

L
13
N29



FEB 7 19

The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

WINTER
IN THE
NATION'S
CAPITAL



February, 1939
Vol. XVIII, No. 3

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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

Subscription to non-members is \$3 per year; single copies of the Yearbook, \$2; single copies of the Bulletin, 25 cents (except the Official Reports, 50 cents).

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

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

OFFICERS OF THE DEPARTMENT, 1938-39

President, Maude A. Rhodes, 185 Westminster Dr. N. E., Atlanta, Ga.

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

Second Vicepresident, Elizabeth R. Malcolm, Truman Street School, New Haven, Conn.

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

Fourth Vicepresident, Harry H. Haw, Alexander Hamilton School, San Diego, Calif.

Fifth Vicepresident, Jane E. Monahan, Public School No. 92, New York, N. Y.

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

Executive Committee

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

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

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

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

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

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

Retirement Division, M. Emma Brookes, Director, Windsor, Ashtabula Co., Ohio.

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

Conference Committee 1939

Mason A. Stratton, *Chairman*
Principal, Brighton Avenue School
Atlantic City, N. J.

Mrs. Edith B. Joynes
Principal, Washington-Gatewood Schools
Norfolk, Virginia

Maude A. Rhodes
185 Westminster Dr., N. E.
Atlanta, Georgia

The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover of this bulletin makes us hope that each member will make a pledge to himself that sometime during his life he will come to his Capital City to see such scenes as this.

The National
Elementary Principal

Volume XVIII, No. 3 February, 1939

A Convention Invitation

Only a few weeks remain until educators will leave their schools to attend the winter meeting of the American Association of School Administrators. We hope you will be in Cleveland, Ohio, February 25 to March 2, 1939, and will attend the meetings and social affairs of the Department of Elementary School Principals.

Contents

You'll Get Help at the Convention..... 100

The Training of an Assistant Principal for Executive Responsibilities—*Reszke*..... 104

A Teacher's Handbook—*Duffy*..... 107

Value of Metron-O-Scope Reading—*Lee*..... 109

Third Annual Conference on Elementary Education..... 112

"A Constant Increase"—*Pinkston*..... 116

What Will 1939 Bring?..... 118

Club Activities—*Dowling*..... 120

Implications of the Enrolment Trends and The Elementary School Principal—*Stuart*..... 121

Two Principals Celebrate..... 123

What's Happening!!..... 124

Your Bookshelf..... 126

The opinions expressed in the articles in this bulletin are the expressions of the writers and not necessarily the Department's.

THE

DR. JOHN A. SEXSON, president, and Mr. S. D. Shankland, Executive Secretary of the A. A. S. A., are fast completing their plans for a wonderful convention at Cleveland, Ohio, Feb. 25-Mar. 2, 1939. The D. E. S. P. will hold its meetings at this same time as an invited guest. Come and let's show our appreciation by having the largest number we have yet had at any convention.

LURE

RABBI ABBA HILLEL SILVER will discuss the "Crisis of World Affairs" at the banquet of the D. E. S. P., Mon., Feb. 27, 6 p. m., Grand Ballroom, Statler Hotel. This banquet will be one of the highlights of the convention.

OF

THE D. E. S. P. Breakfast will be held Monday, Feb. 27, in the Lattice Room, Statler Hotel, at 7:30 a. m.

CONVENTION

THE THEME for the Monday afternoon program of the D. E. S. P. will be *What Philosophy Should the Elementary School Take in Education?* For Tuesday afternoon *How Can Our Elementary Schools Be Improved?* will be discussed. Pp. 101-104.



Courtesy of Elmsford Elementary School, Elmsford, N. Y.—First Grade

. *and it's our duty to guide them*

YOU'LL GET HELP AT THE CONVENTION

Cleveland, Ohio—February 25 - March 2, 1939

Statler Hotel, Headquarters



S. D. SHANKLAND
Secretary, A. A. S. A.

New Thoughts and New Ideas—Dr. John A. Sexson, president and Mr. S. D. Shankland, executive secretary for the American Association of School Administrators, have made arrangements for one of the most outstanding conventions which that Department has ever had. They have prepared for many new features, which will be of vital concern to all. Those who have attended these winter meetings of educators know that it is here that policies and plans for the guiding of the young of the nation are really made.



JOHN A. SEXSON
President, A. A. S. A.

The educators who come to these conventions compose one of the greatest groups of *real* leaders that meet anywhere. At these conventions you find teachers, principals, supervisors, deans, superintendents, and college professors, who are striving to be more helpful and to do better jobs, and they are attending at this time to direct as well as to get new thoughts and new ideas. The effects of these winter meetings reach to all corners of the United States, for those attending will return home to make reports and give those who did not have the

opportunity to come, a chance to participate and help in furthering education. We urge every person who is a member of this Department to come to this meeting and let's promote the work of the elementary school.

Our Meetings—President Maude A. Rhodes has prepared an unusually fine program. Each afternoon meeting will have only two speakers and the four speakers whom she has chosen to bring us messages are exceptionally fine.

A new feature which President Rhodes has inaugurated is that of community singing at the beginning of each program. This will be led by Mr. Robert H. Edgar, principal, Bedford, Esplen and Knox Schools, Pittsburgh, Pennsylvania. So that we may enjoy this half hour of singing together, the programs will start at 1:45 instead of the usual time of 2 o'clock. The programs are as follows:

MONDAY, FEBRUARY 27, GRAND BALLROOM, STATLER HOTEL, 1:45 P.M.

Maude A. Rhodes, President of the Department, *presiding*:

Theme: *What Philosophy Should the Elementary School Take in Education?*

COMMUNITY SINGING—Led by Robert H. Edgar, principal, Bedford, Esplen, and Knox Schools, Pittsburgh, Pennsylvania

REPORT OF EDITORIAL COMMITTEE

L. M. Fertsch, principal, Pease School, Austin, Texas, *Chairman*

A PHILOSOPHY FOR ELEMENTARY EDUCATION

Dr. Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, Sacramento, California

SOCIAL INTERACTION AND IMPLICATIONS FOR THE ELEMENTARY SCHOOL

Dr. E. T. McSwain, Associate Professor of Education, Northwestern University, Evanston, Illinois

DISCUSSION FROM THE FLOOR AFTER EACH ADDRESS

TUESDAY,* FEBRUARY 28, LATTICE ROOM, STATLER HOTEL, 1:45 P.M.

W. Paul Allen, President of the Ohio State Elementary Principals Association, *presiding*:

Theme: *How Can Our Elementary Schools Be Improved?*

COMMUNITY SINGING—Led by Robert H. Edgar, principal, Bedford, Esplen, and Knox Schools, Pittsburgh, Pennsylvania

THE INCLUSION OF TEACHER GROUPS IN THE DEMOCRATIC LIVING IN A SCHOOL
Dr. Claire Zye, Assistant Professor of Education, New York University, New York

*Members of the Association for Childhood Education are specially invited guests.

REORGANIZATION OF THE ELEMENTARY SCHOOL TO MEET THE NEEDS OF
CHILDREN

Dr. Emmett M. Betts, Research Professor of Elementary Education, Pennsylvania State College, State College, Pennsylvania

DISCUSSION FROM THE FLOOR AFTER EACH ADDRESS

WEDNESDAY, MARCH 1, LITTLE THEATER, PUBLIC AUDITORIUM, 9:30 A.M.

JOINT MEETING WITH DEPARTMENT OF SUPERVISORS AND DIRECTORS OF
INSTRUCTION, NATIONAL COUNCIL OF CHILDHOOD EDUCATION,
AND SOCIETY FOR CURRICULUM STUDY

Julia L. Hahn, Supervising Principal, Third Division,
Washington, D. C., *presiding*:

Theme: Implications of Research in Growth of the Child as a Whole

REPORTS BASED ON MATERIAL PRESENTED BY DR. WILLARD C. OLSON AT THE
FIRST GENERAL SESSION (15 MINUTES EACH)

THE CURRICULUM

Dr. Reginald Bell, Associate Professor of Education, Stanford University,
Stanford University, California, representing the Society for Curriculum Study

SCHOOL ORGANIZATION AND ADMINISTRATION

Dr. Henry J. Otto, W. K. Kellogg Foundation, Battle Creek, Michigan, representing the Department of Elementary School Principals

GROWTH RECORDS AND REPORTS

Dr. E. Lee Vincent, Merrill-Palmer School, Detroit, Michigan, representing the National Council of Childhood Education

Exhibits—Mr. H. A. Allan, business manager of the N. E. A., and manager of the exhibits says: "The convention exhibit again will be the 'biggest show on earth' of educational tools and activities. Perhaps it may seem 'too big' but the principal who will plan to give ten minutes to each display can cover it completely in forty-one and a half hours! No more profitable expenditure of time can be imagined. He will see devices and materials that make school administration a joy, and equipment and texts without which he will be unhappy. The range of the displays is too broad for description, but there is always something new and inspiring or helpful and instructive. At the exhibit the principal confers with experts, meets his friends, and gets all the thrills of the county fair. It alone, is worth the time and expense for travel to the convention."

Our Social Affairs—Breakfast—On Monday morning at each winter convention a little before 7:30 a large group of elementary principals and their friends meet for breakfast at the headquarters hotel. This time it will be in the Lattice Room, Statler Hotel, Cleveland, Ohio, and the price will be \$1.10. Many old friends and many new friends come together from all parts of the country to talk about their experiences. They bring new thoughts and new ideas, and they

get together for a pleasure breakfast. Mr. W. Paul Allen, President of the Ohio Elementary Principals Association, and Miss Mary F. Keys, President of the Cleveland Elementary Principals Association, will act as our host and hostess representing these groups. Interspersed with genial conversation and delicious food, there will be singing led by Robert Edgar and announcements given by President Maude A. Rhodes. Be sure to attend.

Banquet—Have you ever been to one of our banquets? Have you heard a real authority talk about the world crisis? What should we do about the situation?



RABBI SILVER

At the banquet in the Grand Ballroom, Statler Hotel, Cleveland, Ohio, Monday, February 27, 6 p.m., you will have the opportunity to hear one of the most famous orators in the United States, Rabbi Abba Hillel Silver of The Temple, Cleveland, talk on, "The Crisis of World Affairs." Dr. Silver is one of America's most silver-tongued orators. He expresses facts so simply, so straightforwardly that he holds his audiences spell-bound. Those who have had the rare pleasure of hearing this great man know that few

who speak the English language have as great command of it as he.

Never has there been such an urgent need for honest presentation and non-partisan interpretation of national and international problems. His vigorous comments on this subject will be of untold help to all who have the honor and privilege of hearing him.

So that you will have some idea of the broadmindedness of this splendid scholar, we are quoting two paragraphs from the address he gave at the banquet of the American Association of School Administrators in Cleveland in 1934:

"We must save our children from the blight of such nationalism and militarism. In our teaching of history, we must stress the common fate and destiny of the human race, not only the fate and destiny of our own nation. We must stress the fact of our human interdependence. Above all we must expose the villainy and falsity of national chauvinism, race snobbery, and religious fanaticism. We must clearly show that no nation can live unto itself alone and can solve its problems by itself, alone, and furthermore that no problems are ever solved by war. No human hopes ever blossom amidst the broken corpses of the battlefields. In peace alone can human life unfold and the ideals of mankind thrive.

"Here then, is our task: to prepare our children for the new day by stressing the social sciences, by frank and honest discussions of conditions as they are and of the projected plans by which to reconstruct them, by emphasizing the supremacy of the cooperative life, by preparing our youth for active participation in political life, by arousing them to those supplementary curriculum activities which in later life will enable them to use leisure creatively, and by widening their mental and spiritual horizons, so as to include the whole of humanity, the federated society of tomorrow."

Come, bring your friends, for the banquet of the Department of Elementary School Principals will be one of the highlights of the convention. Price \$2.00.

The Training of an Assistant Principal for Executive Responsibilities*

F. E. Reszke, Principal, George F. Sands School, Cincinnati, Ohio

Since the training of an assistant principal depends very largely upon the kind of principal with whom he is working, it might be well to enumerate some of the important qualities of a good principal. He should be a person possessing, in addition to his educational training and qualifications, the following: personality, leadership, executive ability, tact, good judgment, poise, sympathy, friendliness, fairness, approachability, frankness, reliability, diplomacy, ideals, understanding of children, ability to meet situations, ability to get along with teachers, loyalty, calmness, cooperation and a well-developed sense of humor. We might judge his personality by answering such questions as: Does he handle school-home differences tactfully? Can he inspire confidence on the part of his teachers? Does he love and understand children?

The assistant principal's basic academic training must be broad, with a well-rounded experience in theory, and specialized training along technical lines of educational work. It is also essential that he have several years of educational experience, and that his educational experience be varied between teaching and administrative work. We might ask, "Has this experience broadened his viewpoint in a way which will be an advantage in his work?"

He should have special abilities, the result of specialized training. Again we might ask, "Can and does he participate in various community activities? Can and does he stimulate pupil activities of a specialized nature?" The aforementioned are just a few of the factors which, in no small way, will determine the kind of training he is going to receive depending upon the kind of principal he is working with.

The Characteristics of a Good Assistant Principal—I fully recognize that the extent to which you may assist your principal depends, in no small degree, upon the amount of non-teaching time at your disposal. You can not be of very much assistance if your time is primarily taken up with teaching responsibilities. This matter can be adjusted if your principal feels your work and your contribution of sufficient importance. It is entirely up to you.

1. Be loyal to your principal.
2. Affiliate with and support educational organizations.
3. A good assistant will not wait to be told to do things—he'll look for ways in which to assist the principal. Such opportunities are not difficult to find if you will but look for them.
4. Keep abreast by extensive and continuous reading of the best educational thought and practices.
5. Relieve the principal of as much administrative detail as possible.
6. Accept suggestions and criticisms willingly and cheerfully.
7. Volunteer your services at all times, especially for work in which you are particularly well qualified and interested.
8. Cultivate a pleasing personality—this, in your dealings and relations with teachers, parents and pupils, is your greatest asset.

* This is a portion of an address made before the assistant principals of Cincinnati.

9. Never make snap judgments—take time to study and think a situation thru carefully, and back up your decision with confidence and firmness.
10. Do all you can to cultivate and maintain happy, cordial, and harmonious relations among the teachers. You are in a very unusual position to do this.
11. Remember that you, thru your more recent training, are often in a position to suggest better and more efficient ways of doing things. Contribute your thought, experience, and training to the clearing up of all problems begging solution.
12. Inspire confidence and respect for your judgments and decisions by impartial, considerate, and courteous treatment in all your dealings and relations.
13. Finally—make *the job your job*—give all you have to it—make yourself both useful, important, and indispensable. For such an assistant a principal will go far to seeing that the work he is doing receives proper recognition on the part of those upon whom your future depends.

In short, justify your appointment and glorify your position as assistant principal.

The Characteristics of a Good Principal—If the assistant principal has had a share in the major fields of the principalship, he will, upon promotion, to a principalship, be prepared to assume full responsibility for that line of work in which adequate training has been given, and where efficiency has been shown.

The position of assistant principal should be made truly professional, and the duties assigned should be such as to dignify the position. The assistant principal should be prepared to assume responsibility for a definite portion of the supervision and administration of the school.

When, and if you are promoted to a principalship, I offer the following suggestions:

1. Be big enough in your job as a principal to forget yourself.
2. Praise, unstinted and without reservation, is one means of inspiration.
3. Do not be jealous of the influence or success of your assistant. What he does is done for the glory of the school, and rebounds to the principal's credit.
4. Give your assistant authority and responsibility.
5. Do not encourage teachers to appeal to you for decisions. There is no more unhappy school than one in which the teachers are always going over the head of the assistant principal and winning their cases. There is no more likelihood that the decision of the assistant principal was motivated by spite and favoritism than that your own decision will be motivated by the same impulses.
6. The principal and the assistant principal should show an undivided front. Nothing is so disintegrating in its effect upon the morale of the school, as for its principal to act as a higher court of appeals, reversing the decisions of his lower court. What would a teacher think of a principal who sided with the children against her authority and always put her upon the defensive in every case of discipline?
7. No principal should be an autocrat, the sole law-giver. Laws should be made by the principal, the assistant, and the teachers working together.
8. Clothe the office of assistant principal with dignity and authority so that teachers look up to him or her with respect, and bring their problems to him or her. The delegation of responsibility carries with it the giving of authority. The principal who magnifies the work of the assistant will reap the benefits of high faculty morale.
9. The principal must study the assistant to find out what type of work he or she is best fitted for, taking into account experience, training, attitude, and temperament.
10. Make every effort to have each teacher and the assistant feel that their criticism, suggestions, and opinions are valued and desired. Only when the school has this democratic relationship, and the good will, co-operation, and loyal support of all, can the school organization cope with its many varied problems.

11. The relationship of principal and teacher is a reciprocal one. As the teachers are the main workers in the school plant, the principal's main administrative duty is to clear the way for them. No innovations of important character should be attempted without having sufficient preparation previously made. Teachers should feel that they have some specific part in the administration of school affairs.
12. It is the duty of the principal to meet courteously all parents who come to the school, and to listen attentively to their requests or complaints. He must make parents feel that he sincerely wishes to help them, and that necessary investigations and corrections will be made. Here is a fine opportunity for leadership and also for stressing the aims and purposes of the school. Also by means of the P. T. A. the policies of the school system may be explained, and the support of school work, athletic contests, the school paper, and parents' day at school are excellent means of creating a variety of interests between the school and the community. They help to form the bases of real understanding and true co-operation between the home and the school, and measure the strength of the principal as a leader and as an administrator of the school.
13. Never humiliate a teacher in the presence of a parent. Talk matters over in a private conference, for it will be greatly appreciated by the teacher.
14. Never listen to or discuss complaints against teachers in the presence of pupils.
15. Be big enough, and fair enough, to reverse a decision you have made when you find that you are in the wrong. This is a good thing to remember when dealing with parents, pupils, and teachers. It is one of the best ways of assuring them that they are getting a square deal and it inspires confidence, respect, and cooperation.
16. Finally, in his dealings with pupils, the principal must strive to be impartial, just, and firm, for the morale of the school depends upon him. He should take an interest in the problems of the children, learn to know something of their home life, and their amusements, and be ready to advise them whenever an opportunity presents itself.

You will be a better principal if you get parents interested in the school; if you treat your teachers with kindness, sympathy, courtesy, and respect; if you solicit their good will and cooperation; if you praise their good qualities, overlooking some of their shortcomings; if you help them understandingly with their classroom problems.

You yourself must be alert and energetic, for your *job*, above all else, is to get things done efficiently.

ROTTERDAM CRUISE-PASSENGERS WILL BE GUEST OF PUERTO RICO EXECUTIVE ON AUGUST 23, 1939

Governor Blanton Winship of Puerto Rico has extended an invitation to a reception and garden party at the Governor's Mansion to members of the Rotterdam Cruise who visit the Island on August 23, as they return from the Eighth Biennial Congress of the World Federation of Education Associations at Rio de Janeiro August 6-11. Announcing official acceptance on behalf of the Cruise, Dr. Paul Monroe, President of the W.F.E.A., expresses appreciation for the opportunity afforded to meet the educators of Puerto Rico under most unusual auspices. This spirit of cordiality toward visitors is one of Puerto Rico's most distinguishing features.

The Rotterdam Cruise will sail from New York, July 5; from New Orleans, July 10, on its 53-day itinerary, visiting West Indies and South American ports.

A Teacher's Handbook

Fred H. Duffy, Principal, George Washington School,
Kenmore, New York



FRED H. DUFFY

Why A Teacher's Handbook? It is agreed that the most important work of the principal is that of supervision of instruction. However, since good administration precedes good supervision,¹ it is most important that the former be simplified by methods that will reduce routine to a minimum. The school personnel, too, should have ready access to the routine regulations that may emanate from the office of the superintendent or the board of education and such directions as the principals may deem wise to have in operation. To provide teachers and other employees with such ready references, we issue the yearly handbook.

What Should Be Its Content? This will depend upon the individual school and its problems—no two being alike. In order that teachers may comprehend the broader view of the principal's aims and objectives, there should be a page or two devoted to his philosophy of administration, supervision and community relationships to the school. In our handbook, it is referred to as "Foreword" or "Introduction". Such a preface may also be made up of theories from reliable educators, the philosophy of a blacksmith, or a selected bit of poetry defining pointedly the teacher's or the school's responsibility. The finale to the foreword in one of our handbooks was the well known poem, "Clay". The School Calendar should have a place in the handbook in order that teachers may plan their work and that of the children, answer questions that parents often ask regarding the time and extent of vacations, opening and closing dates of school terms, and such other items that are of an annual or periodic occurrence.

Perhaps one of the most important items of school routine is that of teacher duties relating to the care of the children during the various free periods of the day, such as morning and noon playground supervision, looking after cafeteria deportment, directing the activities of children who prefer to go to the auditorium or other detention rooms during the inclement weather, maintaining proper corridor conduct, etc. For this purpose, we construct a chart which covers the entire school year and by which the teacher will know many weeks or months in advance what plans will be necessary for her to make. The center pages are desirable for this purpose.

In our "office library" are to be found many sets of booklets and pamphlets secured from commercial corporations that are of value in the teaching of the social studies; these are listed according to subject matter in order that a teacher may select more readily the material most suitable to her needs. Included also is a list of motion picture films available, books and magazines procurable from our professional library, maps, apparatus and such other instructional supplies

¹ Ninth Yearbook of the Department of Elementary School Principals.

that teachers might otherwise overlook or even be totally ignorant of their being available.

An alphabetically arranged directory of school personnel is perhaps as highly prized by members of the faculty, officers of the Parent-Teacher Association and Mothers' Club, as any item included. Here we list the name, telephone number, and street address of every teacher, custodian, engineer—in short every person having any direct, full, or part time connection with the school. Other items of value on which a short paragraph appears are as follows: School opening and closing hours for different grades; teachers' hours for arriving and leaving the building (this is regulated by the Board of Education resolution); staff meeting dates and notes on the same; regulations and instructions on fire drills; dates on which monthly statistical reports are due; scholarship and social adjustment reports; playground assignments and playground supervision; bus transportation; what to do when a substitute is needed; physical education teachers and their relations to the school; music and art supervisors and their work with the teachers; teachers' magazines; conditions that must be observed when a child is to be sent home for any reason; agents and salespeople in or around the building; visitors (particularly parents); teachers' pay days; getting supplies from the office or stock room; relation of teachers to custodians and janitors; the secretary's time and her work; the balopticon and the movie projectors; radio receiving sets and their use; use of school stationery; how to receive newly enrolled pupils; transferring pupils; care of maps and other apparatus; the teaching of safety (now a state mandate); the teachers' library; club work in the school; keeping pupils after school; caring for bicycles, wagons and scooters; cooperation with the police department; cooperation with the school physician, nurse, and dental hygienist; what to do in case of accidents and injured children; list of source materials, etc. No doubt, there are many other items, that would be of value, which the type of community, school policy and local conditions would tend to govern.

Physical Qualities. Since each member of the school personnel is to receive a copy of this booklet, it must be either printed or set up with a duplicator. Some type of duplicator is to be found in many progressive schools. The most simple kind but perhaps less satisfactory is the gelatin type. Here all that is necessary is to type the master sheets so as to conform to the fold that will in the end produce the page by page set-up of reading matter. Since we publish approximately one hundred copies each year, we resort to the mimeographed type of duplication which requires the cutting of a stencil done on a small pica sized machine. How to place the stencil in the typewriter for cutting so that the reading matter may be read from left to right on the finished page is perhaps one of the most difficult operations, yet we find it very simple. Use a full-sized 18 inch stencil, with a pair of scissors cut the stencil, backing and all, at the middle. Both halves will now fit into the typewriter so that the lines may be cut crosswise. When both are type-cut they may be fastened together again by the use of a small amount of shellac giving a one-fourth-inch lap. A little practice will serve one to be able to type these pages and so locate the lap that it will appear in the center where the booklet is to be stitched. For stock, we use a

good grade of 8½ by 14 white duplicating paper. This, when folded in the middle and later trimmed, furnishes four pages of the book. Since both sides of the pages are to contain typed matter, care must be taken to place a blotter between the sheets as they come from the duplicator. We find that ordinary manila art paper acts as a good blotter without lessening its future usefulness since only one side of the art paper is ever used. Covers may be made from any material available but the stock for this should be considerably heavier than the interior pages. We use a twenty-pound art construction paper of some desirable shade. Our teachers say they prefer a bright shade, for it is more conspicuous and more readily located among other effects in their desk. The front cover page may be designed to suit one's taste or merely typed.

When all the pages, including the cover, have been run off and the sheets have been folded in the center, assembling them for saddle stitching is now in order. A blank page inside the cover sheets may be added to give balance. If there is a printing department in the school or in the system, the folded booklets can be taken there for stitching and trimming. Otherwise, a local printer may be called upon who will do this work at little or no expense and you will have a finished booklet 8½ by 6 that you will want to continue publishing and improving year after year.

(Editor's Note: So many of our members have become interested in the handbooks which Mr. Duffy publishes each year, that headquarters is glad to give you this opportunity to know how these books are prepared.)

Value of Metron-O-Scope Reading

R. B. Lee, Principal, South Ward School, Brownwood, Texas



R. B. LEE

At the beginning of the school year 1936-37, the Ophthalmograph and Metronoscope were introduced in the South Ward Elementary School of Brownwood, Texas as a part of its reading program. The Metronoscope is used each day at one of the regular reading periods in the first, second, and third grades. The fourth, fifth, and sixth grades use the instrument two or three times a week when their schedules do not conflict.

The Metronoscope is used for both general and remedial reading. This instrument was devised to help correct undesirable reading habits and to help the pupils to form correct reading habits. The reading material, which is in roll form, is presented a line at a time. By the opening and closing of three shutters in sequence, it directs the eyes from left to right, thus discouraging regressive movements. The Metronoscope improves one's reading technic by decreasing fixations and regressions, by speeding up perception, by developing ability to retain sense of rhythm and movements, and by generally imparting the ability to use the eyes effectively in reading.

that teachers might otherwise overlook or even be totally ignorant of their being available.

An alphabetically arranged directory of school personnel is perhaps as highly prized by members of the faculty, officers of the Parent-Teacher Association and Mothers' Club, as any item included. Here we list the name, telephone number, and street address of every teacher, custodian, engineer—in short every person having any direct, full, or part time connection with the school. Other items of value on which a short paragraph appears are as follows: School opening and closing hours for different grades; teachers' hours for arriving and leaving the building (this is regulated by the Board of Education resolution); staff meeting dates and notes on the same; regulations and instructions on fire drills; dates on which monthly statistical reports are due; scholarship and social adjustment reports; playground assignments and playground supervision; bus transportation; what to do when a substitute is needed; physical education teachers and their relations to the school; music and art supervisors and their work with the teachers; teachers' magazines; conditions that must be observed when a child is to be sent home for any reason; agents and salespeople in or around the building; visitors (particularly parents); teachers' pay days; getting supplies from the office or stock room; relation of teachers to custodians and janitors; the secretary's time and her work; the balopticon and the movie projectors; radio receiving sets and their use; use of school stationery; how to receive newly enrolled pupils; transferring pupils; care of maps and other apparatus; the teaching of safety (now a state mandate); the teachers' library; club work in the school; keeping pupils after school; caring for bicycles, wagons and scooters; cooperation with the police department; cooperation with the school physician, nurse, and dental hygienist; what to do in case of accidents and injured children; list of source materials, etc. No doubt, there are many other items, that would be of value, which the type of community, school policy and local conditions would tend to govern.

Physical Qualities. Since each member of the school personnel is to receive a copy of this booklet, it must be either printed or set up with a duplicator. Some type of duplicator is to be found in many progressive schools. The most simple kind but perhaps less satisfactory is the gelatin type. Here all that is necessary is to type the master sheets so as to conform to the fold that will in the end produce the page by page set-up of reading matter. Since we publish approximately one hundred copies each year, we resort to the mimeographed type of duplication which requires the cutting of a stencil done on a small pica sized machine. How to place the stencil in the typewriter for cutting so that the reading matter may be read from left to right on the finished page is perhaps one of the most difficult operations, yet we find it very simple. Use a full-sized 18 inch stencil, with a pair of scissors cut the stencil, backing and all, at the middle. Both halves will now fit into the typewriter so that the lines may be cut crosswise. When both are type-cut they may be fastened together again by the use of a small amount of shellac giving a one-fourth-inch lap. A little practice will serve one to be able to type these pages and so locate the lap that it will appear in the center where the booklet is to be stitched. For stock, we use a

good grade of $8\frac{1}{2}$ by 14 white duplicating paper. This, when folded in the middle and later trimmed, furnishes four pages of the book. Since both sides of the pages are to contain typed matter, care must be taken to place a blotter between the sheets as they come from the duplicator. We find that ordinary manila art paper acts as a good blotter without lessening its future usefulness since only one side of the art paper is ever used. Covers may be made from any material available but the stock for this should be considerably heavier than the interior pages. We use a twenty-pound art construction paper of some desirable shade. Our teachers say they prefer a bright shade, for it is more conspicuous and more readily located among other effects in their desk. The front cover page may be designed to suit one's taste or merely typed.

When all the pages, including the cover, have been run off and the sheets have been folded in the center, assembling them for saddle stitching is now in order. A blank page inside the cover sheets may be added to give balance. If there is a printing department in the school or in the system, the folded booklets can be taken there for stitching and trimming. Otherwise, a local printer may be called upon who will do this work at little or no expense and you will have a finished booklet $8\frac{1}{2}$ by 6 that you will want to continue publishing and improving year after year.

(Editor's Note: So many of our members have become interested in the handbooks which Mr. Duffy publishes each year, that headquarters is glad to give you this opportunity to know how these books are prepared.)

Value of Metron-O-Scope Reading

R. B. Lee, Principal, South Ward School, Brownwood, Texas



R. B. LEE

At the beginning of the school year 1936-37, the Ophthalmograph and Metronoscope were introduced in the South Ward Elementary School of Brownwood, Texas as a part of its reading program. The Metronoscope is used each day at one of the regular reading periods in the first, second, and third grades. The fourth, fifth, and sixth grades use the instrument two or three times a week when their schedules do not conflict.

The Metronoscope is used for both general and remedial reading. This instrument was devised to help correct undesirable reading habits and to help the pupils to form correct reading habits. The reading material, which is in roll form, is presented a line at a time. By the opening and closing of three shutters in sequence, it directs the eyes from left to right, thus discouraging regressive movements. The Metronoscope improves one's reading technic by decreasing fixations and regressions, by speeding up perception, by developing ability to retain sense of rhythm and movements, and by generally imparting the ability to use the eyes effectively in reading.

The Ophthalmograph is a portable eye-movement camera which makes a graph of the actual visual behavior during reading. This record reveals the number of fixations and regressions, the duration of fixations, the reading speed, and the ocular behavior in general. These findings are quite apart from those discovered with standardized reading tests as this measures an entirely different activity. For this reason, the film findings will not necessarily be correlated to standardized reading scores, just as reading scores do not always correlate with I.Q. measurements. A broad recognition span, as measured by the camera, does not arbitrarily denote high scholastic attainment. It merely means that this particular phase of the pupil's reading skill is well developed. If it is found, with the Ophthalmograph, that the pupil already has a broad recognition span, then no time is wasted in further development of this specific skill, but an effort is made to improve comprehension, organization, retention, etc.

Records of the pupils' progress in reading were kept and compared with previous records and with the reading records of schools that were not using the Metronoscope.

The data showed that on standardized reading tests given the South Ward pupils, who had been given eight and one half months of Metronoscope training, and the same tests given to pupils who had not had any Metronoscope training, that the South Ward pupils made from 10.7% to 94.8% better scores. The tests also showed that the comprehension of the South Ward pupils was from 10.9% to 39.9% better than the comprehension of the other pupils. The number of fixations, the number of regressions, and duration of fixations of the South Ward pupils were from 23% to 34% less than the other pupils.

As a rule there are two questions that are raised in regard to the use of the Metronoscope. The first question is, "When can I find time to use the Metronoscope?" In the South Ward School, it is used at the regular reading periods with no increased demands on the teacher's time. That leads up to the next question, which is as follows, "If I use the Metronoscope at a reading period, will I have time to cover the materials outlined in the regulation course of study?" The following data obtained from the survey made in the South Ward School will answer this question.

Since beginning the use of the Metronoscope the pupils have read from twenty to thirty percent more textbooks and library books than they had ever before read. This was accomplished without increasing the amount of time allotted to reading.

Since introducing the Metronoscope into the reading program, retentions in the first grade have been reduced from a three year average of 20.6% to an average of 9.6% for the past two years. At the end of the first year in which the Metronoscope was used 97.3% of the first grade pupils reached norm on the Haggerty Reading Test; 50% reached norm in the second grade; and 11% reached norm in the third grade. The above record is a fair example of the records made by the other grades of the school.

The Metronoscope can be used to an advantage in remedial reading in the upper elementary, junior, and senior high school grades, but it pays its best dividends in the primary grades. By using the Metronoscope in the primary

grades, correct reading habits can be formed at the beginning of the pupils' school life thus preventing many failures and eliminating the necessity for much remedial work.

Some of the results obtained from the use of the Metronoscope are as follows:

1. Lip reading has been almost eliminated.
2. The number of regressions have been reduced.
3. Duration of fixations have been properly reduced in primary grades (caused by quicker habits of perception).
4. Number of fixations have been reduced.
5. The eye span has been increased.
6. Speed in reading has been increased.
7. Comprehension has been increased.
8. A better reading attitude has been created.
9. Failures in reading and reading subjects have been reduced.

The following question may come up in the mind of the reader: "Were the results that have been enumerated obtained from the use of the Metronoscope or were they accomplished by greater efforts on the part of the teachers and by better methods of teaching reading?"

Before introducing the Metronoscope as an aid to reading the major portion of the school activities were organized around the reading program. For eight years reading had been emphasized and the teachers had used every method and device that they knew to motivate and improve reading. The results were that each year there was a small percentage of improvement over the previous year's work. When the Metronoscope was placed in the reading program (without any increase in the time allotted to reading), standardized tests, teachers opinion, and all other methods of measuring progress showed that the pupils had made from ten to sixty percent more progress in reading than they had in any previous year. Hence it seems reasonable to think that the Metronoscope was responsible for a major part of the improvement in reading.

THE SAN FRANCISCO MEETING JULY 2-6, 1939

Let us remind you that it is not too early to begin thinking of coming to the San Francisco convention. This will be a *real bargain trip* for you will be getting a perfectly splendid convention as well as a World's Fair. All reports of "Treasure Island," as the World's Fair is called, say that it will be a real education in itself. Two big attractions with only one transportation to pay!!

The Department of Elementary School Principals is taking advantage of this *one* transportation fare by having three attractions:

1. A meeting, July 2-6
2. Trips to Treasure Island
3. A Conference at Berkeley, July 8-21

Headquarters of the Department of Elementary School Principals will be at the Palace Hotel, San Francisco.

Third Annual Conference

Sponsored by

The Department of Elementary

School of Education of the University

July 8-21,

In the December issue of *The National Elementary Principal* attention was called to the Third Annual Conference on Elementary Education to be held in Berkeley, California, from July 8 to 21. The Department of Elementary School Principals and the School of Education, University of California, are co-operating in conducting the conference. It is to be organized into a course in Education, regarding which additional information is now available.

The Theme. The theme of the Conference is, "Meeting the Problems of the Modern Elementary School."

The Course. *Education 137. Problems of the Modern Elementary School.*

The function, work and objectives of the modern elementary school with emphasis upon the principal's responsibility in dealing with the problems involved. Dr. Kyte and Selected Staff. 3 units.

The Program. 9:00-11:00 A.M.: Directed Observation in the Demonstration School.

A carefully selected staff of elementary school teachers may be observed conducting classwork in which sound methods of teaching are used. Each teacher has been chosen because of her past record as a skillful performer in elementary grades. In the demonstration school, classes are offered in all grades from the first thru the eighth.

11:00 A.M.-12:00 N.: General Assemblies.

Each session of the general assemblies will be addressed by a specialist on the phase of modern elementary education in which he is outstanding. The topics include: *Status of Elementary Education in the United States; Philosophical*



DEAN W. W. KEMP



GEORGE C. KYTE



REGINALD BELL



W. E. GIVENS

Conference On Elementary Education

Sponsored by

Elementary School Principals and the

University of California, Berkeley, California

July 8-11, 1939

Foundations of the Modern Elementary School; Implications of Modern Psychology for Elementary Education; Social Responsibilities of the Elementary School; Helping the Teacher Plan a Curriculum Unit; Elementary School Experiences Involving Self-Control; Reinterpreting the Three R's; Extension of Experience Thru Books; and The Principal at Work in a Modern School.

1:00-2:30 P.M.: Study and Discussion Groups.

The number of discussion and study groups will depend upon the number and needs of the students enrolled. Provision has been made for seven sections, others to be added as needs are determined. The problems for these sections have been chosen to cover important aspects of the conference theme.

- SECTION I. How Can Creative Expression Be Stimulated in Pupils and Teachers?
- SECTION II. How Should Community Resources Be Utilized in the Teaching Program?
- SECTION III. How May We Evaluate Teaching?
- SECTION IV. What Are the Characteristics of a Modern Elementary School?
- SECTION V. What Should We Know About Elementary School Children?
- SECTION VI. How Can the Elementary School Function as an Accountant to Society?
- SECTION VII. How Can the Teaching Principal Improve Classroom Teaching?



JULIA L. HAHN



PAUL R. HANNA



HELEN HEFFERNAN



JOHN A. HOCKETT



RUDOLPH LINDQUIST



G. C. LOOFBOUROW



GLADYS L. POTTER



GEO. D. STODDARD

AFTERNOONS AND EVENINGS: In addition to continuation of informal conferences and study, provision will be made for professional and cultural excursions, special lectures, exhibits and other sources of instruction and entertainment. The International Exposition of Treasure Island will provide many additional opportunities of this nature.

The Faculty. The course will be under the general direction of Dr. George C. Kyte, Professor of Education and Supervising Principal of the University Elementary School, University of California.

Other outstanding leaders who have accepted invitations to participate in the instructional program are: Dr. Reginald Bell, Associate Professor of Education, Stanford University; Dr. Willard E. Givens, Executive Secretary, National Education Association; Dr. Julia L. Hahn, Division Supervising Principal, Public Schools, Washington, D. C., and Adjunct Professor of Education, George Washington University; Dr. Paul R. Hanna, Professor of Education, Stanford University; Miss Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, California State Department of Education; Dr. John A. Hockett, Assistant Professor of Education, Associate Director of Practice Teaching and Director of the Summer Demonstration School; Dr. Rudolph D. Lindquist, Director of the Cranbrook School, Michigan, and former Director of the Laboratory Schools, Ohio State University; Dr. Graham C. Loofbourow, Principal, John Muir Elementary School (a teacher-training laboratory of Fresno State College), Fresno, California; Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Schools, California State Department of Education; and Dr. George D. Stoddard, Dean of the Graduate College, Director of the Child Welfare Research Station and Research Professor of Psychology, University of Iowa.

Registration, Fee and Credit. Registration will take place on Saturday morning, July 8. The tuition fee for registration in this course only is \$15.00. Students completing the course for credit will be allowed three semester hours credit.

Housing Accommodations. In order to obtain housing accommodations close to the campus, persons enrolling for the conference are urged to make reservations early. If accommodations are desired in the Whitecotton Hotel or the Durant Hotel, the reservation, accompanied by a deposit of \$5.00, *should*

be mailed with application blank to Miss Pinkston before May 25. The check should be made out to the hotel selected. The exposition is going to fill up hotel accommodations; therefore, we should make our reservations early. Let us urge you to make your plans now and send to headquarters the application blank at a very early date. Don't fail to indicate on the blank which hotel, and the type of room your desire.

Rates for rooms in the Whitecotton Hotel are:

- Rooms without bath, single, \$2.00 per day; \$12.00 per week.
- Rooms without bath, double, \$3.00 per day; \$18.00 per week.
- Rooms with bath, single, \$2.50-\$3.00 per day; \$15.00-\$18.00 per week.
- Rooms with bath, double, \$3.50-\$4.00 per day; \$21.00-\$24.00 per week.
- Rooms with twin beds and bath, \$4.00-\$4.50-\$5.00 per day.
- Rooms with twin beds and bath, \$24.00-\$27.00-\$30.00 per week.

Rates for rooms in the Durant Hotel are:

- Rooms with bath, single, \$3.50 per day.
- Rooms with bath, double, \$4.00-\$4.50 per day.
- Rooms with twin beds and bath, \$5.00-\$6.00 per day.

Additional application blanks may be secured from Headquarters, 1201 Sixteenth Street, N. W., Washington, D. C.

Tear here and mail

APPLICATION BLANK

Third Annual Conference on Elementary Education Department of Elementary School Principals July 8-21, 1939

Department of Elementary School Principals
1201 16th St., N. W., Washington, D. C.

I wish to become a member of this conference.

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

White Cotton Hotel.....	Single room	With bath.....
Durant Hotel.....	Double room (twin beds)	Without bath.....
	Double room (double bed)	

Name.....

Address..... City.....

State..... Position.....

* The check should be made out to the Hotel which you select. Mail application and check to Miss Pinkston.

"A Constant Increase"

Eva G. Pinkston

The new year is running true to form! Headquarters is happy to announce that on the first day of January we had another "upswing in membership," for our number was far above that of the same date last year. This grand fact has happened now for *five* consecutive years. For this constant increase in membership, the president, officers, and headquarters staff do thank the very splendid group of fine men and women which has consistently made this possible. These Enrolment Chairmen have addressed groups, have written letters, have phoned, have even sent their own checks for some person who didn't have money at the time, but who would send it to the Chairman later. Could any work not grow where such marvelous cooperation is exhibited!

Our list of 100 percent cities, counties, and districts is larger this time than on any previous year. But let's not stop here, for from here to the summit of the mountain we are climbing and which mountain flies the banner of 6000 on its highest peak, let us follow the mountain climbing technique of tying each dependent factor to the other, thus making a safety-line for elementary education. This 100 percent list consists of Corona, Calif.; Piedmont, Calif.; Santa Ana, Calif.; St. Petersburg, Fla.; Bainbridge, Ga.; Kansas City, Kans.; Fordson, Mich.; Grand Rapids, Mich.; Highland Park, Mich.; Millville, New Jersey; Niagara Falls, N. Y.; Fargo, N. Dak.; Drumright, Okla.; Enid, Okla.; Tulsa, Okla.; Ambridge, Pa.; Milton, Pa.; Austin, Texas; Lynchburg, Va.; Sheboygan, Wis.; Needles, Calif.; Boulder, Colo.; District 75, Evanston, Ill.; Evansville, Ind.; Batavia, N. Y.; Muskogee, Okla.; Charlottesville, Va.; and Harrisonburg, Va. If we have failed to list your city, county or district and it has reached the 100 percent goal, be sure to let us know.

One Enrolment Chairman writes, "I talked to my superintendent about the Department and the work it is doing, and enclosed find his \$3.00." The officers are so glad to see our superintendents, directors of elementary education, college professors, and all who are interested in the work of the elementary field, willing to bring to the Department their wealth of knowledge, their experiences and their abilities and to pool these with those of us who have the practical and daily contacts in the work of supervising and administering to the needs of the elementary school. With these combined groups of thinkers working at the problem, using nerve, determination, and courage, only good can result.

The Department's aim is the continued improvement of schools. The constant increase in membership shows the desire of leaders to be kept informed. The helpful services rendered by the officers and executive committee are in proportion to the number of members, for only by membership and sale of publications do we meet our bills. The larger our membership the more help can be rendered. Let each member help his Enrolment Chairmen by getting just *one person* to either renew his membership or to join our group.

Below are listed the names of those Enrolment Chairmen who have been appointed since the December issue of the bulletin was published:

CALIFORNIA

County Chairman—Irene Snow, Napa.

City Chairman—Fred Heisner, Colton.

ILLINOIS

Dist., City Chairmen—Mrs. Olive P. Bruner, Chicago; Ernest B. Collette, Chicago; Mrs. Mildred M. Duggan, Chicago; Ross Herr, Chicago; Aaron Kline, Chicago; Mrs. Louise Kripner, Chicago; Adelaide L. Lynch, Chicago; Elizabeth Macauley, Chicago; Walter V. Strawe, Chicago; Earl L. Koehler, Naperville.

City Chairmen—Orla Kent, Aurora; Frank K. Platt, Batavia; E. S. Davidson, Berwyn; John A. Bigham, Centralia; Jennie B. Law, Cicero; Georgia Elbersen, Danville; Lester J. Grant, Decatur; Oren McClure, Du Quoin; Joseph C. Arnold, East Peoria; Mrs. Mary H. Walls, Elgin; Ruby E. Rowley, Evanston; Mary A. O'Connor, Freeport; Claudine Coulter, Granite City; Clara Tiedeman, Havana; Loretta M. McNamara, Hinsdale; Agnes M. Paxton, Jacksonville; Belle Prater, LaGrange; W. E. Swarthout, Maywood; Monroe Melton, Normal; E. L. Carlyon, Oak Park; Mrs. Anna M. Headley, Peoria; John A. Hayes, Peoria; Judith H. Dalin, Rockford; Nettie Dodge, Rock Island; Mabel C. Greve, Savanna.

INDIANA

City Chairman—Haines W. Sleeth, Kokomo.

MARYLAND

County Chairman—Sarah S. Sheridan, Havre de Grace.

MISSOURI

City Chairmen—R. L. Sheets, Cape Girardeau; O. L. Detwiler, Hannibal; Harold B. Remley, Jefferson City; May O'Connell, Kansas City; Miss Cecil Crawford, St. Joseph; Anna Bick, St. Louis; E. D. Hamilton, St. Louis; R. E. Strickler, St. Louis; Harold T. Downs, Webster Groves.

NEBRASKA

County Chairmen—J. R. Bitner, Fullerton; Marjorie Hald, Grand Island; F. E. Alder, O'Neill; C. F. Nickel, Scottsbluff; Bernhard Steilheit, Stapleton; Kathryn Anderson, Superior; Floyd A. Davis, Tilden.

City Chairmen—Gladys Hartwell, Crete; Clara Gagnon, Falls City; Marie Nemec, Norfolk.

NEW JERSEY

District Chairmen—Ralph McConnell, Atlantic City; Merrill A. Bigelow, Bloomfield; Gustav Patz, Irvington; Dr. Helen Banner-

man, Jersey City; Luella Gerlack, Millville; Albert Hartman, Montclair; Henry S. Hulse, Jr., Newark; William S. Twichell, Paterson; Mrs. Jessie M. Wamsley, Pitman; Grace A. Freeland, Summit; William G. Fiedler, Union City; Jean F. Mackay, Vineland.

NEW YORK

City Chairmen—Catherine R. Fitzgerald, Albany; Agnes O. Meyer, Auburn; Benjamin F. Cincebox, Binghamton; Louise V. Norton, Buffalo; Ellena C. Moyer, Glens Falls; Anna E. Male, Gloversville; Isabelle Mason, Hornell; Fred B. Painter, Ithaca; William S. Legee, Lackawanna; Hannah J. McCarthy, Lockport; Mrs. Velma Hendrickson, Long Beach; Ella J. Snyder, Mechanicville; Miss Goldie S. Howell, Middletown; Mrs. Barbara M. Clifford, Mt. Vernon; Harry Simmons, Newburgh; Anna M. Lenney, New Rochelle; LeGrand Houghton, North Tonawanda; Bessie Hodge, Ogdensburg; Ivers J. Norton, Olean; Bess L. Chisman, Oneida; Mrs. Georgianna Patrick, Oneonta; Lester G. Turney, Oswego.

PENNSYLVANIA

City Chairmen—T. Russell Frank, Abington; Celia J. Blake, Ambridge; B. F. Best, Ardmore; James C. Craig, Bellevue; John A. Muscalus, Bridgeport; Jane L. Stanley, Butler; C. B. Sollenberger, Carlisle; Edna C. Froyd, Clearfield; Karl M. Brewer, Dubois; F. M. Miller, Erie; Harold Marburger, Evans City; Helen Krall, Harrisburg; Mary L. Carlin, Houtzdale; W. F. Grunizer, Johnstown; Alfred Thomas, Lancaster; John A. Neill, Lewistown; Jennie A. Watson, McKeesport; Zura E. Raup, Milton; Joseph M. Dunleavy, Scranton; Mary A. Burley, Tyrone; Marguerite Tennis, Upper Darby; A. Bessie Johnson, Warren; D. J. Mahoney, Wilkes-Barre; Roland T. MacLaren, Williamsport; Jane F. Kell, York.

TENNESSEE

County Chairman—Elisabeth Oehmig, Nashville.

City Chairmen—Susie McNulty, Chattanooga; Margaret Crouch, Johnson City.

TEXAS

County Chairman—Mrs. Mary Yeager Wallace, Tyler.

City Chairmen—John Redd, Bagwell; D. E. Brooks, Mineola; L. L. Chapman, Texarkana.

VIRGINIA

District Chairman—Nettie F. Winn, Danville.

What Will 1939 Bring?

What were the historic milestones for elementary education in 1938? One answer to this question is the establishment of many elementary principals clubs and associations. All over the country this splendid feat was accomplished.

Early in September President Maude A. Rhodes wrote to outstanding superintendents throughout the United States asking them to urge their principals to meet together and discuss the problems of their local school system, knowing that by coming together they would gain great benefits. From the reports received here at headquarters, we do not believe it is presumptuous for us to say that the organizing of principals clubs has been greater this year than any other year since the Department was started. Listed below are the clubs and associations about which we have been told.

New Organizations—COLORADO—During a recent meeting of the Colorado Education Association the elementary school principals met and organized a Colorado Association of Elementary School Principals. A committee of three which included Miss Evalyne Sherd of Delta, working in the Western Division of the Colorado Education Association, Mr. Lloyd Gillett of Boulder, working in the Eastern Division, and Mr. V. H. Volgamore, Pueblo, working in the Southern Division, brought the matter to a vote and the response was wonderful. This newly organized state association has already drafted a constitution and has elected officers* to serve until April, 1939, when new officers will be elected at the annual spring meeting held at the University of Colorado in Boulder.

MISSOURI—Last March Dr. Uel Lamkin invited the elementary principals of Northwest Missouri to meet at the Teachers College, Maryville, and organize an association. Miss Frances Holliday, principal, Eugene Field School, led in the organizing of this district. We have been told that this is the first district to be organized in the state. We are sure others will follow.

OHIO—Under the able direction of W. Paul Allen, Garfield Heights, Ohio, the Department of Elementary School Principals of Ohio was reorganized in April, 1938. One fine accomplishment which this group has already made is the issuing of a directory of the names of all the elementary school principals in the state.

PENNSYLVANIA—A county organization of elementary school principals has been effected in Lancaster County, Pennsylvania. The name of this club is The Lancaster County Elementary Principals Association.

UTAH—Frank Stevens, president of the State Elementary Principals of Utah, has worked this past year in cooperation with the State Department of Education to organize local principals clubs throughout the state. He has also striven to create more intense interest in the state elementary principals association.

WASHINGTON—During the early part of 1938 the elementary principals of Washington effected a permanent organization. This group is organized as a division of the Department of Administration and Supervision of the Washington Education Association.

* The names of these officers are listed on page 125 of this bulletin.

WIS
exclus
princip
Con
groups
made
been p
of Mr.
Associ
dent, l
directi
Texas
and W
Oth
the ad
splend
Unc
of the
helpfu
tion, u
at Syr
meetin
mond.
Princi
Bause
progra
SPE
dent,
Enrol
made
distric
also m
before
Mis
direct
is also
A g
York,
benefi
during
headq
It h
assista
write
they h

WISCONSIN—The Milwaukee Elementary Principals Association consisting exclusively of elementary principals, was formed last spring. Arnold A. Vieth, principal, 20th Street School, was elected president.

Conferences—Not only have new organizations been formed, but state groups have made great progress. Other great advancements which have been made by the elementary principals of the country are the conferences which have been planned and executed in the following states: Florida, under the direction of Mrs. Ethel Wolverton, president of the Florida Elementary School Principals Association, Tampa; Iowa, under the direction of Miss Marjorie Walters, president, Iowa Elementary Principals Association, Cedar Rapids; Oregon, under the direction of Mr. William Buford Schnebly, Superintendent of Schools, St. Helens; Texas, under the leadership of Messrs. W. L. Darnell and L. M. Fertsch, Austin; and Wisconsin, under the direction of Mr. Fred S. Schnell, Sheboygan.

Other Fine Achievements—OUTSTANDING MEETINGS—One cannot talk about the advancements made during 1938 without giving recognition to the perfectly splendid programs, copies of which we here at headquarters have received.

Under the guidance of its president, Mrs. Leo Gamble, the Southern Section of the California Elementary Principals Association had unusually fine and helpful programs. The New York State Elementary School Principals Association, under the leadership of Mr. Charles W. Joyce, had a most inspiring meeting at Syracuse in December. President Maude A. Rhodes was guest speaker at the meeting of the Virginia Elementary Principals Association in November at Richmond. Reports have come to headquarters that this 1938 meeting of the Virginia Principals was the most outstanding and helpful which has been held. Mr. James Bauserman, Fairfax, was president, and it was he who planned and executed the program so splendidly.

SPECIAL ACTIVITIES—Our President, Maude A. Rhodes, Maggie Soloman, President, Georgia Elementary Principals Association, and Mary Standard, State Enrolment Chairman of the Department of Elementary School Principals, have made a tour of Georgia and they have organized the principals in the different districts, urging them to meet together and discuss their problems. They have also made plans for a two-day conference of elementary principals to be held just before the state meeting this spring.

Miss Winifred Newman, State Enrolment Chairman for West Virginia, is directing a study with the elementary principals of Charleston. Miss Newman is also making a study of School Enumeration.

A group of twenty-four principals of which L. C. MacNiece, Huntington, New York, is chairman, is making a curriculum study, which should prove quite beneficial to all concerned. It was a pleasure to have Mr. MacNiece come down during the Christmas season and use the facilities which are available in the headquarters office.

It has been a real pleasure to the headquarters staff, if it has rendered any assistance and we hope that principals throughout the nation will continue to write us. We realize there are other groups which we have not mentioned, but they have not sent a report of their activities.

Official Records—We are beginning now to make up our list of clubs for the directory which is to be published in the 18th Yearbook, and is to be completed this summer; therefore, headquarters will appreciate receiving the names and addresses of the officers of your local, district, and state clubs. Don't wait for "George to do it," but see that the names of the officers of your group are sent in immediately. We want to see what a fine list we can have in the next issue of the yearbook.

Let's all work together to make the achievements of 1939 even greater!!!

Club Activities

Verna Dowling, Principal, and the Teachers of duPont No. 1 School, Carney's Point, New Jersey



Grade II, duPont No. 1 School, Carney's Point, New Jersey

If you were to visit duPont No. 1 Primary School any afternoon during the school year, you would see three educational clubs in session. Every child in the first three grades participates in the activities of the following clubs:

The Verse Speaking Choir—Here the children are learning to recite beautiful poems. Stress is

placed on teaching the child to enunciate distinctly, using correct expression and dramatization.

The Orchestra—In this club many instruments are used. The children learn to read notes and to appreciate good music.

The Glee Club—Here the children enjoy singing many songs. They are able to entertain other groups with solos, duets, quartets and group singing. Often the songs are dramatized.

Teachers, principals, superintendents and all interested in elementary education are invited to visit the school and see these clubs at work.

After the guests had arrived, the group was divided into three sections, a leader being appointed for each. Each group, then, visited a different club. At the tapping of the bell each club presented a fifteen-minute program.

Each guest saw each club at work. Pictures were taken while the clubs were in session. The children thoroly enjoyed demonstrating their work to their parents who were most appreciative.

Children, who really live *now*, developing agencies, and affording a socializing opportunity for character building, will be better fitted to live properly, at that future time when society calls on them to help.

Implications of the Enrolment Trends and The Elementary School Principal

Byron D. Stuart, Principal, Benjamin Franklin and
Woodrow Wilson Schools, Westfield, New Jersey

It has become an accepted fact in the last decade that there has been a marked trend toward a fuller recognition of the value and importance of the position of the elementary school principal in the field of education.

For the purpose of this article the causes for this greater recognition are apart from the point, but it should be emphasized that another educational opportunity almost unparalleled in its ramifications is pounding at the door of the elementary school principal. The history of the next few years will tell what he has been able to do about this opportunity and will go a long way toward answering the question of whether he is entitled to the acclaim as an educational leader or is merely a hitch-hiker on the educational wagon which has carried him on with the momentum of progress.

It is no longer a matter of conjecture that the elementary school enrolments are declining thruout the United States and that this decline for children of present school grades will continue for a number of years in the future. This decline in the total public school enrolments in the nation which began after the year 1934 came about in spite of an increase in numbers on the secondary school level because of the persistent and continued decline on the lower grade levels for each successive year. As a result by 1936 three-quarters of the states in the Union showed a loss in numbers on the elementary school level.

It is true that not all the states or all the communities will share equally in this decline. There will be the mushroom towns and the boom towns, but they will only accelerate the lengthening shadows of additional ghost towns in other areas. However, only a few need to be concerned with the problems of these extremes. The great majority of principals will be concerned with the problems of the current major downward trend.

Since the decline in school enrolment began in the first grade and for the most part extended into the following grades in successive years the problems of a declining enrolment are placed at the feet of the elementary school principal. He can ignore them and thus let the short-sighted taxpayer determine a fundamental policy of how many children a teacher can effectively teach or he can accept the challenge as a professional leader as many are already doing and interpret to his superintendent and his patrons and to the public, if necessary, the implications of the great opportunity of improving the education of the boys and girls by reducing the number of children per teacher.

Let us not allow this issue to be confused by any superficial or academic studies. It is just a plain fact that any teacher can give more attention and secure better results with a class of twenty-five or less than with one of thirty-five or more.

The average taxpayer is human and has a heart, but he has been brought up in a system where he feels that with a decline in school enrolment there

should be a corresponding decline in the cost of education which means a reduction in the number of teachers.

Is this method not wrong? Is it not a hangover from the economy of a less complicated society? Is it not individualistic and partially inapplicable to collective security? There are those who believe that it is a short-sighted social and economic policy and productive of further decline in standards of living as well as standards of culture. Furthermore, it will most certainly add more persons to the great body of unemployed which contemporary history proves must be carried at public expense without the benefits of self-respect and corresponding services.

To add to the number on relief and the W.P.A. will never solve the economic chaos in which society now finds itself. Not by cutting, slashing and putting persons out of work but by using trained workers in positions of services as well as production, and by maintaining a better balance and distribution with a medium of exchange and an economic system geared to meet worthy human needs instead of artificial standards, will the present situation become permanently improved. In other words the system must be fitted to the needs of the individuals and the group and not the individuals to the system.

A characteristic of the machine age is that it cannot absorb the surplus workers in the productive and distributive fields. On the other hand, there is an urgent need for trained workers in the field of services. More teachers, more nurses, more social workers, more psychologists, more doctors and dentists should be the goal of every elementary school principal. This method will pay added dividends in better health, both mental and physical, and build a more enduring American culture.

Industry is founded upon the principle of growth and improvement. It will not accept the continuance of the *status quo* in the production of commodities. Higher specialization, greater refinement, better materials are demanded. Turning out the same old product in the automobile or telephone business would not be tolerated.

Why then should society accept the *status quo* in education? With declining enrolments we should have fewer pupils per teacher. This will not only make it possible for the schools to do a better job in the so-called fundamentals but allow time and leadership for coping with the problems of juvenile delinquency and crime and provide for better guidance of youth in an increasingly difficult era.

Furthermore, current history indicates that the bewildered taxpayer has paid six times as much, directly or indirectly, for crime as he is paying for education. Can this be true? Or is it that he does not have the time to grasp the significance of this fact?

Leadership out of this state of affairs is in the province of education. And since the elementary school principal is the leader of the first of the public social institutions to which the great mass of children must go, his is the great opportunity.

What are you doing about it? Let's get down to work and give the children and the teachers a break.

Two Principals Celebrate



Miss Margaret Tuger, principal, Margaret E. Tuger School, Herkimer, New York

FORTY-EIGHT YEARS A PRINCIPAL

Next May 2, Miss Margaret Tuger, Principal of Margaret E. Tuger School, Herkimer, New York, will begin her fifty-ninth year as teacher. She has served as principal of this school continuously since 1891, and the school was named for her when she had taught in Herkimer forty years.

Prior to coming to Herkimer where she accepted the position of principal in South School, Miss Tuger taught in Chestnut Ridge, Onondaga County, Cooper Street, Van Buren and Smoky Hollow schools. She was five years at the latter. Headquarters congratulates her for the perfectly splendid work that she has rendered not only to the boys and girls of her school, but to those of the city of Herkimer.

During the years in which Miss Tuger has been in Herkimer, she has been honored many times by the citizens of that city.

Miss Tuger has been a member of the National Education Association since 1901, and a member of the Department of Elementary School Principals for ten years.



Miss Esther J. Cousins, principal, Stephens School, Detroit, Michigan.

TWENTY-FIVE YEARS A PRINCIPAL

Miss Esther J. Cousins celebrated her twenty-fifth anniversary as a principal of various Detroit schools on Thursday, December 1. Friends and pupils, old grads and teachers as well as neighbors of the Stephens School honored her with flowers, gifts, letters, and messages.

Miss Cousins was born and educated in Detroit. After teaching every grade from the first to the eighth, Miss Cousins recalled her first role as principal at the old Firname School, now the Parental Home. From there she went to the Poe, McGraw, Maybury, Greusel, and Stephens schools. She is completing the ninth year at the last named school.

While telephone calls continued to come in along with gifts from friends, and flowers and candy from neighbors, teachers and pupils gathered to honor their principal.

Miss Cousins has been a member of the National Education Association since 1920 and a member of the Department of Elementary School Principals for seven years.

What's Happening!!

★ Dr. Agnes Samuelson became Executive Secretary for the Iowa State Teachers Association on January 1. Miss Samuelson has been for many years State Superintendent of Public Instruction in Iowa, and all of her friends wish for her much happiness and joy in her new work.

★ The Planning Commission of the Michigan Education Association Department of Elementary School Principals met in Detroit, Saturday, October 22, to propose plans for the program of the Department's annual meeting, which will take place in Flint, Friday, May 5, 1939. Plans also were made for future yearbooks, including recommendations to the Department's Executive Board for the editorship of the twelfth yearbook, which will deal with the relationship of public education to radio and the movies.

★ The California Elementary School Principals Association, Southern Section, met on Saturday, December 10 at Laguna Beach. The theme of the meeting was "Enriching Experiences of Elementary School Children Through the Arts." Thanks to Helen Heffernan and to Harry H. Haw for sending copies of the program to headquarters.

★ Headquarters is sorry to learn of the death of Harvey E. Alter, Rome, New York. Mr. Alter was presented with a life membership in the Department of Elementary School Principals by his teachers when he retired last year. He had been an active member of this Department for many years.

★ Mrs. Helen Brearley has just written us about the death of George Cowie, former president of the New

Jersey Elementary Principals Association.

★ At the meeting of the Elementary Principals of Virginia on Wednesday, November 23, 1938, in Richmond, the following officers were elected for the coming year: President, James E. Bauserman, Fairfax; Vice President, Eva Vaughn, Pulaski; and Secretary, Mrs. W. P. Woodward, Alexandria.

At this meeting Mrs. Florence Jodzies, Secretary of the Fairfax County Chamber of Commerce, Fairfax, Virginia, talked to the group on "The Elementary Principal and the Community." Our own President Maude A. Rhodes, discussed "The Importance of the Elementary Principal in the Educational Field."

★ The elementary principals of Central Missouri met at the Harris Cafe in Columbia, Missouri, November 12, 1938. Dr. Sauppe, Professor of Psychology, Missouri University, was the principal speaker. His subject was "The Kinds of Psychology." The following officers were elected for the coming year: President, Harold B. Remley, Jefferson City; Vice President, Miss Finney, Columbia; Secretary and Treasurer, Joe Barns, Columbia; and State Representative, Dr. F. H. Gorman, Columbia.

Headquarters appreciates receiving this news from Harold B. Remley.

★ *Guidance — A Community Approach* has been prepared by Dr. Agnes Samuelson, former superintendent of Public Instruction, to assist school officials and community groups in building coordinated programs in character development. It is hoped that

this little booklet will prove helpful to all those who are seriously concerned about building a better tomorrow.

★ The committee on elections of Region One of the Michigan Education Association has just elected Arnold Gregory, principal, Raupp School, Lincoln Park, president; Earl Laing, principal, Burt School, Detroit, second vice president; and Frances Stubbs was reelected secretary. Delegates to the N.E.A. summer convention to be held in San Francisco July 2-6 are: Frank Cody, Herman Browe, Grover Stout, Norman Arthur, of Detroit, and M. A. Kopka, superintendent of schools at Hamtramck. Alternates, in the order named, are: Julia McCarthy, Marguerite Krug, Isaac Devoe, William Hart, Charles G. Burns, Sara Kerr, and a number of other teachers.

★ Since publishing the December issue of *The National Elementary Principal*, headquarters has received many different school newspapers. We are sorry space does not permit us to tell of the many fine points in each. We are listing the names of the papers and principals of the schools below:

Buchanan Bugler, Buchanan School, Grand Rapids, Michigan, Bertha Greenbaum, principal; *The Burt Broadcaster*, Burt School, Detroit, Michigan, Earl R. Laing, principal; *Center Grade School News*, Center School, Belchertown, Massachusetts, K. M. Bozoian, principal; *The Holland Voice*, Annie W. Holland School, Rocky Mount, North Carolina, B. L. Ancrum, principal; *Junior Kyote Greetings*, Garfield School, Billings, Montana, Alice Lausted, principal; *Kenmont News*, Kenmont Elementary School, Jeff, Kentucky, J. D. Bowling, principal; *Little Folks News Reel*, El-

ementary School, Dansville, New York, Ellis B. Hyde, principal; *Mayfair Meteor*, Mayfair School, East Cleveland, Ohio; J. E. Pettit, principal; *Oak Leaf*, Oak Grove School, Richmond, Virginia, Katherine K. Scott, principal; *The Osgood School*, Osgood School, Medford, Massachusetts, Mrs. Elizabeth T. Newell, principal; *Overbrook Elementary*, Overbrook Elementary School, Philadelphia, Pennsylvania, Eva E. Linn, principal; *The Salina Junior Journal*, the Salina Grade Schools, Salina, Kansas.

★ *The Challenge*, published by the faculty of J. C. Murphy Junior High School, Atlanta, Georgia, of which H. O. Burgess is principal, makes possible for every teacher to become familiar with professional literature without having to read all magazines that come to their library. This is done thru annotations which call the attention of teachers to worthwhile articles.

★ Dwight Hamilton, Englewood, Colorado was elected president of the newly organized Colorado Association of Elementary School Principals. The other officers are: Vice President, Nellie V. Lind, Denver; Secretary-Treasurer, C. H. Williamson, Ft. Collins; Executive Committee, Lloyd Gillett, Boulder, J. F. Scott, La Junta, and L. B. Orvis, Grand Junction.

★ At the December meeting of the New York State Elementary Principals Association the following officers were elected: President, Fred B. Painter, Ithaca; First Vice President, Mary Lawlor, Syracuse; Second Vice President, Henry H. Bormann, East Rockaway. Fred H. Duffy, Kenmore, N. Y., sent this information to headquarters.

Your Bookshelf

Thousands of teachers are eager for guidance in their efforts to develop activity programs in their own classrooms. Hundreds of supervisors and administrators are endeavoring to understand the activity movement and to remake their schools into centers for child experience.

The Activity Concept by Lois Coffey Mossman is a collection of essays and lecture notes gathered together in a small volume. Mrs. Mossman sets forth briefly the interpretation she has developed in working with such colleagues as Dr. Bonser and Dr. Kilpatrick. She states the implications for classroom work in terms she has evolved thru sympathetic observation of children and extensive work with teachers.

Dr. William H. Kilpatrick says, "The activity conception, while based on fairly definite principles, offers no authoritative creed with an orthodoxy to be preached by the elect and accepted by the rest. Not that, and far from it. Instead of a creed and orthodoxy, we have promising principles—principles that must be worked out in varied practice, then criticized, then still further worked out in still varied ways, world without end. The remote developments we cannot see, nor need we. The immediate task suffices to fill our efforts.

"It is with this immediate task that Mrs. Mossman's book concerns itself—to give actual guidance and help alike to prospective teachers and to active practitioners as they study the activity concept to see what it means, to catch a deeper vision of how education might go on, to learn how better to follow the vision."

This splendid volume has been published by the Macmillan Company, New York.

★ ★ ★

Activities in the Elementary School by Harry C. McKown is a book that will help the busy elementary school teacher and principal to originate, promote, supervise and evaluate "extra-curricular activities" intelligently and successfully. The main emphasis is upon actual practice in a great variety of elementary school activities, including clubs,

programs, home rooms, physical activities, trips, music, dramatics, manners, social events, thrift, publications, drives and campaigns, promotion events, etc.

The book is designed to assist in all types of elementary schools, public, private, large and small, city and rural, eight-year and six-year, departmentalized and non-departmentalized.

The McGraw-Hill Book Company, New York, is the publisher of this book.

★ ★ ★

Blanche Jennings Thompson has an entirely new collection of poetry entitled *More Silver Pennies*. It has been quite a long time since she gathered the first silver pennies. Many children have said that they liked them, and many have asked for more. In this new collection the poems in Part One are for younger readers, and those in Part Two are for older readers.

More Silver Pennies has been published by the Macmillan Company, New York.

★ ★ ★

There have been a number of books written on Elementary School Administration and Supervision, but there has been no study made of the problems that are really met by the elementary principal "on the job." In *Administration and Supervision of Modern Elementary Schools* an effort has been made to find out what problems in Elementary School Administration and Supervision consume most of the principal's time and energy, and to determine, if possible, what can be done to improve the situation. In order to find out what the common problems were, a wide sampling was made of the largest school systems in the United States and its possessions. Some of the smaller schools were sampled in Oklahoma, the authors' home state.

This Syllabus in two volumes has been prepared by James H. Hodges, Principal of Irving Elementary School, Tulsa, Oklahoma; and Frank R. Pauly, Director of Research, Tulsa City Schools, and Principal of Pershing Elementary School, Tulsa, Oklahoma.