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# The NATIONAL ELEMENTARY ★ PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS  
NATIONAL EDUCATION ASSOCIATION

PAN-AMERICAN  
GARDENS  
IN THE  
FALL

October, 1938  
Vol. XVIII, No. 1



# THE NATIONAL ELEMENTARY PRINCIPAL

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

### OFFICERS OF THE DEPARTMENT, 1938-39

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*First Vicepresident*, Mason A. Stratton,  
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*Second Vicepresident*, Elizabeth R. Malcolm,  
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*See space below for Committees as they are appointed thruout the year*

### Yearbook Committee for 1938-39

#### ENRICHING THE CURRICULUM FOR THE ELEMENTARY-SCHOOL CHILD

L. M. Fertsch, *Chairman*  
606 Highland Avenue  
Austin, Texas

Cecelia Galvin  
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Jess S. Hudson  
2823 E. Fifth Street  
Tulsa, Okla.

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

The picture appearing on the cover is a view of the Pan-American Gardens as they appear in the fall in the Nation's Capital.

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PRESIDENT John A. Sexson and the Executive Committee announce that the sixty-ninth annual meeting of the A. A. S. A. will be held at Cleveland, Ohio, February 25-March 2, 1939. Headquarters, registration, general sessions, and exhibits will be in the Cleveland Public Auditorium.

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FOUR TIMES each week thruout the 1938-39 school year, programs sponsored by the N. E. A. will be broadcast on the nationwide radio chains of the CBS and NBC. The series will begin on each network in October.

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“The Living World”  
Thursday—  
“New Horizons”  
NBC—Wednesday—  
“Our American Schools”  
Saturday—  
“Florence Hale's Radio Column”

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*The group assembled in the Manhattan Room, Hotel Pennsylvania, June 28, 1938, for the semiannual banquet of the Department of Elementary School Principals.*

## Teaching in the Elementary School: A Real Job

**Maude A. Rhodes, President, Department of Elementary School Principals and Principal, Whitefoord School, Atlanta, Georgia**

The Department of Elementary School Principals at its meeting in New York conferred a very great honor upon me, my state, and the whole Southland.

I come to you, fellow-principals, as your president, with a feeling of real humility; but, also, a feeling of certainty that with your continued co-operation and assistance to the Department, we can make this, "our year," the most splendid one in the history of the organization.

In thinking over the field of endeavor for this year, it seems to me that the relation of the work of the elementary grades to the success of the whole school program, might come in for careful consideration; and if, at the end of the year, we have raised the elementary level in the field of education, even in a small degree, our year's work will not have been in vain.

Let us look at the facts peculiar to the elementary school:

1. The elementary school enrolls, approximately, eighty per cent of all the children in school at any given time.
2. The elementary school gets the children first.
3. The elementary school has the children for a longer period of time than any other division of school.
4. The elementary school serves all the children—gets every child, and hence, contacts every home.
5. The elementary school is nearest the home, both geographically, and personally.
6. The elementary school maintains an atmosphere more nearly homelike than any other division of school.
7. The elementary school develops a more personal relationship among pupils, teachers, and parents.
8. The elementary school is credited by educational authorities with doing better teaching, and with keeping abreast of changing conditions and circumstances more successfully than any other division of school.



MAUDE A. RHODES

9. Individual elementary schools are, on the average, smaller than others; but the classes are larger than the average.

10. The elementary school has a salary schedule lower than all others.

11. The elementary school in some states, has a shorter term than the high school. Seven months is deemed sufficient for it, while nine months are given to the high school.

12. The elementary school is the one division of the educational program which is uniformly recognized as being necessary and hence should be first.

*What the elementary schools claim to do:*

1. Prepare for high schools the *Tools of Learning*.
2. Promote health and good health habits.
3. Make good citizens.
4. Discipline the mind.
5. Enrich the life of the child—raise his cultural level.
6. Inculcate appreciations.
7. Prepare for a good after life by living well in the present school life.
8. Pass on from each generation to the next whatever worthy benefits the civilization of the past has contributed to the public welfare.
9. Develop all those latent, wholesome powers that are essential to the master ability of using these contributions of the past, and adapting them to the welfare of the public today.
10. Discover and develop the individual aptitudes of all pupils.
11. Cultivate the habit of critical thinking.

The elementary school is the foundation upon which our entire system of education must be built. As its needs are recognized and supplied so will the super-structure rise in beauty, and strength, and power.

More elementary schools, with longer terms, a smaller teacher-load, a living wage for teachers, a fair equalization of salaries,—all these will work wonders in the fulfillment of the hopes, and realization of the ambitions of those who are laboring for the good of the children and youth of our land.

Up in Maryland on the road from Cumberland you will find the following quotation conspicuously placed on a board in a church yard: "Good parents usually make good children."

More and more do we feel that elementary education is interpreting itself, not alone to the school system as a whole, but to those individuals who are bearing the title of *Principals*, without realizing to the full the challenge to service the position offers.

In view of all this *what is our duty?*

### FACTS ABOUT ELEMENTARY EDUCATION

In 1936 there were 20,392,561 boys and girls enrolled in public elementary schools of the forty-eight states and the District of Columbia. Of the forty-two states and District of Columbia reporting, 13,733 principals were designated as elementary principals.—

Biennial Survey of Education, U. S. Office of Education, Washington, D. C.

## The Elementary Principalship: A Real Job

**Dr. John A. Sexson, President, American Association of School Administrators and Superintendent of Schools, Pasadena, California**

In education, as in other areas of human action, interest and experience, we seem to be able to envisage at a given time only a small portion of the total—and obviously our interest and our major activities relate themselves largely to the point of focus. So we engage ourselves busily with a small segment or area of our schools and leave the marginal areas out of consideration to a rather disconcerting degree. We have lately given intensive thought to secondary education. Much time and attention have been given to "youth problems" with a resultant emphasis of upper-grade problems. It may not be amiss to call attention to the equally pressing problems in the elementary school and at the pre-school level.

It has been the impression for some time that the secondary school principals overshadow in prestige, influence, responsibility, and recognition the elementary school principals. The basis for this idea is obvious to students of the history of education. A review of the factors that have united to produce this situation is not needed here. It suffices to call attention to the developing consciousness that the emphasis described above is decreasingly true as an awareness of the total problem of educational administration and supervision develops.

It is at least partially true that movements such as the progressive education proposals, the concept of the *modern* school, and such concepts as the child-centered school, education as experience, the growth-need curriculum, and other thought-stimulating ideas have brought to mind the realizations that the elementary school has problems which challenge the best ability our profession affords. It has been made plain to numerous boards of education, both public and private, and to many administrators of both public and private schools that there is a dearth of competent and well-trained men and women at the elementary school level when the full needs of this area are considered. The long-time policy of enticing persons of superior ability and adequate training to desert the elementary schools for the better salaries of secondary schools has produced the to-be-expected results—a serious shortage of competent personnel at the elementary level.

The writer has been urged repeatedly to nominate competent and adequately trained persons to fill vacancies where recognized competency in the elementary field was a prerequisite. He has been surprised to find no available candidates. Altho recognizing and admitting that a superintendent of a comparatively small system is in no position to appraise the country-wide situation and to jump at conclusions admittedly based on inadequate data, the fact remains that others in a wide variety of positions and in widely scattered areas are making the observation that the elementary school today presents the most challenging prob-



DR. JOHN A. SEXSON

lems to be found at any educational level, and that there is a dearth of persons of ability, adequately trained, and thoroly experienced. What has been done in the elementary field in a few favored schools, however constructive it may have been in a particular situation, has for this very reason produced a demand for a general modification of elementary education everywhere. Sporadic efforts in widespread situations have heightened the confusion, the feeling of inadequacy, and insecurity among teachers, the questioning and lack of confidence on the part of parents, and a growing problem of financial support for a really adequate elementary-school program.

No one, in fact, questions the importance or the fundamental need for adequate elementary education; no issue is less disputed and no proposal more universally supported. This is a perfect set-up for the successful functioning of competent leadership. Opportunities for lucrative employment are plentiful. Training adequate to the needs of such leadership, while not generally characteristic of teacher-training institutions, is yet available in a few institutions. Competent persons are seeking opportunities for employment in our schools; the public is slowly recognizing the need for better educated personnel and the necessity for adequate remuneration. The elementary schools of America—particularly the elementary principalship—hold promise of becoming America's most attractive educational assignment.

This is in the main true because of the growing consciousness that elementary education remains today, more now than in the past, the bulwark of our American democracy. Secondary education has traditionally concerned itself with the problem of producing trained leadership. It has served a chosen few and, despite our desperate effort to universalize it, it remains even more today than formerly an institution devoted more to specific than to general education. This throws back upon elementary education the burden of preparing the vast majority of our youth for the democratic way of life.

This means a frank facing of the problem of the content of the elementary school curriculum, the method of instruction in the elementary school, and the character and quality of the growth experience of children at this level. The older concept that "fundamentals" are confined to formal subjects and that learning is to be confined to skill mastery is so apparently inconsistent with the facts of modern society that one wonders that these notions are so prevalent in both lay and professional groups. Yet the administration, supervision, and teaching of the elementary school stands today in all too many communities almost exactly where it stood fifty years ago. The financial support and agencies of control in elementary education are too often strangely reminiscent of a simple agrarian society and seemed geared to an over familiar definition of a rural school as a place "where a little teacher, in a little house, for a little while and a little pay, teaches little children little things." I do not mean this to belittle elementary education in general. I recognize that many communities, many principals, many teachers have done most excellent work. I do mean to emphasize my own opinion that the elementary school in America is coming into its own and soon. I do not expect a millennium easily attained. I do wish to point to the elementary school as an institution where competent and well trained men and women may render a basic and fundamental social service for which the financial

reward will be increasingly commensurate. One can never be sure about investments—of either time, energy, or money. Public service has been an extra hazardous calling but it would require an unusual amount of pessimism to sell elementary education in America "short". The market here appears to be "sound and tending upward."

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## The Principal

**Reuben T. Shaw, President, National Education Association**



REUBEN T. SHAW

The principal occupies a key position as a coordinator of educational processes. For the reorganization of educational programs that inevitably lies ahead, great responsibility rests upon his shoulders. In thousands of schools the principal is handicapped in this extraordinary service which confronts him. Even in some school systems from which the curbing hand of depression has been largely removed, there are school principals still carrying on teaching and clerical duties which were assigned to them in order to reduce the cost of education in the critical days of the nation's financial breakdown. This handicap should be removed. The principal must not be so absorbed in the responsibilities of a single classroom nor in the routine activities of a school clerk that he

does not have time for constructive effort in the adaptation of his school curriculum to those rapidly changing needs of youth toward which every study of education points.

If any advantage has accrued to the principal from the emergencies of the depression, it is the sharing of the administrative and supervisory responsibilities of the school with teachers. The increased participation of the classroom teacher in school management has gone on apace since the depression created the necessity for a redistribution of duties. Principals are to be congratulated upon the success with which this opportunity, arising partly from necessity, has been made to continue in the service of school advancement.

In the trying period of reaction and retrenchment from which we are now emerging, new concepts of lay relationships as well as professional have been pressed upon us. These include, not only the relationships of the educator with his colleagues, but his relationships with pupils and with the parents and the public in general. Especially, there rests upon both principal and teacher a profound obligation to interpret to the general public the recent reevaluations of education. This task offers an unprecedented opportunity for real leadership. May the school year ahead be a notable one for the manner in which the leadership is assumed.

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**The membership year is from September 1 thru August 31.  
Therefore, dues are now due.**

## CONVENTION PROGRAM—JUNE 27, 1938

**T**HE FIRST AFTERNOON PROGRAM of the Department of Elementary School Principals was held in the Salle Moderne Room, Hotel Pennsylvania, New York, N. Y. on Monday, June 27, 1938.

The first number on the Monday afternoon program was the showing of two films, "Play as a School Activity" and "Making of an Engine," furnished by the Visual Education Committee of the Department of Elementary School Principals of which Harry H. Haw, San Diego, California, fourth vicepresident, is a member. These films were made by Fred Orth, Los Angeles, California, and the Department of Elementary School Principals is under obligations to Mrs. George G. Howard, Inglewood, California, for seeing they were delivered safely to the convention. We wish to thank Mrs. Howard for the splendid presentation she gave of Mr. Orth's work.

We are indebted to the Bell and Howell Company of Chicago for lending us the projector and furnishing an operator for the showing of these splendid films.

President Mason A. Stratton, Atlantic City, New Jersey, presided. He extended the greetings of the officers and told of the work which the Department is trying to do.

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### Teacher Participation Thru the Parent-Teacher Association

**Mrs. J. K. Pettengill, President**

**National Congress of Parents and Teachers, Washington, D. C.**



**MRS. J. K. PETTENGILL**

Teacher participation has been an interesting thing over a long number of years. We have seen it change. The teacher participation of my earliest remembrance and that of which I heard from my mother was certainly a type of high calling, but I also submit to you that it was a hard road for the teacher. It meant an almost compulsory part in a community's endeavors, and I have heard about teachers being compelled by public opinion to attend bazaars, prayer meetings, lectures, concerts and other things in which they might or might not have been interested.

It meant sometimes, I am afraid, that a long-coveted Saturday made for freedom from the week's routine, for opportunity to catch up on those many personal things that should be done—the correspondence, the calls, the visits, the evenings with friends, perhaps the opportunity to read and be quiet and just relax—all that a long Saturday meant had to be given up in favor of attendance at an all-day Sunday School picnic.

Where should the teacher of the day school be if not at the Sunday School picnic? Who knew how to handle the children better than she? Or if we had in those days, that rather rarer paragon, a man teacher or a principal, he certainly should be there, because he would know how to look out for those big boys who were always picking on the little ones. That was a good way, was it not, for a

teacher to participate? It was fine from the parental point of view and frequently we insisted on it.

I am glad, as you are I am sure, that that type of teacher participation seems to have passed largely away and that we are realizing participation involves something far more important than going thru the motions of a small group who perhaps were dominated with one idea at the time, but whose objectives may or may not be the objectives of the united group.

Today's need for participation by teachers lies in the concerns of an adult world, of which the teachers are an important functioning part, and it includes all that was good in those earlier contacts. It loses nothing today of the friendliness and kindness, nothing of the understanding sympathy that was so often found in the earlier day, but it adds immeasurably by pushing forward and upward the ideals of participation. It calls upon teachers to participate primarily and constantly as citizens, to participate as a cooperating member in all the concerns of a democratic society. It moves the emphasis forward from the temporary issues to the ultimate goals of an inclusive, functioning, educational program, and we believe that it frees the teacher from those hindrances that we unhappily and unfortunately but unintentionally placed upon teacherhood years ago, when we demanded participation in terms of our own activities rather than in terms of the ultimate goals of education.

The vital task of the educator lies in facilitating the adaptation of men, women and children to a changing culture and a growing body of knowledge. The struggle of the child to free himself from the emotional attitudes of infancy, of the youth to lay the foundations of family life, of economic security, of successful living, of the citizen to become an independent, cooperating member of a democratic society—all this constitutes the program of the profession of teaching today and this is the program of participation for teachers.

Our topic indicates that we believe there is a particularly useable and valuable agency for making this participation possible. We believe truly that the parent-teacher organization offers this opportunity and challenge.

### **Origin of Parent-Teacher Movement**

Parent-teacher associations grew out of mothers' clubs many years ago. There is a story which we do not often tell but which I think may be true, that the very first of the parent-teacher associations in the very Eastern part of the country came into being because mothers' clubs, studying the health of the children in the school, studying the conditions under which children went to school, decided they must have screens to keep out the flies, and that mothers' club influence was responsible for forming parent-teacher associations whose first idea of participating in education was to make the schoolroom and the school building a better place for children.

Whether or not that was immediately successful, we have no record. We do know, however, that public opinion, which demanded more sanitary school buildings did eventually come out of those earlier attacks on the problem, and the eventual conclusion was the things that was of value and that was carried on, so that in most enlightened communities today, it is not necessary for parents to worry so particularly about those things because they are taken care of by an awakened and aroused public opinion.

Another way that we attempted to share, and you may have sad knowledge of this, was in our efforts to take a definite part in the educational process. We often exerted some unwelcome interference with the administration of the schools or with the work of the teaching staff. Part of that was our fault, part of it lies, perhaps, in another direction.

It simply can be said that we did not know how to participate in educational functions, and we felt that we had ideas that needed a bit of explaining, perhaps even acting upon. Our attacks were not ill-meant, but were ill-placed, perhaps, as we endeavored to assume with you a share in the responsibility for the education of our children. It was unwise and I believe I am speaking in generally true terms when I say that that is outmoded. If it is not, then we must together find a way to make it completely so.

A third thing which we perhaps did not do so much as a matter of participation, but which worked harm was that we exploited the children. We made undue demands on the teachers in order to build a program for the afternoon meeting, perhaps the whole program for the year, which we hoped would hold and attract the membership of our organization. That, too, we believe has gone where all such attempts have gone. I don't know that it has; in fact, I see one person in the audience smiling and perhaps that person who is smiling knows that in some far corner of the United States there is still a Parent-Teacher Association which does this.

There is a Parent-Teacher Association which says at the beginning of the year, "We will have the usual open house for the teachers. In October, the teachers of grade 1 and 2 can have their meeting. The November meeting will be for grades 3 and 4," and so on. I have heard of those. I have never met one. I have tried to stay away from actually ever finding one, because I want to believe they are no longer so.

### **Parents Begin to Participate**

I have given you a picture of what was perhaps an earlier attack on the problem of parent participation, because in order to build a discussion of teacher-parent participation, I felt that, first of all, we would have to see the method and the means, and the organization actually with which you are to participate. The years have rolled by since we thought of parent participation as being that, and we have come to a new place and to a new endeavor.

We have not come alone. You as teachers have come with us, perhaps have preceded us, but thru the radio, thru the magazines that we have read, thru the unrest that is in America today, we all have learned together that there are new problems to be faced, and teacher participation in the parent-teacher movement is meaning and going to mean something entirely different from what it has in the past. This parent-teacher group with whom we believe you can cooperate and without whose cooperation we feel the school picture is not complete, is attacking its problems on a new front. We are beginning to talk about democratic living, just as you are. We are beginning to talk about the society, the problems of the society that is new and that faces new conditions.

This is what we say as one of our parent-teacher principles: We believe that democratic living implies a respect for the personality of each individual, belief in the principle that each individual should have equal opportunity to become

the best that is in him to be, and a faith that it is within the power and the possibility of society to provide the best and fullest life for each and all. We believe that in cooperative endeavor lies the hope of the eventual achievement of democratic living and in so far as parents and teachers learn democracy thru cooperative experiences, in deliberating, planning, and acting together in the home and in the school, to that extent will tomorrow's generation find joy and fulfillment in active service and participation in a democracy of justice, equality and freedom.

Perhaps you are thinking that those are just words, but I have seen, and I think if you have been observing carefully you have seen, groups of parents in the past year or two or three years who definitely step out on that platform, who made up their minds that if you as teachers could so courageously attack the problems of democratic living, if you could under difficulties demand, secure, and maintain your freedom of expression and of thought and of individuality, then we want to stand with you, and though we may not be able to attack our problems as you do professionally, yet we believe that in cooperation with you, we can do something in the field of democratic living.

#### **Four Fields of Endeavor**

Then teacher participation becomes a teacher contribution to our parent efforts, to our parent-teacher endeavors. As parents, we have chosen four fields in which we believe we can be particularly active in bringing about democratic living. We sought, selected, and planned as we set up these four fields, and may I say to you that the place where we found our direction was in your profession and in your expressions. As we set up these four fields, we felt, and I believe you will agree with me, we were selecting the four fields in which you, too, choose to work most definitely.

First of all, the field for our endeavor in which we are asking your teacher participation is in the matter of health, because we as parents have made this statement: We believe in a health program for the cumulative good of children and youth, a program which recognizes the three aspects of growth, physical, mental and social; which brings into harmony the influences of home, school, and community, in a conscious endeavor to develop desirable habits of living; which builds not only the health of the individual but which contributes to the building of the community's health, and of a society where health is paramount. We believe that teacher participation will follow there.

Then in the field of learning, which is so implicitly your own, but to which we believe we can bring a contribution, we state this: The education of the child is an adjustment to all the influences in his life, organized and unorganized, which act upon him in any way. It is, therefore, the responsibility of parents and teachers, working in homes, schools, and communities, to develop, to utilize, to counteract and to control those influences, situations, and programs in accordance with the established objectives of democratic education. And as one who has worked long in parent-teacher association work, may I say frankly to you that we do want to follow thru with you on the established objectives of democratic education, and when we say teacher participation is necessary, we are looking to you for direction in these things, for guidance, for, after all, you are the people who are prepared to lead us in these fields.

Our third field is that of personality. We believe a personality is the sum total of an individual's characteristics and is especially manifest in his relations with other people. To give the child an opportunity to develop the type of personality which will enable him to live wholesomely and happily as an individual and as a member of the social group is a joint responsibility of home and school. There we get the individual attention which is bestowed upon our children in their schools, which is reflected in wise treatment of the child at home, which undertakes an understanding of the child, so that his education may be in terms of his own needs and abilities. Since you have built your fine programs and plans for the education of our children on that basis, we are asking that we may be, with you, contributors to the total program of building personality.

Our last field for expression of our ideals is that of citizenship. The foundation of democratic citizenship is laid at home, in the school and in the community, where each individual learns to act and to think as a good citizen in all his relations.

I do not need to tell you that we have borrowed those from you people. I do not need to say that we read the pronouncements that you had made, and that, seeing your participation in the development of good citizens, we adopted as our platform these four statements.

### **The Parent-Teacher Platform**

We believe that your participation means that you are willing to guide us and direct us and work with us as we go into what is, for you perhaps, a known field, a field in which you have been experimenting and experiencing, in which we perhaps lag behind, not in interest but in ability to meet the situation.

We believe, in addition, that democratic living is all institutions and agencies, which will finally leave its effect upon individual life and growth. Together as parents and teachers we must evaluate in painstaking terms, all the agencies in the communities which affect the lives of our children and you. It may be true that our desperate parental interest is greater than that of teachers, but we do know that it is immediate and close to our hearts and thereby the responsibility of educators and teachers in this field of joint evaluation is greater, since teachers have the training, the experience and the viewpoint to direct our thinking in this phase of evaluating agencies and organizations in the community.

There is no bigger job before adults today than this evaluation of what is going on in the community in terms of how it affects the lives of the children and you. There is scarcely an agency that is not open to our very careful scrutiny. We start out in our thinking with the agencies that are character-forming and with which we wish to cooperate. We discover in them those particular characteristics which we believe will build, but we can go on from there to other agencies in the community and it is there that we are asking teacher participation in evaluation and eventual change, if change is needed.

We think of the gang, the small boy gang. What is the value of that? The parent so often feels that the gang is a detriment. Teachers and educators know that the gang instinct which seems to be fairly universal can be used constructively. We are asking you for your participation in the evaluation that parent-teacher organizations and parents, too, are making.

We are asking you to help us evaluate the agencies, the organizations, the customs of our communities which so definitely affect the lives of young people. Our parents mostly are quite closely tied to their own youth. We do not get far enough away from those situations to judge objectively. We need your help. The automobile, the roadhouse, the type of commercial entertainment and amusement which our young people have—have these values. Are they all bad? We parents are so struck by the difference that we see that we are not fair judges, oftentimes, as to the value of these things. Parent-teacher organizations take up these matters for discussion. I hope that most of them take them up in that fine democratic, new way of presenting our problems for group discussion; fewer addresses and more opportunities to solve our problems as a group, with you as teachers participating.

Then there is one other way in which teachers may participate with parent-teacher organizations in the agencies and organizations that are outside, and that is in seeing that whatever laws are passed or go on the books, affecting our children in any way, are wise, adequate laws and are capable of enforcement. Child labor laws, if they are to be placed on our books, ought to have the backing not only of the parents, the Parent-Teacher Associations, but the active backing of our teachers. We hope there will be participation in legislation and in legislative endeavor that will have a direct effect, not so much in terms of numbers but in terms of influence, such as you as teachers can exert, and make possible this legislation—the legislative approach to child and youth problems which perhaps, as parents, we are not always able to undertake wisely, but where we will follow with you in your plans for children and youth.

Those are the types of teacher participation that, it seems to me, are particularly possible in working with parent-teacher organizations today. I hope I have not painted too rosy a picture of Parent-Teacher Associations, but if the Parent-Teacher Association that you know is less rosy than that, then you will have the added stimulus to help that Association be what it should be; to call to their attention the fact that these are the ideals that we have set before us; that they are actually the things which we would like to follow.

Teacher participation without the Parent-Teacher Association would be nonexistent. It is only because you have participated with us that we have been able to carry on the work that we have done in the National Congress of Parents and Teachers.

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## AMERICAN EDUCATION WEEK

November 6-12, 1938

An entirely new plan has been carried out in the preparation of materials for American Education Week by the N. E. A. This year the materials in each packet have been organized by folders—a folder for each day's topic. Each folder contains loose-leaf suggestions. The packets which will be of most help to elementary schools will be the *kindergarten-primary school packet* and the *upper elementary-school packet*. Ten field committees cooperated in the development of the folders in these packets.

This material is now available from the N. E. A.

## Some Important Factors in Personality Development

**Dr. Fritz Redl, Progressive Education Association, New York, New York**

I think there are about seven different educational technics of influencing children's behavior. I am not talking of the things which influence their character, but I want to mention those things which we try to do to influence the behavior of youngsters, to which at some time or other, we resort. You will say that there are many more than seven. Of course there are, but I think you will agree with me after I am thru that we can group most of the things which we try to do to youngsters in our attempt to influence their behavior (and every teacher has to influence the behavior of youngsters) under seven points, for the sake of a short presentation.

**Rewards**—The first possibility of doing something to children which may influence their behavior is one which we may call the means of using reward; rewards of all kinds which mean something pleasant as a result of something which we want the children to do or to stop doing. We use rewards as a premium for changing behavior, for doing things which they would not do without them, or for stopping things which they want to do and which we want them to stop doing, or from which we want to divert them. If we use rewards of all kinds—gifts, pleasant situations, praise and so forth; you know much more and much better than I could enumerate them in a few minutes—then we make one fundamental assumption, and that assumption is that the principle to find pleasure, to indulge in pleasant situations is a very fundamental principle in human nature which we can rely upon. I think it is one of the surest on which we can rely. We are seldom disappointed except in very peculiar or exceptional types of development. People, especially children, look for pleasant things, and using gratification of wishes as a reward for doing things which they are not ready for or do not understand well enough or do not like well enough, is a safe means of influencing them.

**Punishment**—The second possibility which we have to influence children's behavior is what I might call punishment, if I were not afraid that you might say, "We won't listen to you. We are progressive and we don't use punishment at all." It is a lie; it is not true; we all use punishment if we are normal. I don't mean that we need to do very rough things to the children or God knows what, but if I define punishment as an attempt to use unpleasant situations as a threat, into which children will run if they will not follow one or another thing as they should, if we use the fear of unpleasant situations or the fear of losing pleasant ones as a means to influence, then you will agree with me that in some way or other, we do those things and find situations in which we think they are a helpful thing to apply at the moment.

I know that the teacher does not want to build all his efforts on punishment, but there are situations in which we are frank to say we always find that we may even be able to say to ourselves, "I ought to do something different but here are forty youngsters and I can't wait until I influence the growth of their personality sufficiently. I have to do something now in order to change the situation immediately."

That means of punishment, in the wide meaning of the term, is a technical problem of the first importance. I would like to say much more about it. I think there are many points to be considered and we ought to say more than we usually say about this problem. We do not say much because we do not like those things. We want to live in a world where everything is sweet and all the children are nice and the teachers are nice, and why should we punish them? I think it is a serious fact that there are situations in which punishment can be the right thing to do, provided it is done in the right way and we have considered all the points which we must consider. I shall come back to it in a few minutes.

**An Appeal To Conscience**—A third possibility in influencing the behavior of youngsters is one which I would call an appeal to something which is already in them, an appeal to their conscience. We hope that youngsters in the elementary school have developed quite a good portion of conscience. That means an agency within themselves which tells them what to do and what not to do, even if we are not there or present to punish or reward what they do.

An appeal to the conscience takes it for granted that some of this conscience has been developed. It is one of the main functions of the first years of education to build the most fundamental parts of what later will appear as conscience in a personality.

We want quite an amount of conscience. We do not want so much, however, that the child is crushed under it and is unable to be happy and enjoy himself, but we want so much that it has not got to wait for the world or for other people to punish it for everything; that is, there should be something inside himself which tells him what to do or what not to do, and which acts in the way in which you all know conscience does react. An appeal to conscience, provided the child has a strong enough conscience within himself, is quite an effective means if we recur to it merely occasionally. I should not advise you to recur to it in every situation, especially not in everyday situations. Every means can be abused by being used too much or in wrong situations where it does not fit.

With some children, we find they have a good deal of conscience and yet our appeal does not work. They have a good deal of conscience but yet their conscience has not much to say within the politics of their own life. It is very strong and very loud but they always have to do the other thing again anyway. In such a case, of course, the appeal to conscience would not work. We need other means of approach.

**Appeal To Reason**—A fourth technical possibility of influencing children's behavior is an appeal to their reason. There is one case which we find frequently, the very bright and intelligent youngster with so much reasoning power that we think we ought to appeal to his reason all the time; that we need not reward, we need not punish, we need not do anything else. He is so clever that he does not need those things.

But he is so clever that he sees our point and goes away and does the opposite. Why? Because his reason, being developed so excellently, has not sufficient dynamical power behind it to carry thru within his own system what he wants or sees to be the right thing. In those cases, we have to do many different things which I cannot quote to you now as it would lead us too far, but it is a natural

thing, especially in the elementary school age. The possibility of influencing children by reasoning, by showing them the logical connections between things or the reality of a situation which we want them to see, may be enough to influence them. Many people think that they have to punish again and again and forget that by appealing to the reason of those children, they might get as good a result without unpleasant by-effects as punishment frequently has.

**Personality Ideals**—A fifth technical means of influencing children which I would like to mention is an appeal to a thing for which I have no name. I hate using psychological terms because they are used in such a vague sense usually that they do not mean much, so I hope you will understand me if I call this thing the "ego ideal" or the personality ideals of children.

What I mean is this: If a youngster has formed the ideal of being very brave or very courageous and I want him to do a courageous thing, then the thing to do is to appeal to this ideal he sets for himself and to show him that the thing I want him to do is in connection with this ideal of his. By the mere act of showing him this, I can make him do it or avoid, if it is the other way around, and I need not use any reward or punishment from the outside. I can link up what I want to show the youngster with this fundamental aim within himself.

Many of those ideals of people are not outspoken but we know that some means affect them very decidedly. Shame is something which disturbs your indulging in your own ideal of what you think you would like to be, or disapproval confronts us with a situation in which our ideal about ourselves is very far from our behavior. If we can occasionally show up this discrepancy between our behavior and our ideal of the way we would like to behave, then we have something which is similar to the appeal of conscience, on another level.

**Emotional Bondage**—The sixth technic of influencing youngsters is the one which establishes a personal emotional bondage between the child and the educator. It is not only by pressure or by promises that you can influence. If people are supposed to change their behavior, if I say "No" and they like me, because I want this other sort of behavior, then that is sufficient reason for it. It does not need reward, it does not need punishment or threatening. Where you have a strong emotional bondage between child and grown-up, you have a natural means of influencing thru the very nature of this bondage itself.

Of course, you have to have this bondage, but then again, you may abuse it. There are people who appeal to this love of the child for the grown-up all the time. They want their children to stop picking their noses because it is not compatible with the love of the mother or the grown-up. If you go as far as that, you are making a means which should be reserved for very high and important purposes, an everyday procedure which stops working in the end.

**Learning Thru Experience**—The seventh technic I wanted to mention is exactly the opposite. If we can establish a bondage between child and grown-up in order to influence the child, then we also can cut thru this bondage and can forsake the child. What I mean is that the technic of forsaking the child should be a planned, fully applied technic in some situations. I mean this: We want the child to get experience about the world, but we cannot wait for the child to get all the experiences. We don't want him to jump down from the tenth floor of a building to get experience. In those cases, we replace the experience by our in-

fluence. We try to reason. If it does not work, we try to threaten with punishment or promise reward or whatever else I have already mentioned. However, there are cases in which it is better for a youngster to work out the experience for himself without the guidance of the grown-up, in which it is better for the sake of the child, to leave it alone and eliminate his fear of our own influence.

This, applied as a careful technic, is an important thing especially in early adolescence. You know that it is very important for youngsters of that age to have an increasing fear of life in which they can try out themselves whether or not they will run into difficulties, in which we should not guide them all the time. We should not force them to do the right thing but rather give them a chance to run their heads against the walls around them by themselves without later being able to reproach them for so doing.

That means to create, to secure a certain realm in which they should get their own experience without our influence, a direct withdrawal of influence, is educationally an equally important means of influence. It sounds paradoxical but it is not, because if we apply it wisely, then it is a means of indirectly influencing people's development more than all these other direct technics.

If we think of these seven technics (and most things which we do can be grouped under one or another) we must say one thing: The first thing is that these influences are much wider than we know. We usually think we are limited to only a few means, such as reward or punishment. Most people are limited to the one or the other. They think they have only this or that possibility and they raise questions such as this: Should we punish or should we not punish? This is a question as silly as the question would be, "Should people operate or should they not operate?" What does that mean? It means nothing. It must apply to a particular case. In some cases, the operation is the only thing; for other cases, it is a stupid thing to do. The moment that educational procedures become technics of influence, the question is never a question of philosophical belief, but it is always a question of scientific consideration of the right way and the right situation for which it may fit.

Another thing which we think of after looking at all of those is that none of them alone is the right one, none of them is better than the other. The seven technics of influencing have their place in certain situations for certain children in certain ages, for certain people, but only if used in the right place, at the right moment, are they correct. All of them should be applied where they fit and none of them should be used where it does not fit.

Then there is the other point about which you want me to say a few things. When do they fit? When do they not fit? That is a long question and would need a long answer. I will take just one part of the answer and try to give it to you, and that is, what does it do to children if you use any of these technics? What does it do to their personality?

If we use the means of punishment exclusively, that does not only mean that we use a thing which may make the child react favorably, but it means also that we increase the need for punishment in the child. It means that ultimately we increase the need for punishment so that he will react only to punishment situations. We favor, we foster, a character trait which is one of a child who is afraid all the time and who reacts to this type of an appeal only.

This is true for all the various technics. Each technic applied exclusively or favorably compared with the others, preferably compared with the others, does something ultimately to the personality development of that child. It causes a certain distortion of the balance between the various personality traits which we want.

We frequently do this without realizing it. We punish not because we want to make the child into a character such as that, but we punish because we want to change the immediate situation and we forget that by the means which we apply, we frequently do something which carries much further, which has a different child as a result of what we do than we had expected, and after doing it a long time, we are surprised that the child reacts only to that means, because we trained him in only one reaction possibility within the child.

The first technic which I mentioned, the technic of reward, which offers pleasant situations as a reward for things which we want them to do, increases the pleasure principle in the child. It increases the effect that the child is bound to be able to do things only when they are pleasant, and you know that we educators do that in a world which is not true. The future of the child is not the one where he can do only those things which he finds pleasurable and in which he can afford not to do things unless there is some reward in it.

The third procedure which I mentioned, the appeal to conscience, will create saints or bores and there is no place in society or in the next fifty years probably, for either of them. We do not really want children to be saints in a world in which the saint is more or less doomed to be very unhappy and we do not want them to be absolute bores, of the type of people who cannot indulge in any other pleasure but in that of moral indignation about what other people do.

The fourth type of procedure, the appeal to reason only, if we apply that solely would result in a being who is interested only in the matter of factual things, in reasonable things, who does not care very much for other people's feelings, who does not care very much for other values but cares for only one thing, that which is efficient, reasonable and right in its place and is the right thing to do, because you don't run into trouble if you do so.

The fifth procedure which I mentioned, the appeal to the ego ideal or to the ideals of youngsters, may result in a type of youngster who will react only to flattery. He will do anything which is in accordance with his being the most marvelous person. With this child, you have to appeal to his vanity all the time. His vanity need not lie in the field of clothes; it may lie in the field of moral values, even, but still it is his vanity to which we have to appeal. His vanity may lie in learning, in ambition, in having the best marks as compared with other children. The competitive trend is a natural and valuable thing but I think we have a tendency of overdoing it, or of increasing it in a way so that it becomes the only means of obtaining a response, with extinction of other values, which, if entirely extinguished, would not give us the desired result.

The sixth technic which I mentioned, the using of personal emotional relationships to the child, is again a marvelous means in a given situation. If we use it too exclusively we make the child dependent. It is not the aim of development to make the child dependent on other people all the time. The child must develop into a being which itself can be the center for dependence of others, which can

have a family of its own and so forth. If we appeal to children all the time—and mothers have a tendency to do this too much in early adolescence—if we appeal to children too much by constantly placing before them the question of whether or not it is compatible with their love for us, then we make them infantile grown-ups; very nice people, very pleasant to live with, nice in society and at parties, all very beautiful, but we exaggerate a character trait which we do not want in many other situations and for which we are sorry later.

The seventh means which I mentioned, which I called the technic of forsaking, of leaving them alone, of refusing to guide them, I think we should do more. I think we are out too much to over-guide youth and to solve all their problems all the time. Probably our inability to solve our own is the main reason for that. (Laughter.) We do not give them enough opportunity to run their own affairs and run into their own difficulties and of being confronted with all the unpleasant things in those difficulties. Only if they need help, should we help to solve them. We should not help them to avoid them. That is one of our main difficulties in many educational theories which I have felt especially since I have been here. We are out too much to avoid unpleasant situations for children. That does not mean that we should create them, but we should let those situations which they create for themselves develop and then when they want a helping hand from us, we should offer them as much help as they need, but not more than they need, because we want them to learn from that situation by themselves, and only the things which they learn by themselves are really lasting.

All those things together should show us that whether or not we work to a certain definite personality trait, we have to know that whatever we do to children, if we do it exclusively or without consideration of each special situation, can have some effect in the growth of character traits or personality traits of those children, and those things which are not planned to develop their personalities, which are only little tricks planned to change their immediate behavior, have also a bearing on the development of character traits.

In all those cases in which, in our classroom situations, we discover children with undesirable character traits, we should use this consideration in our planning of educational procedures. If you already have a child who is so vain and so proud of itself that by just praising it a little, he will do ten times as much work as before, then we are apt to yield to the temptation and use those means to make him do more work. I think in that case, because this one character trait is already overdeveloped, we should use the other means or if necessary, we should resign that method of exaggerated flattery, rather than use a thing which increases something which is already in existence.

In planning our educational procedures with children, we should not only consider the immediate effect, which is usually a marvelous one because we sense what the result will be, but we should also consider whether the thing we do now does not improve the growth of personality traits of that child, and in all those cases where undesirable personality traits have developed, we should use this knowledge in planning the methods which we use in working with this child. This is so important that if we really follow this, and if the parents do, many of the things which are talked about so much become unnecessary.

## When Builders Have A Vision

Eva G. Pinkston

The founders of the Department of Elementary School Principals shot an arrow into the air seventeen years ago this spring. They took careful aim; they knew why they were shooting; their vision was perfect; and they hit the mark. Those fine men and women realized the need of organization, they knew that principals must know about "the why," "the what," and "the how" of their jobs if the children attending the elementary schools of the nation were to continue to have the best. Let me quote part from Bulletin 1, May 1, 1921:

The members of this organization believe that the education of children in elementary schools is just as important as the education of children in High Schools. They believe that the quality of scholarship and administrative ability of principals of elementary schools should be as high as that of the principals of High Schools. They believe that the quality of instruction given in the early years of a child's life is most quickly felt in the community and in the High Schools. They believe it will help all of the schools for the elementary school principals to raise the standard of professional service they render.

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Each member of the Association is pledged to give the best of his ability to his daily work and the best results of his special studies to the entire profession.

They use two words with exclamation points—"Altogether! Boost!" Because of the spirit, ardor, and zeal of that fine band of men and women a Department of nearly 6,000 members has evolved. From the uplift of old ideals they gave a force of new ideas. Their creative impulse has gained in importance and distinction. And their energy, stimulation and appreciation has inspired each group of newly elected officers to further the cause of elementary education by seeing that the Department continues to grow. These successes could not have been achieved by the officers alone. There has been another group which has been carefully selected to help in this worthy cause and they are the enthusiastic enrolment chairmen. To be a member of this great group of professional people is a privilege and somehow "the spirit" has caused each member to feel his responsibility. As we continue to grow in members, we shall be able to continue our accomplishments.

President Maude A. Rhodes is enthusiastic about the good which the members of the Department can do for elementary education. She has asked that we set our goal at 10,000 members this year, believing that this vast army of professional leaders can do much to improve our elementary schools. She believes we should study our possibilities and improve our effectiveness. She thinks that our elementary schools should be practical as well as cultural. To achieve these aims we need for every member to be a talking member and to enlist the interests of all who work in the elementary field in the aims and purposes of the Department. Let us mobilize all our resources and organize our machinery so that we may promote the best development of each individual child. This means members and more members!!

Our officers and enrolment chairmen, who, because of their sincerity and ability, leave a trail of development and growth for those interested in elemen-

tary education. They are continually pushing forward and we salute this grand group as well as all our members. Let us all work together for more and better achievements for the elementary school. The desire to know and to learn, is universal. Let us stimulate our minds to a keener perception and to a clearer comprehension of the responsibilities of those who are in the elementary school.

Let each member of this department enlist his best efforts in this great cause. Tell others about the work which this group of leaders started seventeen years ago and how their ideals and ideas have been reinforced and increased by each group of splendid officers and enrolment chairmen. As that first bulletin said—"Altogether! Boost!"

Below are listed those persons who have consented to represent the Department of Elementary School Principals in their individual states.

- ALABAMA—Robert C. Johnston, 2030 Magnolia Ave., S., Birmingham.
- ARIZONA—Howard Soule, 3999 Cleveland Rd., Phoenix.
- ARKANSAS—C. E. Beard, 3511 North 6th, Fort Smith.
- CALIFORNIA—Harry H. Haw, Alexander Hamilton School, San Diego.
- COLORADO—Nellie Lind, 3038 York St., Denver.
- CONNECTICUT—Elizabeth R. Malcolm, Cedar Street School, New Haven.
- DISTRICT OF COLUMBIA—Mrs. L. R. Duganne, Shepard School, 14th and Kalorama Rd., Washington.
- FLORIDA—Frank M. Foulks, 404 E. Ross Ave., Tampa.
- GEORGIA—Mary Standard, Moreland School, Atlanta.
- IDAHO—Coral M. Norton, 406 Franklin, Boise.
- ILLINOIS—Kenneth E. Vayette, 204 N. Perry Ave., Peoria.
- INDIANA—Carl W. Lemme, 1920 Bayard Park Dr., Evansville.
- KANSAS—Myrtle M. Evans, 15th and Troup Ave., Kansas City.
- KENTUCKY—E. E. Gotherman, 750 So. Limestone St., Lexington.
- LOUISIANA—Florence Dixon, P. A. Capdau School, 3821 Franklin Ave., New Orleans.
- MAINE—Paul H. McIntire, 248 Congress St., Portland.
- MARYLAND—Mrs. Anna P. Rose, Chevy Chase Elementary School, Rosemary St., Chevy Chase.
- MASSACHUSETTS—Louise Wingate, 128 Prichard St., Fitchburg.
- MICHIGAN—Arnold Gregory, Raupp School, Lincoln Park.
- MISSOURI—Isabel Tucker, Festus Wade School, St. Louis.
- NEBRASKA—Mrs. Mae T. Clark, 703 W. 15th St., Grand Island.
- NEVADA—Paul Thurston, Superintendent of Schools, Overton.
- NEW JERSEY—Mrs. Helen C. Brearley, 57 Princeton Ave., Princeton.
- NEW MEXICO—Stella Kiker, 240 S. Fifth St., Raton.
- NEW YORK—Florine H. Howes, East Aurora.
- NORTH CAROLINA—Mrs. A. R. Wilson, 202 S. Dillard St., Durham.
- NORTH DAKOTA—Mrs. Sadie A. Walker, 701 10th St., S., Fargo.
- OHIO—L. Daisy Hammond, Patterson School, Dayton.
- OKLAHOMA—Ralph H. Kennedy, 1908 W. 41st St., Tulsa.
- PENNSYLVANIA—William J. Laramy, Oakmont School, Haverford Township, Upper Darby, P.O.
- RHODE ISLAND—Hermann G. Patt, John Clarke School, Newport.
- SOUTH CAROLINA—Simon Fogarty, 151 Moultrie St., Charleston.
- TENNESSEE—Thomas N. Johnston, 226 Keith Ave., Knoxville.
- TEXAS—W. L. Darnell, Palm School, Austin.
- UTAH—Lois Anderson, Uintah School, Salt Lake City.
- VIRGINIA—Lillian M. Johnson, 404 Chestnut St., Norfolk.
- WISCONSIN—Fred S. Schnell, 2722 Highland Terrace, Sheboygan.
- WYOMING—Margaret Chambers, Grant School, Casper.
- ALASKA—Anthony E. Karnes, Territorial Schools, Juneau.
- HAWAII—John Luiz, 19th and Harding Aves., Honolulu.

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

## REPORTS OF COMMITTEES

### Resolutions\*

**Harry H. Haw, Chairman**

**Principal, Alice Birney School, San Diego, California**

The Department of Elementary School Principals of the N. E. A. assembled in New York City on the twenty-eighth day of June 1938, recognizing the importance of public education in the world today and the position of the elementary school, do resolve:

That our public schools be united as a single institution of society, from nursery school to university and adult education, one in practise and purpose.

That our department continue its excellent program of studies and experiments in the elementary field and make the results available to our members thru the regular issue of *The National Elementary Principal*.

That each principal take his or her place as the responsible head of the school in developing a model democratic program, exemplifying our full responsibility as citizens of our nation and as members of society.

That we give careful consideration to our program of guidance, to the end that we may more successfully fit our young people into the increasingly complex social order which confronts them.

That we recommend to each school principal the importance of keeping up with the times—the principal occupying a unique place in the newer program—renewing by reading and personal contact his or her educational background. The standard of preparation is not final but must be constantly deepened and broadened by new data and richer insight.

That our schools give more opportunity for citizens and patrons to take an active part in building a finer curriculum that each school may have an individuality of its own and represent the best thinking of and cooperation by lay public and expert educators.

That we thank the principals of New York City and New York State for their fine program and their constant efforts to make our stay here most enjoyable. We shall never forget the friendship and hospitality extended to us. May it be our pleasure to renew these splendid contacts each year at convention time.

That we especially thank President Mason A. Stratton for leadership and council under trying personal and national circumstances. It has been a year of outstanding growth for our Department. We express again our hearty appreciation to Miss Eva G. Pinkston, our Executive Secretary, for her encouragement and excellent planning that has given us renewed strength. We are most pleased with the added issues of *The National Elementary Principal* and the help that it has given us thruout the year. That we further express our thanks to each member of the executive

\*Read by Sarah Young, Principal, Parker School, Oakland, California.

committee, chairmen and members of all committees, editors of the year-book and all who have contributed to our publications and convention programs for their labor and consideration in building a better school principalship.

## Necrology

**Arnold Gregory, Chairman**

**Principal, Raupp School, Lincoln Park, Michigan**

Ancient history speaks of a Roman Emperor, Caesar Augustus, who, whenever he gave a banquet to his satellites, the ladies and gentlemen of his imperial court, would dress a slave in a very peculiar fashion and send him among the guests, saying from time to time in a low deep voice, "Memento mori, Memento mori!" What a unique philosophy of life, what a strange contrast at such a gathering. Did the imperial host want to warn his guests against over-eating and drinking as a cause of bodily ailments and premature death?

Be that as it may. We have here at our annual meeting of the Department of Elementary School Principals a similar custom. The Necrology Committee is appointed to bring to our remembrance those of our fellow workers, who have in the course of the year been called from our midst and from their labors, and are at rest. It is therefore our noble and painful duty to come to this gathering with one call: "Memento mortuos!" "Memento mortuos!" Remember our Dead.

Since we last met, many noble men and fine women, who spent their lives in shaping, guiding, and advising members of a younger generation, have been taken from our ranks by that cruel and relentless tyrant of human life—death. Our profession as teachers and principals in our public schools means hard labor but rich fruit; much pain and trouble but great joy. On our shoulders rests a great responsibility but great expectancy and joyful hope are also ours. When we live long enough—and many of us have already—to see these boys and girls, who were under our influence and to whom we gave our best in helping them to live useful lives, grow up to be fine men and virtuous women—that is our greatest reward.

Of the Christian teacher the Bible says, "And they that are wise shall shine as the brightness of the firmament and they that turn many to righteousness are as the stars forever and ever." And again, "Blessed are the dead who die in the Lord." "Yea," says the spirit, "they rest from their labors and their works do follow them." In this spirit let us remember them and pay our tribute to them; let us follow their noble examples and carry on the work until our life's clock shall stop, our time for rest shall come, then others shall write our necrology and be monitors to their co-workers crying out to them: "Memento mortuos!" Remember our Dead.

The elementary schools of America—particularly the elementary principalship hold promise of becoming America's most attractive educational assignment.—*Sexson.*



*Hotel Statler, Cleveland, Ohio,  
Headquarters for the Department*

*A Cordial  
Reception  
Awaits  
You!*

Cleveland, Ohio  
Feb. 25-Mar. 2, 1939

Miss Maude A. Rhodes, President  
Department of Elementary School Principals  
185 Westminster Drive, N. E.  
Atlanta, Georgia

My dear Miss Rhodes:

The Principals' Club of Cleveland extends a hearty greeting to the members of the Department of Elementary School Principals of the N.E.A. We are greatly interested in the growing strength and efficiency of the Department, and are putting ourselves at your service in helping to make the February meeting a high spot in your advancement.

We welcome you to Cleveland and are looking forward to a happy get-together.

Sincerely yours,

Mary F. Keys, President  
Cleveland Principals' Club

Miss Maude A. Rhodes, President  
Department of Elementary School Principals  
185 Westminster Drive, N. E.  
Atlanta, Georgia

Dear Miss Rhodes:

The elementary principals of Ohio are anxiously awaiting the arrival of February when we shall have the opportunity to greet you as our guest. We are planning a real "Ohio welcome" to all the elementary principals.

Our State Association desires to cooperate with the National Association at all times, and particularly do we want to assist in making the February meeting in Cleveland an exceptionally fine one.

Please feel free to call on us for all the help you need.

Very truly yours,

W. Paul Allen, President  
Department of Elementary School Principals  
Ohio Education Association

## COMMUNITY SINGING



ROBERT H. EDGAR

The officers of the Department of Elementary School Principals have received many requests from those attending our convention programs, asking that our afternoon meetings begin with a half hour of community singing, with a fine leader to direct. They have chosen Mr. Robert H. Edgar, principal, Bedford, Esplen and Knox Elementary Schools of Southside, Pittsburgh, Pennsylvania. He is arranging a list of favorite songs to be mimeographed and distributed. If you have some special song or songs you want included, be sure to write to Mr. Edgar or to Headquarters soon.

Come to the meetings early and let's enjoy a half hour's singing together.

## The Importance of Cumulative Records

William J. Geiger, Principal, Andrew Cox Intermediate School  
Waialua, Oahu, Hawaii

No modern school completely fulfills its function of guidance or adjustment unless it includes a record of the growth and experience of each pupil. Report cards and cumulative records no longer need be thought of as static, meaningless, and lifeless things. Individual pupil records should provide a picture of developing interests and tendencies in the child. They should include information with respect to factors such as health, home conditions, scholastic progress, special talents, exceptional mental abilities or difficulties, disciplinary difficulties, emotional and temperamental difficulties, subject deficiencies—in short, all significant developments which have appeared during the child's career in school. Such records aid the teacher in her effort to assure the child's continued development thru each successive grade. The effort to devise such a cumulative record system for the entire elementary and high school experience implies a conception of the pupil "as an individual and continuous entity, whose developmental history is more significant and revealing than his status at any one time."<sup>1</sup> These data are valuable not only in effecting the better adjustment of pupils to the school but also in furnishing the teacher with information regarding regular instruction. It will help her provide better guidance and to direct more intelligently the individual's progress.

**Responsibility of Principals**—The principal should assume the responsibility for the collecting and recording of significant data, altho very little can be done without the hearty cooperation of all the teachers. As information is gathered, it must be made available with economy of time and effort for the use of the classroom teachers. The cumulative records should always be made in duplicate—one set for the office and one for the teacher. As a rule, teachers do not make proper use of records that are merely filed in the office—and we cannot blame them. With forty or fifty pupils in the rooms, teachers are too busy to spend much time in the office looking for records which, far too often, are difficult to find, and, when found, have little or no meaning.

**The Form**—While serving as principal of Kamehameha III School, the writer and his teachers felt a need for more adequate information regarding each child. They realized that many valuable facts learned by them in the course of a year should be recorded in a systematic way so that teachers in succeeding years could profit by them. Hence a form was made on inexpensive 8½ by 11 typing paper. Ordinary typing paper was used because of the comparatively small expense and because it would not take up much filing space. Each sheet provides enough space for a two year record of the following:

1. Name of pupil
2. Sex
3. Date of birth
4. Race
5. Address

<sup>1</sup>The Educational Record, Supplement No. 8, July 1928, P. 14. American Council on Education, Washington, D. C.

6. Grade
7. School year
8. Name of teacher
9. Room number of teacher
10. Health of pupil
11. Home conditions
12. Scholastic progress (includes definite descriptive statements)
13. Standardized test results, giving the name of the test, actual score, grade scores in the various subjects, chronological age, mental age, I.Q., etc.
14. Significant factors, such as personality, attitudes, achievements, extra-curricular interests, etc. Teachers are urged to use the backs of sheets for additional statements that may be of value. They record the date, sign their names, and draw a line after each entry. Information of a very confidential nature is not recorded on these forms, but is sent to the principal's office.

**Values**—A rather large amount of space is used for the recording of standardized test results. While we must admit that we cannot and should not attribute too much significance to the result of one group test, we believe that the combined results (over several years) of varied tests such as the Gates Reading Tests, Stanford Achievement Tests, Modern School Achievement Tests, Individual Binet Tests, etc., will be a definite help to the teacher in trying to help the individual. We agree with those who say that the most important things really cannot be measured; nevertheless we feel that when classes are as large as they are, tests can help a teacher considerably by showing her special abilities and weaknesses, particularly in the tool subjects. However, she must be very careful not to have a defeatist attitude when pupils make low scores, or gloat with satisfaction when pupils make high scores. If she finds pupils of low ability, she is not to be satisfied when they do very little, nor is she to fail in her responsibility to properly direct the more brilliant pupils who will be our future leaders. Test results properly used should improve instruction considerably.

At the end of the second year, similar forms were mimeographed for a record of the next two years. At the end of eight years, the school will therefore have four sheets, in duplicate, for each pupil—a rather complete record made by eight different teachers. One set remains in the office and the other set is for the entire year. When pupils transfer to another elementary school, an intermediate school, or high school, one set of the records is, of course, transferred with the release, form 13 card, health card, and other records.

The teachers are convinced that these records have improved both the formal and informal aspects of the child's education. Principals and teachers of other schools have also expressed the opinion that these records are a great help whenever pupils are transferred to their schools. Such records greatly assist the principal in placing new pupils into the group where they will do most effective work.

### W.F.E.A. CONFERENCE

Rio de Janeiro, the fascinating beauty spot of South America will be host to the Teachers of the World in August, 1939 at the Eighth Conference of the World Federation of Education Associations. Everyone interested is urged to write at once to Federation Headquarters, 1201 Sixteenth Street, N. W., Washington, D. C.

## **How To Interest and Encourage the Formal Teacher in the More Progressive Practises**

**Margery C. Campbell, Vice Principal  
Lowell Elementary School, Riverside, California**

For some time I have been inclined to be annoyed with a certain type of formal teacher who apparently refused to tolerate any idea of changing her teaching methods, who watched with a cold eye and critical tongue the experimental efforts of more open minded teachers.

As I studied the matter I began to experience a change of heart. I began to see that we had taken too much for granted, that we had not prepared our teachers as well as we should have for the suggested changes, and that we had not considered their individual differences sufficiently. So, I began my study of ways and means of getting these teachers to accept the newer philosophies. From my reading and other investigations I gathered that many supervisors seemed to depend upon converting the teachers by the cold-blooded textbook method. I found that there was a great dearth of material of a definite nature that would help solve this problem in a way that would result in the desired attitudes on the part of the teachers.

I grew more and more in the realization that this change must not be made at the expense of the mental and physical health of the teacher, and that I had stumbled upon one of the big educational problems of the day.

Therefore, I find myself no longer irritated with the formal teacher who has thus far refused to change, but rather am I desirous of wanting to protect and encourage her self-confidence, to guide her in a constructive way toward the end that her own instinctive intellectual curiosity will reach out for this newer philosophy which we find so desirable for the teacher today.

As I see it, the principal's problem is twofold; first, getting the teacher into the frame of mind to want to accept the newer philosophies. This task is largely psychological. After that is accomplished his second task is to plan with the teachers, and follow thru a definite program of in-service training along the desired lines.

The New Teacher for the New Day must indeed be a new person. "Most important of all is a mature, creative personality. Unless the teacher herself is on the way to new levels of maturity and consciousness, how can she see the dawning individuality in the child, and help it find its unique direction."

How can a teacher do all of this if she, herself, is frightened, bewildered and feeling misunderstood?

If we can give our teachers the feeling of security which we consider so important to the mental health of the pupil, we shall seldom be troubled with their lack of cooperation.

We must analyze the "problem teacher" from the psychological point of view and help her work out her problems much as we do in the case of the "problem child". Case histories dealing with the emotional life of the "difficult child" are published by the mile. Why not have a few case histories of the "problem teacher", published by principals, describing the treatment and cure.

The New School also demands a new type of supervisor. Who knows? Maybe there may be a few "problem principals" lurking in our midst. It has been well said that "Supervision exists that teachers may service children better." Three

qualifications for the best kind of supervision are, "a democratic attitude, a respect for the individuality of the teacher, and a vision based on knowledge."

There are many successful plans of training in-service being put into practise, and others will evolve as the supervisors and teachers democratically work out together the best procedures along this line.

The more I study about the subject the more I realize how much I have to learn. One thing stands out in my mind, i.e., that we as teachers and administrators, must give our best, and that our best must constantly be improving, if we are to accept this challenge to greater service in the New School.

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**NOW . . . .**

## **Headquarters Needs Something!**

### ● **Information About Your Principals' Clubs**

*Officers*—Does your state, city or county have a principals' club? If so, won't you help by sending to Headquarters the names and addresses of the officers of these clubs as they are elected this year, giving the date they are elected?

*Programs*—We are getting many requests about the programs and questions for discussion which principals' clubs and those interested in elementary education are using. Please tell us what your club is doing so that we may tell others.

### ● **To Know What You Are Doing**

Are you doing anything unusual in your school? Let Headquarters know about the experiments which you are carrying on and have carried on, so that we may become of more service. We would like to tell principals about your project.

### ● **To Know Where Conferences Are Being Held**

Principals' clubs are beginning to see the need for Conferences on Elementary Education. In a few places these conferences are being held and principals are having the opportunity to meet together and discuss problems which are vital to them. Please let Headquarters know where these conferences are being held.

### ● **An Elementary Principals Page In State Journals**

The best way to let the principals of your state know what your club is doing is to include a principals' page in your state journal, such as some of the states are now doing. Won't you lend your influence to seeing that such a page is included each month in your state journal?

### ● **To Include A Necrology List In The December Bulletin**

If you know of any principals who have died during the past year, please send his or her name to Headquarters so that we may include it in the Necrology list which we are preparing for the December issue of *The National Elementary Principal*.

**WE THANK YOU FOR YOUR HELP!**



ROBT. SPEER



MARY D. DAVIS



CLAIRE ZIVE



F. C. BORGESON



HARVEY ZORBAUGH



Those who attended the Conference on Elementary Education

## Second Annual Conference of New York University, Washington

July 2-15,

Several years ago the officers of the Department of Elementary School Principals believed that an opportunity should be given to those leaders in elementary education who wanted to meet together to discuss their problems, make suggestions and plan methods of improvement. With this thought in mind, Mrs. Edith B. Joynes, Member of the Executive Committee and Principal, Washington-Gatewood Schools, Norfolk, Virginia, was chosen chairman of the committee to make arrangements.

The first conference sponsored by the Department was held for two weeks (July 5-16, 1937) at the University of Michigan, Ann Arbor, Michigan. The second fine meeting convened this past summer (July 2-15, 1938) at New York University, Washington Square, New York City, with Dr. Robert K. Speer as coordinator for the University. Leaders from thirty-three states and Hawaii assembled immediately following the convention of the National Education Association in New York City.

**Conference Periods**—This group met together from ten to eleven o'clock each morning in the auditorium of the School of Education Building and at this time listened to lectures by prominent American social analysts and educators. (This hour was broadcast each morning over WNYC). The following list of topics was ably discussed:

- |                      |                                                                                                                        |
|----------------------|------------------------------------------------------------------------------------------------------------------------|
| Monday, July 4th:    | AMERICAN EDUCATION: WHERE ARE WE GOING AND WHY?<br>Dr. John W. Withers, Dean, School of Education, New York University |
| Tuesday, July 5th:   | SOCIETY IN TRANSITION<br>Dr. George Counts, Teachers College, Columbia University                                      |
| Wednesday, July 6th: | THE AMERICAN SCENE<br>Dr. Harry Elmer Barnes, Historian, New York City                                                 |



Conference on Elementary Education at New York University

## Conference on Elementary Education

Washington Square, New York, New York

July 2-15, 1938

- Thursday, July 7th: EDUCATIONAL IMPLICATIONS OF THE SOCIAL TRENDS  
Dr. Robert K. Speer, School of Education, New York University
- Friday, July 8th: PHILOSOPHY OF THE NEW SCHOOL  
Dr. E. T. McSwain, School of Education, Northwestern University
- Monday, July 11th: DEMOCRATIC ADMINISTRATION OF EDUCATION  
Ordway Tead, Economic Editor, Harpers Magazine, and Pres., Board of Higher Education, New York City
- Tuesday, July 12th: SCHOOL AND COMMUNITY RELATIONSHIPS  
Dr. J. Cayce Morrison, Assistant Commissioner, New York State Education Department, Albany, New York
- Wednesday, July 13th: THE PRINCIPAL AS CURRICULUM BUILDER  
Dr. Robert Hill Lane, Assistant Supt. of Schools, Los Angeles, California
- Thursday, July 14th: REPORTS OF PROGRESS OF THE FIVE SECTIONS
- Friday, July 15th: NEXT MOST IMPORTANT STEPS IN EDUCATION  
Officers of the Department of Elementary School Principals—Stratton, Rhodes, Kline, Joynes, and Pinkston.  
"BON VOYAGE" Dean John W. Withers, School of Education, New York University



J. W. WITHERS



JEAN BETZNER



J. C. MORRISON



IRA KLINE



E. T. McSWAIN

**Evening Sessions**—So that any and all subjects pertaining to elementary education could be discussed; so that each and every member of the group could have his or her question propounded; and so that each could be given the benefit of what superintendents, principals, supervisors, teachers, librarians and others were doing in their school system, the Prince George Hotel arranged for meetings in the Cooper Room. At these evening sessions the officers of the Department of Elementary School Principals acted as chairmen: Mrs. Edith B. Joynes, Executive Committee, Norfolk, Virginia; Mason A. Stratton, President 1937-38, Atlantic City, New Jersey; Maude A. Rhodes, President 1938-39, Atlanta, Georgia; and Eva G. Pinkston, Executive Secretary, Washington, D. C.

A report of the conference would not be complete if mention were not made of the very fine exhibit of report cards, which had been so splendidly arranged by Mrs. Vivian Sowers Rankin, Principal, Indianapolis, Indiana. At the conference at the University of Michigan, the group asked that such an exhibit be prepared and Mrs. Rankin kindly said she would do the work if Headquarters would collect the report cards. Each issue of *The National Elementary Principal* last year carried a notice. The result was and is one of the very finest exhibits on this important subject. (Headquarters wishes to thank all who sent record cards and to thank Mrs. Rankin for the great amount of work she did in getting them ready for exhibition.)

**Trips**—Just to visit New York City is an education within itself, but to have a systematically planned schedule prepared by Dr. Julius Yourman, coordinator for this part of the conference, gave many opportunities to see and do things which otherwise would have been impossible. A mimeographed sheet was given to each member of the conference on the day of enrolling, which told date, hour, trip to be taken and where to meet. Dr. Yourman was never without a large crowd. These excursions usually consumed most of the afternoons and evenings, and happy groups always reported royal good times, and much learning.

**Social Affairs**—The Prince George Hotel, headquarters for the conference group was an ideal place for living quarters. The hotel was quite generous in designating rooms for special use for conference members. On Saturday evening, July 2, the entire conference group met in the English Room to get acquainted with each other and with the conference faculty of New York University and enjoy the music and fun. The group met again on Thursday, July 14, to bid goodbyes and Godspeed.

**Members of the Conference**—Below is a list of those who attended the Second Annual Conference on Elementary Education.

ALABAMA—Anniston: Mrs. Mary S. Meigs.

CALIFORNIA—Alhambra: Mary Mullen; Los Angeles: Dora I. Dysart, Mrs. Leo May Gamble; Los Nietos: Mrs. Ada S. Nelson; Oakland: Sarah L. Young.

COLORADO—Sterling: Mrs. Myrtle A. Roe.

CONNECTICUT—New Haven: Isadore Wexler.

DISTRICT OF COLUMBIA—Washington: Evelyn Bruce, Justine Wilkes Greene, Catherine Grey Hurley, Josephine H. Pettie, Eva G. Pinkston, Geraldine L. M. Tate.

FLORIDA—Miami: Abigail H. Gilday, Margaret Gilday; Tampa: James L. McIntosh.

GEORGIA—Atlanta: Willie Clements, Leona Ingram, Ruth Ingram, Lula M. Johnson, Ethel Massengale, Emmalu Nolen, Gertrude Pollard, Hattie C. Rainwater, Maude A. Rhodes, Mary Standard, May Taylor; Bolton: Mrs. Homer L. Wilson; Brunswick: Lila Stallings; Macon: Marie DuBose, Mamie L. Holt.

HAWAII—Honolulu: Cecil K. Dotts.

IDAHO—Idaho Falls: Anna Johnson.

ILLINOIS—Carlinville: Wesley C. Eastman; Chicago: Helen Kull, Kathryn A. Steinmetz; Lake Forest: M. G. Davis; Peoria: Joseph Murphy.

INDIANA—Fort Wayne: John M. Morris; Indianapolis: Mrs. Vivian Sowers Rankin; Lafayette: Charles D. Plank.

IOWA—Cedar Rapids: Mrs. Caroline M. Preston, Marjorie Walters; Eagle Grove: C. L. McDowell; Mason City: Blanche D. Skovlin; Newton: B. C. Berg.

KANSAS—Chetopa: Dorothy McPherson.

MAINE—Kittery: Anne E. Knight, Georgia M. Knight.

MASSACHUSETTS—Cambridge: Butella E. L. Conland; Fitchburg: Louise Wingate; Melrose: Carrie Brown, Esther S. Lyman; Shelbourne Falls: Margaret J. Davison; Springfield: Rosa M. Bowker.

MICHIGAN—Flint: Mrs. Carolyn A. Pearson; Grand Rapids: Edna I. Murphy.

MISSISSIPPI—Clarksdale: Gabriel Marion Houston; Greenville: Mattie D. Houston; Yazoo City: Frances Page.

MISSOURI—St. Louis: M. J. Gilliam, Leonide M. Girault, Bertha Hensel, Marguerite B. Johnston, Mabel McCallister, Mary A. Thompson, Helen T. Wheatley.

NEBRASKA—Omaha: Virginia Ellett.

NEW HAMPSHIRE—Portsmouth: Fannie C. Chapman.

NEW JERSEY—Atlantic City: Mason A. Stratton; Roselle: Albert S. Peeling.

NEW MEXICO—Pinos Altos: Dorothy Watson.

NEW YORK—Babylon: Lawrence C. MacNiece; Binghamton: Bertha E. Clarke; Carthage: J. Stuart Hobkirk; Cedarhurst: Anson E. Kent; East Aurora: Florine Helen Howes; Elmira: Emma E. Kingsley; Elmsford: Emory Leigh January; Johnson City: Jennie A. Frail; New Rochelle: Ralph Walter; Niagara Falls: Harriet Arnsen; Oneonta: Mrs. Nellie A. Bugbee, Ava M. Hall; Rochester: George W. Cooper, Mrs. Dorothea K. Lortcher; Scarsdale: Dorothy L. Irvine; Troy: Sarah K. Flynn, Anna

A. Morey; Whitesboro: Christine Craig; Yonkers: Elizabeth M. Elliot.

NORTH CAROLINA—Hendersonville: Mrs. Almonte Jones; Mooresville: Mary M. Greenlee; Roanoke Rapids: Ruth S. Hackney, Clara Hearne, Mary Lowder, Elizabeth Tait; Yanceyville: Mrs. Wilson Brown.

OHIO—Athens: Irene C. Elliot; Columbus: C. O. Callahan, Helen C. Kennedy, Ethel E. Layland, Grace C. Phelps; Dayton: Sue Seybold, Gladys E. Tittle, Ruth A. Tittle; East Cleveland: Ruth C. Williams; Lakewood: Grace Needham, Florence M. Rogers; Toledo: Schanette Baer, Bess M. Campbell, Jean Chinn, Helen K. Davis, Sadie M. Galvin, Winifred Pittenger; Warren: Grace Daugherty.

OKLAHOMA—Shawnee: Kate Hamilton.

OREGON—Portland: Anna Thompson.

PENNSYLVANIA—Bellevue: Robert H. Edgar; Indiana: Mary L. Russell; Pittsburgh: Hulda M. Notz, Irene A. Thompson.

TENNESSEE—Fountain City: Rufus H. Underwood; Johnson City: Edna Dickey, Cleo E. Fisher, Emily L. Lacy; Knoxville: Nannie Gennoe, Lillian L. Gore.

TEXAS—Clarksville: Mrs. Ella B. Watson; Commerce: Jackson Massey; Galveston: Greta Oppe; Houston: Jessie Barnett, Ella Standish; Midland: Mrs. Alma Thomas.

UTAH—Brigham: Clifford L. Frye.

VIRGINIA—Bedford: Ruby Ramsey, M. Hannah Saunders, Virginia E. Saunders; Buchanan: Annie I. Obenshain; Clifton Forge: Paul G. Hook; Danville: Elma Wilson Perkins; Driver: Edna E. Everett; Norfolk: Lucy Mason Holt, Lillian M. Johnson, Mrs. Edith B. Joynes; Pulaski: Mrs. Chloe C. Carney; Salem: Annie Hancock; Sandston: Ethel Kirby; Whaleyville: William J. Jones.

WEST VIRGINIA—Huntington: Edna Brown-ling Preston.

WISCONSIN—La Crosse: Alice M. Byrne; Madison: Annie D. Axtell, Velmer D. Pratt, Mrs. Alice E. Rood; Sheboygan: O. H. Lowe, M. F. Mathies, Elva W. Seideman; Superior: Elizabeth R. McCormick.

## THE THIRD ANNUAL CONFERENCE ON ELEMENTARY EDUCATION

Be sure to make plans now to attend the Third Annual Conference on Elementary Education, which will be held the two weeks immediately following the convention of the National Education Association, at a university in or near the convention city. Read future issues of *The National Elementary Principal* for further details.

## CONVENTION PROGRAM—JUNE 28, 1938



MARGARET A. LINDQUIST

THE second session of the Department of Elementary School Principals convened at 2 p.m. in the Salle Moderne Room, Hotel Pennsylvania, New York, N. Y., with President Mason A. Stratton, Atlantic City, New Jersey, presiding.

Because of the very important panel discussion which had been arranged by the New York City Principals Club, President Stratton proceeded to have a short business meeting after which he asked Miss Margaret Lindquist, President of the Elementary Principals Association of New York City, to take charge and introduce the program for her group.

### The Curriculum in Transition

#### Panel Discussion Sponsored by the New York State and City Principals' Associations

##### Participants:

JOHN F. CONROY, Public School 32, Bronx, New York City, *Chairman*.

DOROTHY BILDERSEE, 115 Willow Street, Brooklyn, N. Y.

MRS. EUDORA FLETCHER, Public School No. 99, Brooklyn, N. Y.

BENEDICT FOX, Public School No. 45, South Ozone Park, N. Y.

RUTH GILLETTE HARDY, Public School No. 33, New York, N. Y.

LOUIS KORNFELD, Public School No. 30, Brooklyn, N. Y.

MARGARET A. LINDQUIST, 2475 Palisade Avenue, Spuyten Duyvil, New York, N. Y.

C. F. PERTSCH, Junior High School, Brooklyn, N. Y.

##### TOPICS FOR DISCUSSION

What are our New York City objectives? How can we attain them? How can we evaluate their attainment?—FOX.

What changes are needed in our present curriculum to achieve our objectives in terms of methods and content? What are practical first steps in integration?—CONROY.

What administrative changes are necessary to promote the proper functioning of the curriculum?—FLETCHER.

How will the revision of the curriculum today change the subject matter and procedures in the first two years?—HARDY.

Adjusting the curriculum to the gifted child—PERTSCH.

Necessary modification of the curriculum for the child with delinquent tendencies.—LINDQUIST.

Remedial procedures—BILDERSEE.

The community and the changing curriculum—KORNFELD.

MR. STRATTON: Miss Margaret Lindquist, President of the Elementary Principals' Association of New York City, will take charge and introduce the program for her group. We thank you, and thru you the principals of New York City for all that you have done, Miss Lindquist! (Applause.)

MISS LINDQUIST: We are very glad that you could be with us this afternoon. It is the custom in the Principals' Association to have a number of groups working on topics that are problems of the day, or to do research for the organization. One of those committees was the Committee on Curriculum Revision. They rendered such an excellent preliminary report that we asked them to take over our annual meeting, which was a panel discussion, consisting of eight panels. The chairmen of the eight panels are reporting to you today from the splendid recommendations and resolutions of that meeting.

Without any further introduction, I am going to turn the meeting over to Mr. John Conroy, who has been the inspirational leader and who really is responsible for this meeting as it evolves.

CHAIRMAN CONROY: In terms of the discussion today, may I briefly tell you what we have accepted as a definition for the curriculum so that you may find in your discussion later on that we are talking about the same thing?

The curriculum is the whole body of experiences to be communicated to the child thru school contacts together with the organizations and technics necessary to carry out such experiences efficiently.

Each speaker is to give a brief answer to a practical fundamental question related to the general topic. These questions are practical and not at all rhetorical. As we answer them, it is for the purpose of having you as a group supplement these answers in terms of your experience and your criticism. Revision should be cooperative. Will you cooperate?

The first speaker, Mr. Fox, who is principal of one of our elementary schools in Queens, will use as his topic, "What Are the Prospects of Attaining Our Objectives Under a Transitional Curriculum?"

MR. FOX: An excellent statement of objectives, related primarily to elementary education, was produced by the New York State Association of Elementary School Principals and approved by the New York State Council of Superintendents. Such statement of objectives possesses merit, but they are so general in their implications and are subject to such varying interpretations in specific situations, that a wide variety of outcomes is inevitable. The transitional curriculum subjects them to a careful analysis to determine their specific implications, so that they may have a significant influence on the direction of pupil growth. It grants that the Six Cardinal Objectives represent reasonable, attainable, and desirable goals; and that they should serve as the compass by which teachers guide children thru activities in achieving desirable outcomes. However, it also recognizes the need for standards by which to evaluate the educational process—a process which is a complex of many related factors, some of them concrete and evident, others subtle and intangible.

No matter how perfect we may make the new curriculum and how thoroughly we may agree with its philosophy and its objectives, we are no nearer the attainment of our objectives than we were under the traditional curriculum if the teachers are not in accord with the underlying philosophy, or if they have not

the ability to use the newer technics and procedures. Much of the confusion and uncertainty in the minds of teachers can be attributed to the rapid emergence of new theories, philosophies and procedures. A mere rehearsal of the newly developed terminology is confusing to many. Creative self-expression, creative leadership, creative personality, units, units of work, activity, activity program, activity curriculum, experiential learning—I could go on *ad nauseum*—appear with breathless rapidity. It isn't surprising, therefore, that the teacher, who has been considered successful in her work, sometimes wonders if "time is not out of joint" in the profession. She recalls the time and energy spent in an effort to obtain scientifically valid curricula, and she wonders why so many seem eager to scrap them and to substitute ones which frequently appear to be a series of insignificant and unrelated excursions, dictated by the momentary whims of children. She recalls the school in which she was trained and the esteem in which she held her teachers, and fears a freedom for children which may disturb such relationships and encourage the development of undesirable attitudes.

Those who advocate the transitional curriculum hold to no such conception of freedom, nor do they subscribe to any philosophy that advocates that the curriculum should develop spontaneously, according to the interests and impulses of children, and that no freedom worth the name is possible with an organized curriculum. The transitional curriculum recognizes the individuality of the child but it also thinks of him as a member of a social group; and, therefore, it endeavors to provide such conditions of living that children will develop a sensitivity to the rights and needs of others and will feel a responsibility to the group of which they are a part. Furthermore, under the transitional curriculum the emphasis is upon the child rather than the subject-matter; upon activity rather than upon passivity; upon development according to capacities and potentialities rather than according to a single pattern; upon social-mindedness rather than cut-throat competition; upon judgment rather than memory. Because of these shifts of emphases, the transitional curriculum gives greater possibilities for attainment of our objectives.

The transitional curriculum also recognizes the fact that except for the development of certain specialized skills, the school is not the most powerful educational influence. The home, the neighborhood groups, the press, the movies, industry, and radio all operate powerfully to form the basic attitudes which underlie the conduct of the individual. As industrial and scientific developments have weakened the influence of home and church, the school has been expected to solve a whole series of problems under the head of character education. The school cannot solve these problems alone, no matter what curriculum it uses. Only the planned coordination of all educational influences is sufficient. Recognizing this fact, the transitional curriculum identifies the school with its community and with as many of the educational influences outside of the school as is possible. However, since many of these influences are mis-educational in their effects, it becomes necessary to broaden the educational program to include adults as well as children. The principal must take into consideration the attitudes and desires of his community if he is to continue to work effectively; and he must recognize that it is his function as educator to help the parents of his community to understand how conditions have altered, what the school is endeavoring to do,

and what must be done if their interests and the interest of their children are to be promoted. To the degree with which we recognize this important phase of our educational program, and bring about a cooperation between the school and the community will depend largely the degree of success in attainment of our objectives.

CHAIRMAN CONROY: The Chairman in presenting the next speaker would like to point out that he has scorned the opportunity of a glowing introduction—he presents himself at this point.

The topic assigned me is "What Are Practical First Steps in Integration in a Transitional Curriculum?"

1. *Some integration is urgently needed.* Provision has been made for the applications of research to the curriculum inside the subject fields. A great deal of integration has been accomplished with a group of schools in the activity experiment, but we are still attempting to teach twenty-four subjects in each grade in the majority of our schools. We are insisting upon entirely too many minimal essentials because of this multiplicity of subjects. We are causing our pupils waste of effort and time, increasing their difficulty of understanding and applying the information learned thru the absence of such integration.

On the positive side, we are missing the opportunity of saving a great deal of teacher and pupil time by providing for the elimination of unnecessary detail of subjects particularly in the social sciences.

2. *We must decide how much integration we can efficiently adopt.* We may integrate subject matter with adult needs, with pupil needs, with community needs, recognized or unrecognized, with continuing problems or cores, or themes; and in all of these we may integrate two different degrees. How much integration is justifiable? Who is to integrate the integrators? It might be well to remember that in the life of children there is no such thing as complete integration. A child's day is made up of activities in a number of areas: his food, his friends, his school, his play, his time for the radio and his time in the tub. Complete integration is not a natural situation in child life.

a. *A large school system must be subjected to gradual change when the need for change is established.* While we may experiment with smaller areas, the transitional curriculum for a large city should be a growth toward a goal rather than a super-imposed goal.

b. The problem of the articulation of pupils undertaking courses based on pupil's interests and needs seems almost insuperable where pupils transfer so frequently.

3. A curriculum that provides for such major areas as the social sciences, the language arts, the fine arts, and health education, with as much interrelationship as is possible with these areas for the tool subjects of arithmetic, reading mechanics, spelling and penmanship, would have definite advantages.

a. Such integration of subject fields would aid materially the reorganization of subject matter into units, problems, or activities.

b. It would avoid time waste, caused by duplication of detail, loss of interrelationships, reduced comprehension and faulty retention.

c. It would help us find the time that the newer technics and materials require. Pupil planning, problem solving, pupil research, report making, and the creative outcomes of pupil learning. Time needed to develop such attitudes as World Peace.

d. It would provide for teacher development through participation making possible further integration.

4. Any synthesis of subject matter fields in a large educational system must secure the cooperation of the directors and experts in the special fields. The analysis of material into subjects and branches of subjects has been going on for years; it is our belief that it has gone too far with these difficulties and limitations established. What are the probable next steps in integration?

5. What steps in curriculum making are needed to achieve this integration?

a. We have set down the fundamental objectives for our school system. They are to be found in the state objectives and in the report of the committee on articulation and integration. These are our continuing objectives and provide important means of integration in themselves.

b. Units of interest to children are then collected from the teachers in the system and are tentatively arranged by age levels. Many more units are listed than any teacher can use in one term. For each unit are listed the possible experiences, activities, knowledges and attitudes, which may be cultivated at that age level.

c. A check list of numeral essentials, of desirable character traits and attitudes is prepared by a committee on recommendations from the supervisions and administration branches of the educational system.

d. The units and the check lists are issued as a mimeographed or printed course of study.

e. From the teacher's selection the course of study for the pupils in a particular class in a particular community evolves. The printed curriculum is changed to keep up with the best organizations of work created by the teachers in the field. The initiative for change is in the schools with the practicing teacher. The cooperation of the teachers in revision is a splendid criterion of the significance of any curriculum program.

Inviting as are the upper levels of the integration scale the curriculum of tomorrow, in the large cities at least, will have to be satisfied with less. The point we are aiming at has been described—it probably could be characterized in as about point 3 on a seven point scale. Let us think of integration as possible of growth as well as the pupil. Start at a point definitely in advance of where you find yourself, provide for teacher cooperation, leave a good deal of flexibility and then dig in for a long pull. This procedure will avoid in all probability the possibility of failure and the losing of our gains.

Mrs. Eudora Fletcher, the Chairman of our Administrative Problems Committee of the New York Principals' Association will speak on, "What Administrative Changes Are Necessary to Promote the Proper Functioning of the Curriculum?"

MRS. FLETCHER: The new curriculum will be a reality only when it is put into practise, and this involves two problems which we cannot ignore. It will cost more money, and it will need a retraining of the teaching staff. Before we start out on new adventures, we should at least take stock of our resources, and see that our project is not doomed to failure from the start.

Let us first consider the question of cost. Educational activities have developed for the most part merely by adding something on. A picture of the distribution of funds would resemble a child's drawing of a tree—the branches are just stuck on, and there is no indication of growth and planning. So we see a dab of guidance here, a spot of vocational training there, a lump of remedial work over here, and so on. Never is one procedure completely carried thru before we are on to the next. Distribution of funds becomes the mad scramble of each activity to salvage as much as it can.

As I see it, there are three roads we can follow:

1. We can continue as we are now, entering on an expansion of our activities without any assurance as to its financing, but with an attitude of the "The Lord will provide." We can shut our eyes to the unpleasant fact that this procedure may, and frequently does, do more harm than good, and we can add to the burden of undertaking a new adventure, the unrest that arises from the question, "How are we going to manage it?"

Being a pessimist, I have no doubt but that this is exactly what we will do. However, conventions being the place to express ideals, I would like to point out two other roads.

2. We, working with Boards of Education and taxpayer groups, can decide which of our activities are of fundamental importance and should not be curtailed. It may be a revision of our Elementary Schools, or in times of stress, it may be a complete adult education program. Funds should be allocated to those activities that are fundamentally important, and what is left should be given to those of great need, but secondary. It may be that it will mean the elimination of many activities in which we are now engaged, but it will be based on a fundamental sense of values, and the greatest good for the greatest number.

3. There is still another path. We talk a great deal about education and democracy, but we do very little towards educating our voters and taxpayers in regard to the cost of schooling. The third way is for the expert to draw up a complete program of education, and determine its cost. Then let Mr. Common Man decide how much education he agrees with in theory, and is willing to support. A direct school tax should then be levied to take care of this program. It is foolish for legislators to establish types of schools and then refuse to pay or haggle over the cost. The great tax-paying public either wants a comprehensive and adequate system of education or it doesn't. If the public wants it, it will be willing to pay for it if it understands.

The second problem of putting a new curriculum into operation is that of teacher preparation. In our own individual schools we do not like confusion. If we are planning new procedures we assemble our materials, train our staff, and set the stage so that the new program may function.

Our chief fault will be that in our enthusiasm for the new ideas, we will not want to wait. And yet to make haste slowly will be the only right way. Our children have been educated in traditional schools for a long time. A year or two longer will not be a catastrophe. No teacher should undertake the progressive education without adequate preparation and orientation.

CHAIRMAN CONROY: "How Will the Revision of the Curriculum Today Change the Subject Matter and Procedure in the First Two Years?" by Miss Ruth Gillette Hardy, Principal of Public School 33, Manhattan.

MISS HARDY: The agreement, then, in theory that we all have is that the child who comes into the so-called first year of school is not, or should not be, a beginner. The first year of school should follow a year or more of kindergarten, perhaps several years of kindergarten preceded by nursery school.

The second thing in which we all believe is that these little children of six and seven years of age will do better to continue with these nursery school and kindergarten methods rather than starting the first day on the highly abstract skills. The doctrine of readiness for any of these abstract skills certainly needs no defense in theory. The practise, however, is exceedingly difficult. We decide we are not going to teach children who are six years of age immediately to read the highly abstract symbols of number, or to start with that highly abstract art of making cursive letters. Well and good! Having decided that, the average experienced teacher says, "What am I to do?" The old method was time-wasting. The number of children who had to repeat and repeat to get the simplest ele-

ments was appalling, and when we come into this element of costs, I think one thing we want to count is that a newer type of curriculum is not going to have that terrific cost for repeating.

The thing that justifies the expenditure of public money for education is not the skills or tool subjects, it is the character of the child; and as we see that in the first and second years, that character must be based on habits of industry, social habits, ability to get along with others, power of responsibility, powers of self-direction. That will give us the clue to what does and must fill the time of these six- and seven-year-old children.

The child must be made, as in the kindergarten, first of all, to feel secure at school, to feel the teacher is a friend and not a taskmaster. That is not a negative thing. It is an extremely positive thing that begins with the "Good morning!" which is not a mere formality but is one of the first things in giving self-direction. It follows thru the whole day. I have seen the business of getting out blocks and putting them back done in such a way as to establish just those very traits of character I am speaking of, responsibility, what you take out you put back; self-direction—do you know what you are going to do? If you don't know what you are going to do, what are you going to talk to me about, first of all? That is absolutely as educational as showing those children the symbol of the number five and pictures of five birds and pictures of one. After giving this child that security in his actions, the next thing is to put him into contact with immediate realities. Your immediate realities are not going to be the same in any two schools or even in any two classes. One thing we need not worry about is the content of this curriculum. We never did, you know. The traditional curriculum for first and second year had no content whatever except what the textbooks happened to put in. Now we are distinctly substituting, in taking out those abstractions, content, and the first thing in content is the reality of the environment. After all, human experience is diverse, but human nature is common to us all, and you may arrive at the same point no matter how diverse the start. Miss Jessie Staunton, who had had so much to do with the curriculum of nursery-school and first year children, tells the story of starting simultaneously two first-year classes, one in an expensive private school in Greenwich where she was advisor; and another in the new refugee miner community in Arthurdale, West Virginia. They started in both groups playing what they did at home. The idea of home of the children from Greenwich was to begin shaking up cocktails, standing at the telephone, ringing up the butler—they are giving a party. The idea of the children down in Arthurdale was, "Let's go out and build a pigpen." Of course, as she said, those children didn't end that year, one shaking up cocktails and the other building a pigpen, but she knew from the first day what were realities to those children, and her task as the teacher, or in that case as the director, was to guide and lead those children from one experience to another that without losing the sense of reality they could also get an idea of some other kinds of homes, some other kinds of life than their own. We begin mostly by walking around our neighborhood, identifying our own homes, and so on. I think most schools do that; there is nothing startling about it. The wonderful thing is what comes out of it when it is well done.

The third thing that is needed for the child is to furnish an opportunity to

work freely in the materials which have been carefully selected, so as to help him make that transition to abstraction. Reality is very big, very confusing and very troublesome to a child. His first type of abstractions, then, must be something he will make himself. That is why the picture the child makes, crude as it is, is more valuable to the child than the picture he looks at which already contains so much symbolism that only very able children grasp it without a good deal of practise. That is why blockbuilding, of all the forms of play, is the most valuable, and the one that needs the greatest amount of encouragement. It also takes, you will admit, Mrs. Fletcher, a great deal of money. The great big blocks that the children ought to have, to give them a sense of weight and balance and to build themselves something big enough to get into, cost the most appalling amount, but they are amply worth it in making this transition to the pictorial material.

Games and toys that the children can handle, with which they can play, neighborhood games, out of which can come not the abstract symbols of numbers but the actual use of numbers, measuring, handling tools, so they can build little things for themselves that must be measured—the four legs of a table must be the same height, and your standard grows out of that, the standard of what is good workmanship can come out of that, if it is well directed. However sloppy the product looks to the carpenter, there is a big difference to the teacher's eye between the product of the child whose work is really sloppy—and there are lots of them—and the product that has really been well directed and does represent child measurement, the child concept of something that has a purpose.

The child's own body is in a sense one of his instruments, and he must learn to balance, to handle, to carry. This seems to me old stuff, and yet so often we still have fixed seats, and the children are expected to sit still in them for hours at a time rather than to learn that tremendous art of handling one's own body, without which one cannot get, it seems to me, either security or a sense of ability to direct one's self.

When these materials are well used, there should come at the end of this two-year period—and I make a plea, as does our committee's report on articulation and integration, for regarding those two years of the child's work as a unit—out of those two years should come a child who would have, first, good habits of work; second, a keen interest, a curiosity that will enable him to learn more; well exercised muscles, not one of these little, flabby children who want to sit and dream and then later on will become a serious behavior problem; a vocabulary much larger than he ever had under the old abstract system and not by any means limited to the thousand words of a scientific vocabulary, useful as that is in teacher guidance.

CHAIRMAN CONROY: The next question is "What do speculation and research recommend in a transitional curriculum for the gifted child?" Mr. Pertsch has been chairman of the Committee on Individualization of the New York Principals' Association and his Committee has been working in that field.

MR. PERTSCH: It is my purpose this afternoon merely to indicate to you just as well as I can what I gathered from the meeting of our Committee in May at the Waldorf-Astoria.

In the first place, one of the questions was, What do we mean by a bright

child? Originally, we thought it meant a child with a high I.Q. We couldn't reach any agreement as to whether we meant the child with an I.Q. of 120, 130 or 140. Then we found it very difficult to decide upon the test on which the I.Q. was to be based. Eventually, there was an agreement that the Stanford-Binet was to be used, and there was an agreement that we would consider as bright those children who had I.Q.'s of 130 or over on the Stanford-Binet. It seems according to the traditional Stanford-Binet one percent of the total population has an I.Q. ranging above 130, and we thought we were primarily interested in that group, when somebody introduced the question, "How about the children who have social intelligence and the children who have creative intelligence and the children who like to fiddle around with radios, victrolas, pianos, old clocks and watches, and so on? They have a manual intelligence. Are they to be forgotten in this shuffle? Aren't they bright in another aspect of intelligence?"

One of the greatest difficulties is to arrive at a common agreement on the meaning of intelligence. We found twenty-seven definitions and concepts of intelligence. The Committee was rather liberal and we agreed to consider the gifted as well as the bright, and so the recommendations will concern both groups. As a matter of fact, the Committee decided to name itself the Committee on the Superior Child rather than the Committee on the Bright.

The second problem was that of finding the bright child. How do you find him in the school? You might use tests at the time of admission to school, but tests are expensive. You have the problem of financing. It is expensive not only in terms of money but also in terms of the teachers' time, and of the psychologists' time. Then there are these aptitudes which cannot be located, identified very readily thru present testing devices and instruments. You have children who are gifted in the use of their hands, children who are gifted creatively, who can be identified only by keen observation on the part of the teacher or another observer in the classroom. More than that, many of these children will never be identified unless you present them with the right kind of curriculum, because the curriculum acts as a chemical reagent and precipitates these very aptitudes and abilities which are so often overlooked in the conventional classroom.

So our Committee came to the following decision, which I quote from the report with respect to the curriculum:

A curriculum is required which is tentative in nature. It must be flexible, elastic and suggestive. It should permit variety in method of approach and presentation as well as in content. It should provide for large units of work which will offer an opportunity to discover resourcefulness, capability, interest, talent, originality, leadership and other desirable qualities which our pupils may possess. It must provide a field wide enough to include a wealth of experiences, social, manual and creative as well as academic, and fertile enough to permit the greatest possible growth and development.

The next question was, "What provision should be made for the education of the bright?" In all, there are five or six general provisions which have been made in the past, and we group these into three. In the first place, we have those involving ability grouping. New York City, as you know, is addicted to a practise of ability grouping. We have one, two, three, or X, Y, Z grouping in the larger schools in New York City, and we are sold on that proposition, regardless of the minority convictions against the project of ability grouping.

A second proposal is that of organizing special classes. Somehow or other, we seem to feel that if you organize a special class, you have solved your problem—no such thing! In a special class at the Speyer School you have a range in I.Q. between 130 and 200, a vast range, a difference of seventy points. Drop seventy points below 130 and you reach a keystone of 60 I.Q. The difference, then, in that term and class at the Speyer School is just as great as the difference you would find in a class in which the lowest pupil had an I.Q. of 60 and the brightest an I.Q. of 130. It is a ridiculous thing that any uniform approach would meet the needs of individual children under those conditions.

The third general pattern is one that features the continuous motion plan with individualized instruction, plans similar to the Winnetka or the McDade or the Dalton plans and their modifications, and then those emphasizing the activity program, both within and outside the classroom, co-curricular activities as well as extra-curricular activities, special interest groups meeting before and after school hours, during week-ends and during the summer holidays.

There are four suggestions: Either individualization, the activity program, special classes or acceleration, or some combination of these. Which combination or which individual pattern is the most effective in the education of the bright child is the question to which we do not know the answer, and your Committee very humbly suggests, Mr. Conroy, that some long-range experiments be set up in various schools in order to evaluate the worthwhileness of these four systems which on the basis of opinion only have been used for the past ten or twenty years without any attempt to evaluate them objectively.

CHAIRMAN CONROY: What experiences in the new curriculum relate to the child with delinquent tendencies? In presenting the next speaker, I would like to say that it is only her modesty that kept her from being in her rightful place as chairman of this part of the meeting. She was most complimentary. May I return the compliment by saying that we as the principals of this city are proud of our President, Miss Lindquist.

MISS LINDQUIST: Studies in delinquency emphasize the prevalence of retardation, so educators accepted the challenge for a thorough study. In New York City, the Board of Education and the Board of Superintendents formed a Committee on Maladjustment and Delinquency under the joint chairmanship of Margaret J. McCooley and James Marshall. The Committee found that there was little difference between maladjustment and delinquency.

Mr. Marshall summarized the situation this way:

"We conceived that the principal problems of the school were affirmatively to counteract and repair the damage those disintegrating influences of the street, home and community might have, and to give intelligently such understanding and ability to think as would lead to successful adjustment in the world, to the extent and degree to which the child was capable of absorbing them. We felt that negatively the problem of the school was not to create maladjustment in the school; not to give in the school a sense of insecurity; not to initiate the school anxieties and not to create in the school situations which were bound to lead to failure." Of course, you know as well as I do that we can't predict delinquency, and, of course, immediately there was such criticism that this was a foolish thing. However, there are children in all schools that demonstrate emotional insecurity.

They are disturbing in the average class; they try the teachers; their records are those of conflict with authority, sometimes outside of school as well as in the school.

Classes were formed in eight centers, sometimes two classes in a school, sometimes just one class in a school, in one school four classes, of this type of child, and the plans that were used were for a flexible curriculum and were based on the recommendations of the Committee. I have chosen only five of those recommendations as being most significant: (1) Smaller classes; these classes were limited to fifteen. (2) Smaller schools; they were placed in the schools that were small enough to handle the local community situation. (3) A modernized curriculum with more self-direction and experimental learning. (4) Additional services by the school for the children who had special emotional and scholastic problems. (5) Additional recreational and extra-curricular activities for the after-school hours.

One speaker spoke of the problems caused by insecurity in the home; that it affected learning ability as well as behavior. Assistant Superintendent Regina Burke in summing up called attention to the fact that the key to maladjustment is in the younger group, sometimes manifesting itself in the kindergarten and in the first year. She therefore stressed, as one of the former speakers did, the value of the nursery school, the kindergarten, and particularly an extension of the kindergarten in order to give this informal approach to the early learning situation, and she gave some very important points on the subject of reading readiness.

Another speaker spoke of this fact: that schools have a serious task to sell to the public the idea that education is not a thing restricted to the traditional hours of the day and not something restricted to books and pens and papers. This was particularly significant with reference to the children that have problems and difficulties with schooling.

Some of our speakers will stress the necessity of becoming acquainted with the community, and, in connection with this work for these children with delinquent tendencies, we are working for a closer cooperation with social agencies; in fact, in one school that has done much work along this line, we are putting in what is called an adjustment worker, a social worker, to see if the problem of the relationship of all these splendid private agencies and opportunities in the neighborhood and the problems of the school could not be worked out. We call it a consultation service. This will begin in the September term.

Teachers must recognize the importance of the intelligent use of play. If a child is not prepared to function effectively in his social relationships, education very often is a failure; and this is particularly true with this group of children about which we are talking. The challenge, then, is to help them to secure emotional security.

CHAIRMAN CONROY: The child with special disabilities, what is to be done for him? I am sure that in presenting Miss Bildersee, she will agree with me that she has a different answer for the question today than she might have had two years ago, because for the past two years she has been in charge of two of the Federal Education Projects, one that turns its attention to remedial reading, and the other, remedial arithmetic. In one case she has something like 650 workers under

her guidance and in the other case about 300. I don't know anybody in the City right now who can speak more authoritatively on remedial technics than Miss Dorothy Bildersee.

MISS BILDERSEE: More and more, those of us who are actively engaged in training teachers in the handling of pupils retarded in reading or in arithmetic feel that there would be comparatively few pupils with special disabilities if the instruction in the 1A grades were conducted according to recognized progressive methods, and if the basic principles underlying these methods were extended thru the entire school life of the learners.

Two of the most important trends in progressive methods are an understanding of the principles of readiness and a realization of the importance of individualization.

The teacher must realize the importance of readiness not only at the beginning but during the entire school life of the child. This includes much more than the child's intellectual status altho a knowledge of his mental age is very important. In spite of disagreements, it is generally conceded that a mental age of 6 is needed for beginning work in the first year.

In both reading and arithmetic, basic concepts are needed before the child is ready to begin the so-called formal work of 1A. The child must have rich experiences through which needed concepts have grown up and on which new concepts can develop. Before he can begin to learn to read the child, in addition to experiences and a rich vocabulary, must have, some rather specific abilities (such as rhyming;) including matching geometric figures, words or letters; repeating letter sounds and nonsense syllables; recognizing objects and telling a simple story. For arithmetic, he must have become conscious of the significance to himself of quantitative situations, which have arisen in his life but which he may not have recognized as such. He should have an idea of greater, smaller; more, less; earlier, later; taller, shorter; have actual experiences with objects,—with putting things together, with separating objects, with taking some away. He should have had opportunities to count, to measure things in an informal way. All these experiences should grow out of his activities.

For a full measure of success, the child should have, also, a wholesome emotional attitude toward his home, his fellow pupils and his school work. Much is taken for granted with the 1A child. Colleges recognize the importance of orientation work. How much more necessary is a period of adjustment for the 6 year old, removed, for the first time, from his familiar, secure surroundings.

To know adequately the previous experiences of the pupil one must know more than the individual. The child is a product of his environment, and a knowledge of the community, of the types of homes the pupils come from and of the influences that surround them, of their opportunities, or more frequently, of their lack of opportunities, is necessary.

To be ready for reading, the child must have adequate physical development. Many pupils fail because of constitutional disabilities or physical defects. These too, must be taken into account in a program of prevention, and later, of remedial work. Children who cannot see, who cannot hear, will begin from the first day to build up disabilities that will lead to failure.

If teachers thru the grades would recognize the significance of readiness and

the need for individualization, would know their children in the 5 areas referred to, and keep in mind that many children are and will always be slow learners, there would be less need for remedial procedures. However, we have with us many remedial cases, and I shall describe, briefly, the remedial procedures used by classroom teachers, developed from the W.P.A. remedial materials.

This remedial reading program begins with an orientation period. The teacher tries to establish a wholesome tone, discovers interests and develops new ones, provides experiences and opportunities to discuss these. To interest the children in books, she builds up a library of attractive simple books. Here and thruout the program, she stresses the language arts, oral and written, thru written stories and logs, newspapers, group activities at first-later, individual as well as group. Technics needed for these develop gradually as the need for them is felt by the children or pointed out by the teacher.

Preliminary work to supply other needs, such as the power to discriminate sounds, forms and so on, is begun at once.

As soon as the tests are completed, the teacher begins planning on the basis of specific needs. Individual and group instruction follow. Exercises are assigned in the W.P.A. remedial units. Oral and silent reading assignments paralleling the units are made. Supplementary activities based on language arts and manual arts are suggested.

Gradually, thru a program consisting of cycles of testing, planning, teaching, drilling, assigning and checking, the child progresses until he is up to grade, or until his reading age equals his mental age.

Since the six cardinal objectives are accepted as the philosophy of the Elementary Division, the remedial programs should, and do, help children.

1. To understand and practise desirable social relationships  
Children learn to work together, to plan and play together, to help one another, to cooperate, to respect others' rights and to appreciate others' contributions.
2. To discover and develop individual aptitudes  
Through stressing the language and the manual arts.
3. To develop habits of critical thinking  
Through learning gradually to recognize their own specific needs, to select needed drill materials; through evaluating our own progress, and through specific planning of supplementary activities.
4. To desire worthwhile activities  
Through developing a love for reading, and the activities arising out of reading, and out of arithmetic, and out of the supplementary activities of the program.
5. To gain command of the common integrating knowledge and skills  
Actual results, reported by teachers show gains in reading, arithmetic, language arts, manual arts, and content subjects (through mastery of reading skills and through an extension of interests).
6. Physical and mental health  
Physical health and the correction of defects is stressed. The mental adjustment results through habits of concentration, perseverance, self-reliance, self-direction, reliability, and attitudes of ever widening interest, cooperation, self-confidence, initiative, and respect for others' opinions and the rights of others.

**CHAIRMAN CONROY:** Mr. Kornfeld, the Chairman of our Committee on Community Relationships, is going to tackle the question of adjusting a curriculum to the community in terms of its limitations and its possibilities.

**MR. KORNFELD:** In considering the role of the community in its relation to

the curriculum we ought first to distinguish between localities in which the school is the center and the larger localities contiguous with the smaller ones. In the former may be found: parents' associations, parks, playgrounds, various types of industry, social settlements, churches, fostering crime, agencies preventing crime. In the larger localities there are usually found the larger agencies; councils of parents associations, museums, libraries, patriotic societies and so forth.

In considering the inter-relationship of curriculum and community, all the agencies included in both the narrow and wider locality look as significant factors in determining what desirable changes, revisions, and reorganizations should be made.

Professor Lloyd Allen Cook refers to the community as a number of persons bound together by common interests, values and needs.

In discussing the curriculum in relation to the needs of the community we ought next to look into these needs.

The needs of the community are the needs of the pupils themselves. Insofar as the curriculum meets the needs of the children does it meet the needs of the community. We are constantly confronted with the responsibility of finding the best devices and technics to educate children in a changing community. To achieve these ends the schools thru its pupils and its teachers must cooperate with the community.

The school should explore the community for its educational possibilities or resources in order to enable the curriculum to reflect and utilize these possibilities.

The school should be aware of the availability of all the health facilities; such as, the district health center of the Department of Health, the dental clinics, and the hospital clinics. It should take active steps to make their facilities a part of the school scheme. The subject of health education, an integral part of the curriculum, includes correction of physical defects, prevention of the spread of disease, dissemination of worthwhile health information. Its treatment requires such constant cooperative thinking and planning that the supervisory and teaching staff of a school must work hand in hand with the nurse, the school doctor, the school dentist, the private practitioner, the local hospital and clinic. Recently in one school 33 banners were awarded by the Department of Health because the pupils in as many classes had cleared up all dental defects by utilizing the public and private facilities of that one community. In another school all of the 225 children enrolled in its 9 classes for physically handicapped children had made almost 700 contacts with orthopedic, cardiac and tubercular clinics in one year. The teachers and the supervisors in both these schools were in constant communication with the health agencies. Attempts are being made to extend the facilities of these agencies to all types of pupils in all types of classes.

The school should know the location of the libraries, museums, botanic gardens, and menageries in their own localities and neighboring communities; and should establish practical and workable contacts with them. Practically every study included in our curriculum can be enriched by association with these agencies. Committees of teachers and supervisors, bureaus of the Board of

Education, faculties of certain schools, individual teachers, committees of pupils, even individual pupils have sought the assistance of these agencies; have received them in greater and greater quantities and have brought about an enrichment never accomplished under the older concept of the curriculum in its relationship with the community.

The school should be aware of the existence of welfare agencies in its community. It must make direct contact with these agencies in order to help the family adjust its social and economic needs, thereby directly aiding its children. In these days of economic need one cannot over-emphasize the part which the school must play in supplementing these needs. Thousands of hot lunches and thousands of articles of clothing are supplied to our children through a central school relief committee and individual school committees in cooperation with other public relief agencies. Innumerable instances of intervention by interested teachers in various schools have brought about aid to needy children and their families at the hands of public and private charitable and other welfare groups. Should a record be made public of the extent to which teachers have visited children's homes and public and private welfare and social agencies in order to carry out more effectively the new spirit of the curriculum the results would prove highly illuminating.

The school must survey the recreational resources of the community and must coordinate its own recreational progress with these facilities. Because of limitations in the recreational equipment in some of our older schools, the more recent organization in ever greater numbers of public parks, playgrounds, swimming pools, evening and afternoon social centers has greatly helped meet recreational needs of these schools.

Only within the past month a suggestion was made by the Superintendent of Schools of the City of New York that the public swimming pools recently completed be utilized for the instruction of swimming during the period from June 11th to June 25th.

The prevalence of so many broken homes in some of our underprivileged neighborhoods has challenged the schools to provide in its curriculum such school situations as would permit the children to live happier and more social lives. This challenge is being constantly met.

Numerous examples may be cited of the utilization by various schools of the health, the educational, the social, the economic, the industrial, and the resources of various communities.

The Field Activity Program of the United States Works Progress Administration has organized several day camps to which thousands of children are brought daily. It has developed a series of excursions involving visits by additional thousands to the Hayden Planetarium, the Museum of Science and Industry, the Metropolitan Museum, after trained teachers had visited the classrooms and had conducted appropriate lessons. It has also carried on successfully a series of trips to other points of interest in the city. In all of these projects efforts have been made to use the children's new experiences and to develop richer and more meaningful learning.

One school in Brooklyn, in a section where forty percent of the population is on relief and where half of the children are being supplied with free lunches, has

utilized the lunch room period as a device to practise cooperation, mutual helpfulness, courtesy, correct eating habits, cleanliness and self control. Another school in a different section of the city has taken full advantage of the development of a public housing project by studying practical civics and practical city planning.

In several communities in this city experiments in the development of school-community consciousness have been initiated. After a survey of the resources, the needs and the social makeup of these areas was made, the curriculum of its schools was modified and greater emphasis was placed on informal education and incidental learning.

The schools should enlist the communities support for the necessary and desirable changes in the curriculum and should keep the community constantly informed of the newer objectives.

The school thru its teachers should explain the purpose and practises of the newer educational philosophy as a means of overcoming parental indifference and parental ignorance. The school should also attempt to modify the impatience of other types of parents who expect a complete adherence to these newer concepts of the curriculum regardless of the schools' readiness to do so.

By offering to meet the parents halfway; by understanding the needs of the social groups in each community, and by inviting them in and throwing open to them its records and facilities; by adopting a common philosophy and exercising a common interest in the pupils; the school will have taken the first steps toward shaping a curriculum that meets the needs of the community and at the same time includes provisions for the social guidance of its children.

CHAIRMAN CONROY: Looking back over the rather definite statements of the speakers today, I wonder if you don't picture a group of people working, adjusting, changing, striving to meet the ideals that you have expressed in The National Elementary Principal, and other places, a great leaven at work, and a group of people fostering the growth of that leaven as well as they may? I would like to leave that picture of our situation with you.

Now, may I ask that you in addressing any questions to the panel give your name and your state for the record?

MR. J. T. WORLTON (Salt Lake City, Utah): I would like to ask Mr. Pertsch if he intended to give the impression that the four phases of attack made on this problem of meeting the needs of brilliant children, are mutually exclusive, or did he mean to infer that they may, all four, be used at the same time?

MR. PERTSCH: I am sorry if I left any doubt in your mind about that. I meant to say that they might be used either individually or severally in combination. It is rather difficult to use them individually and isolate them from the other factors and the other patterns, so that you usually find they are used severally in combination.

MR. WORLTON: May I supplement that by another question? I infer also that your plan of ability grouping not only includes these brilliant children who are the subject of your talk today, but it includes all of the children—am I right in that?

MR. PERTSCH: That is right.

MR. E. C. WINE (Wichita, Kans.): I would like to ask Miss Lindquist if the plan for a consultant is different from the usual visiting teacher program, as we know it in the schools?

MISS LINDQUIST: It is a little hard for me to answer just specifically what it is because it is in the shaping and in the making, but I think the idea is that it would be different. It would include the visiting teacher, but it would be largely a means of facilitating and making known to the agencies what are the needs of the schools and wherein they can help, and also interpreting those agencies to the school. Part of the program is an initiation of the teacher into a place where she can get the help most easily and know how to go about it. There may be future publication of available materials for teachers that are now so scattered that it is not readily known to the teacher when an emergency arises.

MR. WINE: May I ask what the training of such consultant will be? Will it be comparable to that of a visiting teacher?

MISS LINDQUIST: The young lady who has been chosen has had a very wide experience including visiting-teacher work, teaching, supervision of teaching, a number of years of service with one of the large charity organizations in case- and family-welfare work. That isn't even the complete story. They tried to get one of the best equipped persons they could, because that is just an experiment. As a result of that experiment they may later on set up requirements and clarify what it is they have in mind.

CHAIRMAN CONROY: May I add to Miss Lindquist's answer that there is in the City at the present time located somewhere in the neighborhood of 70 Columbus Avenue the W.P.A. headquarters, a junior consultation service project where there is actually being carried out some of this work, and some of the questions that have been asked may be answered by making contact with that project.

MRS. GERTRUDE HOWARD (California): I have heard of Miss Bildersee's work, and I would like to ask if it is possible to see some of the materials which she has developed or to see the work in process while we are here.

MISS BILDERSEE: I am sorry, but it is not possible to see the work in progress because the W.P.A. remedial reading and arithmetic teachers were sent at the close of the school to the other projects that carry on through the summer; but there are three very fine booths at the Port Authority Building where you can see not only the materials and an explanation of the methods that we use but also an analysis of the underlying philosophy. You will find two of these in the W.P.A. exhibit and one in the Board of Education exhibit, elementary division. The one in the Board of Education, elementary division, exhibit also has a rather complete outline of the remedial technics that are used by the remedial teachers who have been trained by me and my assistants in alertness credit courses for the Board of Education.

MR. J. F. LIGHTENBERG (Minneapolis, Minn.): I know that we have heard and read of different groups of objectives, and I notice different members of your panel this afternoon referred to the six objectives, showing that your group had organized these in a bit different way. I wonder if you could dictate them to us slowly enough so those of us who are interested could make note of them.

CHAIRMAN CONROY: Mr. Fox will take care of the question because he hap-

pens to have the six state-wide cardinal objectives as they are worded. There are a few more than that, but six have been accepted in toto.

MR. FOX: Number one is to understand and practice desirable social relationships.

MR. FARNUM (New York City): May I suggest that it might save time and be more satisfactory if we referred these people who want this to the New York State Elementary Education Department? They would be glad to give them these little pamphlets which are a resumé of their findings.

CHAIRMAN CONROY: The Department of Elementary School Principals, thru the stenotype record of this entire meeting, will have this material appear in the October issue of the Elementary Principal, and if you are a member, you will receive that, and it may save time, if that is agreeable.

Are there questions on the panel? At this particular point, the round table might very well have become a panel had we started sooner.

DR. J. C. GAINSBURG (Brooklyn, N. Y.): Dr. Pertsch raised a question that I thought might perhaps be answered from the floor—what is intelligence? One of the definitions I heard a long time ago that seems to me met universal approval was that intelligence is that quality or qualities, combination of qualities, which is measured by that test or group of tests which we call intelligence tests! Seriously, however, I noticed that the work of the panel was devoted largely to integrating the curriculum and while many variations on that subject were brought up, naturally, many phases were developed, the important underlying core, I take it for granted, is the matter of integration.

In line with that, much was said about the need for developing social qualities, mental health, certain traits like planning and initiative, and it occurred to me that when all was said and done, there has been in the past in the field of education a great deal of very direct effort, careful procedure in methodology, in the direction of preparing for skills, while a good deal of vague treatment has been developed thus far, at least, toward developing those other traits of which we all seem to desire so much in the schools but for which so little careful planning has yet been done. It is my hope that if the work of the Curriculum Committee goes on, something may yet be devised which will bring into a focal limelight the methods by which we may develop how to plan, how to initiate, how to make friends, how to go through all these abilities which we desire.

CHAIRMAN CONROY: Is there a question on the panel?

I wonder if the President would be willing to take over the meeting again and thus relieve the Chairman at this particular time?

PRESIDENT STRATTON: I want to express our appreciation to the New York principals for their splendid contribution this afternoon to our Department program. We thank you individually, and, unless I hear objection, I declare this session of the Department of Elementary School Principals adjourned.

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**Even tho most of your schools have been in session for several weeks, let Headquarters wish for you a most profitable and happy school year. May you attain the goals which you have set for yourself and your teachers. Remember that Headquarters is always delighted to be of service.**

# What's Happening!!

★ The Clay School Verse Speaking Choir of St. Louis, Mo., has been doing some very interesting work for the past three years. The Choir is composed of fifty boys from the third and fourth grades. Miss Anna Gregory, who introduced the work into the Clay School, is the director of the Choir. She practises once a week with the boys for fifty minutes, dividing the period into three parts. The first period of fifteen minutes is given to Speech Training, based on English phonetics. During the second fifteen minutes, she reads beautiful poetry to the boys and talks about the rhythm and meaning of the poetry. This helps to awaken their imagination and to instill an appreciation of good poetry. The last period of twenty minutes is devoted to drill work in blending the voices into oneness and beauty of inflexion.

The marked improvement in the diction of the boys is an outstanding asset. Miss Margery Griffin, the principal of the Clay School, has encouraged the boys in their efforts to advance in beauty of rendition and enjoyment of poetry.

★ *Autores Jovenes*, a magazine for young authors, is a publication sponsored by the sixth grade of Jefferson School, Santa Barbara, California. The articles in this school magazine represent contributions from all grades in the school. It is published to give the parents an idea of what their children are doing. While writing the articles, the boys and girls get experience in penmanship, spelling and creative English. Contributions consist of a unit write-up, stories, talks, poetry,

and other articles connected with the work of the school. Each child in the school takes part in producing something.

Headquarters feels that the boys and girls of this school, under the leadership of William Scalapino, principal, are doing a wonderful piece of work.

★ *Exploring*, a booklet containing a story of science in an elementary school, has been prepared and published by the Meadowbrook School, Norfolk, Virginia, of which Miss Ruth Livermon is principal. It consists mainly of pictures describing the fine work in science which the children of this school are doing. This is the first book of this nature which has come to headquarters, and it is indeed a splendid piece of work.

★ Are you interested in knowing more about the wonders of nature? One of the finest sources of information on this subject will be found in the *National Nature News*, published weekly at 3107 Wisconsin Avenue, Washington, D. C.

★ A most outstanding contribution to elementary education has been made by the Garfield Heights City Schools, Ohio, under the leadership of Harold R. Maurer, superintendent. This *Tentative Curriculum Syllabus* of the Elementary Schools outlines briefly some of the work in the major divisions of the school's curriculum. Description of such phases of the school as child accounting and personnel records, informal pupil-home reports, the prevention

and correction of reading disabilities, teacher home visitation, the child guidance clinic, character education, approvals, faculty seminar meetings, and health and safety education, have been dealt with very briefly. The purpose of this syllabus is to serve as a guide for the intelligent, creative teacher.

The content of this syllabus represents the combined work and effort of the principals and teachers serving in the various elementary schools of this city, and Superintendent Maurer gives credit for the editing and organization of this fine material to W. Paul Allen, principal Garfield Elementary School.

★ Sponsors of elementary school newspapers are searching for the rays of light that will aid them in the field of their activity. *E.P.A. Echoes*, published by the Elementary Press Association, Chicago, Illinois, will enable them to solve some of their difficulties.

This magazine has been written for sponsors of elementary school newspapers. A descriptive list of the newspapers published in Chicago is included in this magazine of which Mrs. Elizabeth Sheffield is editor.

★ The Tenth Yearbook of the Department of Elementary School Principals of the Michigan Education Association, "Trends in Curriculum Reconstruction in the Elementary School," is another one of a series dealing with pertinent problems affecting the elementary school. In the first part of this yearbook you will find many splendid contributions dealing with curriculum building programs from as many distinct communities in different parts of the country. In the latter part will be found two excellent articles: one dealing with the practical aspects of a curriculum program, and

the other dealing with the part the principal should play in the curriculum development.

The Editorial Committee of which Urban Hartung is chairman, thru diligent and untiring effort, has completed a work which should be read by everyone interested in the advancement of education. Headquarters is happy to tell its members about this fine outstanding yearbook.

★ R. H. Richards, our former State Enrolment Chairman for West Virginia, is now on leave of absence from the principalship of the Lincoln Elementary School, Huntington. This coming year he will be on the staff of the University of Ohio, Columbus, while completing requirements for his Ph.D. in elementary education. We wish Mr. Richards much success in his new work.

★ A splendid school newspaper, which has recently been sent to headquarters, is the *Belle Morris News*, published by the students of Belle Morris School, Washington Pike, Knoxville, Tennessee. This mimeographed paper carries many pictures and illustrations which demonstrate the work carried on in this school. T. N. Johnston is principal of the Belle Morris School, and is responsible for sending this issue to headquarters.

★ The organization of the Southeast Alabama Elementary and Junior High School Principals' Association was completed by a group of thirty-one principals meeting at Troy State Teachers College on August 11. Officers elected for the coming year are: Adolphus Jones, Wetumpka, president; Winton Rayburn, Slocomb, vice-president; J. B. Clements, Escambia County, secre-

tary; and Buren Gibson, Troy, treasurer.

★ Frank Echolds, principal of Woodrow Wilson School, Indianapolis, Indiana, and member of the Department of Elementary School Principals, died suddenly July 23, 1938. Mr. Echolds was appointed principal of Woodrow Wilson School in 1936 and was to have held this position again this fall. He will be missed by his many friends. This news was sent in by Mrs. Vivian Rankin, Indianapolis, Indiana.

★ The Wisconsin Elementary School Principals Association Bulletin is issued

by the Executive Board from time to time for the purpose of giving its members valuable information in the field of elementary school administration and supervision and reports of the various committees. Fred Schnell, secretary of this newly organized association, has sent a copy of the first News Bulletin to Headquarters and that group is to be commended on the splendid work it is doing.

★ From Miss Amy Hinrichs, New Orleans, Louisiana, has come the sad news of the death of Miss Fanny Leve-rich, who was principal of the Beauregard School of that city.

## SECRETARY'S REPORT

New York, N. Y.

June 25-30, 1938

The semi-annual meeting of the Department of Elementary School Principals was held in New York City, June 25-30, 1938. General sessions were held on Monday and Tuesday afternoons, June 27 and 28 respectively, in the Salle Moderne Room, Hotel Pennsylvania. On Monday afternoon, preceding the two speakers on the program, two films, "Play as a School Activity" and "Making of An Engine," which were prepared by Mr. Fred Orth, principal in Los Angeles, California, were shown. Mrs. George G. Howard of Inglewood, California, was kind enough to bring these films with her to the convention and make the presentation speech. We are indebted to the Bell and Howell Company of Chicago for lending us the projector for the showing of these films.

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

**First Session**—Monday, June 27, 1:45 p.m., Salle Moderne Room, Hotel Pennsylvania.

President Mason A. Stratton, *presiding*

### SHOWING OF MOTION PICTURES

#### TEACHER PARTICIPATION THRU THE P.T.A.

Mrs. J. K. Pettengill, President, National Congress of Parents and Teachers.

#### SOME IMPORTANT FACTORS IN PERSONALITY DEVELOPMENT

Dr. Fritz Redl, Progressive Education Association, New York, N. Y.

**Second Session**—Tuesday, June 28, 2:00 p.m., Salle Moderne Room, Hotel Pennsylvania.

### BUSINESS MEETING

#### REPORT OF THE RESOLUTIONS COMMITTEE

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

#### REPORT OF THE NECROLOGY COMMITTEE

Arnold Gregory, Chairman, Principal, Raupp School, Lincoln Park, Michigan.

#### ELECTION OF OFFICERS

## PANEL DISCUSSION

*Sponsored by the New York State and City Principals*

Miss Margaret Lindquist, President, New York City Principals, *presiding*

### "The Curriculum in Transition"

(Under the honorary chairmanship of Associate Superintendent Stephen F. Bayne and Assistant State Commissioner J. Cayce Morrison)

*General Chairman*—John F. Conroy, Principal, Public School 32, Bronx, New York City.

ADJUSTING THE CURRICULUM TO THE GIFTED CHILD

C. F. Pertsch, Junior High School, Brooklyn, N. Y.

WHAT ADMINISTRATIVE CHANGES ARE NECESSARY TO PROMOTE THE PROPER FUNCTIONING OF THE CURRICULUM?

Mrs. Eudora Fletcher, Public School No. 99, Brooklyn, N. Y.

HOW WILL THE REVISION OF THE CURRICULUM TODAY CHANGE THE SUBJECT MATTER AND PROCEDURES IN THE FIRST TWO YEARS?

Ruth Gillette Hardy, Public School No. 33, New York, N. Y.

WHAT CHANGES ARE NEEDED IN OUR PRESENT CURRICULUM TO ACHIEVE OUR OBJECTIVES IN TERMS OF METHODS AND CONTENT? WHAT ARE PRACTICAL FIRST STEPS IN INTEGRATION?

John F. Conroy, Public School No. 32, New York, N. Y.

WHAT ARE OUR NEW YORK CITY OBJECTIVES? HOW CAN WE ATTAIN THEM? HOW CAN WE EVALUATE THEIR ATTAINMENT?

Benedict Fox, Public School No. 45, South Ozone Park, N. Y.

THE COMMUNITY AND THE CHANGING CURRICULUM

Louis Kornfeld, Public School No. 30, Brooklyn, N. Y.

NECESSARY MODIFICATION OF THE CURRICULUM FOR THE CHILD WITH DELINQUENT TENDENCIES?

Margaret A. Lindquist, 2475 Palisade Avenue, Spuyten Duyvil, New York, N. Y.

REMEDIAL PROCEDURES

Dorothy Bilderssee, 115 Willow Street, Brooklyn, N. Y.

## Social Affairs

*Breakfast*—One hundred and twenty-five members and friends of the Department of Elementary School Principals braved the rain and attended the get-together breakfast at the Tavern on the Green, in Central Park, Monday, June 27, 1938. All arrived in time to have a chat with former friends, and to make new friends.

After partaking of delicious food, President Stratton introduced Dr. Stephen F. Bayne, Associate Superintendent of the New York City Schools, and Miss Margaret Lindquist, President of the New York Principals Association, each of whom extended welcomes and greetings to the visiting principals. Dr. Frank D. Whalen, Past President of the New York City Elementary Principals Association, and general chairman of arrangements for our convention, brought further greetings and announced the activities for the week.

President Stratton invited presidents of state organizations to stand. Five such distinguished persons were in our midst. Besides introducing members of the executive family, President Stratton introduced the following: Miss Millicent Baum, who extended greetings from the Mayor of New York City; Mr. Charles Joyce, President of the New York State Elementary Principals Association; Miss Ann Scott, the official representative from the New Jersey Elementary Principals; Miss Margaret Cribbin, Executive Secretary of the New York City Elementary Principals Association; Mr. E. L. January, State Enrolment Chairman for New York; Miss Elizabeth McCormick, Past President of the Department; Mr. Earl Laing, Past President of the Department; and Miss Cornelia Adair, Past President of N.E.A.

President Stratton thanked all for coming on such a rainy morning, and expressed his appreciation to the local committee for the fine arrangements made.

*Banquet*—Several hundred members and friends of the Department attended a lovely banquet, which was arranged by the New York City Elementary Principals, on Tuesday evening, June 28, Manhattan Room, Hotel Pennsylvania.

Dr. J. Cayce Morrison, Assistant Commissioner of Education, Albany, New York, and Dr. Stephen F. Bayne, Associate Superintendent of Schools, New York City, brought greetings from the host city and state. Dr. James Sunter of England, representing the National Union of Teachers for England and Wales, brought greetings.

President Stratton turned the meeting over to Miss Margaret Lindquist, President of the New York City Elementary Principals Organization, who, in turn, introduced Miss Ethel Huggard, the young lady in charge of the program of the evening. The New York Principals then presented a few comical skits on school activities, which were thoroughly enjoyed by all. Between each skit, Miss Margaret Hearn, acting as musical director, by her "supervising attack" succeeded in getting all present to participate in singing the many humorous songs which had been prepared for the group and had been distributed at each table. Miss Ethel Huggard was at the piano. Following the skits Dr. Frank Whalen presented humorous slides with equally humorous description of local activities. Each person went away with a feeling of relaxation after an evening of much merriment.

### Executive Meeting, Sunday, June 26

The meeting of the officers and executive committee of the Department of Elementary School Principals, which was held in the parlor of the President's suite, Hotel Pennsylvania, New York City, was called to order by the President. Those present were: Mason A. Stratton, president; Arnold Gregory, fourth vicepresident; Maude A. Rhodes, Mrs. 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; and Eva G. Pinkston, executive secretary.

A motion was made by Miss Rhodes, and seconded by Miss Brookes, that the minutes of the Atlantic City meeting be dispensed with, since they were published in the April issue of *The National Elementary Principal*. Motion carried.

The group expressed its regret that Edythe J. Brown, Isabel Tucker, H. B. Norton, Harry H. Haw, and Cassie F. Roys, other members of the official family, were unable to be present. A motion was made by Mr. Hansen, and seconded by Mr. Kline, that the secretary send words of greeting to each. Motion carried. The executive secretary was instructed to write a letter to Mr. W. T. Longshore, a past president of the Department, whose illness kept him from being with us at this time.

The next order of business was the secretary's report which President Stratton requested the executive secretary to present.

It was unanimously decided that the Department sell the *Annotated Bibliography of the First Fifteen Yearbooks* for \$1.00 per copy. This extra bulletin was given to each member of the Department for 1937-38.

The number of pages contained in the Yearbook of the Department was discussed at length. A motion was made by Mr. Kline and seconded by Mrs. Joynes that the size of the future Yearbooks be left to the discretion of the president and executive Secretary. Motion carried. The officers recommended 450 pages as an ideal size and 500 pages as a maximum.

The executive secretary was instructed to ask the Editorial Committee to prepare Study Outlines on all future Yearbooks. Miss Maude McBroom, chairman, Editorial Committee, is preparing a Study Outline on the new Yearbook which is, "Newer Practises in Reading in the Elementary School." The executive secretary discussed plans for giving publicity to the new Yearbook.

The work of the Editorial Committee was commended very highly. It is the desire of the officers that each president of the Department continue to select outstanding elementary principals as members of this Committee.

President Stratton read a letter from Dr. Beryl Parker inviting the Department to become a sponsor for the Association of Arts in Childhood and Story Parade. A motion was made by Miss Brookes, and seconded by Miss Rhodes, that a letter of thanks be sent to Dr. Parker, but that she be advised this request does not conform to the policies of the Department of Elementary School Principals. Motion carried.

A suggestion was made by Mrs. Joynes that the Enrolment Chairmen be asked to contact the various Schools of Education in their respective states bringing to their attention the Yearbooks and Bulletins of the Department.

A motion was made by Mr. Gregory, and seconded by Mr. Wilson, that the Annotated Bibliography of the Yearbooks of the Department be brought up-to-date at the end of each five year period. Motion carried.

President Stratton made the suggestion that an invitation be sent immediately to the new presidents of the different state clubs to meet with the officers of the National Department at its "Dutch" breakfast on Sunday of convention week, in order to bring a closer relationship between the state and national organizations. A motion was made by Mr. Hansen, and seconded by Mr. Gregory, that each state president be invited to the Sunday morning breakfast of convention week, and that he be asked to send a representative if he is unable to attend. Motion carried.

Meeting recessed until Monday, June 27, 9:30 a.m.

### Executive Meeting, Monday, June 27

The following officers met in the Parlor of President Stratton's suite, Monday, June 27, 9:30 a.m.: Mason A. Stratton, president; Arnold Gregory, fourth vicepresident; Maude A. Rhodes, Mrs. Edith B. Joynes, and Irvin A. Wilson, members of the executive committee; Herbert C. Hansen, director, life membership division; M. Emma Brookes, director, retirement division; and Eva G. Pinkston, executive secretary.

A motion was made by Miss Rhodes, and seconded by Mrs. Joynes, that we dispense with the reading of the minutes of the June 26 meeting. Motion carried.

Mr. Hansen, chairman of the Budget Committee, presented the following proposed budget for 1938-39:

|                           |          |
|---------------------------|----------|
| Estimated receipts .....  | \$26,700 |
| Printing .....            | \$7,500  |
| General Office .....      | 8,200    |
| Salaries .....            | 8,200    |
| Convention Expense .....  | 800      |
| Editorial Committee ..... | 500      |
| Miscellaneous .....       | 400      |
| Contingent .....          | 1,100    |
| <hr/>                     |          |
| Total .....               | \$26,700 |

A motion was made by Mr. Hansen, seconded by Miss Brookes, that this proposed budget be accepted. Motion carried.

A motion was made by Mr. Gregory, and seconded by Miss Rhodes, that the Department have a Conference on Elementary Education in 1939, and that the detailed arrangements be left to the Executive Secretary and the Conference Committee. Motion carried.

It was suggested by Mr. Hansen that the executive secretary write a letter to New York University expressing the appreciation of the Department for their cooperation in making such splendid arrangements for the Second Annual Conference on Elementary Education.

The question arose pertaining to changing the date of the election of officers from the summer convention to the winter meeting. After discussion a motion was made by Mr. Wilson, and seconded by Mr. Gregory, that the Department of Elementary School Principals continue to hold its election of officers at its summer meeting held during the convention of the National Education Association. Motion carried.

To meet a service frequently requested regarding films and other visual aids, the officers decided that a Visual Aids Committee be appointed, whose report will be published in the June, 1939, issue of *The National Elementary Principal*.

It was recommended that the newly elected president for 1938-39 appoint a committee for the Advancement of Elementary Education.

It was the consensus of opinion that the Department encourage state principals' clubs to hold Conferences on Elementary Education.

President Stratton suggested that the Department have a cooperative committee with the National Congress of Parents and Teachers, whose purpose shall be to promote the interest of the public in the elementary school.

Plans for the February meeting were discussed and a tentative program was outlined.

A motion was made by Mr. Hansen, and seconded by Mr. Wilson, that the Executive Secretary write a letter of appreciation to all who helped make this convention a success.

The officers of the Department extended a vote of thanks to the executive secretary.  
Meeting adjourned.

### **Business Meeting, Tuesday Afternoon, June 28, 1938**

Reports of the following committees were given:

Resolutions Committee—Harry H. Haw, San Diego, California

(This report was read by Sarah Young, Oakland, California)

Necrology Committee—Arnold Gregory, Lincoln Park, Michigan

Mr. Ira M. Kline, White Plains, New York, chairman of the Nominating Committee, submitted the following report for the officers for 1938-39:

President, Maude A. Rhodes, Atlanta, Georgia; First Vice President, Mason A. Stratton, Atlantic City, New Jersey; Second Vice President, Elizabeth Malcolm, New Haven, Connecticut; Third Vice President, Arnold Gregory, Lincoln Park, Michigan; Fourth Vice President, Harry H. Haw, San Diego, California; Fifth Vice President, Jane Monahan, New York City; Member of the Executive Committee for a four year term, Isabel Tucker, St. Louis, Missouri.

A motion was made by Mr. Kline, seconded by Mr. R. H. Underwood of Fountain City, Tennessee, that the report be accepted. A motion was made by Mrs. A. R. Wilson, Durham, North Carolina, seconded by Miss Gertrude Pollard, Atlanta, Georgia, that voting by ballot be dispensed with, and that the Executive Secretary be instructed to cast the vote of the assembly for the nominees presented by the Committee. Motion carried. The ballot was cast by the Executive Secretary.

### **Enrolment Chairmen Meeting, Wednesday, June 29, 1938**

On Wednesday, June 29, at 2 p.m., the following persons assembled in the Roof Private Dining Room, Hotel Pennsylvania, to discuss plans for the enrolment campaign this year: Florence Allen, Freeport, Long Island, New York; Leslie R. Birmingham, Mattituck, Long Island, New York; Mrs. Helen Brearley, Princeton, New Jersey; Bess Brown, Pocatello, Idaho; Sara E. Chase, Springfield, Massachusetts; Anne V. A. Cline, Bergen County, New Jersey; Mrs. Mary M. Conry, Livingston, New Jersey; Mrs. Leo May Gamble and Mrs. Gertrude Best Hammond, Los Angeles, California; L. Daisy Hammond, Dayton, Ohio; Mrs. Howardine G. Hoffman, Chino, California; Mrs. Gertrude G. Howard, Inglewood, California; E. L. January, Elmsford, New York; Anna Johnson, Idaho Falls, Idaho; Lillian M. Johnson, Norfolk, Virginia; Mrs. Edith B. Joynes, Norfolk, Virginia; Ruth B. Kelly, West Creek, New Jersey; Ira M. Kline, White Plains, New York; Clara H. Lobben, Fargo, North Dakota; Elizabeth Malcolm, New Haven, Connecticut; Jane E. Monahan, New York, New York; Hermann G. Patt, Newport, Rhode Island; Eva G. Pinkston, Washington, D. C.; Mrs. Caroline Preston, Cedar Rapids, Iowa; Mrs. Vivian S. Rankin, Indianapolis, Indiana; Zura E. Raup, Milton, Pennsylvania; Maude A. Rhodes, Atlanta, Georgia; Mary Margaret Roach, Decatur, Illinois; Lila Stallings, Brunswick, Georgia; Mason A. Stratton, Atlantic City, New Jersey; May Taylor, Atlanta, Georgia; Mrs. Alma Thomas, Midland, Texas; Marjorie Walters, Cedar Rapids, Iowa; Mrs. Jessie M. Wamsley, Pitman, New Jersey; and Mrs. A. R. Wilson, Durham, North Carolina.

President Stratton made the following requests:

1. That the Enrolment Chairmen make a strenuous effort to have a *Principals' Page* included in their respective State Journals.

2. That the Enrolment Chairmen do all they can to see that their states publish a directory of all the elementary principals in the state and that a copy of this directory be sent to headquarters.

3. That the names of all 100 percent cities, counties, and districts be sent to headquarters.

4. That the State Enrolment Chairmen always have in mind to select professional people as their City, County and District Enrolment Chairmen.

Each person went away from this meeting with the firm determination to see that the principals of his state, city, county and district know about the Department and the work it is trying to do for elementary education.

# FINANCIAL STATEMENT

## Year Ended May 31, 1938

### Permanent Fund:

|                  |             |                    |
|------------------|-------------|--------------------|
| Cash .....       | \$ 1,371.98 |                    |
| Securities ..... | 7,599.63    |                    |
|                  |             | <u>\$ 8,971.61</u> |

Balance in current fund as of May 31, 1937..... \$ 2,144.29

### Receipts:

|                                                        |           |                    |
|--------------------------------------------------------|-----------|--------------------|
| Current Year—5491 members at \$3 each .....            | 16,473.00 |                    |
| Arrears—10 members at \$3 each .....                   | 30.00     |                    |
| Adjustments .....                                      | 65.00     |                    |
| Sale of Yearbooks .....                                | 4,041.55  |                    |
| Interest on Bonds .....                                | 366.25    |                    |
| Travel Expense and Honorarium to Eva G. Pinkston ..... | 289.07    |                    |
|                                                        |           | <u>21,264.87</u>   |
|                                                        |           | <u>\$23,409.16</u> |

### Disbursements:

#### Printing:

|                                 |            |                 |
|---------------------------------|------------|-----------------|
| Yearbook, September, 1937 ..... | \$2,588.04 |                 |
| June, 1937 Bulletin .....       | 207.64     |                 |
| October, 1937 Bulletin .....    | 405.22     |                 |
| November, 1937 Bulletin .....   | 652.00     |                 |
| December, 1937 Bulletin .....   | 246.89     |                 |
| February, 1938 Bulletin .....   | 268.41     |                 |
| April, 1938 Bulletin .....      | 438.65     |                 |
|                                 |            | <u>4,806.85</u> |

|                                                   |          |  |
|---------------------------------------------------|----------|--|
| Printing—Leaflets, cards, etc. ....               | 834.46   |  |
| Services in Typing Section .....                  | 1,183.23 |  |
| Services in Multigraph Section .....              | 232.91   |  |
| Services in Mailing Section .....                 | 8.61     |  |
| Services in Addressograph Section .....           | 205.15   |  |
| Postage .....                                     | 2,034.48 |  |
| Insurance, Stationery and Supplies .....          | 1,737.74 |  |
| Stenographic, Clerical Service and Salaries ..... | 7,331.39 |  |
| Telegrams and Express .....                       | 81.54    |  |
| Miscellaneous .....                               | 207.45   |  |

#### Convention Expense:

|                     |        |               |
|---------------------|--------|---------------|
| Detroit .....       | 105.75 |               |
| Atlantic City ..... | 157.40 |               |
|                     |        | <u>263.15</u> |

#### Travel Expense:

|                         |        |               |
|-------------------------|--------|---------------|
| Mason A. Stratton ..... | 50.65  |               |
| Eva G. Pinkston .....   | 437.24 |               |
|                         |        | <u>487.89</u> |

#### Editorial Committee:

|                      |        |               |
|----------------------|--------|---------------|
| Maude McBroom .....  | 183.50 |               |
| L. M. Fertsch .....  | 252.81 |               |
| Cecelia Galvin ..... | 138.20 |               |
| Jess Hudson .....    | 205.14 |               |
|                      |        | <u>779.65</u> |

20,194.50

Balance in current fund as of May 31, 1938..... \$ 3,214.66

# Your Bookshelf

*First Things First* by Mrs. Agnes Boysen, Principal, Lyndale School, Minneapolis, Minnesota, gives a practical plan of character education for school and home. This newly published book is Mrs. Boysen's answer to the stream of requests from all over the world for a comprehensive presentation of the character building plan of education that has proved so successful in the community of Lyndale School, Minneapolis. It is as interesting and helpful to parents as to teachers and principals.

This book, which has been published by Associated Authors, Chicago, Illinois, will be an inspiration to many a worried teacher, to many an anxious parent, and to many a sincere administrator thruout our land.

★ ★ ★

*The Road to Safety* by Buckley, White, Adams, and Silvernale, an Eight-Book Series from Pre-Primer to Sixth Grade Reading Level, supplies a planned program which may be used for a special course, or as a supplementary reading project during the regular reading period. Its cultivation of safety knowledge, attitudes, and habits leads to right thinking about safety problems and the ability to recognize and to avoid the hazards of every-day life. As taught in this series safety is seen as a matter of conduct which affects both the individual and the group.

This new book makes correct safety practices a part of good citizenship; teaches right things to do by guidance which grows out of interesting stories closely related to life experiences; and furnishes a cumulative training in keeping with pupils' needs and development by carrying eight main topics thru all the books.

A copy of this splendid edition may be obtained from the American Book Company, 88 Lexington Avenue, New York, N. Y.

★ ★ ★

*Crossing Over* by Ellie Marcus Marx, Principal, Henry Clay and Chesterfield Heights Schools, Norfolk, Virginia, presents in an original and interesting manner the life, manners, customs, and chief contributions

of the Hebrews to mankind. As one reads the book with its clever illustrations one realizes that the author has given to both young and old the answers to the many questions concerning these great people and their lives. The book is an admirable reference for both school and home libraries and will fill the need for information in a simple and direct manner from an historical as well as religious viewpoint. This has been published by Wm. Byrd Press, Richmond, Virginia.

★ ★ ★

*Let's Go To School* by Horrall, Codone, Willson, and Rhodes, in clear, direct, simple fashion, illumined by a wealth of detailed illustration, shows how a modern program can be organized and operated successfully under the usual handicaps of a public-school system. It describes the planning and development of such a program for average and underprivileged children in the elementary school of an American city of moderate size. It explains how the program is carried forward without expensive facilities or unusual advantages in size of classes. It illustrates the enduring educational principle that good schools are made not by books, bricks and gadgets, but by the intelligence, imagination and courage of its teachers.

The authors believe that such familiar youthful expressions as "let's play hookey," "let's go fishin'," and even "let's go to the movies" are rapidly being replaced by "let's go to school" in the conversations of school children who are privileged to attend modern, child-centered schools. Hence, the title. McGraw-Hill Book Company, Inc., New York, N. Y., is the publisher of this book.

★ ★ ★

*\*Supervision* by Barr, Burton and Brueckner, presents a new definition of supervision in keeping with the new problems and understanding of the present; clarifies the meaning of democracy in supervision; indicates the proper place of scientific method in the program, and shows the greatly extended scope of modern supervision. This book is published by D. Appleton Century Company, New York.

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