mild emotion is tonic. Most of you, in the process of singing and enjoying the agony of your brothers here, felt mild emotion, I am sure. If we had had appropriate instruments attached to you, we would have found a slight increase in your heart rate; in your blood pressure; in the rate and intensity of the peristalsis of the alimentary canals; and in the flow of the various gastric juices that digest food. All of you

in the audience would have felt that. That is mild emotion. You were pepped up by the singing, I am sure, to that extent. You feel more wide-awake as the result of it. Mild emotion is entirely appropriate; it is entirely healthy; it is what we have when life becomes vivid; and therefore, is every reason for seeking to secure more emotion at this level in the classroom.

The second level of intensity of emotional involvement we call "strong emotion." In that case the situation seems to demand of the organism a very considerable outlay of energy, therefore, we get a reorganization of the whole body economy, with the stoppage of certain normal body processes, notably the processes that take place along the alimentary canal, and a considerable increasing in the intensity of other body processes, notably in the rate and intensity of pulse. There is a re-distribution of the blood supply; a release of blood sugar from the liver; a release of adrenalin from the adrenal glands; and, in general, a re-distribution of the blood to the large muscles so that the organism is ready for an intense activity to meet anything that the situation presents. You get this kind of emotion when you have anger or fear.

There is a similar reorganization of the body economy in the case of emotions, which I suppose we would say devastate us, which leave us weak and panicky with the feeling of being totally unable to meet the situation, when the situation is such that we can do nothing about it. In that case, instead of reorganizing the body economy to prepare it for activity, we have the energy of the organism conserved by the slowing down of all of these processes such as pulse rate and intensity of blood pressure. The individual feels completely without energy.

Those are the two ways in which the body's economy is reorganized under strong emotion.

Ordinarily, if the situation which causes the strong emotion, passes within a reasonable length of time, the body processes return to their normal function without any difficulty.

The third level of intensity of emotional involvement we have called "disorganizing emotion." This is the kind of emotion you have in the face of some cataclysmic happening of nature. It is this kind of experience that people went thru in the war, and the persons who feel that emotion are called "shell shocked." In this case the body is unable to reorganize itself or to adapt itself to the energy demands of the situation. There is a loss of control over most of the body processes, and you may get the oddest sort of combinations of actions in your viscera. The heart at one moment will be pounding so that it will seem as tho the pressure would break your blood vessels, and the next moment the pulse may be hardly perceptible. One moment the individual will be panting, the next moment he will hardly be breathing at all. Sometimes the individual under that condition becomes paralyzed with all of his muscles tight. This, of course, completely disorganizes all of the normal processes and leaves one fit for a hospital.

Effects of Strong Emotions—

Dr. H. Flanders Dunbar has written a book called *Emotions and Bodily Changes* based entirely upon medical reports of the effects of long-continued strong emotions, and everything from falling hair to stomach ulcers are noted as

caused by strong emotions. There isn't an organ of the body that cannot be de-
ranged and seriously upset in its function by strong emotions, if they last too long.

We come, then to the conclusion that emotion is not an undesirable thing, if
it is not too intense, and if it is not experienced too frequently; but we find in the
country an increasing proportion of persons who are made physically ill by the
fact that they do experience strong emotions too often and over too long a period
of time. About one person in twenty finds it necessary to receive the attention
of a psychiatrist or to be in a mental hospital at sometime or other during his life.
At least one of us out of every ten suffers so severe an emotional disorganization
or disturbance, at sometime during his life, as to suffer severe physical affects.
Much that we know as due to a delinquency problem in children is merely due to
the presence and undue continuance of strong emotions.

It was natural, then, that our Committee should seek to describe the conditions
of life and experience under which children would not suffer too many strong
emotions. As long as we contented ourselves with describing the conditions which
caused strong emotions, and the symptoms that resulted therefrom, we had only a
negative outlook on the job of the school. And so the Committee undertook to
make a positive formulation instead, saying: these are the kind of experiences
and relationships that children need in order to avoid emotions of too great in-
tensity over too long a period of time. I will sketch these for you very briefly.

We have called them needs. We have even called them personality needs, be-
cause when emotions develop in too great intensity or over too long a period, per-
sonality itself seems to be warped or modified. To have a normal, integrated, or
unified personality, one needs these relationships and experiences that I am about
to outline.

Three Types of Needs—

We throw these needs into three categories: physiological needs, social or
status needs, and ego, or integrative needs. The physiological needs grow out of,
the basis of the normal biochemical dynamics of the body itself. Each cell of the
body is a chemical plant continuously taking in certain substances; transmuting
those substances into others; liberating energy in the process; and generating waste
products. This goes on twenty-four hours a day in every cell in the body. For
this reason life itself cannot exist and certainly cannot be normal, unless we have
available the material things and the chemicals we need to maintain these processes.
It cannot go on unless we have the proper temperature; proper electrical condi-
tions, and so on surrounding us. First of all the needs that we positively cannot
do without, is the need for the material things and the material conditions that
are optimum for maintaining the body processes at their normal rate.

In young babies this means a great deal of behavior, a great deal of preoccu-
pation with feeding and eliminating. With the grown-up person this need means a
considerable preoccupation in the economic areas of life; a considerable preoccu-
pation with the roll of government as it may influence our income or our taxes; a
considerable preoccupation with those aspects of life that have to do with our
material security.

The second of the physiological needs grows out of the fact that the body

processes are dynamic and in the process of their action they generate energy which needs to be expended. This energy can be expended in healthy fashion only. Therefore, we describe the second need as the need for opportunity to function in ways that are appropriate to structure. In the young baby that means the opportunity to thrash about, to kick his legs, to coo, to make noises, to manipulate things, and look at them. In the elementary school principal it means the necessity for not remaining seated at a desk most of the day, concerned with records, but a chance to exercise all of the normal body organs and muscles, all of the normal body structures. In fact it requires that we be active, and if we are not active the time soon comes when we feel tenseness, irritability, evidence of developing emotion.

The third physiological need develops out of the fact that when the body does function in ways appropriate to structure, ordinarily it generates waste products faster than they are eliminated and uses up food supplies faster than it is assimilated. For that reason it is necessary that activity be arrested from time to time, and rest periods introduced. From this comes the third of the basic physiological needs—the need to maintain an appropriate rhythm between activity and rest.

I wonder whether in all of our schools there is opportunity to function in ways appropriate to their structures all during the day. I wonder whether or not we take enough thought to alternating activity and rest in school. In the schools that are not activity schools I imagine we frustrate the need for function, and in schools that are activity schools I imagine that very frequently we overstimulate the child with a high metabolic rate. So much for the physiological needs. They grow directly, you see, out of the bio-chemistry of the body; they are unavoidable. They continue from birth until death, but the pattern of expression naturally changes according to the period of life. The kind of activity that is appropriate in a two-year-old child is scarcely appropriate in the adolescent. The kind of activity that is appropriate in the adolescent is scarcely appropriate in the man who has reached his second childhood.

Status Needs—

The second group of needs are the status needs. The first of these is the need for affection. Every one of us needs to be in the situation—with some one or two other people of being valued for who he is. That is illustrated best in the relationship between the son and his mother, in which the mother feels affection for the child because he is her son, not because he has an I. Q. of 140, not because he is extremely attractive and of sound limb, not because he got an "A" in school, not because he is an object on whom she may lavish a lot of affection and fill out an otherwise empty life. Genuine affection values a son because he is a son and will continue to love and value the son even tho he turn out to be a gangster and a racketeer. Affection of this sort is an affection which will go thru thick and thin, with an individual, valuing the person because of whom he is or of whom she is.

The second status need is love, I may say love is something which also is needed from birth until death, but again is something which changes the pattern, by which it is expressed, and changes the object of the relationship. Perhaps I will have time later to describe that in discussing emotional maturity.

The second of the status needs is the need that each of us has to be valued by the other persons with whom we are thrown functionally. Each person has a right, or has the need, rather, to feel that he is accepted in the social groups in which he must function as a valued participating member. He needs to feel in other words, that the people with whom he has to work or with whom he plays or with whom he engages in any activity, church, lodge, or whatnot, are glad that he is there, and feel that he is a worthwhile member of the group.

The teacher in a school faculty who feels that nobody believes in the kind of thing that she wants to do, that everyone regards her as old-fashioned, or as radical, that everyone refuses to accept and value what she is doing, will be an extremely unhappy teacher, not long slated for a job in that school if she is to maintain her mental health.

The person who doesn't find affection, or who does not find status, may undertake all sorts of compensations, all sorts of rationalizations to explain away the loss or the lack, but the person nevertheless will suffer strong emotion so continuously, or so frequently, as to risk being made physically ill, by that strong emotion.

There is a sub-head under this status need, which I usually describe. I think it is necessary to describe it because we have persons who fall in this category so frequently in school.

I would say that the third of the status needs, then, is the need to be like other people, the need to resemble other people, the need not to differ from other people more than a given amount. The reason for this is that, if we differ from other people in any extreme fashion whatsoever, we will find it difficult to avoid being conspicuous, we shall find it difficult to avoid losing that sense of belonging. This goes for the person who is too tall or too short, who is too fat or too lean, for the person who is deaf or blind or maimed, the person who has a very misshapen face, a very ugly figure; the person whose customs and social habits do not accord with those of the culture in which he lives; the person whose religion is different from that of the group; the person whose family has brought him up with manners, habits, ways of looking at life, ideals, loyalties, which are different from those of the group. If we differ beyond certain limits from the group, we shall find it almost impossible to win status in the group, hence the statement of the need to be like other people.

Ego Needs—

The third category of needs are the ego needs. To sum up the ego needs is to say that we need to feel from early childhood until we die, that we are persons who are participating in the stream of life, in a meaningful and significant way. It is to say that we feel that life is not passing us by, but that we as persons are coming to understand the world in which we live; that we are coming to be able to deal adequately with various aspects of reality around us, and that we are therefore acquiring a sort of mastery over life. To satisfy the ego need is to have a sense of one's own personal worth in terms of one's competence to understand life as he experiences it, and to meet that life with effective behavior.

Of all of the needs, this is the one that is more inescapable than the others.

The person who goes on a vacation to get out of himself for a while is only kidding himself, because one's consciousness of one's own personal adequacy of one's own personal worth or lack of it is something that is in the background of the consciousness continuously and cannot be dodged even by the cleverest devices of rationalization. What does the child need in order to satisfy this need for a sense of personal worth? Well, you see that sense of personal worth is going to depend upon the effectiveness of his behavior with regard to life as he meets it, and there is no way under the sun that we can develop effective behavior with regard to things we are going to need in life, except to have experiences which help us to understand the nature of the realities around us, and which give us an opportunity to develop the skills and the insights that are necessary to deal with these realities.

The first of the ego needs, then, is for a rich body of experience which will bring us in contact with reality. This need is not met by having mother or teacher do the thinking for us or shield us from the situation. This need is met only when we have had sufficient opportunity to experience the realities around us. With the very young child the aspects of reality that are most important are the physical realities—to learn about the hot things, the cold things, the sharp things and the wooly things, and all the other kinds of things that one has to manipulate and turn, pull, push and deal with.

In the older person it means learning the proprieties, of electricity, of gravity,



Dr. Harvey C. Minnich presenting a gavel made from a tree planted by William Holmes McGuffey at Miami University to President Mason A. Stratton. At the left of President Stratton is Dr. Caroline Woodruff, President of the N.E.A.; and at his right is Dr. C. B. Glenn, President of the American Association of School Administrators.

of all of the ways in which energy expresses itself on earth, in learning to use machines and devices for harnessing the energy to put it to use in our industries. Reality is more than physical energy and material things. Reality also is the culture pattern in which we are born. Reality is the social institutions that exist in the world around us, and can be altered only at a rate that is acceptable to the great mass of other human beings. It cannot be altered for us as individuals. So the aspects of reality that we must deal with are not only material, social, political and economic, but are also esthetic and spiritual. It is a large order for the school to take the task of supplying to children the body of experiences which will help them to understand the reality of the world and to develop the body of behavior which is effective for dealing with that reality.

In this connection one has to point out that there are certain authorities that exist in the world that have to be recognized and accepted because they cannot be eliminated. Death is such an authority. Natural events, storms and catastrophes are such authorities. Being born into a certain culture is such an authority. Being born into a certain family is such an authority. A child might be a very different child if he was born in a different family. I am sure you know that very well. But the child had no choice of his parents, and he has to accept his parents and his family. That is one of the aspects of reality that we have to help him adjust, because it is something that we cannot change.

The second need, under this ego need, is for the individual to progressively symbolize his experiences accurately. As we live and have experiences our mental processes are such that we form generalizations about those experiences that we develop insights with regard to relationships, events, and causations. But those relationships are very inadequately understood until we are able to make them very concrete for manipulation in our minds, by substituting for the recall of all of the elements in the total situation, of a word, a number or a series of numbers or a combination of words and numbers. In other words we have to learn how to think and this means to become effective in symbolizing the experiences that we have had.

Now I could easily go into a great tirade here because I find it hard to avoid a terrific emotional reaction when I think of the number of words that are taught to children who have not an experience with which they associated words, but who learn to repeat the symbol. That is equally or more true of the teaching of arithmetic in the first three grades. Half the children just learn to manipulate the symbols and give you verbally names. They have no idea of the realities that underlie those symbols. When you do this you are not only short-circuiting, but you are developing in the child an antagonism and antipathy toward the carrying on of the process of symbolization which is a very vital process in the maturing of a person's mind. Accurate symbolization is the essential pre-requisite to the formation of valid attitudes and valid insights and hence the essential pre-requisites to valid reasoning about the realities we face.

The first of the ego needs, then, is the need for a rich body of experience. The second of the ego needs is the need for learning to symbolize that experience accurately in order that we may think with our experiences, and use our experiences in

thinking. The third of the ego needs is the need to develop value concepts, attitudes, and hence resulting behavior patterns that are harmonious with the realities that exist around us. Actually our emotions are determined by our attitudes. Our areas of emotionality are defined by our attitudes as a field is defined by a fence around it.

Our Mentally Ill—

About half of the people that get mentally ill are mentally ill not because the reality around them is so bad, not because they are frustrated with regard to their basic needs, but because they are frustrated with regard to something which they want. If a person thinks he wants a slice of the moon, he can go to an insane asylum for trying to get it. A fair number of people in the asylum are like that. They think they are Napoleon or Woodrow Wilson or someone else. In other words they want to play a roll different from that which they have the capacity or the opportunity to play. It then is absolutely essential to mental health that we value the things which are correct to value. Misplaced ambition makes an awful lot of people sick. Our emotions are really defined by our attitudes; therefore in the development of attitudes which grow out of experience we are framing the whole of a person's emotional life. When you teach a child to value certain things, certain relationships, certain experiences, certain activities, you are defining the things that will make him happy and you are defining the things that will make him sad, that will make him angry, that will make him afraid, that will make him anxious, that will cause him worry.

Given an individual who has a rich body of experience, that acquaints him with reality, given an individual who has been in the hands of parents and teachers who were skillful in aiding him in his symbolization, given a child who is gradually forming valid—in the light of reality—concepts of what is worthwhile in life, we then have the need for the individual to be increasingly free as he grows older, to direct his own behavior. He needs to be increasingly free to direct his own behavior, because when he desires something, understands the reality involved in that desire, and the procedures that he needs to take to get it, he then needs to be free to work toward the achievement of this goal in order that he may have a sense of his own personal worth. If he wants something and his father merely goes out and buys it for him, what does it mean to him? He has only got the thing. He has no sense of his own personal success in achieving that.

This is perhaps merely a re-statement of Burnham's Formulation of fifteen or more years ago, *Attacks to Plan A Freedom* or *The Ways to Mental Health*. He meant, of course, he would have described that a valid task in the light of reality—a plan, a background of experience which gives us a picture of how we can get it. It is only by having this opportunity to direct our own behavior that we get a sense of responsibility and really accomplish something.

The next of the ego needs is the need to strike a fair balance between success and failure in the things that one undertakes.

If a person is uniquely successful he will rapidly come to misevaluate his potentialities, his capacities, his power. We have to be permitted to do things that are too tough for us, in order to learn our limitations. The person who doesn't

learn his limitations reasonably early is the person who is going to be very unhappy later on, and probably is going to make other people unhappy too. On the other hand, if a person undertakes something and meets not success but failure, we know that he lowers his level of aspiration. It is proper for us to think out things of different levels that demand different levels of ability and different richnesses of experiences, and training, until we lower our levels of aspiration to that which is achievable for us, until we lower it at least to those levels of aspiration toward which we can make genuine progress.

On the other hand, if we meet failure uniquely, our belief in our own capacity and value will gradually be destroyed, so that we shall lose that sense of personal competence and personal worth which is the satisfying part of an integrated personality. It is necessary, then, to strike an appropriate balance which varies from individual to individual, between success and failure. Given the person who knows his own capacity and knows what his level of aspiration should be because he has had an appropriate amount of success and failure; given the person who has been freed increasingly as he grew in capacity, to direct his own behavior, and who therefore knows how to assume responsibility and has initiative; given the person whose experience, background, is very rich and reveals to him reality as it actually is in all of its aspects, who has learned to symbolize that reality and to draw valid generalizations therefrom, thru which he comes to value for himself things that are genuine, and you have the individual who has a sense of his own personal competency and worth. He furthermore demonstrates by his effective behavior that he has his feet on the ground and that he has capacities. Such an individual will be effective in winning for himself those material things and conditions that guarantee the safety of his normal body processes and gives him the opportunity to function in ways appropriate to structure. He will also know enough to go to bed occasionally, and to take a vacation. He will also be the kind of an effective person who will win membership in the social groups in which he is functionally thrown, who will be valued because he is an effective, realistic person, and he will be a person of some charm who will find affection. Such a person will be happy.

None of us have these needs satisfied fully. All of us have to develop fortitude. We have to learn to take it because reality is never adequately mastered or shaped to our ends. On the other hand, if we are in contact with reality, we shall be happy as individuals. Our task in the school is scarcely that of doing what it is doing now. It is something quite different, I think, in the way of arranging experiences for youngsters in the way of framing situations so that they can win status with their companions; in the way of assisting them in their symbolization of experiences which they have had. Very much is involved in the question of training people to think, training them in orderly processes of organizing their experiences and seeing inter-relationships between experiences of developing generations. It is very much concerned with attitudes and with the question of moral values. It is a very different thing from this business of passing on subjects that somehow or other have become sacred by tradition.

Make your reservation soon for the Second Annual Conference on Elementary Education, New York University, July 1-15, 1938. Send to headquarters for information.

Elementary Principals' Study Groups in Massachusetts

Raymon W. Eldridge, principal, Lawrence School,
Brookline, Massachusetts

(EDITOR'S NOTE: The National Department is particularly interested in the progress which state and city principals clubs are making in forming study groups. The report which Mr. Eldridge has sent to headquarters is most interesting and valuable. The Dallas, Texas, Principals Club of which Mr. E. B. Comstock is general chairman, is making an excellent study of the Principal and His Job. Headquarters will be glad to receive reports of the work done by other groups.)

The Massachusetts Elementary Principals' Association has added another interest to the many fields of activity which it has introduced to its members in the last thirteen years in their quest for better educational procedures and standards. Along with the widened friendly and social acquaintanceship which this organization has opened up in the State, it has brought speakers to principals and laymen, set up an annual conference for elementary school principals in which it enlisted some ten years ago the continued sympathy and aid of the State Department of Education, and has sponsored many educational courses within the State.

During the past three years, the Association has ventured into the arena of promoting Study Groups composed of principals, whether or not they are members of the association—voluntary in membership, attendance, and participation; holding meetings by districts thruout the Commonwealth for the purpose of discussing a predetermined subject of educational value, the result of which has been published yearly for the benefit of all the members of the Association.

The organization of the Study Groups was effected by a steering committee which has acted as a coordinator since that time. The State was divided into districts to conform to geographical and numerical necessities, and a leader appointed to organize each district as a discussion unit. At the first meeting in each year, all groups have decided upon a topic of local interest upon which to base the subsequent meetings with the purpose of arriving at conclusions that will give mutual assistance and be of benefit eventually to all the principals of the association.

In the second and third years of this undertaking, the steering committee has presented to all principals in attendance at the annual conference a mimeographed booklet containing the reports of each Study Group as completed in the preceding year. The first booklet contained thirty-eight pages, while the second was expanded to fifty pages. The cost is borne by the funds of the association.

Study Group meetings are arranged by and held entirely at the pleasure of each group and its leader. Attendance has run from six in some groups to well over one hundred in others. The voluntary response to the idea had led the steering committee and the group leaders to believe that much has been accomplished already and that much can yet be done in advancing the sharing of educational practises and influences by and among elementary principals. Meetings thruout the year have numbered from three to nine; in some districts a regular

night is appointed in each month, and the members appear as a matter of course.

The type of gathering varies, too, in the make-up of its program. One may be for discussion purposes only in either the afternoon or the evening; another may be preceded or followed by luncheon or dinner; another may begin in the afternoon, stop for dinner, and continue in the evening; still another may include a speaker, on either a general subject or one closely associated with the district topic. Some principals travel many miles to participate; others give Saturdays for their meetings.

In 1937 and 1938, one session of the annual Conference of Elementary Principals has been given over to small-group discussions of the Study Groups' reports. In these meetings the leaders of the Study Groups conduct, in separate rooms in the Conference building, meetings that take approximately one and a half hours in which all who wish may enter into the question—discussion period. In addition, some amount of time is given to a preliminary presentation of the current district topic for comment and advice concerning the trend and ultimate findings that the group might wish to pursue. Last year, the first in which these meetings were held, saw the session rooms crowded beyond ordinary capacity with interested participants and listeners.

The Study Group reports, in themselves, have dealt with a wide range of subjects and materials. They have varied in length, some taking one page, others up to twenty pages; formal, informal, outlined, and tabular. The sources of subjects have been many; as stated above, they have come primarily from the urge of local interests. These local interests have been crystallized, when necessary, by a master list issued by the steering committee. Two groups last year found their year's work in the questions under consideration by the Educational Policies Commission to which have been sent copies of the final reports as contributions in the national survey underway by that group. It is hoped that a further contribution may be added to that source again as a result of this year's work.

In 1935-1936, the groups interested themselves in the following topics: "The Extent of the School's Responsibility for Character Education and Ethical Training," "Measuring the Results of Instruction," "Visual Education," "Respect for Law," "Time Allotments in the Elementary Schools," (a preliminary survey based in a questionnaire sent to two hundred and fifty principals in the State) "The Teachers' Meeting in the Improvement of Instruction", "The Activity Program," "The School Report to the Home," and "School and Classroom Libraries."

In 1936-37, the Study Groups reported on: "The Place of the Schools Among Other Socializing Agencies," "Marks and Reports," "Club Activities," "Time Allotments in the Elementary Schools" (second section), "How Can the Progress of Children Thru the School System Be Most Effectively Organized", and "Social Studies in the Elementary School."

The activities of 1937-38, still in the process of completion, include: "Significant Changing Directions in the Consideration of Curriculums, Methods, and Public Relations," "Practical Significance of Recent Research in Written Language," "Character and Reading," "A Basic Time Allotment Schedule for Ele-

mentary Schools," (the conclusion of the study) "The Teacher and Research Materials," and "Reading in the Elementary Grades."

Activity in such a field as these Study Groups have entered does not confine itself to the limitations of a more or less strictly confined educational project; it has introduced to its participants a voluntary movement in mutual research, a pathway for the direct expression of opinions and data concerning the attitudes of elementary administrators whereby they may express their convictions in the development of procedures and standards, and an opportunity for closer social and neighborly relations among those most closely associated with and concerned in the supervisory field of education.

The Study Groups have not yet perfected their technic in organization or operation; they have corners of the State waiting for organization; they must make progress in the selection and treatment of their subjects and materials. But, Massachusetts elementary principals have been taking a step forward in the advancement and exchange of ideas, ideals, and goodwill in education.

McGuffey Medley

President Mason A. Stratton read the following poem, which had been sent to him by a McGuffey enthusiast, at the dinner Monday evening. Those who have studied from those famous books will readily recognize that each line is the first line of some well-known poem.

"In Broadstreet building on a winter's night
You can hear his Bellows blow;
He thought it useless to be polite,
O, how can I such folly show?"

"He sat where festal bowls went round,
As still such days will come;
But hark, what peals of thunder sound?
This was their welcome home.

"I thought to slay him where he stood,
After the field was won;
Poor fellow, I will give him food
And do as he had done.

"Thou hast no sorrow in thy song,
Thou merry laughing sprite
And having toiled for us so long
Will lead my steps aright

"Our life is like a summer's day,
With nothing else to do;
Forgive each other while we may
With ramrod bright and new."



COME WITH D N

Convention

June 25-30,

1938

Headquarters — Pennsylvania Hotel, 7th Avenue and 32nd Street, New York City.

Department Breakfast — Monday, June 28 (Place being selected by the New York Principals).

Department Banquet — Tuesday, June 29. Complete arrangements as to place, time and entertainment will be made by the New York City Principals' Club of which Dr. Frank D. Whalen is president.

Programs — The Monday afternoon program, June 28—President Mason A. Stratton is planning this.
The Tuesday afternoon program, June 29—The Department has invited the New York City and State Principals to make arrangements for this program.

Committee — The local committee on arrangements is in charge of Dr. Frank D. Whalen, president, New York City Elementary School Principals' Club; and Mr. Charles Joyce, president, New York State Elementary Principals' Club.

N. E. A. Highlights — The theme of President Woodruff's program is "Responsibility of Education in Promoting World Citizenship."

Among the speakers will be Pearl Buck, author of "The Good Earth"; and Leo Woolman, who will speak on "Labor and Industry."

Mrs. Franklin D. Roosevelt will preside at the Thursday afternoon meeting at the World Fairground.

There will be a program on *Educational Broadcasting* in co-operation with the N.B.C. and C.B.C.

The New York City school people are arranging a pageant for Tuesday afternoon and a concert for Sunday night.

Thursday and Friday nights will be given over to sightseeing.

H D NEW YORK CITY

Professional Development— And A Vacation In New York City

July 1-15, 1938



DR. JULIUS YOURMAN

Announcement was made in the last two issues of the *National Elementary Principal* of the Second Annual Conference on Elementary Education to be held in New York from July 1-15, under the joint auspices of the Department of Elementary School Principals and the School of Education of New York University.

The February issue carried the first program outline and emphasized the discussion conference aspects of that program. In addition to their participation in the daily general and sectional conferences, those attending will be assisted in sampling any of the professional, cultural and recreational resources of New York City that appeal to them. They will have many opportunities to make and develop friendships in informal socials in the lounge at the University and at the Conference Hotel—the Prince George.

Dr. Julius Yourman, of the Department of Educational Sociology, and for the last six years Executive Secretary of Student Activities and Director of the Summer Session Student Activity programs at New York University School of Education, will devote all of his time during the Conference to the planning of varied activities.

In presenting the skeleton plan, Dr. Yourman emphasizes the importance of adapting the program to the time and interests of those attending the Conference. He will send a questionnaire to all who have registered before May first.

The tentative program includes: a visit to a radio broadcast on the evening of registration, informal tea, a get-together on Monday. It is expected that radio broadcast passes and special-rate theatre tickets will be available during the Conference.

Other possible activities include: a trip to the World's Fair model exhibit and grounds; a frolic at Jones Beach; a theatre party; trips to courts, clinics, cultural areas, housing projects; a moonlight sail; visits to unusual schools, clubs and other institutions, including Father Divine's services; occasional evening discussions and moving pictures on social and education problems, a tour of night clubs. The School of Education 1938 Student Guide, a directory of museums, churches, points of historic interest, unusual restaurants, parks, beaches, sport events, concerts, opera, etc., will be distributed without cost at the time of registration.

The School of Education conducts an annual exhibit of school work during the first three weeks of the summer session. Pupils' work, photographs of unusual activities, courses of study, record cards, etc., are exhibited. Undoubtedly every principal who attends the Conference has some unusual contribution. Arrangements for display should be made by writing as soon as possible to Mr. Maurice Hammond at New York University, School of Education, Washington Square, New York City.



A scene of the schoolroom at McGuffey Night Program. Schoolmistress Hamilton is directing Scholar W. W. Trent as he recites his lesson.

McGuffey Night

February 28, 1938

The Department of Elementary School Principals at its banquet in the American Plan Dining Room, Traymore Hotel, Atlantic City, February 28, 1938, celebrated the 100th Anniversary of those famous Eclectic Readers written by William Holmes McGuffey and his brother Alexander. So that those who attended could have some idea of the exact size of the book and type of pictures carried therein, the size and cover of the program were exact reproductions of a First Eclectic Reader and the pictures were authentic reproductions from those famous books. An interesting fact developed in the selection of "the scholars" for the demonstration. When a person was approached with the question, "Did you study McGuffey Readers?" The answer was never "yes" nor "no." Instead, if the person asked had been fortunate in having studied these books he or she immediately began to repeat some selection from them—either prose or poetry.

In listing the names of "our scholars" you will note that each is an imminent educator and has done much in forwarding education to where it stands today. Not only have they had such great influence but they continue to be our guideposts to the future, for they are still pointing the way.

Below are listed the names of those who took part and made the evening such a marvelous success: *Schoolmistress*, Miss Ella J. Hamilton, former Supervisor of Elementary Education, Atlantic City, N. J.; *Choral Leader*, Dr. Walter Evans, principal, Hunter-Farragut Public School, Philadelphia, Pa.; *Speaker in the person of Mr. McGuffey*, Dr. Ernest Horn; Professor of Education, Uni-

versity of Iowa, Iowa City, Iowa; *Scholars*, Dr. James W. Crabtree, Secretary-Emeritus, National Education Association; Mr. Aaron Kline, Principal, Pullman School, Chicago, Ill.; Dr. Willis A. Sutton, Superintendent of Schools, Atlanta, Ga.; Dr. Joseph Rosier, President, Fairmont State Teachers College, Fairmont, W. Va.; Dr. William W. Trent, State Superintendent of Public Instruction, Charleston, W. Va.; Mrs. A. Virginia Adams, Principal, Cunningham School, Vineland, N. J.; Dr. Agnes Samuelson, State Superintendent of Public Instruction, Des Moines, Iowa; Miss Katherine D. Blake, formerly Principal, School No. 6, New York, N. Y.; Dr. Florence Hale, Editor, *Grade Teacher*, Darien, Conn.; Dr. Cornelia S. Adair, Principal, Franklin School, Richmond, Va.

Dr. Harvey C. Minnich, Curator of the McGuffey Museum, Miami University, Oxford, Ohio, presented to President Stratton a gavel which had been made from the wood of a tree planted at Miami University by William Holmes McGuffey. This gavel is being properly inscribed and will be on display at the D.E.S.P. headquarters (loaned by Mr. Stratton).

President Stratton's appropriate remarks and his pleasing personality, caused all to listen most attentively to the following prologue.

PROLOGUE - - - PRESIDENT MASON A. STRATTON.

Friends: To those of you who had the rare privilege of studying and learning from those famous McGuffey Readers this evening's program will bring many fond memories. Those of you who had brothers and sisters who studied these books will recall many incidents. And you who have never heard the name McGuffey have a real treat in store.

McGuffey Night is designed to portray as faithfully as possible, a day in a one-room school of the middle-west between 1837 and 1875, in which the famous McGuffey Readers supplied the entire secular literature of the community. The performance this evening gives a cross-section of the poetry and prose of this highly ethical and patriotic literature. These peerless readers so influenced the lives of men in the great Mississippi country that they are often referred to as "Moulders of Men, Builders of Character."

Only the eldest in this audience can realize the struggle of the pioneer children, immigrants and children of immigrants to come into any intelligent use of this new language in a few months of "schoolin" per year. Stiff voices, ears unused to the new combination of sounds, monotones, neighborhood provincialisms—all made teaching school almost wholly a language training. Exercises in correct sounding of the consonants and modulation of the voice, constituted much of the early lessons of McGuffey books. Oral reading was the only objective. To speak the words distinctly, to slide the voice up and down smoothly, to express the emotions of the piece faithfully, were cardinal points in reading McGuffey. Patriotic fervor, heart-breaking pathos, grief, sorrow, anger, must all be correctly portrayed by the good reader.

McGuffey's new method of teaching is to be illustrated. To train the memory was the aim and to that end were used many of these exercises which you will hear. Character training was fundamental as you will note in the "moral" found

at the end of certain pieces. Scholars were assigned pieces to read—often a piece was portioned out to many scholars—each reading his share.

We thus proceed from the 1837 variety of "Phonics" to spelling the reading, thence to inflections and moral indoctrination.

The pupils in this school tonight are above average intelligence as you will notice by the names on the register and on your program, and you may expect some unusual, if not startling, performances.

There are fewer morons, monotones and drones, than were to be found in the average school at that time. Yet, they are still just boys and girls, and you may judge their reactions accordingly.

We realize the attention spans are brief and because extracurricular activities call our attention elsewhere, let us assure you that we plan to close our program in time to be able to attend the evening session at the Convention Hall. I now turn the meeting over to Schoolmistress Hamilton.

'MR. McGUFFEY' - - - DR. ERNEST HORN, Professor of Education, University of Iowa, Iowa City, Iowa.

"Miss Hamilton's exuberant pupils have been so highly entertained and entertaining that I am sure I can use them as background and atmosphere while I try to explain to you something of the way in which my readers were prepared.



Scholar J. W. Crabtree as he prepares his lesson for the McGuffey Night School.

"I have had the advantage that comes to all of us in residing in that place where all good authors go. Consequently I have been able to watch the developments in reading during all the years since I left off my active work among you. I have been strongly impressed by the changes which have taken place. Some of these seem to me to move toward desirable goals, others in quite the opposite direction. I believe that most of the desirable trends were anticipated in some degree in my own readers.

"In order to make perfectly clear what I mean, I shall give you something of the background which explains why my readers were made as they were. Some of you may know that for nearly fifty years I was professor of moral philosophy. However, very little record of my work in this field seems to have come down to the present time. I am sure, that the influence of my college teaching in moral philosophy was nothing like as great as that of my readers.

"During the 1830's a group of men and women met, at frequent intervals, at various places around Cincinnati to talk about the future of American culture and democracy. We became convinced that it was only thru the education of all the people that we should ever produce either a national or a local culture.

"It was to contribute to this great purpose that my readers were planned. In the selection of lessons and in the pedagogical treatment of materials, I was guided by four principles. First, the lessons should be based upon typical and universal experiences of children; second, they should aid pupils in the solution of their moral problems; third, they should introduce pupils to the world's great literature; and fourth, they should teach pupils to speak correctly and effectually. All of these principles, and particularly the first three, are closely interrelated. I shall say nothing about the improvement of speech except to call your attention to the low level of diction which prevailed at the time these readers were published. It was to raise the level of common speech that the emphasis was put upon oral reading, as well as upon the articulation exercises which were interspersed thruout the series.

"I think that I should explain that my readers were originally not first, second, and third readers in the way in which you now designate readers. As a matter of fact, the third reader was much too hard for most children in the third year in school and the higher books, such as the fifth reader, were really for junior or senior high school.

"The books were predominantly moral. For each moral principle and for each type of unethical conduct, a poem or story was included in the book. Sometimes I could find a suitable story. In other cases the story had to be written or adapted. In the early books these principles were embodied in concrete instances. You just heard, for example, Miss Hamilton's pupils read the story of the boy who cried 'wolf' too often. In the later books, designed for more mature pupils, these principles were then dealt with more systematically, usually in the form of the oration or the essay.

"The poems and stories in my readers did not teach that you could get something for nothing. They taught that rewards, either in the form of outward success or in the form of inward satisfaction, came from sound, ethical choices and hard work. They contained an amount of tragedy that may be strange to those

of you who are accustomed to the use of modern readers. Yet life has its tragedies, even in childhood, and children must be prepared to meet them. To this preparation, literature makes one of its greatest contributions.

"I included a great deal of poetry. May I say that it has been a great surprise, as well as a matter of great regret, to see the neglect of poetry in your modern readers? There are readers now on the market, presumably meant to introduce the students to literature, that have not a single poem. Even worse, many professional books on children's literature repeatedly state that children do not like poetry. Yet I have been much interested to see that research in this field has produced evidence which must convince anybody that children do like poetry.

"I have been very much pleased to see that some of the old favorites in my books are well liked by children today. Recently a graduate student in one of your universities set out to investigate children's choices in poetry in grade one. In preparing the list for experimental purposes, the student used modern courses of study and children's anthologies. When she brought the list to the professor who directed her work, he said, 'But you have left out some of the best poems.' The student denied this indignantly, saying, 'I used all the best anthologies and courses of study.' The professor said, 'But you didn't include the poem about Mary and the Lamb or "Twinkle, Twinkle, Little Star."' 'Oh,' said the student, 'modern children will not be interested in those old poems.' The professor replied, 'I dare you to try them.' The student agreed to include these poems in the lists most highly recommended in anthologies. Strange to say, these poems ranked near the top of all the poems chosen as favorites by first grade children.

"It has been a great satisfaction to me to see how permanent were the impressions made by my readers. If there are any persons in this audience who studied these books, I am sure that you can repeat at least a part of many of the poems and that you remember very vividly the moral lessons which the books contained. I wonder if modern books are making as deep an impression?

"In closing, I should like to return to the great emphasis put upon moral questions in my readers. The problem of peace will serve as an illustration, in order to bring home to you the way in which fundamental ethical principles were made clear to pupils. I shall ask Dr. Evans to have you read with him the poem which most deeply impressed the injustices wrought by war. May we read, Dr. Evans, 'The Child's Inquiry.'"

FIT TO TEACH

A book that should be of interest to everyone in the educational field is the Ninth Yearbook of the Department of Classroom Teachers of the N.E.A. (1938) and is entitled *Fit to Teach*. It deals with the teacher's personal, mental, and spiritual health. Much of the material is based on a study in which more than 5,000 teachers participated. This signpost on the highway to sound health can be secured from the Department of Classroom Teachers, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. Order now.

Progressive Education

Jeanora Don Weingarten, Daniel Webster School,
New Rochelle, New York

One of the most significant facts in the march of time is the need of progress thru cooperation. In the home, politics or business, we are confronted with the need to carry on enterprises and work out solutions to problems with others. This fact breeds an insistent demand for the abilities involved in real cooperation. Success in such cooperative progressive enterprises involves the practise of habits of willingly sharing responsibility, intelligent tolerance of the ideas of others, appreciation of others' abilities, contributions and helpfulness. Thus wholehearted effort expended by a number of children working together upon the same activity builds gradually attitudes and habits which make for genuine citizenship. The teacher, thru hints, should help to realize the need for progress and develop the cooperative group spirit.

The progressive school of the present includes and involves the good school of the future. That is, no poor school of today is in the process of becoming a good school of tomorrow.

In order to see the good school of the future, an estimate must be ventured as to the future. Some trends are unmistakable:

1. Industry is increasingly dispensing with workers while multiplying its product.
2. Worker and consumer demand consideration with increasing emphasis and effectiveness thru planned economic life.
3. The tendency to widen and increase socialized services is growing and the percentage employed in service occupations is increasing and will continue to increase.

Both growing supply of workers and growing demand for services point unmistakably toward greatly enriched socialized services.

Service occupations must absorb those prevented from entering industrial work, as well as an increasing number of women workers.

An increasing share of purchasing power must be circulated by means of service occupations. In other words, there exists an oversupply of both workers and capital for industry. At the same time, there is an increasing demand for such services as health, recreation, socialization of existing services, such as milk, fuel and other basic necessities, expansion of existing services, such as education, adult education, nursery education, occupational retraining, cultural occupation for old age.

In the American society of the future, severe deprivation of basic necessities—such as simple foods and clothing, fuel, medicines and medical attention, hospital facilities, education, libraries, recreation, as well as existing utilities—will be relatively unknown. At least, our social intention is that there will be no such deprivation.

Our future problem is not to expand our ability to supply conditions, for we know how to increase this supply with less increase in man power. We have the economic necessity of rapidly increasing the supply of services in order to circulate the purchasing power needed to distribute the industrial product we are able to produce.

Future society will deal intelligently with these needs and consider our present

educational facilities as primitive as we now consider the pioneer's log school house.

Looking at the present school in terms of such expectations serves to accentuate not only the shortcomings of the school but the shortages of the child's physical and social environment which largely nullify the efforts of the school. For this reason, I consider a school good only to the degree that each member, from principal to youngest child, is engaged in working toward this better environment.

This does not mean that every sixteen-year-old will be lecturing at the dinner table on economics, altho a certain amount of this very thing would happen. It would mean that every sixteen-year-old, and every six-year-old for that matter, would be acquiring a realistic understanding of the economic and social processes in which he is growing up.

And teachers will continue their education on broad lines, neglecting technical tricks of the teaching trade in favor of clear understanding of fundamental economics, social and political relationships.

To accomplish this we must stir the entire teaching profession into a full realization of their helplessness in moving toward a better system, unless they recognize their underprivileged status, become conscious of themselves as an underprivileged working and consuming group, and ally themselves with progressive groups attempting to improve conditions.

Supervisors and administrators must awake to the fact that they are not serving the dominant minority in the community but the *entire* community, and they cannot effectively serve the entire community unless they consider their kinship with teachers and other underprivileged groups of greater importance than their positions as overseers hired by dominant minorities to keep underprivileged majorities disciplined and in order.

In short, the first and foremost requirement of a good progressive school is that its principal be disposed to improve existing conditions, in the interests of his children, their parents, his teachers, and himself. The schoolmaster who accepts present conditions (and by accepting, I mean does nothing effective about them) is not progressive, and his school is not progressive, no matter the pupil load, the decorations, orientation and fire proofness of the classrooms, the mellowness of the supervision, the decorum of the personnel, or any other superficial and ameliorative characteristic of the school.

Places to Worship in New York City at Convention Time

CHURCH	LOCATION	HOURS OF SERVICES
Calvary Baptist	57th St., bet. 6th and 7th Aves.	11-3-7:30
Christian Science	10th—171 MacDougal St.	11 a.m.—8 p.m.
Transfiguration	1 East 29th St.	11 a.m.
(Little Church Around the Corner)		
Congregational Emmanuel Temple.....	5th Ave. and 65th St.	10 a.m.
St. Andrews Methodist Episcopal.....	120 W. 76th St.	11 a.m.
Fifth Avenue Presbyterian	5th Ave. and 55th St.	11 a.m.—4:30 p.m.
Roman Catholic—St. Patricks Cathedral..	5th Ave. and 50th St.	11 a.m.
(Special High Mass for Convention visitors: Sunday, June 26, 11 a.m., Monsignor Michael J. Lavelle, Rector.)		

The Alaska Public Schools

Anthony E. Karnes, Commissioner of Education,
Territory of Alaska, Juneau, Alaska



ANTHONY S. KARNES

There are two separate and distinct school systems, aside from private and denominational schools, which serve Alaska: the schools serving the Indians and Eskimos maintained by the Office of Indian Affairs of the Department of the Interior, and the territorial public schools which are maintained by the Territory of Alaska and serve the white pupils as well as some of those with mixed blood. This article has to do with the latter.

The Department of Education of the Territory of Alaska was established by law in the year 1917, and provided as an administrative set-up for a territorial board of education consisting of the Governor as *ex officio* superintendent of public instruction and the senior Senator from each of the four judicial divisions. This board was authorized to appoint a Commissioner of Education for two-year terms who was the executive officer of the board.

The first Commissioner of Education served six terms and was instrumental in establishing the system which has been changed but little since its establishment. In 1929, thru political maneuvering on the part of certain board members, the first Commissioner of Education was not reappointed for his seventh term. The Legislature then in session did not approve the action of the board and took the power of selecting the Commissioner of Education from the board by making the office elective beginning with the election of 1930, the first elective term being for two years and the following terms for four years.

The people generally over the Territory did not approve of the election of the chief school officer on a political ticket and desired that he be appointed by a board. They also wanted an appointed board of lay members which was not changed with every election.

Accordingly, in 1933 a law was enacted creating a five-member board appointed by the Governor and approved by the Legislature, the members of which hold office for six years and the terms of not more than two expire at the same time.

Under this law the Commissioner of Education is appointed by the board for terms of four years each. The board is required to hold regular meetings, one each year, and may hold one special meeting each year. Since the law was enacted, the board has established certain definite policies, and in accordance with the law, has made many rules and regulations for the governing of rural schools, transportation of pupils, certification of teachers and administrators, etc. Under the old law the board usually met only once in each two years, and about all it did was to reappoint the Commissioner of Education. No definite educational policies were established.

The laws of the Territory provide for four kinds of school districts: incorporated city districts, incorporated school districts, independent school districts,

and rural school districts. At the present time there are only city school districts and rural school districts.

In the cities the city councils provide for the erection and maintenance of the school buildings and the necessary funds for the operation of the schools. Three-member boards have complete charge of the operation of the schools.

There are two types of rural school districts: those which secure their funds from the Alaska Fund (25 percent of the Federal funds collected from licenses, etc., within the Territory), commonly called Nelson schools; and those which receive their funds directly from the Territory. A Federal act governs the operation of the Nelson schools and provides for three-member boards with full authority. The other schools receiving funds directly from the Territory have no school boards, the schools being administered by the office of the Commissioner of Education under regulations of the Territorial Board of Education.

The Territory is generous in the support of its schools. It refunds to cities with less than 150 pupils 80 percent of the office clerks', janitors', teachers', principals', and superintendents' salaries; fuel light, and administrative supplies; 75 percent of the same expenses to schools with from 150 to 299 pupils; and 70 percent to schools with over 300 pupils. This amounts to from 60 to 75 percent of the total operating costs to the cities, depending on the enrolments.

In the rural schools the Territory constructs and equips the school buildings and pays all costs in connection with their operation and maintenance, even to the purchase of textbooks, pencils, paper, and other supplies used by the pupils.

Approximately 69 percent of the funds of the Territory for the support of schools are appropriated directly from the General Fund, while 13 percent comes from the Alaska Fund, 14 percent from a \$5 school tax levied on all males between the ages of 21 and 49 inclusive, and 4 percent from the Alaska Game Commission, the Forest Reserve Fund, and other miscellaneous sources.

Of the 17 incorporated city schools, 14 offer regular high school courses as do 4 of the rural schools. Of the 18 schools giving regular high school instruction, 13 of them are regularly accredited by the Northwest Association of Secondary and Higher Schools.

The type of work done in the Alaska schools is the same as that done in the schools in the States. Visitors from the States often express surprise that the pupils and the classrooms look just like pupils and classrooms in the States—but why not? Aren't we a part of the United States?

Record Cards Wanted!!

Headquarters for the Department of Elementary School Principals will appreciate receiving two copies of the report cards and permanent record cards, which are used in your school system. These will be used in an exhibit at the Second Annual Conference on Elementary Education, which is to be sponsored by the Department of Elementary School Principals at New York University, New York City, July 1-15, 1938. This exhibit is being prepared by Mrs. Vivian S. Rankin of Indianapolis, Indiana. If you have a postcard picture of your school, send it along too.

Our Community Conference on Elementary Education

**Elsie E. Green, Administrative Principal
Whittier School, Washington, D. C.**

Believing that the public school is not only obligated to, but benefited by, an interpretation of its educational program to the school community, we have had annually at Whittier School for the last five years, a planned series of community conferences on elementary education. Our purpose has been fourfold:

1. To acquaint the community with the educational program of the school and the methods being used to achieve this program.
2. To inform the faculty where there may exist community misunderstandings or problems of educational matters.
3. To confirm the educational philosophy of the teachers.
4. To insure harmony between home and school on educational matters.

Participants in these conferences include members of the faculty of our school, parents of the pupils, interested members of our community other than parents, some leaders in elementary education and related special fields in Washington and Whittier pupils themselves.

Since many new pupils enter kindergarten and first grade in September, with parents full of interested questions about the procedures and work of the school, our initial meeting on the first Tuesday of October has invariably been devoted to a discussion of "Beginning Reading." Invitations are sent out thru the children to an afternoon meeting at the school. The topic is announced and parents and interested friends are invited to bring questions. The principal opens the meeting at 1:30 p. m. with a brief explanation of some fundamental pedagogical principles involved and the teaching technics used. Then follows usually a short demonstration lesson by a small group of pupils with their teacher, or a group of five-minute talks by several teachers about some subject as it develops on various levels, after which general discussion follows. Many are the questions asked, often eagerly answered by informed parents themselves. "O, didn't you see how the teacher went back to the little boy who failed at first and helped him get the new word?" There is very frank and entirely friendly discussion of many problems of the home or school. Lovely new books, types of seatwork and plans of work are often exhibited at the conferences.

Every two weeks thereafter, follow similar conferences. A glance at some of our old programs reveal a wide range of topics for these discussion, including the following: Beginning Reading, First Steps in Number; The Activity Curriculum; Use of Reading in Intermediate Grades (4 to 6); Number Difficulties in Intermediate Grades; Home Work; Teaching the Tables; Teaching Subtraction with Changes; The Formal Subjects: Spelling, Grammar, Handwriting, Integration of School Subjects, Long Division; How it is Taught and Applied; Fraction Difficulties; Character Education Thru the School Routine; Teaching the Natural Sciences; The Social Science Program; Building Appreciation and Creativity in Fine Arts; Decimal Difficulties and Work Habits of Pupils. Programs are usually dittoed and sent home to parents in order that

they may select conferences in which they are interested. Once an interested parent had them mimeographed at her husband's office.

November 15 and March 15 are always Open House Days at Whittier. The community is invited to visit the school to see the regular work of the classes from nine o'clock until eleven in the morning. They are quiet, interested guests who enter the rear of the room unobtrusively and listen attentively to the work. They often rise softly to pass from one room to another to watch a different type of work. Usually several hundred persons attend school on these days, most of whom have participated in a number of conferences. At eleven o'clock on Open House Days, the visitors meet in conference with the principal to discuss the work of the morning. Evaluations of technics and class progress are made, and enthusiasm abounds as the visitors seek to display their intelligent comprehension of the pedagogical procedures. Some parents who have attended all of the conferences rejoice in enlightening parents who are newcomers to our community.

In November and March, also, preceding the night meeting of the Parent-Teacher Association, our classrooms are open for visiting. Teachers are present at 7:15 p. m. in their rooms; pupil work is on display; types of assignment, unit plans and much explanatory material are posted. Parents hold informal discussion on all these phases of school work and life with the teachers.

Thruout the year, individual parents are encouraged to visit their child's class with the principal, who explains the values in the work seen.

Results have been well worth the effort. We have built up an understanding group of citizens in our community, who believe in the type of work we are doing and have faith in our school. The pupils coming to us from such homes also have a fine attitude towards their school work and learn more readily. There is no antagonistic spirit of conflict between the home and the school to divide the allegiance and shake the faith of the learner.

Teachers and principal have gained a truer insight into home misunderstandings which might handicap the learning process, and have thereby been able to handle such problems more intelligently and tactfully. And, "As the song is to the singer, and comes back most to him," we teachers have become more confirmed in our own personal philosophy of education, because we have had to think it carefully thru in order to explain it simply to the lay citizenry. We, thus, "know better in what we believe." A highly impersonal and professional attitude maintained thruout all of these conferences has served to increase mutual respect and fine relationships between the faculty of the school and their community patrons.

Needed At Headquarters!!

We are now preparing the Official Records of the Department which are to be published in the new yearbook entitled *Newer Practises of Reading in the Elementary School*. We are making a strenuous effort to list *all* the Principals Clubs; therefore *we need your help and cooperation*. Please send to us immediately the (1) Name of your Club or Association; (2) Names of the officers and their addresses; and (3) Date of election.

Face to Face

C. O. Callahan, Principal, Siebert Street School, Columbus, Ohio

Changing philosophies of education, place an added responsibility on the administrator, who is anxious to press into activity some of the workable phases of each, but realizes the importance of "carrying his constituency with him" in order that the whole child may be stimulated and guided.

With a realization of such a challenge, the material submitted under this heading is the result of a desire on the part of the writer to conduct a forum for the parents of 1B pupils for the purpose of discussing questions that, for many parents, arise for the first time, at this particular point in their relationship to the public school system.

Logically, we conferred with Miss Christine Zollinger, the present instructor of our 1B work, and, finding her very responsive to any idea that might help remove the barriers that are, all too often, built up between the home and school, we were encouraged to try out this plan.

The idea of asking a specialist in parental education to talk to the parents was considered, but abandoned and this responsibility was assumed by ourselves in the hope that informality in our discussion might prevail, hence, more might be accomplished from the effort.

A mimeographed copy of the following outline was given to each parent as he entered the primary room, which was the scene of our gathering. With the writer leading the discussion, using this outline as a guide, a friendly exchange of ideas was carried on.

Discussion and Demonstration for Parents of Siebert 1B Pupils—Today parents have advanced from the role of patrons to that of partners in the educational adventure. Since children grow and develop best in an atmosphere of harmony and security, how important it is that the two institutions—the home and the school—which touch him most intimately, should have the same general purposes and objectives.

It is our desire, here at Siebert, to foster this close relationship. This is the reason for inviting you parents of our present 1B pupils in to discuss informally with us some of our mutual problems.

Our educational experience has established with us the fact that the closer this relationship, the more understanding, the more gracious, the more sympathetic to each others responsibilities we are. Hence, the child is surrounded by an environment that is more conducive to proper development than would otherwise be possible.

Let us submit ourselves to close scrutiny by attempting to answer these questions.

I. What is expected of the parents?

- a. Establishment of foundation for desirable qualities of conduct.
- b. See that the child is regular in attendance.
- c. See that cleanliness habits are emphasized daily.
- d. See that the child has adequate rest and nourishment.
- e. Constantly teach simple amenities.
- f. Exhibit confidence in both child and school.

- g. Have an open mind in evaluating your child's abilities and results.
- h. Visit the school with an attitude of helpfulness.
- i. Visit frequently to understand school objectives and so the child will know that you are informed as to what is expected of him.
- j. Know the teacher sufficiently to be able to "read between the lines" of pupil statements.
- k. Give school officials opportunity to explain points in questions before criticizing.
- l. Never criticize the school to the child even tho you know the school to be wrong.
- m. Cooperation in efforts to correct errors of study and conduct.

II. What is expected of the child?

- a. Attention.
- b. Willingness to try at both work and play.
- c. Respectfulness.
- d. Obedience.

III. What is expected of the school?*

- a. A marked degree of courtesy and respect shown parents and friends when they visit.
- b. A sufficient interest in knowing parents to take advantage of opportunities to meet them and to talk about their children.
- c. Appreciation of virtues of children as well as their faults.
- d. Dignified and respectful treatment of children.
- e. Information concerning any impending crisis in a pupil's school relations before the situation becomes very serious.
- f. Constant attention to the protection of the health of the children.
- g. Emphasis of the mastery of certain fundamental skills in reading, writing and other tool subjects and to stress the training of children in certain effective habits of study appropriate to various levels of learning.
- h. Special attention given to matters of honesty, cooperation, respect for the rights of others, purity of speech, and other desirable qualities of conduct.
- i. Training of children in such a way as to enable them to make reasonable progress in school subjects and if pupils are not successful to be able to diagnose their difficulties.
- j. Development of a spirit of good will and success in the school groups so that children will like to go to school.
- k. Expression of a greater degree of confidence in the children than parents may seem to possess.
- l. Complete explanation in situations where money is requested for unscheduled activities or supplies.
- m. Evidences of appreciation for contributions made in time and effort in response to needs of the school.

With this analysis of our constant problem, we believe that the extent to which the home and the school cooperate, determines the adequacy and stability of the foundation for the superstructure of the child's useful citizenship.

Following the panel, Miss Zollinger explained several phases of her work in a very interesting as well as helpful manner.

Appreciative remarks are still coming from parents who "sat in" on this round table. Surely such a method of meeting our mutual problems face to face is worthy of some consideration.

*Credit and recognition is given Dr. J. B. Edmonson, Dean of College of Education, University of Michigan, for many of the ideas and phrases under this section.

Reporting Progress

Eva G. Pinkston

How nice it is to be the one to report the great progress which the Department of Elementary School Principals has made in membership so far this year. The officers and headquarters office realize that this has been due to the cooperation and splendid teamwork of the Enrolment Chairmen and many of our individual members. Our membership reached a new high for the year 1936-37 (5153). To date we are again reaching upward toward our goal (6000). Please help us get it. Go after one member! Today we have 5455, (March 15, 1938).

Feeling sure that you will appreciate the facts, I am listing below the achievements accomplished to date:

The States which have already reached their quotas are:

Arkansas (1 above)	New Hampshire (2 above)
Delaware	New Mexico
Florida (2 above)	North Carolina (16 above)
Georgia (24 above)	Oklahoma (5 above)
Idaho (2 above)	Oregon (1 above)
Iowa	Rhode Island (3 above)
Maine (2 above)	Virginia (4 above)

The States which lack less than ten of reaching their quotas are:

Connecticut ----- 1	Montana ----- 7	Vermont ----- 3
Kansas ----- 6	Nevada ----- 3	West Virginia ----- 5
Kentucky ----- 9	North Dakota ----- 3	Wyoming ----- 4
Maryland ----- 6	South Carolina ----- 3	Alaska ----- 3
Mississippi ----- 6	Tennessee ----- 1	

The ten States which have made the *largest increase* over March 1 last year are:

New York ----- 105	Illinois ----- 47	Ohio ----- 28
Pennsylvania ----- 64	Florida ----- 38	Connecticut ----- 27
New Jersey ----- 62	North Carolina ----- 37	Virginia ----- 27
Georgia ----- 51	Oklahoma ----- 35	Oregon ----- 22

The ten States having the largest number of members are:

New York ----- 511	New Jersey ----- 270
California ----- 473	Ohio ----- 260
Michigan ----- 362	Texas ----- 218
Pennsylvania ----- 291	Missouri ----- 176
Illinois ----- 270	Indiana ----- 170

The ten States having the largest percentage of increase over this time last year are:

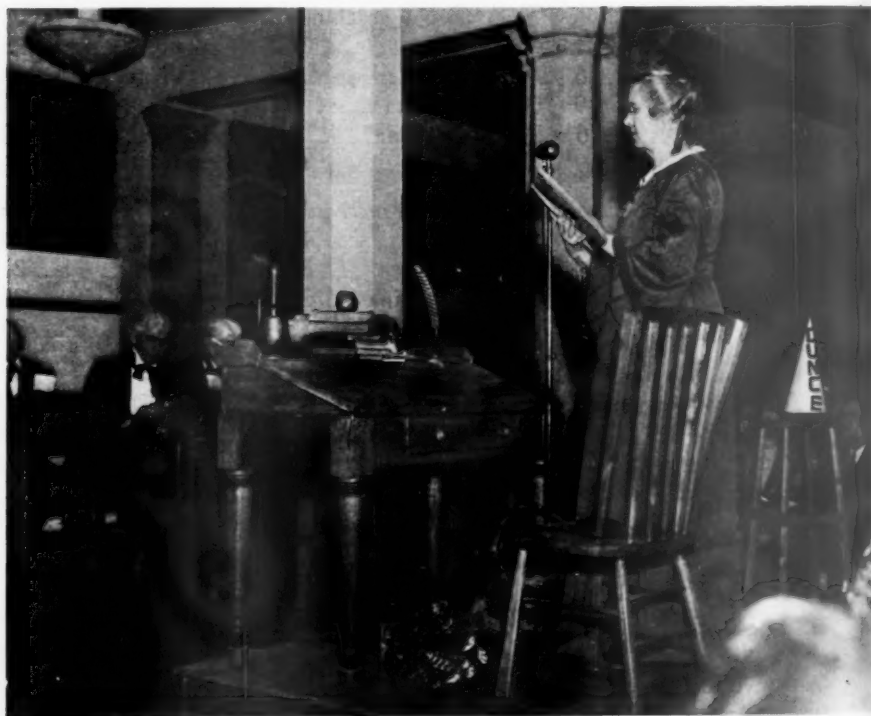
Canada ----- 250%	Idaho ----- 60%
Nevada ----- 100%	North Carolina ----- 56%
Maine ----- 75%	Oregon ----- 56%
Georgia ----- 65%	Florida ----- 51%
New Hampshire ----- 63%	New Mexico ----- 50%

The following places have recently become 100 percent in membership:

Port Jervis, N. Y.
Muskogee, Okla.
District 75 of Evanston, Ill.
Roane County, Va.
Evansville, Ind.
Indianapolis, Ind.
Tampa, Fla.

The following people have been chosen as enrolment chairmen for the Department: Miss Nellie A. Rimich, Colorado Springs and El Paso County, Colo.; Mrs. Edith E. Newell, City and County Chairman of Englewood and Arapahoe County, Colo.; Mr. H. V. Childerston, City and County Chairman of Cheyenne Wells and Cheyenne County, Colo.; and Miss Ellen Johnson, County Chairman of Jefferson County, Colo.

This report will show you that the Department is growing and we hope you will help it to continue to go forward. Since we need only 545 more members to attain our goal of 6000, won't you please send us a new member and help us to reach this quota? We are going to press with the directory in the new yearbook and we want to include as many names as possible.



Schoolmistress Ella J. Hamilton directing the class as it learns its lesson at the McGuffey Night Program.

What's Going On?

★ The Elementary School Principals of the State of Washington have effected a permanent organization. The group is organized as a division of the Department of Administration and Supervision of the Washington Education Association. The following officers were elected: President, Don Patterson, Ellensburg; Vice President, Leo Breuer, Snoqualmie; Secretary-Treasurer, W. O. E. Radcliffe, Bellingham; Regional Directors, Paul W. Pinckney, Bellingham; Frank M. Brock, Seattle; Florence E. Townsend, Wenatchee; Susan Lacy, Spokane; Alan Ross, Longview; I. A. Fowler, Aberdeen; Julia Hemmingway, Yakima; Lorraine Sharnbroich, Port Angeles; Harold M. Potts, Tacoma; Bonner K. Hardesty, Walla-Walla. Headquarters wishes to thank Mr. W. O. E. Radcliffe for this splendid news.

★ The Elementary Principals of Lancaster County, Pennsylvania, have organized and the following persons were elected to carry on the fine work: President, B. F. Funk, Florin; Vice President, Caleb W. Bucher, Lancaster; and Secretary, Luella Mellinger, Conestoga. The name of the club is the Lancaster County Elementary Principals' Association. Thanks are given to Mr. Bucher, the Vice President, for sending this information to headquarters.

★ *The American Citizen — What Part Can He Play in the World Situation?* will be the theme underlying the lectures, discussions and forums at the Summer Institute for Social Progress at Wellesley, July 9-23, 1938 on the country campus of Wellesley College, Wellesley, Massachusetts. The confer-

ence is open to both men and women in business, industry and the professions. Dr. John Stewart Burgess, formerly of the University of North China and now professor of Sociology at Temple University, will be leader of the faculty of social economic experts. Full particulars of the Institute may be obtained from its director, Miss Dorothy P. Hill, 420 Jackson Bldg., Buffalo, New York.

★ Secretary of the Interior, Harold L. Ickes announced the appointment of Dr. Helen K. Mackintosh, Oxford, Ohio, to the position of Senior Specialist in Elementary Education in the Office of Education, United States Department of the Interior. As Senior Specialist of Elementary Education, Dr. Mackintosh will initiate and conduct studies on problems dealing with organization and supervision of elementary schools, elementary school curriculum, methods of instruction in urban and rural schools. It is expected that Dr. Mackintosh will enter on duty this spring.

★ Wm. Buford Schnebly, Superintendent of Schools, St. Helens, Oregon, has sent to headquarters a report of the Second Annual Conference of Elementary Principals, which met at Hillsboro, Oregon, February 5, at which President W. H. Arstill of Forest Grove presided. Such important subjects as "The Place of the Elementary School in our Educational Program," "The Elementary School Principal and the Curriculum," "The Elementary School Principals and Public Relations," were discussed. During the business meeting which followed, the officers for the year were elected: President, William E. Oliver;

Vice President, F. D. Braley; and Secretary, Wm. Buford Schnebly.

★ Miss Lillian M. Johnson, State Enrolment Chairman for Virginia, has kindly sent to headquarters the names of the newly-elected officers of the Norfolk Principals' Association, which are as follows: President, Lillian M. Johnson; Vice President, Charlotte Dadmun; Secretary, S. R. Butler; and Treasurer, C. L. Robinson. The proposed program for this association is perfectly splendid. Such subjects as *Guidance, Planning Clinic, Materials and Libraries, Arithmetic, and Science* will be considered. A committee was appointed to work on each one of these topics.

★ The publication of the *Keyhole*, the newspaper of College Heights School, Abilene, Texas, is one of the class projects of the English teacher of the sixth and seventh grades. She lists on the blackboard a number of possible topics and items to be covered, then the pupils all take part in writing up the stories of their choice. The best are selected for improvement and correction, then left in the school office for publication. The printing of the paper falls upon the principal, S. E. Pass, who believes that this paper is a means of molding school morale and community interest and spirit.

★ Other splendid newspapers which have been received at headquarters, are *The City Press*, published by the Franklin School, Stratford, Connecticut; and the *Bryant News Flashes*, published by of which Lillian C. Hanson is principal; *News of the Year* published by the Thoreau Park School, Parma, Ohio, of which Susie McCreery is principal; and

The Laurel Crown published by the Fifth Grade of the Laurel School, Santa Cruz, California of which Viola Meints is principal.

★ The Forty-fifth Annual Study Conference of the Association for Childhood Education will be held at Cincinnati, April 19-23, 1938. This Conference will be organized in small groups—study classes, studio groups, and informal discussion groups—with general sessions at which William H. Kilpatrick and other leaders will speak. This plan is followed so that everyone may participate in the discussions which will center around the convention theme, "Current Opportunities and Difficulties in Childhood Education," and so that final thinking may be directed toward the next steps in childhood education. A cordial invitation is extended to you to attend this Annual Study Conference.

★ "Social Education" will be the theme of the 1938 Stanford Education Conference, to be held at Stanford University, California, July 6-10. Among the leaders in American education who will take part in the program are William Heard Kilpatrick, Emeritus Professor of Education, Columbia University; Lewis Mumford, author and lecturer; William Ogburn, Professor of Sociology, University of Chicago; and Ray Lyman Wilbur, President of Stanford University. The Conference has been organized especially to appeal to those interested in guiding American youth to think creatively and act co-operatively in solving our social problems. Information as to fees and other details may be secured by writing to Stanford Education Conference, Stanford University, California.

REPORTS OF COMMITTEES

Editorial Committee

Maude McBroom, Chairman

University Elementary School, Iowa City, Iowa

There are a lot of newer things going on in the elementary school today; therefore, we have chosen the title for the 1938 Yearbook to be "Newer Practices in Reading in the Elementary School." We think we have solved the reading problem, and no doubt when you received the circular about this Yearbook, some of you said, "Oh, my goodness, are we back on reading again?" But, I want to prove to you that our problems are not all solved yet.

Statistics show us the following:

1. That 24.1 percent of all failures in the public schools are due to reading.
2. That 10 to 40 percent of the children in grade one fail to be promoted and that 90 percent of these failures are due to reading.
3. That at the end of grade three at least 40 percent of all pupils have not enough reading ability to handle the fourth grade reading curriculum, and use the ordinary fourth grade textbook.
4. That both the native and the developed taste of the high school pupils are at a relatively low level.
5. That 9 percent of the high school pupils read magazines and the better magazines are not on the list.
6. That 56 percent of the college students do no optional reading of books, and 16 percent occasionally read newspapers and magazines.

This data should prove that we have not solved all of our reading problems, and that we have yet many difficulties ahead.

May I say that this Yearbook is a trend toward bringing to you actual schoolroom practices of people who have tried to meet some of these difficulties. It does have a few philosophical articles, but it mainly brings practical viewpoints.

This new Yearbook has ten chapters. One is on *Reading Readiness* and such imminent people as Lucile Harrison and Marion Mann Rowe have sent us contributions. People are saying that we are hearing too much about this subject but what is Reading Readiness? When is a child ready to read? How do you test it? What are some of the experiences in the first grade that are helping to get the child ready for reading? All these questions and others are answered in this chapter.

We have one article dealing with speech aspects, particularly of reading readiness, written by a person who has been experimenting for about fifteen years with the speech difficulties of children.

In our chapter on *beginning reading*, we have actual cases of how people have taken care of the different levels of reading ability. One article in this chapter is written by Mr. McDade. If you have been following his articles in the *Elementary School Journal*, you are familiar with his work. We have some excellent articles on literature in the middle grades from the standpoint of developing their tastes and appreciations.

The question of *diagnostic and remedial reading* is taken care of in another chapter. Here we learn how to prevent reading difficulties. We have minor and

major difficulties taken care of, and we have descriptions of reading centers for taking care of difficulties in a whole city.

We have an excellent chapter on *materials* in reading, some principles set up by no less person than Niela Smith. Many of you have used her books.

Also there is an excellent chapter on *school libraries*, and one elementary school principal reports in some detail exactly how he equipped his elementary school library, and how he carries out his program there.

We have a chapter on *different types of organization schemes*, both city-wide and within classes, telling us something about how to organize our work.

We have an excellent chapter, I think, on *administration and supervision* in the elementary school. We are told how to prevent difficulties; how principals received better service thru demonstration lessons; and how they conduct them. An excellent article on a Parent-Teacher Association meeting, in which there is an attempt to educate the parents in regard to the reading program.

One chapter is devoted to a well *supervised reading program*.

At the close of each chapter we have a short *bibliography* of twenty references. At the suggestion of Eva G. Pinkston, secretary, we are making up a study-outline to go with this, so that you can use the Yearbook in faculty meetings, study groups and principals' conferences.

When you receive your copy of this new Yearbook in the fall, let us hope you will make use of it. If you do, and it helps improve your conditions and solve some of these problems in your school, I am sure the Editorial Committee will feel they have been justified for the amount of work they have put into it.

Library Committee

James W. Mates, Chairman

Burgwin School, Pittsburgh, Pennsylvania

The Ten Most Outstanding Professional Books in Elementary Education*

"A good book," says John Milton, "is the precious life blood of a master spirit, embalmed and treasured upon purpose to a life beyond life."

We are blessed with many fine books in education, and especially in the elementary field. Men and women in the profession have placed in our hands a wonderful opportunity to read and enjoy with them their experiences and ideas. The publishers of books have ever been alert to improve their product, making it so attractive and economical.

Any method of selecting professional books in the field is open to criticism and justly so. To get information quickly involved the questionnaire technic which has its limitations. Your committee arbitrarily agreed upon the following plan of securing data: A committee of ten members was selected from ten sections of the United States. Each member contacted ten people in the field as principal, teacher, supervisor, and librarian. These people were asked to select the ten most outstanding professional books published since 1934. A blank form was prepared with specific instructions as to title, author, date of publication and rank of choice.

*Read by Dr. Robert Edgar, Bellevue, Pennsylvania.

The ten books listed here were selected on the basis of the number of times they were mentioned, and not by rank (weighted). Fifty-eight blanks were returned, of which fifty-two could be used in the study. The committee was not interested in which of these ten books was the most outstanding one.

1. Betts, Emmett Albert—*The Prevention and Correction of Reading Difficulties*—Row, Peterson & Co., 1936.
2. California Curriculum Commission—*Teachers' Guide to Child Development in the Intermediate Grades* (State Dept. of Education, California, 1936).
3. Caswell, Hollis L., and Campbell, Doak S.—*Curriculum Development*—American Book Co., 1935.
4. Educational Policies Commission—*The Unique Function of Education in American Democracy*—National Education Association, 1937.
5. Harrison, M. Lucile—*Reading Readiness*—Houghton, Mifflin & Co., 1936.
6. Hildreth, Gertrude—*Learning the Three R's*—Educational Publishers, 1936.
7. McGaughy, J. R.—*An Evaluation of the Elementary School*—Bobbs-Merrill Co., 1937.
8. National Society for the Study of Education—*The Teaching of Reading*—Thirty-sixth Yearbook, Part I—Public School Publishing Co., 1937.
9. Norton, John K., and Norton, Margaret A.—*Foundations of Curriculum Building*—Ginn & Co., 1936.
10. Tippet, James S., and others—*Schools for a Growing Democracy*—Ginn & Co., 1936.

This list of books indicates several trends. First, what the professional people in the elementary field are reading. Curriculum and reading are shown to be dominant interests, as these subjects have three or four books placed on the list. A total of one hundred and sixty-nine books were mentioned, showing the wide range of reading these people are doing.

*The following table shows the number of books listed and number of times each were mentioned:

List of Professional Books Published Since 1934 Showing Frequency in Which They Were Mentioned

NUMBER OF BOOKS	FREQUENCY OF MENTION
97	1
25	2
15	3
6	4
8	5
5	6
3	7
0	8
2	9
2	10
0	11
2	12
1	13
2	14
1	15

*From the above table it is observed that any book to be placed on the list was mentioned at least nine times.

Second, the philosophy of education was of second interest as shown by the books read. The publications of all the professional organizations were mentioned quite frequently, but even when they were mentioned they were seldom ranked better than fifth on a ten-point scale.

This list of books is recommended to you as a list of desirable books to be placed on your bookshelf for continual reference. Check your *selected reading lists* for teachers to see if these books are on your list.

The members of the committee wish to take this opportunity to thank those who contributed to this study. We believe this type of thing should be done frequently to take inventory of just what the profession is reading. No doubt this report has raised additional questions in your mind, and it is our hope that it will at least stimulate your reading.

Department Report

Eva G. Pinkston, Executive Secretary

1201 Sixteenth St., N. W., Washington, D. C.

I am glad to report that our Department is growing. In fact there is an increase this year over last year. Of course, I have told this good news to the Executive Committee and I shall tell it to the Enrolment Chairmen who meet two o'clock tomorrow afternoon at the Crane Building. (By the way, if your enrolment chairman is not here, will you please represent your city and come to the Enrolment Chairmen Meeting tomorrow afternoon, so that you can take a report home about the work of the Department and the things which we plan to do?)

Last year the Executive Committee decided to increase our quota over the year before. Miss Edythe Brown was President at that time and we reached the quota of 5000 members which she set for us. In fact we passed it. We went to 5153.

I am pleased to report that now we have passed the whole quota of last year and are at 5250. (Applause.) Since our quota is 6000 for this year, we must work like the very mischief, if we are to come up to President Stratton's expectations. We shall need the help of everyone, because the more members we have the more service we can render. This rendering of service means help. It means paying the expenses of our Editorial Committee. It means paying for the publishing of the Yearbook and the bulletins. It means rendering individual help to people over the United States, whether they are members of the Department or not, for the main interest of the Department is furthering the cause of elementary education.

We have, as I said, increased our membership over last year, but let me give you the February 15th figures for the past three years and show you how fast we have gone:

February 15, 1936	-----	3497
February 15, 1937	-----	4566
February 15, 1938	-----	5012

I believe you will say we are a growing institution.

This year we have published an Annotated Bibliography of the First Fifteen Yearbooks of the Department, and this has been quite a great help. This extra

bulletin goes only with a membership. I am sorry we cannot sell it, but the Executive Committee told us that we must not this year. We plan to bring this bibliography up-to-date, at the end of each five-year period.

Our New Yearbook, as you heard yesterday afternoon, will be on "Newer Practices in Reading in the Elementary School." Another service, which we are rendering is a *Study Outline* for our Yearbooks. I asked Dr. Samuel Berman to prepare the one on "Appraising the Elementary School Program," which is this year's Yearbook, and he has. We have to charge twenty-five cents for these study outlines to cover the cost of mimeographing, paper, ink, etc. The Editorial Committee is preparing a Study Outline for the new Yearbook.

A request which I want to make is that you send to headquarters, two copies of the report cards and permanent record cards, which you are using in your school system. We want these for display purposes at the Second Annual Conference on Elementary Education, which will be held at New York University, New York City, July 1-15, 1938. I am glad to announce that to date we have received 50 applications for this conference.

I am not going to talk about dollars and cents this afternoon. Each year we begin from scratch, but I don't mind because this means that we are giving to you people who are members of the Department the very best which we have. I thank you. (Applause.)

Presentation of Gavel

by

Dr. Harvey C. Minnich, Curator of the McGuffey Museum and Dean Emeritus, Miami University, Oxford, Ohio.

The Department of Elementary School Principals was greatly honored by and indebted to Dr. Harvey C. Minnich, Curator of McGuffey Museum and Dean Emeritus, Miami University, Oxford, Ohio, for the gavel which he presented to President Mason A. Stratton for the Department.

Dr. Minnich said: I am most happy to greet so many McGuffey lovers here. The reason I am here is that Mr. McGuffey wrote the books at Miami University. While he was an orator and a great teacher in his own right, if he had not written these great readers, we probably would have had only the announcement of the death of another great teacher.

I thought it might be of interest to this great department if they should have some memento of Mr. McGuffey, so I scurried about and found that Mr. McGuffey had planted one tree on the Miami campus. That tree was cut down a few years ago, before I became interested in Mr. McGuffey and most of it was burned; but I found a very faithful man the other day who had carted home with his own hands a piece of that tree, and from that tree I have had made this gavel. I take great delight in presenting to the Department of Elementary School Principals this gavel for their future use in this meeting.

SECRETARY'S REPORT

Atlantic City, New Jersey

February 26 — March 3, 1938

The Department of Elementary School Principals held two general sessions in the Rose Room, Traymore Hotel, Atlantic City, New Jersey, February 28 and March 1, respectively. These meetings were unusually well attended, and those who had charge of making the programs were indeed heartened.

President Mason A. Stratton secured outstanding educational leaders to address the group on Monday afternoon and these gentlemen brought most helpful messages. At the close of each address an opportunity was given for discussion, and questions were quickly forthcoming from all parts of the room.

It has been the custom of the Department for several years to invite the host state and city to have charge of one afternoon program; therefore, on Tuesday afternoon President Stratton introduced Mr. Floyd A. Potter, president of the New Jersey State Principals Association, who had arranged the program and who presided. Mr. Potter introduced two of his fellow Kiwanians, Mr. James W. Cullen, leader of the "Community Sing" with Mr. Bert Estlow, an accomplished musician at the piano. These gentlemen had the group singing in chorus. Individual singing was demonstrated when Mr. Cullen asked Mr. Potter, New Jersey, Dr. Hartman, New Jersey, Mr. Fertsch, Texas, and Mr. Miller, North Carolina, each to sing one stanza of "There's a Tavern in the Town." It was with much regret to all when the hands of the clock pointed to the time for this enjoyable group singing to stop.

Mr. Potter announced that due to illness, Dr. A. L. Threlkeld could not be present and that Dr. D. A. Prescott, School of Education, Rutgers University, New Brunswick, New Jersey, would address us. This very fine address of Dr. Prescott's was most stimulating and inspiring.

The programs of these fine meetings were 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

REPORT OF THE EDITORIAL COMMITTEE

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

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 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.

EMOTIONS AND THE EDUCATIVE PROCESS

Dr. D. A. Prescott, School of Education, Rutgers University, New Brunswick, N. J.
DISCUSSION—15 min.

Social Affairs

Tea—On Sunday afternoon from four to six p.m., Mr. Ralph Scull, in charge of the Crane National Exhibit, offered the facilities of the Crane Building for a social hour to the members of the Department of Elementary School Principals and their friends. The County Helping Teachers of New Jersey whose president is charming Miss Katherine Jamison, acted as hostesses. Approximately 300 principals and their friends enjoyed these social contacts and this very fine hospitality.

Breakfast—The Atlantic City Principals, under the chairmanship of Miss Margaret Buchanan, made arrangements for the splendid get-together breakfast, which took place Monday morning, February 28, 7:30, Belvedere Room, Traymore Hotel. President Stratton made everyone feel at home by asking that the ten seated at each table select a chairman whose problem it was to find out the name, nickname and hobby of those present at that table, and to be ready to make it known at the close of the meal. This fine plan soon had all chatting as if they were friends of long standing. The short business session at this breakfast consisted of making announcements for the week, which would be of interest to elementary principals and their friends. The Secretary was called on to give a short report regarding the progress of the Department. One hundred and fifteen responded to this early hour call, braving the cold, strong wind which came down from the north land.

Banquet—The banquet of the Department of Elementary School Principals, which was held in the American Plan Dining Room, Traymore Hotel, 6 p.m., February 28, was in celebration of the 100th anniversary of those famous Eclectic Readers, written by William Holmes McGuffey and his younger brother, Alexander. The 629 present at this unusual affair, enjoyed the evening to its fullest extent. Our competent banquet chairmen, Mr. Floyd Potter, Miss Mabel Castle, and Miss Ethel Hammel, made the splendid arrangements with the Traymore Hotel for this lovely occasion.

The distinguished group of men and women who represented the scholars under the superior leadership of the schoolmistress, Miss Ella J. Hamilton, former Supervisor of Elementary Education, Atlantic City, New Jersey, were: Mr. Aaron Kline, Principal, Pullman School, Chicago, Illinois; Mrs. A. Virginia Adams, Principal, Cunningham School, Vineland, New Jersey; Dr. James W. Crabtree, Secretary-Emeritus, National Education Association; Dr. Agnes Samuelson, State Superintendent of Public Instruction, Des Moines, Iowa; Dr. Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia; Miss Katherine D. Blake, formerly Principal, School No. 6, New York, New York; Dr. Joseph Rosier, President, Fairmont State Teachers College, Fairmont, West Virginia; Dr. Florence Hale, Editor, *Grade Teacher*, Darien, Connecticut; Dr. William W. Trent, State Superintendent of Schools, Charleston, West Virginia; and Dr. Cornelia Adair, Principal, Franklin School, Richmond, Virginia.

Dr. Walter Evans, Principal, Hunter-Farragut Public School, Philadelphia, Pennsylvania, demonstrated his ability in choral reading by getting the enthusiastic crowd to join lustily in reading the selections printed in the programs.

Dr. Ernest Horn, Professor of Education, University of Iowa, Iowa City, Iowa, was invited by Schoolmistress Hamilton to speak to the group in the person of Mr. McGuffey.

Mrs. William Holmes McGuffey (Anne Yago McGuffey of Gilbert and Sullivan fame), Washington, D. C., kindly consented to go to Atlantic City and join in the celebration and to lend her beautiful soprano voice in rendering selections of that time, as well as be the leader of the songs. Mrs. McGuffey is the niece-in-law and daughter-in-law of the authors of those famous McGuffey Readers.

The Department of Elementary School Principals will be forever grateful to Dr. H. C. Minnich, curator of the McGuffey Museum, Miami University, Oxford, Ohio, for having a gavel made from the tree planted on the Miami campus by William Holmes McGuffey and presenting it to President Stratton. Dr. Minnich is now having this gavel properly inscribed. It will be on display at the headquarters office in Washington, D. C. (loaned by Mr. Stratton).

Because of the intense interest of Mr. Leonard G. Rundstrom, assistant manager of the Traymore Hotel, the group had the delightful pleasure of listening to the beautiful and appropriate music rendered by the Traymore Instrumental Trio during the dinner hour.

President Stratton was honored to have at his right at the head table Superintendent Charles B. Glenn, President, American Association of School Administrators and at his left, Dr. Caroline Woodruff, President, National Education Association. These two guests and other celebrities who were attending the convention were given places of honor.

So that Schoolmistress Hamilton could have an exact reproduction of the school furniture of the period in which the McGuffey Eclectic Readers were used, Mr. Frederick M. Harman, Assistant Superintendent of Schools in charge of buildings, Atlantic City, New Jersey, made desks corresponding to those of the period, even reproducing initials and carvings as the youngsters of those days seemed to want to leave on the furniture.

The bell which Schoolmistress Hamilton used belonged to President Stratton's grandmother.

Pages of this bulletin show scenes from McGuffey Night. Note the lovely costumes worn by Schoolmistress Hamilton and her troupe of actors.

The cover of the 20-page program and the pictures appearing therein were exact reproductions of those first Eclectic Readers. Headquarters is indeed sorry it cannot comply with the many requests for duplicates of these lovely programs.

Executive Committee Meeting Sunday Morning, February 27, 1938

The Executive Committee of the Department of Elementary School Principals met in the Chippendale Room, Traymore Hotel, February 27. Those present were: Mason A. Stratton, President; Edythe J. Brown, First Vice President; Isabel Tucker, Second Vice President; H. B. Norton, Third Vice President; Arnold Gregory, Fourth Vice President; Edith B. Joynes, Ira M. Kline, Maude A. Rhodes and Irvin A. Wilson, Executive Committee Members; M. Emma Brookes, Director, Retirement Division; Herbert C. Hansen, Director, Life Membership Division; Maude McBroom, Cecelia Galvin, L. M. Fertsch, Jess Hudson, Editorial Committee Members; Richard R. Foster, Research Division, National Education Association; and Eva G. Pinkston, Executive Secretary.

President Stratton called the meeting to order and expressed his delight that so many of the official family were present and his regret that it was impossible for Cassie F. Roys and Harry H. Haw to attend. He then asked for a report from the Editorial Committee pertaining to the forthcoming Yearbooks of the Department. Miss McBroom, chairman, gave a splendid report about the 1938 Yearbook (this report can be found on page -- of this bulletin); Mr. Fertsch reported the progress made on the 1939 Yearbook; and Miss Galvin presented the suggested topics for the 1940 Yearbook. A motion was made by Miss Brookes, seconded by Mr. Wilson, that these reports be accepted. Motion carried.

Dr. Foster suggested a proposed Six Point Schedule for the Editorial Committee:

1. That the topic for each yearbook should be selected and submitted to the Executive Committee at the February meeting two years in advance of publication.
2. That the printed folder containing outlines for each yearbook be mailed to prospective contributors the following fall or early winter.
3. That a meeting of the Editorial Committee be held early in the fall to complete this outline and get it ready to go to the printer and to receive manuscripts which are already on the way.
4. That contributors to the next yearbook (1940) be asked to submit manuscripts the following June 30 instead of the following November 1.
5. That the Editorial Committee continue to meet in February as in the past.
6. That the publication date of the Yearbook stay the same.

After much discussion, a motion was made by Miss Tucker, seconded by Miss Brown, that this report be accepted. Motion carried.

A motion was made by Miss Tucker, seconded by Mr. Hansen, that the suggested theme "Meeting the Needs of the Individual Child in the Elementary School," be the topic for the 1940 Yearbook of which Miss Galvin is chairman. Motion carried.

A motion was made by Mrs. Joynes, seconded by Miss Brown, that the reading of the minutes of the Detroit Meeting be omitted since they had been published in the October issue of the *National Elementary Principal*. Motion carried.

President Stratton asked for the Secretary's Report. This was presented.

After discussing the importance of the Official Record and information which appear in the back of each Yearbook, together with the list of members, a motion was made by Mr. Gregory, seconded by Mr. Norton, that the Secretary be instructed to make a more strenuous effort to secure the names of the presidents and secretaries of the various principals clubs in the United States. Motion carried.

A suggestion was made by Mr. Gregory that the State Enrolment Chairman be charged with the responsibility of sending in the names of officers of state and local clubs.

A motion was made by Mr. Kline, seconded by Miss Rhodes, that a survey be made, possibly by way of a questionnaire, to make a study in certain key states of the turnover in membership, the Secretary to determine the states. Motion carried.

All problems of the Department as listed in the report of the Secretary were presented. One of these problems was to publish a better and more attractive bulletin. A motion was made by Mr. Hansen, seconded by Miss Brookes, that the Secretary be instructed to use her judgment in this matter. Motion carried. There were two or three suggestions offered:

- (1) Increasing number of pages to a uniform 64-page bulletin;
- (2) Using more pictures;
- (3) Increasing number of bulletins.

A motion was made by Mr. Hansen, seconded by Mrs. Joynes, that the meeting recess until 9 o'clock Monday morning. Motion carried.

Monday Morning Meeting February 28, 1938

The Executive Committee met in the Chippendale Room, Traymore Hotel, Monday morning, February 28. Those present were: Mason A. Stratton, President; Edythe J. Brown, First Vice President; Isabel Tucker, Second Vice President; H. B. Norton, Third Vice President; Arnold Gregory, Fourth Vice President; Maude A. Rhodes, Edith B. Joynes, Ira M. Kline, and Irvin A. Wilson, Executive Committee Members; Herbert C. Hansen, Director, Life Membership Division; M. Emma Brookes, Director, Retirement Division; Frank D. Whalen, President, New York City Elementary Principals' Club; Charles Joyce, President, New York State Elementary Principals' Club; and Eva G. Pinkston, Executive Secretary.

President Stratton called the meeting to order and welcomed the New York representatives. He asked them to tell about their plans for the Summer Meeting at New York City as they have outlined them. Plans for the Tuesday afternoon program, the breakfast, the banquet, place of meeting, tickets, prices, etc., were discussed.

A motion was made by Miss Tucker and seconded by Mrs. Joynes that the minutes of the Sunday meeting be accepted and recorded in the April issue of the bulletin. Motion carried.

The secretary read letters from Dr. Grayson N. Kefauver of Stanford University and Dr. George Kyte of Berkeley, inviting the Department of Elementary School Principals to hold its 1939 Conference on Elementary Education at their respective universities. A motion was made by Mr. Gregory and seconded by Mr. Norton that lack of definite information as to where the next meeting of the N.E.A. will be held causes our board to feel that it cannot take any action until it hears further from the N.E.A. Motion carried.

The secretary reported:

1. That 50 persons have made application for the Conference on Elementary Education to be held at New York University, New York City, July 1-15.
2. That the State of Washington has formed a State Elementary Principals' Club, and that a letter of congratulation has been sent.
3. That the Nationwide Committee of the National Education Association during the next three years hopes to be of real help in the field of individual guidance to the elementary schools of this country.

The subject of Salary Schedules was discussed. A motion was made by Mr. Hansen, seconded by Miss Tucker that a committee be appointed to make a study of the salaries of principals and that this committee make a report at the June meeting. Motion carried.

Because of the many changes in the administration and supervision of the elementary school, the secretary asked that the duties of the principal be considered. It was decided that each officer should write a short opinion on what the duties of the principal are, and that these opinions be published in an early issue of the National Elementary Principal.

In lieu of the many reports which are reaching headquarters relative to Retirement, Tenure, and Pensions, the secretary was instructed to make a definite effort to learn where unhappy conditions exist and to give as much help as possible.

Mr. Gregory suggested that the Department have a Creed and said he would send a copy of the Michigan Elementary School Principals' Creed to headquarters.

A letter was read from Dr. Hinckley of the National Youth Conference with regard to the Lundeen, Maverick, Coffee, Voorhis Bill. A motion was made by Mr. Kline, seconded by Miss Rhodes, that this letter be received and that Dr. Hinkley be informed that the Department feels it is not within its jurisdiction to take action on this matter. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Rhodes that Miss Brown be selected to represent the officers at the Tuesday afternoon meeting in giving a vote of thanks to the local committee for the splendid arrangements which were made for this convention, and that the Secretary be instructed to write those who helped make our convention such a wonderful success, expressing the appreciation of the officers.

Appreciation was expressed to the President, Mason A. Stratton and the Secretary, Eva G. Pinkston, for the splendid work they have done during the past year. Meeting adjourned.

Enrolment Chairmen Meeting March 2, 1938

The following friends met in the Crane Building for the purpose of discussing means of bettering the enrolment campaign of the Department of Elementary School Principals, Wednesday, March 2, 1938, 2 p.m.: H. B. Norton, Birmingham, Ala.; Nellie V. Lind, Denver, Colo.; Elizabeth R. Malcolm, New Haven, Conn.; Eva G. Pinkston, Washington, D. C.; Mabel Nelson, Tampa, Fla.; Maude A. Rhodes, Atlanta, Ga.; Edythe J. Brown, South Bend, Ind.; Carl W. Lemme, Evansville, Ind.; Florence E. Dixon, New Orleans, La.; Mrs. Anna Rose, Kensington, Md.; Effie Grace Higgins, Waltham, Mass.; Isabel Tucker, St. Louis, Mo.; Mrs. Ethel K. Newell, Omaha, Nebr.; Ralph C. McConnell, Atlantic City, N. J.; Mason A. Stratton, Atlantic City, N. J.; Gustav Patz, Irvington, N. J.; Louise Kurtz, Nutley, N. J.; Jessie M. Wamsley, Pitman, N. J.; Jane E. Monahan, New York, N. Y.; Mrs. A. R. Wilson, Durham, N. C.; J. E. Miller, Washington, N. C.; Jess S. Hudson, Tulsa, Okla.; Frank D. Austin, Port Arthur, Texas; L. J. Nielson, Salt Lake City, Utah; Mrs. Edith B. Joynes, Norfolk, Va.; and R. O. Edgerton, Portsmouth, Va.

A mimeographed report of the latest membership was presented to each member of the group. Each person was called upon to report his method of securing memberships and the progress he has made this year.

Miss Lind presented a typewritten report of the work done by the Colorado Enrolment Chairmen. This report showed the procedure used and the results accomplished.

Mr. Lemme told how he wrote a personal letter to five principals whom the city chairman could not get to join, and as a result these five people are members.

Miss Rhodes gave an account of how she and other chairmen attended the ten district meetings held in her state and talked before the groups about the national Department. As a result of this she received 13 new members.

Mr. Hudson presented the idea of going after County Superintendents and asking them to join. He tried this out in his state and was quite successful. He also said that when a person said they would not join the Department because it did not do him any good,

he would answer them "After all, it isn't a question whether the Department can do you an individual good, but are you professional enough to do the Department some good."

Miss Malcolm reported that her greatest difficulty was in selecting chairmen to help her.

Mrs. Wilson told us that North Carolina has now six active districts and that she sent a personal letter to the principals of her state and then went to the district meetings to collect the dues personally.

Mr. Austin, who was representing his state enrolment chairman, Mr. W. L. Darnell, hopes that there will be a close correlation between the state and national organizations. He said, "The elementary principalship is an active and growing concern, and elementary principals should be proud of this position, because it is the foundation in the elementary school system."

Miss Brown believes that the enrolment chairmen should make an effort to go to all state, and local principals' meetings and offer to take the dues and send them into headquarters. These personal contacts, she believes, will help very materially.

Mrs. Rose stated that one contact which she had made at this convention will enable her to get the names of the principals from some of the sections where she has been unable to get into.

Mr. Nielson reported that the work of the national department has just begun in Utah and the elementary principals are beginning to have a place of recognition in his state.

Miss Higgins, who was representing her state chairman, Miss Louise Wingate, told how when she was chairman, she always made an appeal for support of the national organization not for what the principals got out of it, but for what they could put into it.

Mrs. Newell, who represented her state chairman, Miss Virginia Ellett, reported that all but one member in Omaha had paid their dues in the National Department.

Miss Tucker reported that when she was State Chairman she kept some postcards on her desk and a list of the unpaid members, and every few days she sent out a few cards reminding principals that they had not paid.

Mr. Norton, who represented his state chairman, Robert C. Johnston, reported that he is going back to Alabama and tell the principals about the Yearbook, and he is expecting Birmingham to be 100 percent again this year.

Mr. McConnell explained that his work dealt with rural schools and therefore, most of his contacts had to be made thru the mail.

Miss Troy said she felt that the enrolment chairmen were the backbone of the state and national organizations. She suggested that the state presidents and state enrolment chairmen get together at a luncheon during the state meeting and become better acquainted.

Miss Nelson, who represented her state chairman, Mr. Frank Foulks, reported that Miss Pinkston would be at their State Meeting in March, and this visit by the secretary would be of much help in interesting the principals in the national Department.

Mrs. Joynes, who represented her state chairman, Lillian M. Johnson, reported that this is the first time Virginia has ever made a quota in any national organization that she knew of. She stated that they were not going to quit yet.

Mr. Patz brought out the idea that the principals must be educated to the idea that the principal holds the key position. He believes that we should give principals a job to do and make them Department conscious.

Miss Wamsley sent a letter to unpaid principals telling them about our programs at Atlantic City, and McGuffey Night. This brought a few new members.

Miss Monahan said that her main difficulty is that there are so many organization in New York City.

Mr. Edgerton reported that the superintendent permitted all principals of Portsmouth who were members of the D.E.S.P. to attend the convention with expenses paid. He feels that next year he will have competition.

At the close of the meeting, Mr. Scull, manager, Crane Building served delicious refreshments.

EVA G. PINKSTON,
Secretary.

New Books

Motion Pictures in Education by Dale, Dunn, Hoban, Schneider, will be helpful to research workers, teachers and administrators to evaluate what has been done, to consider what ought to be done, and to conceive a plan of what can be done with this new educational medium. Educators interested in any feature of educational advance will find it an indispensable reference tool. It is published under the auspices of the Committee on Motion Pictures in Education of the American Council on Education.

This excellent new book can be obtained from the H. W. Wilson Company, 950 University Avenue, New York.

★ ★ ★

Elementary school history must not be high school history cut down. It must present all the facts in such a simple manner that the pupil will not be confused by the concepts too mature for his comprehension. It must introduce the idea of relationships so gradually and so naturally that he will see them as factors in the interesting story of his country's growth rather than as a special study of cause and effect. Every effort has been made in *America Today* by Nichols, Bagley and Beard, published by the Macmillan Company, to tell the story of our nation's growth in a way that will appeal to children of the upper elementary grades.

★ ★ ★

What the World Eats by Webster and Polkinghorne, is easy reading for children in the middle elementary grades. By means of stories and imaginary journeys, it tells children about their everyday foods, and also about the strange foods of other children in far-away lands and in days long ago. It tells how and where the food grows, how they are harvested, and how they are taken to market. Thruout the book there are illustrations in colors. At the end is a list of new words, suggestions about things to do while studying about foods, and an index. Houghton Mifflin Company, 2 Park St., Boston, Mass., has published this book.

★ ★ ★

Social Psychology of Education by Bowden and Melbro, McGraw-Hill Book Company, presents the applications of social psychology to the problems of educational workers. The authors deal with the social-psycholog-

ical aspects of the learning process; the technics of attitude formation and the personality development; and the use of common means of social control in school and classroom.

★ ★ ★

D. Appleton-Century Company, 35 West 32nd Street, New York, takes pleasure in presenting *The Story of the Alphabet* by Edward Clodd. In this new edition of an invaluable and intensely interesting book, the evolution of the different alphabets is traced, with special emphasis on the common primitive forms and concepts from which the modern alphabets have been derived.

★ ★ ★

Living Long Ago and Now, a textbook-workbook in Social Studies for the Elementary Schools by Joy M. Lacey, combines core or basic social studies information with teaching-learning exercises. The short units of instruction tell how man has developed better ways of living thru the ages. There are interesting little stories of traveling westward, building log houses, the growth of towns, the way different tribes of Indians live, how the first people used fire, as well as stories about dairy cows, truck farms, lumber camps, cotton mills, and the building of new homes today. This book is published by the Johnson Publishing Company, 8-10 S. Fifth Street, New York.

★ ★ ★

Flying the Printways—Experience Through Reading by Carol Hovious has been prepared for the sixth and seventh grades. It has been minutely tested in classrooms of every type of school thruout the country from New York to California—one room country schoolhouses, large city schools, in select residential districts and in underprivileged foreign districts. It has been subject to constant revisions on the recommendations of both pupils and teachers. This book contains stories about movies, flying, airplanes, and adventuring in far corners of the earth. Many lively illustrations vividly express the high interest content of the text. D. C. Heath and Company has published this splendid book.

This Fall We Shall Send—

NEWER PRACTISES
in
READING
in the
ELEMENTARY SCHOOL

*The Seventeenth Yearbook of the Department
of Elementary School Principals*

Chapter Headings Will Be:

- I. Desirable Scope of the School Program in Reading.
- II. Reading Readiness.
- III. Beginning Instruction in Reading.
- IV. Cultivating Appreciation and Good Taste in Reading.
- V. Study Reading in the Content Fields.
- VI. Diagnostic and Remedial Practises.
- VII. Providing Reading Materials in the Classroom.
- VIII. Using School and Public Libraries.
- IX. Organizing Schools and Classes for Better Reading Instruction.
- X. Administering and Supervising the Reading Program.

Ready for distribution September 15, 1938

A little more Kindness—
A little less Creed.
A little more Giving—
A little less Greed.
A little more Smile—
A little less Frown.
A little less Kicking—
A man when he's Down.
A little more "We"—
A little less "I".
A little more Laugh—
A little less Cry
A little More Flowers—
On the pathway of Life.
A fewer on Graves—
At the end of the Strife.

ANON.
