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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

STATUE
OF
GENERAL
G. H. THOMAS



December, 1938
Vol. XVIII No. 2

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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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Eva G. Pinkston, Editor.

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The Contents of this Bulletin are listed in the Education Index

The statue of Major General George H. Thomas, which is shown in the picture on the front cover is a perfect equestrian statue, for it is beautiful from any angle from which it is viewed. It is situated in Thomas Circle in the Nation's Capital.

The National Elementary Principal

Volume XVIII, No. 2 December, 1938

Our Best Wishes for the Christmas Season

FROM the ancient ways of man we inherit the spirit and customs of Christmas and New Year. When the days were shortest with the least sunshine hours, therefore by nature the most stern and gloomy, then mankind found the courage and faith to change these days to the most cheerful and the most kindly weeks of the year. Let us all rejoice in the special cheer and optimism of this season.

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MINIATURE

THE N. E. A. will hold its 77th annual convention in San Francisco, Calif., July 2-6, 1939. The D. E. S. P. will have two general sessions, a banquet and a breakfast.

OF

PRESIDENT MAUDE A. RHODES is preparing an outstanding program for the Monday and Tuesday afternoon meetings, at the Cleveland Convention, Feb. 27 and 28, 1939. The banquet on Feb. 27 will again include an unusual and unique program.

IMPORTANT

THE THIRD ANNUAL CONFERENCE on Elementary Education will be held at the University of California, Berkeley, Calif., July 10-21, 1939. Three semester hours will be given to all who take the course for credit. Make your plans now to come to the San Francisco convention and to remain for this very important meeting.

ANNOUNCEMENTS

THE BOOKINGS for the meeting of the World Federation of Education Associations at Rio de Janeiro, August 6-11, 1939, are nearing the 100 mark, and inquiries have already passed 500. Miss Edna V. Cowell, Secretary, W.F.E.A., says the interest is *keen, Keen, KEEN*.



Left to right: Dr. Uel W. Lamkin, President, Northwest Missouri State Teachers College, Maryville, Missouri; Eva G. Pinkston, Executive Secretary, Department of Elementary School Principals; Dr. J. W. Crabtree, Secretary Emeritus, National Education Association; Harriett M. Chase, Chief Assistant to the Secretary, National Education Association; Edna V. Cowell, Secretary, World Federation of Education Associations; Dr. Paul Monroe, President, World Federation of Education Associations; and Dr. Willard E. Givens, Secretary, National Education Association.

Another Honor Comes to Dr. J. W. Crabtree

(Editor's Note: It gives us at Headquarters a great deal of pleasure to let our members know about the very great honor which came to our beloved Dr. J. W. Crabtree on October 26, 1938. Dr. Paul Monroe and Dr. Uel Lamkin came to Headquarters at the request of those members of the World Federation of Education Associations assembled at the Tokyo meeting, to present a beautiful testimonial, carrying the following sentiments:)

"The Officers and Directors of the World Federation of Education Associations, in session at the Seventh Biennial Conference at Tokyo, Japan, takes this opportunity of placing on record their high appreciation of the valued services of Dr. J. W. Crabtree to the World Federation of Education Associations.

"Following up the great work of the founder of the World Federation of Education Associations, the late Dr. Augustus O. Thomas, and sharing his conception of the real service to humanity possible thru this world union of teachers, Dr. Crabtree brought to his task an extensive and intimate personal acquaintance with the leading teachers and educational officials of the United States. The gratifying increase in the enrolment, as associate members, of state and local teachers' associations, is striking evidence of the success of Dr. Crabtree's efforts.

"In sincere appreciation of his whole-hearted devotion to the development of the World Federation of Education Associations, we express to Dr. Crabtree our warmest thanks, and trust that for many years he may continue his labours of love for the welfare of his fellow men."

Teacher Participation in School Administration

C. M. Reinoehl, Professor of Education, University of Arkansas,
Fayetteville, Arkansas

Participation Is Increasing. Conference programs in elementary education are directing attention to an increasing amount of teacher participation in the administrative affairs of the school. This is justified by the fact that no one in a school system is more continuously in direct contact with children than classroom teachers. They are in position to know conditions most favorable to child growth because of their experiences in training children and in helping them in group living. When teachers on their own initiative undertake to improve learning situations by removing unfavorable conditions they are gaining practical experience and information valuable to administrators.



C. M. REINOEHL

This is a democratic conception of school administration which is not new but altogether wholesome. Dewey conceived the school at its best as a little society. The principle by which he would secure the wholehearted participation of pupils in the life and activities of the school is now being applied with equal force to the part teachers may have in the administration and management of all school affairs.

This conception applied to social organizations and the business world has been used with pronounced beneficial effect. Democracy demands cooperative management wherever groups are organized for action in achieving some desired goal. This demand is equally applicable to teachers. By concerted action they may contribute to the making of policies and plans that favorably affect the growth and development of children.

School administrators are cognizant of the fact that experienced teachers know more about classroom conditions and needs than others in the school system. They realize that teachers can discover where improvements are needed because of their close observation of the behavior needs and expressed desires of children. Superintendents are depending more and more upon teachers for first-hand information about the schools, and principals are finding their assistance in cooperative activities indispensable. Teachers are encouraged when requested to report needs and desired changes in the school since it is thru their united efforts that improved learning conditions may evolve.

How Teachers Are Helping. There are many ways by which teachers are making their contributions to school administration. Only a few of major importance will be considered. These have to do with (1) the school organization, (2) buildings and grounds, (3) equipment and supplies, (4) curriculum revision, (5) grouping of pupils, (6) the health of pupils, (7) pupil control, (8) school-life activities, (9) play activities, and (10) child accounting.

1. **School Organization.** Consideration may be given, first, to the set-up for participation. The superintendent may have a committee of subordinates to be his personal advisors and to meet as counselors to consider questions of policy. Representatives from the teaching body may be on this central committee, as well as on various sub-committees. In like manner, the principal of a building

may have a small committee of his best teachers to form his council for the consideration of the managing and administrative problems of his school. Sub-committees may include other teachers to consider and provide recommendations on specific questions referred to them. Perhaps no major change in any phase of school work should be made without a thoro study of the proposed measure by an investigating committee of teachers. Their recommendation may be reviewed by a central committee and then referred to the entire teaching body for final action. In this way the administration of a school may be thoroly democratized. Group and committee action has proved effective in securing teacher cooperation, and in building up an *esprit de corps* in the teaching body.

To illustrate with one form of school organization the cooperative group plan may be cited. Teachers meet almost daily to plan a program of education for a group which, when carried out, becomes unified in child experience. Children are made happy with the discovery that their plans, purposes, and undertakings under one teacher are contributed to and given encouragement by another. It is thru a fine spirit of cooperation and refined teaching technic that such a purposeful and unified program is made possible. The principal is the head teacher who guides deliberations and leads teachers to build a sound well-articulated program of education. Every aspect of child life may thus be developed, be it physical, mental, moral, or social. In this way opportunities for growth in right amount and kind in every area of learning experience may be provided.

2. **School Buildings.** Among the major problems teachers are helping to solve is one which has to do with school buildings. It may be thought teachers can do little about improving them. But teachers with their pupils make their home in the classroom approximately 1000 hours each year. It is out of their living together that teachers' wants effecting building construction have come. The good effect of their influence may be observed in longer classrooms, lower ceilings, quieter floors, more attractive walls, and working facilities better adapted to modern needs. Window sills have become lower; blackboards shorter, narrower, and lower; and bulletin boards and display space larger. Wardrobes are replacing cloakrooms, drinking fountains and washing facilities are entering classrooms, alcoves are provided for construction work, and individual compartments are increasing in number. Soft pleasing shades of color are used for walls, woodwork, and furniture, and all are blended in true harmony.

Curriculum expansion has necessitated some changes. An activity curriculum requires more space than the traditional. When it became evident that one teacher could not effectively direct the learning process in every aspect of experience specialized rooms and divisions of work developed. Expansion introduced art, science, music, library and construction work, as well as play and dramatics. Teachers of these so-called special subjects have appeared, and they have been an important factor in the development of rooms peculiarly well fitted and equipped for training children in varying types of experience.

In speaking of classrooms one can scarcely omit from consideration auditoriums and libraries. Teachers have encouraged the construction of such rooms. They make a large contribution to the child's training,—the one to breadth of reading knowledge, the other to ability in all forms of expression. The library, truly, makes life readers of children when, in "utter absorption and forgetfulness" they

are finding themselves in a new world. The auditorium, too, is a place for joyous living. Here young citizens are trained to participate in cooperative activities and to express themselves in a variety of ways.

3. Equipment and Supplies. Teachers have been responsible for making the elementary classroom appear like a child's room. Attractive furniture has replaced inflexible seats and desks. These have become more sanitary and comfortable, and all have been rearranged so as to be more convenient and of greater service. Maps and pictures have come down where children can see them, and even the thermometer is finding its place on the level of the children seated. Such special features as radio and moving pictures at school illustrate possibilities for broadening and enriching experiences thru facilities which teachers' expressed needs have encouraged.

The children in a classroom complained one day about their hard, uncomfortable seats and desks. Their teacher began to study the problem and after long painstaking efforts produced a type of study chair and desk in which her pupils found joy and comfort during long periods of work and study. This has become a popular type of chair desk for children of the intermediate grades.

Classroom furniture has become rearranged so as to permit either group or individualized work at any time. Thus, a child may work in turn at a chair desk, in the library corner, at a construction table, or by the side of the room where things are growing and living. What a variety of experiences can be made available to the child! Teachers have been instrumental in securing needed supplies and working materials in appropriate kind and amount. They have been responsible, to a large extent, in producing a school home which the child loves, and in which he remains happy some 6000 hours during his first six years in school, all the while growing by thousands of rich and profitable experiences.

4. Curriculum Revision. In curriculum development teachers have become research workers. The nature of the curriculum may have necessitated this. Teachers have made reading and working materials available to children in large quantities. They have guided children in developing plans, in carrying them out, and in evaluating work accomplished. In developing units of work the teacher's attitude toward subject-matter has been experimental in effect and her guidance of children has been functional and creative. Teachers have come to assume a large share of responsibility, therefore, in producing new and better courses of study. It has required the cooperative efforts of all in the line of duty from teacher to curriculum consultants to produce new instructional materials well adapted to learning situations.

5. Grouping of Pupils. School children are organized into instructional and social groups. It facilitates learning to place together those who can profit most by their common experiences. Group teaching improves when the kind of work undertaken is well adjusted to the children. This means that each group must have an opportunity to make a real contribution to group experiences and each must profit personally by the experiences of others. It should be possible for each member of a group to be successful and happy. Hence, the teacher must help her pupils over difficulties in various areas of experience so that they can succeed. She must be in effect an adjustment teacher.

Teachers are assuming increasingly larger responsibility for class placement

of children as well as in the adjustment of work to them. The teacher's judgment may determine placement. It should be based on all data available. The pupil's continuous achievement is of prime importance. In departmentalized schools placement may be determined by the composite judgment of a child's teachers. Certainly, for the near failing, irregular, and transferred pupils the principal's assistance is needed. The child who is given conditional promotion has the help of the receiving teacher.

6. Health of Pupils. The success of any health promotion program in school is in direct proportion to the wholehearted interest and active cooperation of the classroom teacher. She needs to plan activities in ways that give children every advantage and inducement and practise healthy living. It is her duty to cooperate intelligently with janitors, nurses, health officers, and others assisting with the program. She assists with health examinations and follow-up work, with the prevention and control of communicable diseases, with safety first aid education, with the promotion of health habits, and with the school nutrition program.

The teacher has large responsibility for making the health program a success. She influences the habits of imitative children thru her example. Thru her initiative, resourcefulness, and professional skill she guides them in the art of healthful living. She directs them in the performance of housekeeping chores. Together they give material aid to the building custodian in caring for property. When work is done children learn to put away things for which they are responsible. The administration notes the effect of proper training on classrooms, equipment, and supplies, for things are kept clean, orderly, and in better repair.

7. Pupil Control. The teacher is essentially a guide, a director, an expert leader. Hers is the difficult task of so directing child activity that growth into better habits of living becomes continuous and positively constructive. Contributing to this growth are many factors. The teacher must be alert and prepared to thwart the influence of unfavorable factors whenever they arise.

With the misbehaved child the teacher has another problem. To succeed with its solution she must be able to create a social atmosphere conducive to right conduct, to handle the common disorders in terms of their causes, and to know when and where to seek help with serious cases. She must be able to detect early signs of maladjustment in children, to investigate the possibilities of underlying difficulties causing misconduct, and to give the treatment necessary to prevent further strengthening of tendencies to error.

In training for better conduct the authority of the teacher must ever be respected. Without it playful, impulsive, active childhood at times drops to the level of questionable conduct. The teacher must so live as to command the respect of children, for her character and influence are strong factors in securing right social behavior.

8. School-life Activities. A program that seeks to establish right habits of conduct in children is broad with many ramifications. It enters in the entire school life of the child. It provides ample opportunities for growth in habits and attitudes large in character-building values. These become particularly apparent in the life activities of the school. Monitor systems, traffic squads, classroom and school organizations and clubs, safety patrols, committee activities, and group action are strong contributing factors in training children for the social and civic responsi-

bilities of life. In all this training the classroom teacher is assuming a large share of responsibility. Without the faithful performance of all duties in the cooperative scheme no program of school-life activities can possibly succeed.

9. **Playground Activities.** A play program is one of equal importance to that of school-life activities. An adequate playground program properly administered has large play, health, and conduct values. The cooperative efforts of teachers are needed to make it a success. The part teachers may have in directing activities where there is no teacher of physical education may be suggested by assuming a school of ten teachers. The principal may act as general overseer and director of the program. The remaining nine teachers will be divided into three groups of three teachers each. The teachers of each group will take turns for yard duties. A teacher may be on duty every play period for a week and then be off duty for two weeks, or she may be on duty during forenoon play periods for two weeks, and then be off duty for one week. The first group of teachers will have charge of the playground for smaller children; the second, of the playground for girls; and the third, of the playground for boys. The principal may have charge of each group of players occasionally to relieve other teachers and to keep in touch with the progress being made.

While this is only an illustration it suggests what teachers have frequently been called on to do in our schools. The trend is distinctly toward greater utilization of teacher assistance in managing and giving direction to all the activities of children.

10. **Child Accounting.** A good teacher collects much information about each child. She appraises the work of children and reports their accomplishments. Large responsibility is attached to a teacher's estimate of pupil achievements. Pupils must be grouped to the best advantage. To protect the child's best interests there must be adherence to sound principles of grouping and promotion. The central task of the teacher may be that of appraising the abilities of children correctly and making adequate provision for their development thru processes of adjustment. To this end child study and records of the results of study are needed.

Accounting systems require much record keeping. Every teacher has to do some clerical work in the routine of her duties. The transfer and recording of data fall to the lot of many. A complete recording system requires much careful painstaking work to secure accuracy. The rapid changes in such systems to meet new demands tax the resourcefulness of teachers in helping to make records and reports truly purposeful and meaningful. Nowhere is this task more difficult than in the matter of reporting to parents. Reports are becoming more helpful, but this is because teachers have studied the problem and planned methods of reporting that have secured the cooperation of parents and kept them informed about their children's education.

Attention has been directed to only a few of the important ways by which teachers are increasing their participation in school administration. These become more effective thru a well organized coordinated program that allots to each teacher a due share of responsibility for duties she can perform best. Thru the active and wholehearted cooperation of all teachers in a school better school buildings have been constructed, classrooms have become functional, and equipment has been made comfortable and serviceable. Learning situations have im-

proved and the value of the learning product has increased. Teachers have been developing new curriculum materials, adjusting learning materials to their groups, and using better methods in child training. They have utilized the best of school life in this training, directed play activities, made child accounting truly purposeful, and reported to parents in ways most helpful. Teachers have been found a real source of information and help in school administration and the trend appears to be in the direction of greater utilization of this source in improving school conditions.

New Member of the Editorial Committee

President Maude A. Rhodes has chosen Miss Nellie V. Lind, principal, Washington Park School, Denver, Colorado, as the new member of the Editorial Committee. This committee, which consists of three persons, is a rotating committee, and each member serves for a period of three years. During his third year of service, he is chairman of the group, and is responsible for the yearbook issued at that time. Miss Lind will be the leader for the 1942 yearbook.

The business of this very important group is to edit the yearbooks of the Department, with the assistance of Dr. Richard Foster, who is an Assistant Director of the Research Department of the National Education Association. Dr. Foster has been chosen by Dr. William Carr, Director of Research to help in this very important work and the Department is indeed fortunate to have the services of such an able man.

This committee meets for two or three days prior to the winter meeting of the American Association of School Administrators to make final arrangements for the yearbook which is sent each year to members on September 15.

Miss Lind is a native of Denver, attending elementary and high school there. Her training to become a teacher was obtained at Colorado Teachers' College, Greeley, Colorado, as the institution was known at that time. She holds an A.B. degree from the University of Denver. Her many teaching experiences fit her admirably for the work which is asked of the committee. Dr. A. J. Stoddard, one of the most outstanding and greatly beloved educators of the United States and Miss Lind's superintendent writes:

"We certainly do regard Miss Lind as one of our outstanding principals and regard this honor that has come to her as an honor also to the schools in which she serves. I wish that I might take at least some credit for Miss Lind's training. However, she was in full bloom as a very fine principal before I ever came to Denver!"

Because of the importance of the 1939 Yearbook, arrangements have been made for a meeting of the committee here in Washington, December 9 and 10.



NELLIE V. LIND

The Assembly—A Socializing Agency

Mrs. Homer L. Wilson, Principal, Lena H. Cox School,
Atlanta, Georgia



MRS. HOMER L. WILSON

The Assembly vitalizes the school life. In my opinion it is the most important socializing activity of the school. I think this is true because of two fundamental reasons. First, the Assembly provides a medium thru which the feeling of unity may be cultivated; and second, the Assembly creates a situation where individuality may be developed. The awareness of being a part of a great whole, and yet of being a definite personality with the right of self-assertion is the basic principle of a successful member of society. The abiding, unshakable, conscious feeling of unity so permeates and undergirds a good school that it is the foundation upon which is built the morale

and the spirit of that school. Individual personalities emerging from this unity give color and direction to the pattern. The Assembly is the fostering agency which best builds this structure.

Let us consider first the proposition that the Assembly provides a medium thru which the feeling of unity may be cultivated. The Assembly comes on a stated day in the week at a regular hour on the schedule. All pupils know when to anticipate the event and to plan for the occasion. The entire student body comes together in the Assembly of which I speak. That very fact in itself engenders a feeling of oneness. Each class marches into the auditorium and takes its assigned place—a part of a whole. "Here we are together" is perhaps the unconscious but deeply satisfying thought of the students as they look about at each other. Our School! And there is born that warm glow of pride and loyalty that strengthens character and builds citizenship for all time. Ambition to do well and to be worthy of the school comes from this feeling.

The children in this Assembly are now singing together, and who of us can sing together and remain strangers at heart? The effort is a common effort. All must carry on or discord will result. Harmony, indeed results!

Next, perhaps, comes a speaker who addresses all, not a selected few. Students may be on the program. Interest and pride vie with each other in the audience. I have watched the faces of pupils while fellow schoolmates were giving, at best, a mediocre performance. Sparkling eyes beamed with pride and appreciation of honest effort. Quick and sincere applause followed the performance. It was good because members of our school did it! Now and then, of course, you'll find the youngster who is a cynic or a critic but he is the exception and he is very unpopular with his fellows. Given enough time he invariably becomes an ardent convert.

Perhaps the program is the observance of some special day. Whatever the type, it is being given for all. The announcements are for everybody and all "our teachers" are there. As the meeting comes to a close that feeling of oneness is almost visible or audible. Have you not noticed it? The school is stronger for each Assembly. It is greater in its ability to give to its pupils the power that comes from solidarity of purpose, from unshakable allegiance, from depth of loyalty that is

the greatest asset possible to future citizens who must learn to live with their fellows in a complex civilization. As each Assembly passes into record one more opportunity for socialization has been used advantageously.

The thoughts of the children are already turning to the next Assembly when the happy time will be repeated and the school will be together again.

No school, however, large or small in city, country, or in hamlet can serve its purpose in the scheme of things unless it cultivates in the hearts and minds of its boys and girls that feeling of belonging. If a school fails in this it has cheated its children of one of the fine things in life, and in later years these children can never have that understanding conception of true citizenship that will enable them to be united in heart and purpose. The Assembly is the best medium through which this feeling of unity may be cultivated.

Then, too, if a school does not instill into pupils that innate ability to fit into the society of its generation and to lose identity in a common effort and to have the perception to see themselves as one unit of a great whole it has failed in its mission. Its members may become the square pegs in the round holes that cause discord and unhappiness.

The discussion would lead us into remembering the theory advanced in sociology that society progresses because of individuals who lead out; and of the other theory that society evolves and produces the personalities that emerge and carry to consummation the plan of society. No matter which theory is correct or if both are correct, the school is an instrument of society that cannot avoid its responsibility in making fit for this particular period in the evolution of society, its boys and girls who are the men and women of tomorrow.

Therefore, then, shall we not also consider the point advanced in the statement that the Assembly creates a situation wherein individuality may be developed. Under the wise guidance of good teachers who wish to give equal opportunity to all children the Assembly becomes the best tool for the development of personality and for the discovery of latent talent.

I am thinking of one girl whose destiny was perhaps changed because of a performance at a school Assembly. Hattie was immense in size with mounds of fat on her body. She was unhappy and unpopular. But her teacher had noticed the sheet music which Hattie sometimes brought to school. Upon inquiry Hattie admitted that she could play the piano. An accompaniment was needed in a little program for the next Assembly. Hattie, after persuasion, consented to play. She did, and so lovely was her technic and interpretation that the children burst into applause. The girl won the respect of the whole school. Her own restored self-esteem lifted her out of the unhappiness of the feeling of inferiority which was crushing her. Hattie now takes part in other activities. Incidentally, basketball is helping her to reduce. You may say that the teacher gave the girl her opportunity. True enough, yet the Assembly afforded the means. And there was kindled that day a fine mutual spirit of understanding, of cooperation, of sympathy, dispelling whatever attitude there might have been of ridicule, of suspicion, of envy, or of antagonism.

The Assembly program permits executive ability to have outlet in the dramatics which the children themselves sometimes arrange and direct. Originality of ideas is encouraged, leadership is discovered, talent is developed. Even mechanical

aptitude is unfolded and exercised in the making and manipulation of puppets, in the arrangement of lighting and sound effects, and in the construction of stage properties and costumes. Artistic taste and discrimination of choice are encouraged in a properly conducted Assembly program. And the Assembly of this kind gives every child at some time the chance to be in the limelight even if briefly. But that moment will give him self-confidence. And what child does not need abiding confidence in his own ability woven into the texture of his character. In later years the memory of his big moment at Assembly may sustain him when he doubts himself.

Thus to the individual child to whom is given this opportunity to find himself, the Assembly is again the best socializing agency.

The Assembly gives light and animation and sparkle to the school life. To the child on the stage and to the children in the audience the Assembly is a personality—developing activity. Appreciation of the beautiful, a recognition of the fitting, a wholesome cultivation of a taste for the good, and a distaste for the cheap are other objectives of the Assembly.

A discussion of the Assembly as a character building agency and as affording a socializing opportunity must include mention of the inspiration gained from devotionals from patriotic programs, from the observance of special days, from addresses given by well known speakers, from the study of great persons in history and literature, etc. This broadening, cultural effect alone makes the Assembly worth while. But it is from the angle of the child as a participant that this discussion has been made.

Altogether, the Assembly is an integral part of the school program, and I make bold to say that no school may be well balanced without the definite organized, emphasized Assembly.

In conclusion may I say that we dare not forget that an American public school is but a cross section of American society. In it we find situations paralleling almost all situations in grown-up society. We dare not forget also that children live *now* in the present and are already citizens of that cross section. To fit them only to live properly when they "get big" is to miss the point. They *will* live in proper relation to each other in that far-off society one day if they learn to live in proper relation with each other today.

The Assembly definitely aids in this citizenship process. It affords the Elementary School its best socializing opportunity.

Necrology

Headquarters publishes in the December bulletin each year the names of those members of the Department who have died during the year. Below we are listing the names which have been sent to us:

R. C. Burts, Superintendent of Schools, Rock Hill, S. C.; Julius C. Hammel, 842 E. 19th St., Oakland, Calif.; Susan House, Principal, Lowell School, Duluth, Minn.; Anna M. Jahn, Principal, Gibbs Elementary School, Canton, Ohio; Charles F. Veith, 831 Unruh St., Philadelphia, Pa.; Effie J. Wheeler, 7020 Jeffery Ave., Chicago, Ill.; and Dallas C. Bailey, 820 Hood Ave., Shinnston, W. Va.



A view of the Miles Standish Elementary School, Cleveland, Ohio

Let's Go to Cleveland

February 25–March 2, 1938

In the October issue of *The National Elementary Principal* there were published two invitations to the Cleveland convention. Those invitations were from Miss Mary F. Keys, President, Cleveland Principals' Club, and Mr. W. Paul Allen, President, Ohio Elementary School Principals' Association. These invitations represented all the principals of Cleveland and the State of Ohio asking you to come and be their guest; to let them show you how lovely and beautiful their city is; and to join with them in a week of convention activities.

To attend the meetings at this convention will be as fine as having a course in a university. The educators who come will be discussing the ways which will lead us best. They will be giving information. These leaders realize just as you and I the very great responsibility which the schools of the nation have in directing the youth of our land.

Our young people are besieged on every side with "isms", and this influence must be directed so that correct judgments can be formed. The president of the American Association of School Administrators, Dr. John A. Sexson, Pasadena, California, and his helpers are preparing splendid programs—programs which will go down in history as outstanding. The President of our Department, Miss Maude A. Rhodes, Atlanta, Georgia, has chosen eminent educators to discuss subjects

which affect directly those of us working in the field of elementary education. Let us urge you to come and take part in this very important convention. Miss Rhodes has invited two speakers for each of the afternoon programs, Monday and Tuesday respectively. She has chosen vital subjects and is anxious that these be discussed by all. Miss Rhodes also believes that singing often clears an atmosphere for healthy discussion; therefore, has asked Mr. Robert Edgar, Bellevue, Pennsylvania, to be the leader of community singing at the beginning of each of our programs. Mr. Edgar is preparing a list of "old favorites" as well as introducing some of the newer songs. Those of us who have attended the Conference on Elementary Education each summer sponsored by the Department know what a very fine leader Miss Rhodes has chosen.

The Department of Elementary School Principals has been invited to hold a joint meeting with the Department of Supervisors and Directors of Instruction, the National Council of Childhood Education, and the Society for Curriculum Study, Wednesday, March 1, 9:30 a.m. Dr. Henry J. Otto, W. K. Kellogg Foundation, Battle Creek, Michigan, will represent the Department of Elementary School Principals and will speak on "School Organization and Administration."

The Monday morning breakfast at the Statler Hotel will be another outstanding occasion just as it always is. The breakfast will be our family-get-together. You know how nice it is to see and greet friends of long standing and how lovely it is to make new friends. There never comes a time in life, when friendship is not needed, so come and be with us.

The attendance at each banquet of the Department of Elementary School Principals has become larger and more important as the years pass. Last year at Atlantic City, we entertained 623 in the Main Ballroom, Hotel Traymore. Miss Rhodes is planning a very unusual banquet program for us this year at Cleveland. Join with us in another joyous occasion. Watch the February issue of *The National Elementary Principal* for final details.



The Museum of Art, Cleveland, Ohio



The Campanile and Center Groups of Buildings at the University of California, Berkeley, California

**THIRD ANNUAL
CONFERENCE ON
ELEMENTARY
EDUCATION
SPONSORED
BY
THE D. E. S. P.**

at the

**University of California,
Berkeley, California,
July 10-21, 1939**

Dean W. W. Kemp, School of Education, University of California

Time and Place. The Department of Elementary School Principals of the National Education Association will hold its Third Annual Conference on Elementary Education in Berkeley, California, July 10-21, 1939. Dr. Robert C. Sproul, President of the University, and Professor Raymond G. Gettell, Dean of the Summer Sessions, join with me in welcoming this opportunity to cooperate with the Department of Elementary School Principals of the National Education Association in offering a special course to meet the principals' needs.

Nature of the Conference. *Meeting the Problems of the Modern Elementary School* is the general theme of this Third Conference. The program will include (1) daily observations in the Demonstration Elementary School, (2) a series of general sessions, and (3) a number of sectional conferences.

In the summer demonstration school, modern methods of teaching will be demonstrated by a carefully selected staff of superior teachers. In the general sessions, specialists will treat significant topics such as *Philosophical Foundations of the Modern Elementary School*, *The Social Responsibilities of the Elementary School*, *Implications of Modern Psychology for Elementary Schools*, *Reinterpreting the Three R's*, *Extension of Children's Experiences thru Books*, *Helping the Teacher Plan a Curriculum Unit*, and *The Principal at Work in the Modern School*.



DEAN W. W. KEMP

Themes for the sectional conferences include *What Is a Good Elementary School*, *What the Principal Needs to Know about Elementary School Children*, *What the Principal Needs to Know about Early Adolescence*, *What Can Principal and Teacher Do about the Problem of Immaturity*, *What Can the Teaching Principal Do to Improve Classroom Teaching*, *How Can the Principal Provide for the Utilization of Community Resources in the Educational Program*, *What Ways and Means Can the Principal Use to Stimulate Creative Expression in Pupils and Teachers*, and *How Can the Principal Evaluate Teaching*.

The Instructional Staff. Instructors in the general sessions and the sectional conferences will include regular staff members of the School of Education, visiting summer session professors and faculty members from nearby institutions holding summer sessions. Professor George C. Kyte, who is a life member of the Department of Elementary School Principals, will serve as director and coordinator of the course. A detailed announcement of the program and the personnel will be published in the February issue of *The National Elementary Principal*.

Special Features. In addition to the Demonstration School, the Summer Session provides exceptional cultural and educational opportunities such as special lectures by distinguished visitors and faculty members, dramatic productions, and musical recitals. Numerous excursions to various points of interest will be scheduled. The International Exposition of Treasure Island will be open, providing additional opportunities for rich entertainment and instruction.

Tuition and Credit. The University fee for the conference course is \$15. For those who register for credit, the course covers three (3) semester units of work.

Housing Accommodations. If early reservations are made, accommodations can be obtained very close to the campus. The Whitecotton Hotel and the Durant Hotel provide fine accommodations. The daily rates for rooms in the former follow: single rooms, \$2.50-\$3.00; double rooms, (double beds) \$3.50-\$4.00; double rooms (twin beds) \$4.00-\$4.50-\$5.00; suites for two persons (bedroom and living room) \$6.00. The daily rates for rooms at the Durant Hotel follow: single rooms \$3.50; double rooms (double beds) \$4.00-\$4.50; double rooms (twin beds) \$5.00-\$6.00.

Arrangements have been made so that meals may be had at *very reasonable* rates.

America has often been called a melting pot. But the figure is misleading if it means that we are all shaped to a common mould. I prefer to think of America as a symphony, in which the sound of each instrument is distinct and valuable for its own sake and yet blends into the total harmony. That is the conception on which this country was founded.

All of us—or our fathers or fathers' fathers—came here in this hope and came here eagerly. English and Italian, French and German, Celt and Slav, all came and brought with them the richness of their native culture and traditions, to help in the shaping of a new race that would gain in strength because of the diversity of its inheritance. All of us—or our forbears of a few generations back—were once immigrants.—*Harold L. Ickes*.

"Helping Out!"

Eva G. Pinkston

Years ago my Mammy Lou, whom I loved devotedly, had a way of teaching us children Bible stories and repeating the poems which were her favorites. There was one which it seemed to me she liked more than others. I don't know where she heard it, neither have I ever seen it in print. The last verse went something like this:

We's all des human, des common clay,
Des needs a little help to make work play.
I'se read a lot of philosophy day an' night,
An' worked around a heap wid de law of right.
I'se seen de high an' mighty come an' go,
I'se seen de simple spirit come from below;
An' I'se seen a lot of principle most folks miss—
I'se not a-stretchin' truth when I say dis:
"Keep a-smilin' and a-lovin' an' a-doin' all yo' can,
Fo' yo' loses all yo' trouble when yo' help yo' fellow man;
An' you gits on best yo'self, an' of dis dey ain't no doubt,
When yo' practise de art of always helpin' out."

There is a big lesson in that verse if we will take it to ourselves. Our Enrolment Chairmen have been and still are "practicing the art of always helping out." They are inviting all who are interested in elementary education to join our group. It's a most important job they are doing. For many years the problems of the elementary school have been among the knottiest in the whole field of education; therefore, it behooves those of us who are working in it to work together more closely. We need to interest those who have not yet joined with us.

Every principal in Bainbridge, Georgia; St. Petersburg, Florida; and Sheboygan, Wisconsin, has sent in his membership dues for this year, thus making these cities 100 percent. If your city, county or district has attained this fine record, be sure to let Headquarters know.

Listed below are the names of the District, City and County Enrolment Chairmen as sent to us by the State Chairmen:

CALIFORNIA

District Chairmen—Trammell W. Moore, Atascadero; John Hardwick, Fortuna; Harry L. Buckalew, Fresno; Paul F. Shafer, Glendale; Lyrel D. Bullard, Maxwell; Mrs. Ella Buttner, Mill Valley.

County Chairmen—Kathryn Irwin, Antioch; Katie A. Herrington, Auburn; E. A. Hendricks, Biggs; Roscoe Bancroft, Blythe; C. E. Coupe, Broderick; M. E. Benton, Delano; E. R. Deering, Dunsmuir; Guy A. Weakley, El Centro; Grace Woodward, Ft. Bragg; G. D. Winter, Geysersville; J. L. Car-

ter, Half Moon Bay; Mrs. Hugo Buckner, Hanford; Katherine H. Borneman, Hayward; John Montgomery, La Mesa; William Metter, Live Oak; Leroy Nichols, Lodi; Clarence Ruth, Lompoc; Lucile H. Desmond, Madera; Mabelle Eller, Merced; Glen Goodwill, Needles; Maude Fithian, North Sacramento; Glenn Goddard, Palo Alto; Leonard G. Hummel, Palo Verdes; Charles Carpenter, Paso Robles; Bruce Miller, Placentia; Jane B. Burns, Petaluma; Leolla Schott, Quincy; Homer Aker, Red Bluff; Frank Forderhase, Redding; Philip Tombs, Red Mountain;

Emma Dennis, Salinas; Ray Glenn, San Bernardino; Beula Leonard, Sanger; William Andrews, San Jacinto; Aton Scott, San Juan; Vesta E. Vail, Santa Cruz; Mrs. Hattie A. Spencer, Susanville; Clara Wassum, Turlock; Carl B. Manner, Vallejo; Ruth Lowry, Ventura; J. E. Birch, Willows.

City Chairmen—Arthur Heche, Alameda; Roby T. Elwood, Alhambra; Ruth C. Williams, Anaheim; Hugh B. Stewart, Arcata; John L. Compton, Bakersfield; Clarence W. Chamberlain, Banning; Allen Wonn, Bard; Mrs. Ethel Tudbury, Berkeley; Bryan Hale, Beverly Hills; Franklin Peterson, Big Creek; Frederick L. Trott, Jr., Burbank; Otto W. Bardarson, Carmel; Frank Wykoff, Carpinteria; Beatrice Jones, Chico; May Fedde, Chino; Charles Adelbert Skutt, Clearwater; Wayne F. Bowen, Compton; Willard R. Engvall, Corcoran; Frank E. Bishop, Corona; Fred Boyer, Coronado; Mrs. Blanche L. Schmidt, Dos Palos; Elbert Ward, Downey; William Altheuser, Eagle Rock; Theodore Nickel, Earlimart; Ethel McGinley, Eureka; Mrs. M. E. Davis, Exeter; Elizabeth Fulmore, Ferndale; Stephen L. Walker, Fresno; H. W. Emley, Garden Grove; J. F. McMaster, Glendale; Grace V. Widemann, Gonzales; Michael Nugent, Gridley; Frank R. Johnson, Guadalupe; Charles W. Wiggins, Healdsburg; Betty Finley, Inglewood; Barney J. Davis, Lakeport; Neil Cummins, Larkspur; Arthur W. Cox, Long Beach; Reese E. Bert, Modesto; Mrs. Stella M. Callahan, Monrovia; Gussie Heinsen, Monterey; Kenneth Slater, Mountain View; Lulu H. Sutton, Novato; Robert B. Abbott, Oakland; Eva Ott, Oakland; Mrs. Inez T. Sheldon, Ojai; Mrs. Anna B. Jones, Ontario; Mattie Dannemann, Orange; H. C. Rutherford, Orcutt; Floyd Tarr, Oroville; Roy L. Liddicoat, Palo Alto; Katherine Finchy, Palm Springs; W. A. Benner, Piedmont; Emma Linschied, Pittsburg; J. H. Palmer, Placerville; V. Bernard Johnson, Pleasanton; Lucy B. Greene, Pomona; Helen A. S. Daustin, Redlands; Gerald Smith, Redondo Beach; Clara Bolei, Redwood City; Mattie S. Singletary, Riverside; Letha F. Jenkins, Ross; Adin D. Henderson, Sacramento; Laura Tarvor, Salinas; Isabel M. Cook, San Anselmo; William J. Hawks, San Diego; Charlotte Estes, San Francisco; John Wesley Cokeley, Jr., San Gabriel; W. J. Peters, San Jose; R. M. Banta, San Leandro; Clark N. Robinson, San Mateo; Elizabeth M. Gardner, San Pedro; Clarence Herkner, San Rafael; Verna E. Wells, Santa Ana; William Scalapino, Santa Barbara; Lawrence C. Cur-

tis, Santa Clara; Robert Bruce, Santa Maria; Bertha Mae Parker, Santa Monica; Helen R. Wright, Santa Rosa; Jack Singer, Shafter; Lloyd Brooks, Stockton; J. J. Finney, Suisun; Ernest J. Cuthbertson, Taft; Claude Wells, Tehachapi; Arthur L. Pursell, Tulare; Mrs. Mary D. S. Craig, Venice; Thelma Dawes, Visalia; Elizabeth Le Chien, Whittier; Joseph D'Anna, Watsonville; Joe Mitchell, Williams; John W. Marbut, Wilmington; Francis White, Woodlake.

COLORADO

City Chairmen—Laurel Burley, Akron; Jessie K. Fitzpatrick, Boulder; Leo Burkee, Canon City; Nellie A. Remick, Colorado Springs; Mrs. S. F. Pouppirt, Douglas County; R. C. Peter, Ft. Lupton; Mrs. Irene Abbott, Englewood; Mrs. Edna McKay, Ft. Morgan; Hubert D. Eldridge, Greeley; John Hiler, Hugo; H. V. Childerston, Julesburg; Edwin Reid, Lamar; Mrs. Bessie M. Forsyth, Longmont; H. L. Greer, Monte Vista; Caroline Strack, Pueblo; George Burch, Saugache; Mrs. Myrtle Roe, Sterling; E. R. Johnson, Wheatridge.

CONNECTICUT

City Chairmen—Ethel Burt Young, Hamden; Ralph W. Carrington, Waterbury; Alice E. Bridgett, Wallingford.

DELAWARE

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

FLORIDA

City Chairmen—Mrs. Blanche H. Daugherty, Bradenton; Mrs. Ralph N. Loring, Cocoa; Miss Dumpsie Brewster, DeLand; Mrs. Pearl Bulloch, Ft. Myers; Mrs. Marie M. Mott, Jacksonville; Katie Dean, Miami; Edith Griffin, Ocala; Evelyn Long, Orlando; Mary Rose Prosser, Penney Farms; Mrs. W. H. Crawford, Pensacola; Mrs. Alice Birmingham Carrier, St. Augustine; Mabel Kelso, St. Petersburg; R. Earl Kipp, Sanford; Mrs. Ora S. Rice, Sarasota; Robert C. Moon, Tallahassee; Mrs. Anne Hartman, Tampa.

GEORGIA

District Chairmen—Mary E. Woods, Athens; Hattie Rainwater, Atlanta.

County Chairman—Mrs. C. E. Chick, Monroe.

City Chairman—Grace King, Bainbridge.

ILLINOIS

City Chairman—Claude Williams, Chicago.

INDIANA

City Chairmen—David Dudley, Evansville; Elizabeth H. Leeds, Gary; Mrs. Vivian S. Rankin, Indianapolis; J. Edwin Howe, Evansville; Anna Pearl Bedford, Indianapolis; Gertrude Buscher, Indianapolis; Charlotte Carter, Indianapolis; Mrs. Lola S. Eller, Indianapolis; George Fisher, Indianapolis; Mrs. Georgia Lacey, Indianapolis; Agnes Mahoney, Indianapolis; E. L. Norris, Indianapolis; Elizabeth Scott, Indianapolis.

IOWA

State Chairman—Myrva R. Kelly, Dubuque.

City Chairman—Jenna Strahan, Cedar Rapids.

KENTUCKY

City Chairmen—Hattie M. Faulkner, Ashland; Emma Wilson Brown, Bloomfield; Mrs. John F. Haney, Catlettsburg; R. L. Smith, Covington; Mrs. Edna L. Toliver, Danville; Sue Proctor, Ft. Thomas; Ellen G. Young, Henderson; Mary V. Walker, Hopkinsville; J. D. Bowling, Jeff; Annette Kelley, Lexington; Mrs. Lucy H. Smith, Lexington; Elma Kohnhorst, Louisville; Lucile Smith, Louisville; Helen Weaver, Louisville; Virginia Tate, Madisonville; Nora H. Ward, Newport; Mrs. F. J. Bowlds, Owensboro; Pearl Martin, Shelbyville.

LOUISIANA

City Chairmen—Mrs. Martha Overbey, Covington; E. O. Daigle, Garyville; Lyman Jones, Hammond; Hugh Daspit, St. Martinsville.

MARYLAND

County Chairmen—Myrtle E. Chell, Catonsville; Mrs. Margaret S. Upham, Cumberland; T. Conover Crouse, Denton; Ella V. Krieg, Frederick; Ravenell Monred, Silver Spring; Evan Bowers, Westminster.

City Chairman—Annie Lee Manning, Baltimore.

MASSACHUSETTS

City Chairmen—Agnes E. Barry, Brighton; Vivian A. Dingley, Cambridge; John H. Graham, Cambridge; Mrs. Alice L. Goodspeed, Dedham; Annie J. Caton, Everett; Mary A. Hayes, Fitchburg; William Lester

Bates, Jamaica Plain; Marion H. Swasey, New Bedford; Alice E. Ramsdell, Springfield; Herbert L. Rand, Taunton; Ward Raymond, Taunton; Milton G. Fisher, Worcester.

MICHIGAN

City Chairmen—Carrie Sheldon, Adrian; Winifred Gibbons, Ann Arbor; Ethel Grishow, Battle Creek; Elizabeth Seebeck, Bay City; Magdalene Frederick, Birmingham; Howard L. Parker, Dearborn; Dr. Herman Browe, Detroit; Jessie Munroe, Ecorse; Lee Clark Ferndale; May Pascoe, Flint; Wesley Gilpin, Fordson; Stephen Mead, Grand Haven; Eudora Estabrook, Grand Rapids; Clarence J. Messner, Grosse Pointe; Boyd E. Nixon, Hamtramck; Carolyn Hawes, Holland; F. H. Atkinson, Highland Park; L. N. Landskov, Ironwood; Martha B. Chase, Jackson; Anna Shenstone, Kalamazoo; Marie Engler, Lansing; Lyman Galloway, Lincoln Park; Carl Newton, Melvindale; Viola Perdue; Midland; Rose Schafer, Monroe; Mrs. Blanche M. Beck, Mt. Clemens; Mrs. Mary Crane, Muskegon; Laura Harmon, Owosso; Alice Shattuck, Pontiac; Glenn O. Lockwood, River Rouge; Grace Weter, Royal Oak; Lena M. Fee, Saginaw; Myrtle A. Elliot, Sault Ste. Marie; Mrs. Jeanette Horton, Wyandotte; Floyd Smith, Ypsilanti.

MINNESOTA

State Chairman—James F. Lichtenberger, Minneapolis.

City Chairman—Mabel A. Rossman, Duluth.

MISSISSIPPI

State Chairman—Gabriel Houston, Clarksdale.

NEBRASKA

District Chairman—Mrs. Vera Krantz, Chadron.

City Chairmen—G. W. Deubler, Auburn; Minnie Dixon, Aurora; Marie Kerr, Central City; Vivienne Ward, Fairbury; Lillian Larson, Fremont; Jessie Cleveland, McCook; Phern Lownes, Ogallala; Lillian G. Galleher, Scottsbluff; Myron Holm, York; Thelma L. Kier, Hastings; Bernadette Gale, McCook; Rhea L. Minshull, Kearney; Mabelle Allen, Lincoln; Winifred Soward, Minatare.

County Chairmen—Ida Benedict, Cambridge; Lila McAndrew, Ainsworth; Mary Gilmore, Callaway.

NEW JERSEY

District Chairmen—E. Wallis McKendree, Camden; W. George Hayward, East Orange; Roland Fennimore, Fair Haven; Doris E. Maxwell, Lodi; Myrtle H. Simons, Burlington.

County Chairman—Dorothea M. Wein, Cape May.

City Chairman—Katharine E. Owen, Elizabeth.

NEW YORK

City Chairman—Jane E. Monahan, New York; Eva M. Warne, Amsterdam; John P. Sherrard, Buffalo; Reba E. Owen, Geneva; Virgil J. Ullman, Niagara Falls; Mary Lawlor, Syracuse; Ella Smallenburg, Buffalo; Fred Duffy, Kenmore; Walden S. Cofran, Batavia; Orval T. Butler, Elmira; Harley A. Miner, Kingston; Franklin A. Butts, Poughkeepsie; Josephine L. Hoffman, Rochester; S. Clayton Summer, Syracuse; Vincent G. Brown, Utica; J. Wilbert Jones, Slingerlands.

NORTH CAROLINA

County Chairman—R. Brown McAllister, Mt. Pleasant.

City Chairman—L. W. Kelly, Greensboro.

OHIO

County Chairmen—Kate M. Offerman, Pemberville; Ralph Morton, Piqua.

City Chairmen—Paul E. Smith, Canton; William A. Quirk, Cincinnati; C. O. Callahan, Columbus; J. A. Conger, Delaware; Martha A. Stewart, East Cleveland; Leland Pinkerton, Findlay; Harriet Eyler, London; C. C. Secrist, Mansfield; Mrs. Glanna Iammarino, Maple Heights; H. E. Davis, Norwood; Anna L. Overturf, Parma; R. K. Salisbury, Terrace Park.

OKLAHOMA

City Chairmen—Mrs. Jessie W. Bagley, Ada; George Coffman, Ardmore; Isabel Watson, Bartlesville; Mildred Berkey, Blackwell; Linnie Wood, Bristow; Pearl Head, Drumright; Etta D. Dale, El Reno; Lula Moorhouse, Enid; Ellis B. Richie, McAlister; Mary Shirley, Muskogee; Lena Pitts, Okmulgee; Eva Smiley, Ponca City; R. G. Wilson, Sand Springs; C. L. Jester, Tulsa.

Additional names of Enrolment Chairmen and names of those cities, counties and districts which are 100% in membership, will be listed in the February issue of *The National Elementary Principal*.

OREGON

State Chairman—Stephen E. Smith, Portland.

PENNSYLVANIA

City Chairmen—Dr. Samuel Berman, Philadelphia; Dr. James W. Mates, Pittsburgh.

TENNESSEE

District Chairmen—H. E. McGinnis, Cumberland Gap; J. Richard Blanton, Spring City; Sallie Waldron, Memphis; Don Self, Kingsport.

TEXAS

District Chairmen—A. B. Lewis, Amarillo; R. D. Lauderdale, Beaumont; R. B. Lee, Brownwood; Shelby Phillips, Denton; C. W. Webb, Jr., El Paso; E. A. Summerlin, Jacksonville; A. D. Harvey, Kingsville; G. M. Roberts, Lamesa; Pat H. Norwood, San Marcos; Nettie Bird, Waco; J. E. Park, Wichita Falls.

City Chairmen—L. M. Fertsch, Austin; W. O. Pipes, Dallas; Ella J. Smith, Ft. Worth; Mrs. Mabel T. Woods, Houston; Elsie B. Jordt, San Antonio.

VIRGINIA

District Chairmen—Kathryn M. Rowe, Bena; Paul G. Hook, Clifton; J. E. Bauserman, Fairfax; Caroline Cognill, Farmville; Collin Smithers, Staunton; R. O. Edgerton, Portsmouth; Eva Vaughan, Pulaski.

County Chairmen—Mrs. Elsie B. Ellis, Arlington; Frances Nevitt, Oakton; Edna E. Everett, Portsmouth.

City Chairmen—Carrie C. Burnley, Charlottesville; Elsie E. Wilson, Newport News; Mrs. E. M. Marx, Norfolk; Lannie V. Scott, Petersburg; Katherine Scott, Richmond; Bertha W. Starritt, Roanoke; Mary Kellam, Virginia Beach; Mary Goodwin, Richmond; Helen Urquhart, Lynchburg; Vada Whitesel, Harrisonburg.

WISCONSIN

City Chairmen—Marian Gallagan, Beaver Dam; Vera A. Fleming, Beloit; E. A. Eintelmann, Cudahy; Alma Lowert, Green Bay; Walter W. Engelke, Madison; Florence Senn, Manitowoc; O. H. Lowe, Sheboygan; Josephine Benson, Superior.

Reading Thru Activities

J. Edwin Howe, Principal, Carpenter and Fulton Schools,
Evansville, Indiana

Miss Augusta Schmidt, a first grade teacher in Carpenter School for a number of years, has had wide experience in training children to read rapidly and efficiently. During the entire year of 1936-37 she conducted the very interesting experiment which she tells in her own words below. The success of her year's work has been so great that other teachers, especially those having a great number of under privileged children, may be able to draw some valuable suggestions. Here is her story of the year's experiment.



J. EDWIN HOWE

"When the 1-C group came in September the children betrayed, back of their eager expectancy, a very definite group problem. The vast majority of them came from a section of the city in which financial incomes ranged from meager to the vanishing point. Some were from families which are here today and gone tomorrow, and at eight, ten and even twelve years of age they had been in school so little they could not yet be placed in an advanced group.

"For most of these little folks there had been no vacation trip or even a week-end excursion. Charles's most interesting summer experience had been the daily showers provided by firemen at the No. 3 station, during the intensely hot weather. Joyce had gone to visit her grandmother within walking distance from her own home.

"About half the group had gone to Kindergarten, the others had not. So to most of them there had been no introduction to child literature. Think of coming to five or six years of age without meeting Jack and Jill, Little Black Sambo, or the three Billy Goats! No pictures, no magazines, no books suited to their needs. Intellectual poverty had taken as heavy a toll as financial. Thought-processes, imagination and that usually keen child-sense of the dramatic were very definitely retarded. Ours was a problem in lack of experience.

"To me it seemed there was only one remedy for this lack of experience, and that was a definite program providing the experience. We could not start the year's work with that much desired interest, *vacation experience*, for the great majority of the group had nothing to contribute. For those who had been in Kindergarten the ice was broken. They were able to talk in the group while the beginners still lacked this necessary social adjustment.

"So our '*providing experience program*' began with the home. Home is within every child's comprehension. Whether it be good or bad or indifferent is outside a small child's knowledge. It is always home to him and he is proud of it. There is that pride of possession if nothing else. Mother and father are there and usually brothers and sisters. This made a good starting point.

"We began by making charts about the home. Each child had his own chart and these were posted about the room. On each was printed the child's own statements concerning his home, what his father did, what his mother did, what part baby played in the family and other information within the child's own range of

interest. Later these were compiled into several large charts and soon the child not only read his own but learned to read about Tom's and Betty's family, too. They found much delight in helping others master their contribution and here began a fine spirit of cooperation which has prevailed thruout the year.

"Preparing for the trip, what we hoped to see gave even the most timid child an incentive for the conversation period. We invited the bus driver to come to school and tell us how much it would cost and how we could help him make the trip safer. So we made the trip in the big yellow bus to a general-dairy farm no great distance out of town. This was an experience so real and almost too interesting to be true. To the many children who had never been on a farm it seemed like some delightful dream or a peep into another world.

"Here the children met the dairyman and his wife. They saw the hay and grain silage. They made friends with the cows and calves and learned that these farm animals are real live ones, dependent upon human beings for care and food. They learned the process of milking, filtering, cooling, bottling and distributing milk. The forty-four children were divided into groups and photographed at various points of interest. Each child chose the activity of the farm he was most interested in and was pictured in the same. Twelve photos were made, the entire group being in two of them, on the bus and on the hay wagon. Last, but not least, the farmer's wife served cookies and the farmer brought out chocolate milk for all.

"Now the class-room was almost a buzzing bee-hive. Experience, very real and interesting, was being supplied. Each of the twelve photographs was mounted on large poster paper to make a dairy book. As the children, themselves, dictated the stories as to the activity pictured in the photograph it was printed under it. Other rooms were invited in to see and hear the wonderful thing the Farm Book disclosed. Mothers and even fathers could not resist his child's pleading and came and heard such reading as only such experience-producing activities will stimulate.

"From the farm unit we went into seasonal Thanksgiving material, then Christmas. With Valentine day we had a post-office unit and a trip to the real post-office in our own community. Here they actually saw the cancelling machine, the various boxes, the distributing room and many other things connected with the handling of mail.

"The next experience-unit was of tremendous interest to the children because very few had ever traveled in a train. This Travel Unit included excursions to the Greyhound Bus station, the Trailer Corporation and the Union Depot. We arranged with the local railway office to allow the group of forty or more to go thru a train. They missed nothing from tender to observation car. Pullmans, baggage coaches, diners, sleepers, were all investigated and carefully explained by a trainman. For weeks the room was transformed to a station. Their interest in building as well as reading and language was awakened and it is needless to say that their speaking vocabulary kept pace with their enthusiasm. There was also need for much number work in connection with the ticket office and they met this need in order to carry out their plans. *They learn by doing.*

"In the spring the various specimens of nature afforded a continual interest and growth. Three young chickens were brought in for a few days. Fencing, feeding, watering and every portion of the care of young chickens was studied. Much

help about this had to be gotten from outsiders and each morning all new suggestions were shared with the group.

"In the beginning of the year many of the children, as previously stated, had no introduction to literature. Getting books from Willard Library about the various activities made them familiar with the library. Soon they had their own library card and had access to many books. Sharing their stories during story time soon broadened their literary horizon. But seemingly, without exception, the depth and height of interest in the individual '*experience-producing units*' determined their enthusiasm for reading, and even as you and I, they did the thing they determined to do.

"Second only to the experience program in developing reading readiness with this group was our classroom newspaper which we kept thruout our year. Each day the news of interest to the group was printed upon the blackboard. Trips were announced ahead, transfer of a child to or from our room was always noted. Any surprise treat, a radio program, a picture show scheduled for the day, the visit of a pet, the receipt of a cocoon, new books from the supervisor or a call from any interested and interesting outsider was *news*. The news of the five school days was compiled and illustrated with sketches, the pages mimeographed and stapled. Each child had a week's journal to take home on Friday. They were previously read that day and always with much interest and enthusiasm, and with this same interest they were taken home to be read to the family.

"In summing up the year's work it would seem idle to draw any other conclusion than that the key to this particular group lay in *experience*. Pictures do fairly well but pictures have but two dimensions and no life or the like. Much the same is true of miniatures, toy farm outfits, toy trains and the like. The freshness of interest and enthusiasm, the definite awakening of imagination, thought and the sense of the dramatic, greatly expanded speaking vocabularies, all these things attest to the value of supplying real living contacts with life for any group of children who have been underprivileged."

THE SIGNING OF THE CONSTITUTION

Diorama of Howard Chandler Christy's Painting

Every school should have a diorama of *The Signing of the Constitution*, which is reproduced from Howard Chandler Christy's painting of that subject. Small posters of this painting may be secured to use in connection with the diorama.

Our elementary schools should be interested in a personality study of the Signers of the Constitution as an approach to an intensive study of this historic document. A circular accompanies the diorama and is most helpful for it calls attention to two distinct items, *Report of Celebration* and *Time Element*.

Let's teach the children of our schools to know our government and appreciate our democracy.

The diorama with materials may be secured by writing to Honorable Sol Bloom, Education Division, Constitution Sesquicentennial Commission, House of Representatives, Washington, D. C.

Reading in an Activity Unit*

Simon Hirsdansky, Principal, P. S. 4, The Bronx, New York City

In this report, the aim is to present a plan whereby a teacher can meet the reading needs of every child in her class—normal readers, the above normal, the below normal, and the non-readers. Because we feel that teachers are already familiar with the traditional methods of teaching reading, and that perhaps this method may not be the best possible one, we present an actual reading procedure based on the activity program.

Whether the teacher is adopting an activity unit or not, the first step she should take in meeting the reading needs of her pupils is to attempt a classification of the pupils into homogeneous reading groups. The teacher of the unit which is the subject of this paper used the following procedure to group her pupils:

1. Observing the choice of activity made by the child. The good readers chose the library group, the weekly paper group, etc. The deficient readers selected the hammer and saw group.
2. Consulting the record cards.
3. Testing. Those who had not yet been tested, were given an intelligence test. The first reading test administered was the Gray Oral Check. Those who fell below the 2B grade in oral reading according to this test were given the Gates Primary Reading Test. Those above 2B were given the New Stanford Reading Test. The non-readers, those who scored zero in the Gates Primary Test were given the Metropolitan Readiness Test.

The activity unit chosen by the class (Open Air) was a Health Puppet Show. During the working out of the unit, groupings were based on interest, and such groups as the Needle and Thread Club, the Hammer and Saw Club, the Find-Out Committee, the Library Committee, the Health Committee, etc., were organized. Children could and did work with more than one group at a time. Thus Johnny, an editor of "The Weekly Splash" (weekly paper) was also a member of the Mural and Child Study Committees.

Of course, we are only concerned here with the reading phase of the unit. What the children did in this unit, may, in general, be done in any other one.

The children who were advanced in reading ability did the following:

1. Read minutes of conferences.
2. Did research work as need arose.
3. Made scrap books.
4. Tabulated library books according to subject, making research easier for the others.
5. Wrote directions on bulletin boards for less advanced children to follow.
6. Made copies of our plans to be read by less advanced children.
7. Collected health songs and poems from books, magazines, and newspapers.
8. Wrote and collected into a book original songs and poems.
9. Made up a play and wrote out individual parts.
10. Acted as chairman and advisers of other groups.
11. Wrote and read diaries to the rest of the class.
12. Investigated and arranged for the use of resources for research work, as slides, exhibits, moving pictures, etc.
13. Had free use of the library.

* This is a report of an actual procedure in P. S. No. 4, The Bronx, New York City. Simon Hirsdansky, Principal, by Samuel J. Levine, Sadie German, Shirley Schneider, Mrs. Lillian Rosenson, Beatrice Blume, and Mrs. Elsie Forsyth.

14. Contributed to the library collection.
15. Made a book of styles and patterns for costumes.
16. Prepared bibliography on health.

The group of average readers:

1. Did the work prepared for them by the first group.
2. Did a great amount of oral reading (others commenting)
3. Read from their books as their part of the Happiness Program.
4. Did research on recipes and cooked the food.
5. Made a moving picture, labeling scenes and reading them aloud.
6. Contributed to "The Weekly Splash."
7. Wrote letters to each other, to absentees, to parents, to museums.

Whenever remedial work was indicated for any member of this group, it was undertaken usually following the procedure set forth for the slower groups.

The remaining groups, the below average readers and the non-readers, received a more specialized treatment. A teacher will be greatly aided in her understanding of the reading problem if she realizes that reading disabilities fall into three large categories: physical, social or environmental, and psychological.

A. Diagnosis and Treatment on Physical Basis:

Each child was given a physical examination by the school physician. Such remedial defects as impaired hearing or vision were discovered and treated. The doctor recommended the activity program as a corrective for such symptomatic behavior as hyper-activity, nail-biting, euresis, lying, tattling, stealing, quarrelsomeness, day dreaming, meddlesomeness.

The specific activities of children who fitted under this classification engaged in were: (1) Helping with the murals; (2) Helping with the movies; (3) Helping with the cooking; and (4) Cultivating a hobby.

B. Diagnosis and Treatment on Social and Environmental Basis

The background of the children was such that an enriched program was indicated. Children lacked proper play opportunities, proper reading and proper experimental opportunities. The activity program took care of the play opportunities. Provision for adequate reading opportunities was made by frequent visits to the neighborhood and school library. The teacher and children participated in the building of a library corner in the room in which books of all descriptions without reference to grade levels were accepted. Experimental opportunities were provided for by frequent excursions and visits to the library, the post office, fire house, markets, museums, neighborhood stores.

C. Diagnosis and Treatment on Psychological Basis

Reading difficulties due to emotional bases were common. They were caused by feelings of inferiority and insecurity, unfavorable interest, unfavorable attitudes, fears, over-dependence, negativism. Several children with high I.Q.'s

were in this group. The usual remedial methods are of no avail in instances of reading disability due to an emotional cause. A case study will best illustrate the manner of diagnosis and treatment.

Herbert S., aged seven, in the third grade, was reported to the principal as a behavior problem. He couldn't sit still, wouldn't obey, and refused to read. He couldn't read. The teacher also felt that Herbert resented her. He did not know his first year reading. The usual remedial methods had proved ineffective.

Herbert was taken to the Educational Clinic of the College of the City of New York. His physical condition was normal, altho he was ten percent underweight. He was hyper-active. His I.Q. was 115. It was advised that Herbert be placed in a class engaged in the activity program. He was placed in the Open Air Class because there was such a program being carried on and because he was underweight. In the Open Air Class, Herbert was no longer a behavior problem, but his reading showed little improvement. He was then taken to the Child Guidance Bureau where he was treated by a psychiatrist. The psychiatric social worker connected with the clinic explained to the teacher that Herbert's home conditions caused the emotional bloc. His mother was most exacting. She demanded instant obedience and punished severely. His father threatened him in a terrifying manner. The advent of a baby brother aggravated the situation. The effect of all this was an overwhelming sense of rebellion in Herbert. Clearly no amount of instruction would avail until these home conditions were alleviated. Herbert's visits with the psychiatrist served to lessen his feeling of rebellion. Gradually he became less apathetic to reading. As the psychiatrist explained—obstruction removed—"producing" began. Herbert became friendly. He responded to reading instruction and in five months was able to read nearly any book in the class library. Herbert's case is not an isolated one. Emotional blocs often cause reading disability. Often a psychiatrist is not necessary. Rapport established between child and teacher in small groups brings about the desired result. However, psychotherapy in some cases, as in the case cited, may be necessary.

Remedial work for specific reading disabilities was undertaken whenever it was indicated. With the assistance of a special reading teacher, the class teacher was able to report good progress. The keen desire to improve in reading encouraged by the activity program helped in no small measure. Non-readers were encouraged to express themselves and participate in whatever part of the activity interested them. Remedial reading was instituted whenever the teacher felt the child was sufficiently interested and re-testing showed reading readiness. These children had been acquiring a basic vocabulary. The many pictures and illustrations which were used in the unit had names which these children learned.

Some of the outcomes of learning to read in this activity unit—The Health Puppet Show—are:

1. All the children love to read.
2. All have joined the public library. Several have libraries at home. The library corner in our room is always busy. Book reports are well done.
3. Children are reading for pleasure as well as research.
4. The children think school is fun.

What's Happening!!

★ The Ninth Annual Conference of the New York State Association of Elementary Principals will be held in Syracuse, December 27-28-29, 1938. The theme for this year's meeting will be, "The Child and His Emotions." Among the speakers for this occasion will be Dr. J. Cayce Morrison, Assistant Commissioner of Education, Albany, New York; Dr. James S. Plant, Director of the Essex County Juvenile Clinic, Newark, New Jersey; Dr. Leslie R. Silvernale, Supervisor of Safety, Cleveland, Ohio; and Dr. Thurman W. Stoner, prominent Buffalo attorney.

This association, under the leadership of its president, Charles W. Joyce, is doing fine work, and has prepared a most interesting program.

★ The Supervisory Staff of the Stratford, Connecticut, Schools has made an appraisal of its school system, under the direction of Superintendent E. W. Ireland. This appraisal concerns itself chiefly with the standards and the deficiencies of the school system in meeting these standards. It is intended to accomplish two purposes, evaluation and stimulation. In preparing the standards for the elementary school, the Staff used those set up in the Sixteenth Yearbook of the Department of Elementary School Principals, "Appraising the Elementary School Program."

★ On October 12 the Elementary School Principals Club of St. Joseph, Missouri, elected new officers for the year. They are as follows: President, A. M. Rennison, Neely School; Vice President, Reuby Moore, John J. Pershing School; Secretary, M. E.

Miles, Musser School; and Treasurer, Ada Eib, Everett School.

★ The Fall Meeting of the North Worcester County Elementary Principals was held on October 26. The meeting consisted of an afternoon and evening program and a dinner. Kester Jewell, Director of the Fitchburg Art Center, spoke on "Developing a Child's Interest in Art." Philip Cashman, State Supervisor of Special Classes, gave an address on "The Special Classes and Child Guidance." At the evening meeting, a Panel Discussion was led by Clinton E. Carpenter, Director of Training at the Fitchburg Teachers College. Headquarters wishes to thank Louise Wingate for letting it know about this fine meeting.

★ Another splendid Teacher's Handbook has been prepared and sent to headquarters by Fred H. Duffy, Principal, George Washington Elementary School, Kenmore, New York. This Teacher's Handbook is published annually in the principal's office and it is used as a source of information to help the teachers in the school. Those of you who have seen Mr. Duffy's former Handbooks, know what a fine publication it is.

★ M. P. Watts, City Enrolment Chairman for the Department of Elementary School Principals, has recently been assigned to the principalship of the Gibbs Avenue Junior High School. He goes from the Daniel Worley Elementary School. Headquarters wishes for him much success in his new work.

★ The elementary principals in Box Elder County, Utah, have been organized into an association for three years.

Many principals travel sixty miles to attend the meeting which is held the first Monday each month. By united effort and purpose the members of this association have been able to enrich the lives of the children by securing supplies and equipment that more nearly fit the needs of the child under the present philosophy of education. They are broadening themselves thru exchange of ideas, thoughts, and experiences. Frank Stevens, President of the Utah Elementary Principals Association, is responsible for Headquarters knowing about this fine work which is being carried on.

★ The Elementary Principals of Roanoke County, Virginia, met on September 15 and elected the following new officers for the year: President, Edith Riley, Oakland School; Vice President, Mrs. Ruth Wampler; and Secretary, Mrs. Lillian Jennings. Miss Annie Hancock, Principal, Broad Street School, Salem, tells us that this association meets monthly and discusses matters relating to the Elementary Schools in the County. Committees have been appointed to study such matters as transfer of the pupils, rental of textbooks, soliciting and raising money in the schools, orientation of elementary and high schools.

★ The Department of Elementary School Principals was invited to send two representatives to attend a special Conference on Health Education in Room 735, at 30 Rockefeller Plaza, New York City, November 8. Ira M. Kline, Executive Committee Member, and Jane E. Monahan, Fifth Vice President, represented the National Department.

★ The Elementary Principals and Supervisors Association of Texas, of

which Frank D. Austin, Port Arthur, is President, held its meeting at the Adolphus Hotel, Dallas, November 25. At the morning session, Dr. U. L. Leavell, Professor of Elementary Education, George Peabody College for Teachers, gave an address on "Functional Reading in the Activity School" and Mary Jeannette Smith, Librarian, Port Arthur, talked on "The Function of the Elementary School Library."

Dr. W. J. McConnell, President North Texas State Teachers College, was the guest speaker at the luncheon. Headquarters appreciates having a copy of this program.

★ The Atlantic County Principals Association met October 24 at Acorn Lodge, Northfield, New Jersey, and elected the following officers: President, Eleanor Helfrich, County Helping Teacher; Vice President, Mrs. Mary V. Peters, Oxford and Ventnor Avenue Schools, Ventnor; and Secretary-Treasurer, Charles M. Krisge, Supervising Principal, Northfield, New Jersey. Thanks to Mason A. Stratton, Atlantic City, for this bit of news.

★ Lillian C. Hanson, Principal, Bryant School, Duluth, Minnesota, has given us information pertaining to the activities of the Duluth Principals' and Supervisors Club for this school year. All meetings are held following a noon luncheon in the different school buildings, making it possible for all members to attend during school time, and also giving them the opportunity to visit schools in session. The plan of the program for the coming year centers about a program outlined by Superintendent H. H. Eelkema, "The Educational Improvement Program," with emphasis in the fields of the Language Arts and Arithmetic. The social pro-

gram of the club includes a picnic, a formal dinner and a reception.

The membership of the Duluth principals in the National Department of Elementary School Principals has increased from 20 percent in 1937-38 to 70 percent in 1938-39.

★ Again this year Headquarters is delighted that so many schools have continued to send school newspapers. Among those which have come in to date this fall are: *The Cypress*, published by the Cypress School, Johnstown, Pa., W. F. Grunizer, principal; *Reflector*, published by Cooke School, Detroit, Mich., Alice E. Ketcham, principal; *Web-Stirrings*, Daniel Webster School, New Rochelle, N. Y., Harold V. Baker, principal; *The Fortnightly*, published by the Elmsford Elementary School, Elmsford, N. Y., J. J. Collins, principal; *Black Jack Messenger*, published by the Magga Kilmer School, Sedan, Kans., Roy C. Comstock, principal, and *Elementary News*, published by the Sixth Grade of The Princeton Elementary School, Princeton, New Jersey, Mrs. Helen C. Brearley, principal.

★ *Education for the Other Half* was the theme of the All-Principals Conference held at Gainesville, Florida, October 6-7, 1938. Some 250 attended. Speakers from out of state were Dr. Carl R. Douglas, Director of the Division of Teacher Education, University of North Carolina, and Dr. John E. Brewton, Division of Surveys and Field Studies, Peabody College.

Mrs. Ethel Wolverton, President, Florida Elementary Principals Association, sent a copy of the very attractive program to Headquarters.

★ President Maude A. Rhodes, Atlanta, Georgia, was the guest speaker

at the meeting of the Elementary Principals Division of the Virginia Education Association, which took place Wednesday, November 23, Richmond, Virginia.

★ Very attractive American Education Week folders and booklets have been sent to headquarters in the last few weeks. These have been received from: Cypress School, Johnstown, Pa., W. G. Grunizer, principal; Patrick Henry School, Norfolk, Va., Lillian M. Johnson, principal; Princeton Elementary School, Princeton, N. J., Mrs. Helen C. Brearley, principal; and Burgwin School, Pittsburgh, Pa., Dr. James W. Mates, principal.

★ The Elementary School Principals' Section of the Pennsylvania State Education Association will hold its annual meeting Thursday, December 29, in Harrisburg. The following splendid program has been prepared:

ADDRESS—Making Learning Meaningful, Grace A. Courney, principal, McCandless and McCleary Schools, Pittsburgh.

ADDRESS—Curriculum Trends in the Elementary School, Alan O. Dech, Advisor, Curriculum Construction, Department of Public Instruction, Harrisburg.

DISCUSSION—Led by Milton O. Pierce, Principal, McClure School, Philadelphia.

The President, Charlotte C. Truby, Pittsburgh, sent a copy of this program to headquarters.

★ Our former past president, Miss Edythe J. Brown, South Bend, Indiana, addressed the State Elementary Principals Association of Iowa, at its meeting in Des Moines the early part of November.

Your Bookshelf

The Young American Civic Readers, namely, *Community Activities*; *Community Interests*; and *Community Helpers* by Samuel Berman, Jane Eayre Fryer, and J. Lynn Barnard, fit into the social studies curriculum. They do this thru an entirely new content that stresses active participation of pupils as citizens *now*; they encourage the study and practise of civic duties thru problems and exercises in everyday living based on actual happenings, and they present a picture of modern interdependence and the need for co-operation. Above all they emphasize good American citizenship and character thru practise rather than percept.

These splendid new books have been published by the John C. Winston Company, Philadelphia, Pa.

★ ★ ★

Ralph W. Waterhouse, Superintendent of the Akron, Ohio, Schools has recently published a thesis representing a study of in-service training for the elementary school principalship. The purposes of the study were (1) to collect available information bearing on the selection and in-service training of elementary-school principals in the larger cities of the U. S.; (2) to determine the type of pre-principalship training and elementary education which the Akron city school district should follow; and after determining this, (3) to lay out a policy for the selection and in-service training of elementary-school principals for the Akron city school district for the next ten years.

This fine study has been published by the Akron Board of Education.

★ ★ ★

Grammar for Everyday Use, by Helen Fern Daringer, is truly a functional grammar. In this book the student is given an insight into the fundamental principles and their application. These essential principles are developed one at a time. The arrangement of practise and drill is unusually successful. Many groups of exercises have a theme or center of interest; many of them are in narrative form. The book is planned to be useful in a variety of ways to meet the needs of either formal or informal classroom procedure. The author has made a study of recent reports and courses

of study to determine that in *Grammar for Everyday Use* every functional aspect of grammar has been considered.

This book has been published by the World Book Company, Yonkers-on-Hudson, New York.

★ ★ ★

Animal Neighbors of the Countryside, by Joseph Wharton Lippincott, cannot fail to be read with interest and profit by young and old alike, for it not only tells about wild animals, birds, turtles, frogs and the lesser creatures which are around us as country neighbors, but is filled with anecdotes of the author's unique, personal experiences in searching for them and learning about their habits. When reading this book a fascinating new world unfolds; every day spent in the country will be enriched and filled with new kinds of adventures hitherto undreamed of.

J. B. Lippincott Company, New York, is the publisher of this fascinating book.

★ ★ ★

Dr. Julia Hahn, Supervising Principal, Washington, D. C., has recently written two more books for the children in the kindergarten—*A Busy Day at Home and Playing House*, and *Don and Dixie and Moving Day for Boots*. These picture stories are planned to help prepare children for a happy and successful school life before they enter the first grade and begin to learn to read.

These books, published by the Whitman Publishing Company, Racine, Wisconsin, are available in all ten cent stores.

★ ★ ★

Foundations of Educational Psychology by Peter Sandiford, is a stimulating book which thoroly lives up to the aim implied in the title. The point of view is candid and objective, with emphasis upon the scientific approach. The work confines itself to a discussion of fundamental principles, and to the more interesting of the problems raised by modern research. The *Foundations* of this growing subject are presented with an admirable completeness and interest.

Longmans-Green & Company, 114 Fifth Avenue, New York, has published this book.

Start Where You Stand

Old failures will not halt, old triumphs aid,
To-day's the thing, to-morrow soon will be;
Get in the fight and face it unafraid,
And leave the past to ancient history;
What has been, has been; yesterday is dead
And by it you are neither blessed nor banned,
Take courage, man, be brave and drive ahead,
Start where you stand.

—Berton Braley

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