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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION



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WASHINGTON

April, 1939
Vol. XVIII, No. 4

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.

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The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover of this bulletin gives our readers some idea of how beautiful the blossoms are on the double Magnolia trees which are near the Tidal Basin in the Nation's Capital.

The National Elementary Principal

Volume XVIII, No. 4

April, 1939

A Convention Report

The officers of the D.E.S.P. are delighted to send this report of the Cleveland Meeting to members. The Cleveland Meeting was one of the most outstanding which this organization has ever had, both in the quality of addresses given and the numbers attending each session.

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

CHECK

THE 77th Annual Convention of the N.E.A. will be held at San Francisco, California, July 2-6, 1939. At this convention the Department of Elementary School Principals will hold two general sessions, Monday and Tuesday afternoons respectively. The Department breakfast will take place Monday and the banquet will be held on Tuesday.

THESE

MAKE your reservation now for the Third Annual Conference on Elementary Education which will take place at the University of California, Berkeley, California, July 8-21, 1939. Blanks may be secured by writing to the D.E.S.P., 1201-16th Street, Washington, D. C. An exceptionally fine meeting has been planned—look on pp. 167-9 for further information.

DATES

AMERICAN EDUCATION WEEK will be observed November 5-12, 1939. The general theme, "Education for the American Way of Life," has been subdivided into the following topics for daily use:

"The Place of Religion in Our Democracy"

"Education for Self-Realization"

"Education for Human Relationships"

"Education for Economic Efficiency"

"Education for Civic Responsibility"

"Cultivating the Love of Learning"

"Education for Freedom"

GENERAL SESSION, FEBRUARY 27, 1939

Theme: What Philosophy Should the Elementary School Take in Education

THE FIRST GENERAL SESSION of the Department of Elementary School Principals' program was held in the Grand Ballroom, Hotel Statler, Cleveland, Ohio, Monday, February 27, 1939 at 1:30 p. m. with President Maude A. Rhodes, Atlanta, Georgia, presiding.

President Rhodes extended greetings, summarized briefly the outstanding accomplishments of the Department, and stated clearly the problems which those in elementary education are now facing. She stressed that all teaching must be unbiased by those who man the elementary schools, for they are the nation's front line defense, and that this great responsibility of educating the younger child must be done better or more thoroughly in the future.

Discussion from the floor followed the splendid addresses which are printed on the following pages.

A Philosophy for Elementary Education

Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, California



HELEN HEFFERNAN

Everyone seriously concerned with the education of children has, however informally, attempted to define for himself a workable philosophy as a guide for his efforts. The vastly broadened concept of the function of elementary education with which the elementary-school principal is confronted today makes the analysis of a set of working principles indispensable.

The statement of a philosophy for elementary education might be hazardous if the statement implied a set of static, immutable beliefs. One's philosophy must change as social conditions change. In fact, in our ability to change our ideas and our modes of behavior lies the greatest hope of the onward progress of civilization.

We look, then, at the elementary school serving a democratic society. By what principles may we be guided to educate elementary-school children so that they can go into a world of reality and make it a better world?

The School and the Social Order—The Joint Commission on the Emergency in Education gave the following answer to the simple question: What is a good school?

Schools are good or poor according to the effectiveness with which they assist in meeting the social needs of their time.¹

¹ *Evaluating the Public Schools*. Joint Commission on the Emergency in Education. Washington: National Education Association, 1934, p. 29.

Dr. Harold Rugg, in the recent notable yearbook of the John Dewey Society, points out that it is

... a prime obligation upon educators today to design the life and program of the new school directly from the life of the children and adults in the educational community.²

There is general acceptance, in theory at least, that the school program must contribute significantly to the child's social understanding. There is evidence in new curriculum materials of emphasis upon phases of social life of immediate and vital concern. Such areas of experience as safety, conservation, food, clothing, shelter, community life, communication, transportation, education, and recreation provide the orienting centers of study. Cultures remote from the child's experience in time and place are examined for the purpose of throwing the mores of the child's own culture into bold relief. Thus, the life of a primitive people may serve to deepen understanding of the differences between an agrarian and a technological civilization; the study of conditions in a dictatorship may serve by comparison to make more comprehensible the degree of individual freedom in a democracy. In the elementary school the learning experience must find its orientation in the child's immediate environment. After it is realistically related to his life, then the learning experience may be extended to the limits of his imagination. Only in this way are imagination and intellectual curiosity fostered.

Social understanding means knowing and feeling how group life is lived; it means being able to recognize the problems which emerge from group living; it means learning to identify the conflicting forces; and it means understanding of how social procedures move forward. Above all, social understanding means an attitude of willingness to participate in activities for the welfare of all and, further, it means the acquisition of the techniques of effective group action in solving the problems confronting the social group.

No school could justify a retreat to the ivory tower in a period of such acute social and economic dislocation as the present. Idleness and want in an economy of potential production and plenty, occupational maladjustment, wanton destruction of our natural resources, extensive campaigns of propaganda by selfish, special-interest groups, national and individual repudiation of obligations and responsibilities, the lack of reasonable security for our people to obtain employment, to be protected against injurious drugs and impure food, to secure proper medical service at a cost within their reach, for protection for savings, and to live and work under conditions of safety, constitute only a beginning of a long and painful enumeration of problems confronting contemporary society. The responsibility of elementary education to contribute its share to solving the social problems of our times cannot be denied.

Experience as the Basis of Learning—The school must provide for learning thru firsthand experience. The child must have opportunity thru direct observation and participation in accordance with his maturity to come to know and to understand the institutions of the social world of which he is a part.

The educational methods of the elementary school have been criticized as bookish and unrealistic. No one could question the importance of extending the

² *Democracy and the Curriculum*. Third Yearbook of the John Dewey Society. New York: D. Appleton-Century Company, 1939, p. 5.

experience of children thru the use of books. The emphasis upon the importance of the library in the elementary school is evidence of growing recognition of the value of wide acquaintance with the recorded experiences of others, but the learning experience cannot be realistic if it is based wholly on books. Excursions into the environment, gardening and other experimentation with science, intimate contact with people in the community who can contribute to the child's understanding merit even wider use in providing the experiential basis for learning. The school must provide an environment designed to stimulate needs and at the same time provide the means for satisfying them. Not only must the classroom and school be supplied with stimulating work centers where all types of expression are stimulated and all types of interests met—the library corner, the science center, the workbench for construction activities, the art center and so on—but the environment must utilize all the social and scientific resources in the community outside of the school. Only in such an environment can education be realistic and escape the condemnation of bookishness.

The Development of Personality—The school program must contribute definitely to personality development. Especially is the period of elementary schooling of particular significance in the growth and development of personality. Children are young, eager, impressionable, and deeply influenced by their experiences. Because of the very resiliency which characterizes young children, good social adjustments in the school situation tend to overcome feelings of timidity, inferiority, and inadequacy which may have resulted from previous unfortunate experiences.

More than at any other level of the school system, the elementary school has taken individual variation into consideration. It has recognized that the intelligence quotient is only one measure of individual differences, and that if learning is to be adjusted to the variety of needs represented, the school must set about knowing each child, his health history, his physiological and psychological development, his physical endowment, his emotional adjustment, the stresses and pressures of his out-of-school environment, and his social status as well as his intellectual capacity. The elementary school freed from pressures of college entrance requirements and the necessity of making vocational choice has been able to direct its attention primarily to guiding children toward achieving increasingly better-ways-of-behaving rather than toward the acquisition of subject-matter-set-out-to-be-learned.

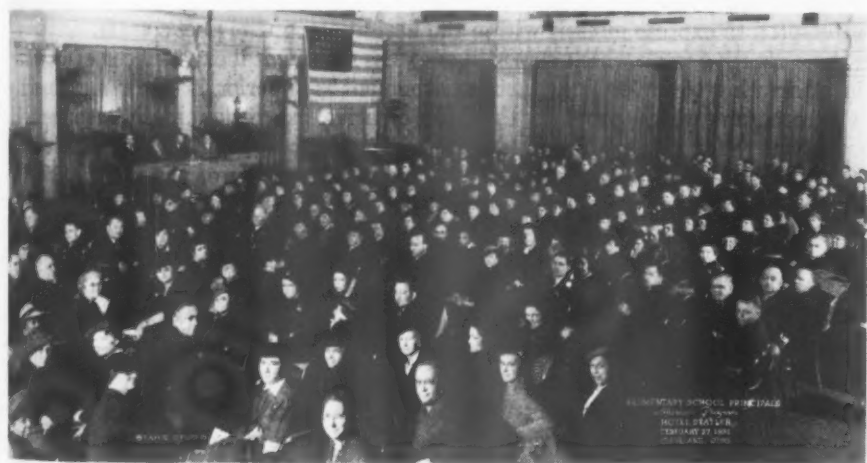
In a school where personality development is recognized as a major function of education all factors of growth are recognized as inextricably interrelated. The child's physical condition is closely related to his intellectual alertness, his social and emotional attitudes. A healthy child is much more able to cope successfully with the problems of his world. A child who is making normal mental growth is interested in his environment and is therefore likely to make effective social and emotional adjustments.

The significance of the child's attitude toward himself is being given increased recognition in the modern school. If the child feels reasonably acceptable to his social group and reasonably capable and confident in relation to the tasks the school expects of him he has the strongest possible impetus to success.

Acceptance of personality development as a major function of the school has important implications for educational practice. The learning experiences the school provides must contribute significantly to the various phases of growth, and conversely, practices inimical to any phase of growth must be weeded out of the school program. More careful evaluation must be directed to teacher-child relationships, the relationships between children, parental attitudes toward children and toward the school, home and school relationships, and the effect of all upon personality development. The school must scrutinize critically the adequacy of its information about the child and must strive to organize the educational program for each child in terms of the data recorded in accurate and specific child accounting records. The school must become more critical of its policies concerning grading and promotion, the use of extrinsic rewards for purposes of motivation, the kinds of reports made to parents, and the degree of recognition and respect it accords the personality of each child.

The concept of education as wise guidance toward "a plan for living intelligently,"³ to use the words of Dr. Bode, implies a kind of living in a democratic school in which a child has opportunity to learn desirable qualities of personality in a happy, informal, genuinely interesting learning situation. Techniques of co-operation, attitudes of tolerance, fair play, social mindedness, concern for the rights of others, and respect for other personalities are all essential to worthy character and are the legitimate goals of wise guidance, but these qualities develop only in a hospitable climate where they are permitted expression and exercise, never in a vacuum.

The teacher, in the elementary school where respect for the child's personality is an accepted principle, imposes neither authoritarian dictation on the one hand nor is she afraid to exercise any guidance on the other. The teacher functions as the most experienced member of the class group in helping children to learn



The group assembled in the Grand Ballroom, Hotel Statler, Cleveland, Ohio, for the Monday, February 27 afternoon meeting of the Department of Elementary School Principals.

³ Boyd H. Bode, *Progressive Education at the Crossroads*. New York: Newson and Company, 1938, p. 85.

to live together cooperatively and to find satisfaction in the "democratic way of life." The democratic way of life will never be the result of precept. Only by democratic living day by day in a democratic classroom environment will the child learn to find satisfaction in making his contribution to group enterprises, to use freedom wisely, to grow in attitudes of cooperation, of tolerance, of respect for the rights of others, essential to democratic living.

The Development of Creative Abilities—The school program must contribute to the realization of inherent creative abilities in children. The environment and program of the school must provide opportunity for children to develop their potentialities and preserve their individuality. Creativeness is not limited to a few fields altho it has been associated with art, music, and literature. The program of the school should bring opportunity and recognition to exploration and creative effort arising out of interests in science, dramatic representation of many kinds, construction, school organizations, hobbies, and many other activities.

The modern program in the elementary school has given generous recognition to the fields in which opportunity for creative expression is great. Human beings have a basic need for emotional and spiritual expression. Especially is this need great in an industrial society which removes men further and further from the social and artistic meanings that grow out of experience in actual production. The school has enormous responsibility to supply the needs denied by an industrial society.

Some months ago Harper's printed an essay under the title "On Learning to Play the Flute Badly." The author recognized the fundamental truth that understanding comes only thru experience and one who plays the flute even if badly brings to all music a deeper understanding than one who has not himself experienced the travail of creation. A person who has written even one bad sonnet brings to all poetry an appreciation never to be attained by one who has not attempted to express himself within the limitations of the poet's craft.

The creative work which comes in response to the vital experiences of children in attempting to understand their environment is superior in vigor and beauty. The program which provides time for creative expression must also provide opportunity for rich and significant experience, for no genuine art expression can emerge except from the vivid and meaningful experience of the artist. Creative expression in any area then is a means of securing insight into the world. It grows out of experience and extends and enriches experience.

These are some of the more important tenets of an educational philosophy for the elementary school as we view the society it serves. This statement of philosophy, however, carries no recommendation for wholesale acceptance. Each school and each school system should strive to give expression to the philosophy under the sanction of which it serves children and society. Such a philosophy to be more than mere verbalism must be thought thru, accepted and made the basis of practice by the staff of the school. Only a democratically determined philosophy can function in a school serving the democratic ideal.

Make plans now to come to the San Francisco convention!

Social Interaction and Implications for the Elementary School

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



E. T. McSWAIN

The boys and girls of today face one major responsibility. It is that of growing up in a world that is not made for children but for adults. I am concerned that you and I look upon the child's work in school and out of school as a continuous process of social interacting out of which he accepts or rejects those things that help him to move in the direction that seems to him more significant.

Today, as boys and girls of the elementary school age live in groups, either the family, their play group, the school, or other groups, they are receiving the motives and the urges to carry on in terms of their relation to these people. The contribution that the social interaction makes to each is in proportion to his feeling of intimacy, a sense of belonging to his group. It is out of this living with others that he develops his own social attitudes, his own social values, his own social concepts. Do not misunderstand me. I am not implying that the child is an individualist, but I am saying, from my point of view, the child learns only that which to him is significant and meaningful and helps him to meet the immediate situation.

You and I today, as adults, are concerned about the social confusion and unrest in the modern society, and yet the great majority of the adults living today have come thru a period of elementary-school education. We, in the past, and to a large extent in the present, have been so concerned about our reactions of life and education to children that we have not had time to critically examine these emerging attitudes, values and social concepts which grow out of the boys and girls living daily with each other and with other people.

The function of the elementary school, from my point of view, is to help boys and girls learn how to live with themselves and with groups, and if subject matter contributes to their living, well and good. I would like to endorse the point of view that Miss Heffernan emphasized so strongly. Personality developed, the developing of emotional stability, and a feeling of security, are the most important contributions that the school may make to the child.

The school must serve as a laboratory in social living, and we must be very sensitive to this stream of social interacting that goes on between members of the group, in order that we may determine what is going on in the life of the child and what it is that he is learning which to him is significant.

The elementary school, therefore, must at all times be concerned about the attitudes which these boys and girls are developing. We are living in a day and age in which intolerance is practiced just as much in America as it is in Germany, and some of us get all wrought up about the racial intolerance in other countries while right in our own midst we find racial intolerance that is comparable to that practiced in any country. The boys and girls are born in this

world with no attitudes, no values and no social concepts. I am not concerned about how well John works at arithmetic; I am more concerned about John's attitude as he applies his knowledge of arithmetic in living with other people.

The school, therefore, must begin to put more emphasis on the day by day living of boys and girls—yes, of course, with certain goals in mind, but not to the extent that we evaluate what has been accomplished in terms of the product but rather in terms of what the child applies in his daily living with others.

With this as a background, I would like, with your permission, to speak rather critically of some practices, recognizing that there are many schools that have gone way ahead, yet you and I in these experimental schools must extend our leadership to other areas.

The typical elementary school in America must examine its organization in terms of what effect the plan of organization has upon the stream of social living. Why is it that you and I still want to have kindergarten, first grade, second grade, third grade, and so forth? You give the child early in the school period a concept that may be very dominating. His job is to pass from one grade to the other, not to improve his living with his classmates and his associates in and out of school. I frankly would like to challenge—and you can differ with me please—the contribution in terms of the real meaning of democracy and wholesome interacting in a departmentalized program.

We have gone out of our way to organize an organization to teach subject matter more effectively and have imposed it upon children. I go all the way from the platoon system to the cooperative group plan.

I would like to ask, "Why cannot we permit a group of children to live a longer period of time with a teacher who is qualified to live with children?" But my critic comes back and says, "Don't you want children to have interaction with many personalities? What are you to do with the teacher who is not qualified to live with the children the second year?" My answer is, "She shouldn't live with the children the first year." Children have many opportunities to interact with other personalities. What they need in this world of unrest and tension is someone who understands them and knows them and helps them feel affection and a sense of belonging.

I would like to challenge the superintendents at this convention. If they are concerned about the welfare of boys and girls, instead of building such elaborate school buildings they will reduce the size of the classroom to a group that you and I can work well with and do the things we want to do.

The Curriculum—My, how much work we have done in this country in the last twenty-five years in the name of the curriculum! We could put it all in a train, and we might need several engines to pull it out. What is the curriculum? You have your own interpretation, but to me it is the stream of living that flows between child and child, child and teacher, teacher and administrator, and child, teacher, and administrator with parents, that really counts. It is not so much what you want me to learn as it is how you challenge me to want to learn something that is significant.

We often have criticized the textbook, and yet many children think their education comes from the textbook. I recognize the contribution that our commercial

publishing houses have made to public education, but if you and I want to help children become free and move more creatively, let's break the strangle hold that the textbook has on the children in the elementary schools of America. However that is not so bad as another instrument that we use for teaching boys and girls, and I refer to that vicious device, from my point of view, called the work book. Go thru the convention hall, and you will see attractive work books presented under high-powered salesmanship to get me to take those instruments back into the classroom to enrich the learning of boys and girls. I can go around and pick up an armful of units of work, carry them back, hand them to a teacher, and give her what I think is modern education.

Yes, I want children to learn the skills. I want them to learn certain functional knowledges. But from my point of view a child cannot live in this world today without sooner or later wanting to learn certain things in mathematics. I want to wait until I see that emerging need for mathematics, and then I am going to help him not only meet that need but help him to move out into other areas and become more proficient.

We talk about sending children into the community. Why don't we have more of our teachers going out into the community and studying the social institutions? I know of many communities in the East, Midwest, and the Far West that are doing this. I am concerned that we may in our desire to bring about social orientation introduce boys and girls to social problems entirely too soon. Let me be careful that I present, or help the children to discover, the social institutions or social problems which they can meet with some degree of achievement, lest, I may present a situation in which frustration results.

I would like, in connection with this comment on the curriculum, to say what I may be criticized very severely for saying, for it is just my point of view. Many of you this week will have the opportunity to listen, and to observe children as they are being taught by the radio. There is a program of classroom instruction that is being carried on in the city this week. As you go and observe those children, will you imagine children thruout this city, all learning arithmetic at the same time, as a result of the same stimulation? The radio may be a very important supplementary device for the classroom, but I cannot see any fourth grade thruout a city, all coming together at the same time to engage in any enterprise whatsoever. If I am concerned about the welfare of children, I am going to do as Miss Heffernan challenged us to do—let each school develop its own curriculum and let each classroom, under the guidance of an intelligent teacher, decide what is best and when is the best time to present it.

Evaluation—May I hasten to another? Social interacting is determined in a greater or less degree by my concept of evaluation. We have heard a great deal about evaluation, and I am not going to take your time to discuss this in detail, and yet from my point of view there is nothing in the school that is doing more to help the child, become sensitive to the real values of life and a meaningful understanding of what the educative process is than the concept of evaluation you use in the classroom upon him.

There are children who have gone thru the elementary schools in search of an education, but who spent months of their time accumulating grades that carry

social respectability. Why do you have to emphasize external evaluation at the expense of internal evaluation? It is important that the child be concerned about what you think of him, but it is more important that you help him to be more critical of himself and his interaction with other people.

You and I know what we have done to many children under the banner or under the cause of the so-called intelligence testing movement. There are many children whose record in the principal's office shows that they have an I.Q. that classifies them as slow children, and yet if I came to this group and gave you an intelligence test and then put your score along with the scores of all the others, up where we could see them, or if you knew they were in my office where people might have access to them, you would be sensitive to the use of them. Please, let's take the words of George Stoddard and his associates and others, and see that the I.Q. is not a constant thing but that it moves up and it moves down and it moves either way faster in the elementary school than it does in the high school, and faster in the pre-school period than it does in the elementary-school period.

I ask you principals interested in democracy: What right have you to compare one child with another?

I ask you: When you send home a report card to parents, what are you conveying? What are you getting parents to see? Are you helping the child to find a more adequate sense of belonging with his parents? Are you helping him to experience a separation with his parents? It is not what we do in a test that counts, but what do the tests do to children that counts. So many children, inside the stream of social interacting that is their own, feel one way, and because of the control of the school and its requirements express another point of view to the teacher. There are too many children today that are being taught conformity under a false sense of evaluation. The child is working for the reward that you give in terms of your evaluation of him, rather than a growing appreciation and realization of his own efforts in terms of the things that he wants to do.

You are a group of administrators, and so was I, and personally I would like to be one again. The philosophy held by the elementary-school principals who are the supervisors of the school, with reference to education and child development, next to that of the teacher is the most important influence in the school, and I, the principal, knowing all the answers—at least thinking I do—can sit in my office and accept democracy with one hand, and on the other hand deny any teacher to take it because of my autocratic administration. Teachers, by and large, are not free and we are not going to free children until we free teachers.

Now please don't misunderstand me, principals. I am not saying that your job is not important. It is more important today than it ever has been. But your job is not in the field of administration, as I see it. Your job is in the area of studying children and children's growth and studying community life, and helping the teacher to better understand the child in school and out of school and improve the situation that the teacher offers to each child in the class.

Do principals still hold to that device, the so-called professional teacher rating scale, that makes a person a better teacher? Many systems have thrown it out, but many other systems still have it. Why does the principal still visit, as a super-

visor, on an organized program? Why can't he say, "I will come when needed and I won't come until I am needed"? You will make the teacher develop an attitude toward the child that you want the child to develop toward the teacher. If you let me go into your school and visit around with your children and your teachers, I, even though I may be inaccurate from your point of view, will write down on a sheet of paper the concept of administration that you practice.

I would like for each principal to so work with his faculty that the latter will feel they are helping to control.

The American Association of University Professors has recently gone on record saying that a faculty of an institution should have ultimate legislative power over the educational policy. I want that same privilege and opportunity extended to classroom teachers. The principal is not a representative of the superintendent or the board of education; the principal is a representative of his faculty, and he should at all times try to interpret the wishes, thinking, planning and evaluating of his faculty to the superintendent. If a decisive issue arises, let him be careful that he does not side with the superintendent first, but rather defends the right of his teachers to do creative thinking as a group.

May I please challenge you to give to a teacher the same degree of respect for her personality that you ask her to give the child to his personality, and may I ask you not to urge me to become progressive too fast? We have a lot of shoddy work going on in this country under the name of progressive education or modern education, and it is going on, not because we as individuals have failed, but, because of the rapid movement of modern education, it is much more socially and professionally respectable to be a progressive than it is to be one who is striving to move out slowly on the basis of his own reflective thinking.

You go into a classroom and see a teacher misusing the principles of modern education because the principal wants her to be progressive. She knows it, but she wants to meet his approval. You find a misapplication of the fundamental principles. Any critic has a right to say, "The children should not be given too much freedom."

Anyone who understands what modern education is trying to do, must help parents to see that the practice in the modern school has brought in success rather than thrown it out. We have raised the standards of workmanship rather than lowered them. We have improved the standard of evaluation, but we have changed our concept. We are putting the emphasis on the process as well as the product.

The principal, therefore, from my point of view, should strive to lead his teachers by helping the teachers to lead themselves thru creative thinking.

Who is in charge of the faculty at the faculty meeting? There is where you find one of your tests of democracy. If the principal always is in charge, I maintain that that principal doesn't know the real meaning of democracy. The more he can turn over to his teachers and the more he can help them to refine their group thinking, the greater is his leadership and the more permanent his contribution.

I know you can build up an administrative program that is very proficient and efficient. You can have bells ringing on a schedule, and you can have things

done on a schedule. You can have your programs posted, and you can have this and that that represents order. Is that what you want? If so, then you are moving in the right direction as with reference to the radio program in the city this week. If that is what Cleveland wants to contribute, then it is moving in the right direction. But I think you and I as principals should begin to examine very quickly what our influence is doing to the thinking of teachers and children with reference to democratic living.

Go into a school building and see children march in and march out, and say you are teaching them to live in a democracy. I challenge your thinking and you may challenge mine. Go into a school room where you find children working on the basis of a schedule that has been made out in advance, followed day by day, and I ask you, "How are we learning to live together, and how are we learning more effectively the meaning of democratic living?"

In conclusion, therefore, I would like to ask that we strive ever more earnestly and intelligently to see what is going on in the daily living of children and how it is they are interacting with other people, because they are either interacting more on the basis of passive adaptation or on the basis of active adaptation, and there is a fundamental difference.

Let us examine how the program of the school is helping children to refine their social attitude and their social values, and how this program of the school is freeing teachers and children in their search for the truth. And may I stop just long enough, by way of parenthesis, to say that any principal who does not stand up and fight for the right of his teacher to search for the truth wherever that truth may lead is not meeting the full obligations and responsibilities of his position.

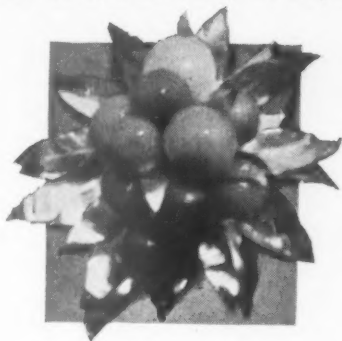
You can go into many of our states, and in the last few years you have seen boards of education fire teachers because they were teaching controversial issues. I ask you, in the name of democracy and in the interpretation of the scientific method, what kind of school do you have that does not deal with controversial issues? Life itself is one great controversy. We are always trying to move the children under our guidance to a higher level of living. It takes more than technique, important as that may be, it takes a feeling that we have for life and growing-up of boys and girls and a desire on our part to examine this day-to-day living and to see where it is leading. I firmly believe that Dr. Kilpatrick has made one of the greatest contributions that anyone has made, recognizing all others, when he helped me to see, as many of you, that we learn only as we live and we live as we learn. I am asking you to help the teacher, to so live democratically in the school environment so that she will develop a growing appreciation for what democracy means, and in turn, because many teachers want democracy and deny it to the children in their classroom. It will help the teacher to give the children a democratic social interacting environment in which the emphasis is on cooperative living as well as functional knowledges and skills.

I appreciate the great contribution that elementary-school principals and supervisors have made, but we have a long way to go yet outside of our community in improving the teachings of the school for boys and girls in order that they can live creatively in a democracy that is on trial. I thank you.

Convention Fun

Besides the serious programs, panel discussions, and reports which are always necessary at a convention there are other features which are just as worthwhile and important. These are the jolly get-togethers where all serious subjects are tabooed. These meetings usually take the form of breakfasts, luncheons and banquets, and it is here that the local group shows its marvelous ability to guide, direct and lead. Everyone knows that the more smoothly a breakfast or a dinner is carried out, the more efficient has been the plans of the local leader and his and her helpers. Our Monday breakfast and banquet were marvelous examples of the leadership of the Cleveland group under the direction of the president of the Elementary Principals' Club, Miss Mary F. Keys.

The table decorations at the banquet made of pastel colored balloons, tinsel and paper were most unique. So that all can have some idea of the way each table was adorned we asked Miss Keys for a picture and have placed a cut at the side on this page. The favors, found at each plate, and made of rick-rack braid were soon at the place they were intended—the lapel of each coat and the shoulder of each dinner gown. These colorful and lovely creations were made by pupils as were the beautiful programs and fine posters. Listed below are the names of those who made the Cleveland meeting the marvelous success which it was.



The beautiful table decoration at the banquet of the Department of Elementary School Principals

President of the Cleveland Principals' Club—Miss Mary F. Keys.

Principals' Club Executive Board—Miss Grace Whelan, Miss Laura Henschen, Miss Ethelyn Stewart, Miss Florence Lowe, Miss Eva Taylor, and Miss Anna Burgess.

Poster Committee—Miss Harriett Goodyear, and the pupils of John Marshall High School.

Ticket Committee—Miss Martha J. Hile, and Miss Martha Markowitz.

Committee for Table Decorations and Favors—Miss Bertha Budde, Miss Katherine Chandler, Miss Dorothy Warner, Miss Gladys Champney, Mrs. Rose Rush, and the pupils of Wade Park, Jane Adams, East Clark, Hazeldell and Miles Standish Schools.

Program Committee—Mr. Alfred Howell, Mr. Paul Scherer, and the pupils of the East Technical High School.

The one hundred and fifty-five who forfeited their "beauty sleep" for a 7:30 breakfast on a winter morning and the four hundred and sixty-eight who met together for the banquet have written many letters to headquarters telling how much they enjoyed these two social affairs.



Rabbi Abba Hillel Silver speaking to those assembled at the banquet of the Department of Elementary School Principals, Grand Ballroom, Hotel Statler, Cleveland, Ohio, Monday, February 27. To his left is Dr. Agnes Samuelson; to his right, President Maude A. Rhodes.

The Crisis of World Affairs

Rabbi Abba Hillel Silver, Ansel Road Temple, Cleveland, Ohio

The crisis of which I wish to speak to you briefly this evening is a spiritual crisis in world affairs. I don't know much about politics and I know less about economics, but it is my business to know something about the things we call spiritual. As I envisage the world today, the roll and thunder of the Odyssey of our day, the vast confusion, I somewhat feel that the fundamental disturbance of today is not a political one or even an economic one.

I had occasion a few weeks ago to speak with a dean of one of the great universities of this country, and he told me, among other things, of an interesting new development which he has observed among the students, not only on the campus of his particular university but upon many others which he has been visiting. He had difficulty to describe it in succinct terms because he was trying to describe something rather indefinite and inpalpable, and yet he said that he had been noticing or sensing in the last year or two a certain groping on the part of the students for something which, for lack of a better term, he must describe as a groping for spirituality, for something spiritual to hold on to. So many things to which their fathers and mothers have clung seemed to have been slipping away from them, and the foundations upon which they were taught to build their lives and upon which their parents built their lives have been so rudely shaken in recent years that these young people, facing a future of insecurity in the world, not merely economic insecurity but intellectual in-

security as well, facing a world of swift and seemingly meaningless change, are reaching out for some spiritual stability, for something to cling to.

That is true, I am sure, not merely of the young people of our day, but of all people who think at all and are sensitive about what is going on in the world. The optimism which pervaded our world, which pervaded in fact the whole of the nineteenth century and the early part of the twentieth century, that optimism which fed upon the truly remarkable achievements in nearly every field of human endeavor during the last one hundred or one hundred and fifty years, seems to have vanished from our midst, and people find themselves today more or less in a morass of disillusionment and of confusion.

In those early days men could dream, and men did dream, unabashed, of a marvelous future for the human race. Grand, new and vast vistas opened up before the eyes of the people. They could dream of an uninterrupted progress for mankind. They could dream of man thru the new implements and tools which science made available for him, that man would make straight all that was crooked, that man would abolish poverty and misery in the world, and that mankind would build a finer world, a world from which want, penury, and ignorance would be vanished.

Our generation unfortunately seems to be facing a blank wall. Our vista ends at the edge of the wilderness. For twenty-five years now we have been living in a world of wars, international wars and civil wars, collapse of empires, shifting of boundaries, of unleashed brutality, of national animosities and racial intolerances. For twenty-five years now we have seen brave and magnificent experiences in international organization collapsing and lying in ruins about our feet, and as a result the human spirit, the spirit of man, surrounded by this marvelous pageantry of scientific achievements, of new discoveries and new inventions, in spite of all, the human spirit today stands rather cowardly and shaken, in an apocalyptic mood if you will, expecting some crack of doom. We pick up our morning paper with a certain amount of trepidation, and wonder what is happening now.

Why have all these things failed us? Why is it that we don't thrill any more today, as men thrilled a generation or two ago, to every new advance in science, to every great new discovery? Why is it that we are rather apathetic about all that, feeling that those things will never contribute to our happiness or to our security? Well, if I may be permitted to say, it is due to the fact that we have mistaken means for ends, that we have made discoveries and inventions and techniques ends in themselves, and so they have become means to our own undoing. We have failed to reassume truth which was known to the wise men of all ages, that knowledge does not necessarily spell happiness or goodness, that facts in themselves are not blessings, that truth as someone truly said can make men mad as well as free, that the prolongation of life does not necessarily mean the improvement of life, that the acceleration of a tempo does not necessarily imply a more perfect product, and that change does not at all mean progress. Thus, for example, we relied so confidently upon science. Science was to be the Messiah of the human race. Science was to unlock every door leading

to power and wealth and leisure for mankind. Science would abolish all things which made the life of man hard and bitter and insecure.

We have now had more than a century of perfectly magnificent achievements in every department of scientific enterprise, and as a result we have a social order today, not merely in this country but thruout the world, of vast and periodic depressions, of terrific economic insecurity, of vast unemployment, frequently recurring and victimizing millions of people. We have a world of bitter industrial strife, of a class struggle which is tearing our society apart, and we have a situation where the most cunningly wrought and the most skillfully perfected inventions and instrumentalities of science are being used to drop death, to rain down bombs and poison gas upon human beings, and we have a situation today where the whole scientific technique of a people is being geared toward one central motif, and that is preparedness for war.

In a similar way we relied upon education, the improvement of education, the extension of education. Education was to emancipate the human mind, to liquidate all superstitions, to destroy all the blind dogmas under which mankind labored thru all the dark centuries, and so we built schools and more schools—high schools, universities. We wrote books and many books, and built libraries for the free circulation of books so as to make them available to the masses of the people, and we published untold numbers of newspapers and magazines to inform men, and yet after more than a century or two of the improvement and the extension and facilitation of education we have a situation today where in many parts of the world new superstitions are being substituted for the old, new dogmas even more baleful than the old are being substituted for the old. We have a situation where frequently it is the campus of a university,



Those assembled in the Grand Ballroom, Hotel Statler, Cleveland, Ohio, for the banquet of the Department of Elementary School Principals, Monday, February 27.

as is the case in many a country in the Old World today, which is a veritable hotbed of all forms of national chauvinism and racial intolerance and bigotry and snobbery and what not.

Germany did not lack schools or colleges or universities. Nor did it lack teachers or professors, and yet in that world of schools and colleges and educators you have today a whole complex of pseudo-scientific dogmas and superstitions accepted, underwritten, talked, by these institutions which were established, ostensibly of course, and purposely of course, to emancipate the human mind and to destroy superstitious and false dogma. In fact, we have a situation today which is rather unique. In the olden days any form of tyranny was afraid of education and literacy. It was to the advantage of a tyranny which wished to maintain itself in power to keep the masses of the people absolutely illiterate. Well, today the totalitarian governments do not want to keep their people illiterate. They want them to be educated to a degree, so that they can then skillfully exploit that education and convert it into propaganda, using the elementary technique of education to destroy the objectives of real education.

In the same way we put our hopes in what we call the secularization of life.

We subordinated the church or ecclesiasticism to the state. We curbed the power of the church, hoping thereby to make the individual free, and we are confronted today with a state absolutism the like of which mankind has never seen in any of its civilized eras in the past, a state absolutism that far exceeds anything that ecclesiastical absolutism ever possessed at any time in its history, and a ruthlessness and brutality unchecked. After all, religious domination of human life or church domination was attenuated by the fact that the church had constantly to refer to its source of authority, to its God or to its Bible or to the great personality that it worshipped, but the modern state is a complete law unto itself and an end unto itself. There is no higher jurisdiction. There is no higher court of reference. So the spirit of man today is dominated by a despotism the like of which mankind has not known, in spite of the fact that that despotism is completely secular.

In the same way, we placed our high hopes in democracy. Democracy was to bring about the kingdom for the human spirit, and we have now lived under democratic forms of government in some countries for more than a century and a half, and in 1939 we behold how a people can use democracy to destroy



Congratulations being extended to Rabbi Silver.

itself, how a people can vote itself out of freedom into slavery, and we have had experience how injustice and corruption of all kinds can flourish even under a democracy.

Now, the question is, my friends, "Why have all these things failed us?" Not because they are inherently unsound or untrue, not because democracy and education and emancipation of the human mind are inherently bad, and that their opposites—tyranny, ecclesiasticism, ignorance—are good, not at all. They have failed us because we fail to understand that these things—education, science, self-government, the secularization of life—in and by themselves are insufficient, are a means to an end, not the end in themselves. They are good tools. They are excellent tools, but they are good tools only when used by skilful hands at the behest of a great spiritual purpose. Good tools and good material in themselves are insufficient to build the temple of human life. There must be, first of all, a plan, an architectural vision, and there must be, secondly, a moral energized will to build according to that plan and not to deviate from that plan, or else all the good material and all the good tools and all the precious times and energies of men are wasted.

Now, this plan, this design, is given to us not by education, not by science; it is given to us by something which for lack of a better term we must call the spirit. Some of us call it faith. It matters not what we call it. That moral will, that passion to follow the plan, is not given to us either by science or by learning; but comes from the mandates which are derived from a powerful faith in the life of an individual or of a people.

What has been wrong with our world is that it has lacked this unifying and coordinating faith and its concomitant dynamic will to build according to the dictates of that faith. We have been absorbed all this time in perfecting our techniques, whether it was the technique of production, the technique of technology, the technique of amassing wealth, the technique of acquiring knowledge, and we have been centered upon achieving individual itemized victories in the fields of these techniques, but we have lost sight of the goals, the goals which no science sets but which the spirit of man alone sets, the goals of human justice and human freedom and human brotherhood, toward which all these techniques, if they are to justify their existence in human life, must tend and which they must serve. Because we have lost sight of the goals, we have naturally lost all sense of direction. We are moving, moving furiously, moving hectically, like a train which no longer has at the wheel in the engine a guiding hand, or like a ship whose compass has suddenly gone dead, we are moving, we are tossed about, but we are not moving forward in any definite direction.

What are these goals, my friends? What are the goals of your education? What are the goals of my teaching in the pulpit? Why, they are not far to seek. They have been defined long ago by all the classic religions of mankind and by all the great philosophies of mankind. First, there must be in human life a sense of aspiration, of out-reaching and up-reaching. Life must not feel it is confined to a hard mold. What must life reach up to? Why, to the sum total of all conceivable truth and beauty and goodness in the world. After all, isn't that classic humanism, the free mind of man reaching out for a maximum of

truth and beauty and goodness in the world? The religious man calls it "imitatio Dei", imitation of God, but whatever term you use, what is indispensable to a livable life which has in it a sense of inherent worth, confidence and stability, is this sense of aspiration, of climbing heavenward to higher levels, aesthetic, intellectual, spiritual, material.

The second goal to which all life must move is, if I may be permitted to use the term, the exaltation of the sanctification of the individual, the world of the individual. Science does not proclaim it, but, without it, all science does is to contribute toward the reduction of the individual in stature to the position of a robot.

The founding fathers of our great country had instinctively seized upon this fundamental concept and gave it a political interpretation, when they wrote into the Declaration of Independence that monumental phrase which was like a bombshell hurled into the political thought of the eighteenth and nineteenth century, "We hold these truths to be self-evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights." That is a tremendous phrase. The idea that the individual, as a human being, not because he is a member of a society or a citizen of a state, but because he is a child of God, naturally is endowed by his creator with certain rights which are his unalienable rights, which no state and no majority and no Duce, and no commissar can deprive him of, and they are important rights, defined in the Declaration and later translated into the Bill of Rights, the right to life and liberty and the pursuit of happiness—Don't you see what that means translated into human terms? It means the exaltation of the individual. It means increasing the Stature. It means enabling the individual to walk upon the earth as a god. That is the second goal of human life.

One of the rabbis of my people expressed the same thought in another way, when he said that every human being is a co-worker of God in creation. That concept of the worth and the inviolability of human personality makes the life of man significant, makes his struggles and his trials and tribulations meaningful, gives even meaning to his defeat and to his death.

Lastly, my friends, what human life needs, what social life needs, is a sense of an over-arching moral law which is binding upon all classes, kings and noblemen and the humblest of human beings, a sense of law which is higher than the law of a class or of a state. In our Bible we have that sense of a supreme transcendent law which, embracing all classes and all peoples, united all classes and all peoples and established a human solidarity within law.

When a humble, defenseless prophet can appear before a great king in Israel, who had previously sinned as King David had sinned, and was able to point his accusing finger at that king, supreme in his power, and say to him "Atah ha-ish," "Thou art the man; thou hast sinned," and bring that king down groveling in the dust, acknowledging the supremacy, not of the prophet, not of his humble human being, but of the moral law in whom that being spoke, that ennobles the life of the whole human race. When another prophet, Elijah, could appear before another king, Ahab, who had envied a vineyard that belonged to another man and had him killed, when that other defenseless prophet could appear before

that king and say, "You have slain. Do you think you will inherit the place where the dogs lick the blood of him whom you have slain? The dogs will also lick your blood," there you have the compelling sense of an over-arching, all-compelling moral law, which alone gives nobility to human life.

That is humanism in terms of social morality, just as the inalienable rights of the individual was humanism in terms of politics, just as the first instance was humanism in terms of education. Now, the trouble with our day is that these goals have been lost sight of and because we no longer have the goal of human aspiration, we have today a world in which ambition of the lowliest form, competitive ambitions, ambitions to aggrandize, to conquer, to dominate, hold sway. Because of that, we have a world which knows very little today of pity and compassion and sympathy, but a great deal about strife and purges and liquidations and extreme nations of opponents. Because of that, you have a world sinking into chaos, and because the sense of the exaltation of life has been lost sight of, my friends, you have a world in which, sadly enough and tragically enough, the world of the individual is steadily dwindling.

There are very few countries left in the world where man is protected against the collective, against the state, by any inalienable rights, by any charters of liberty, by any constitutional guarantees. The individual has been thrown back upon the will or the whim of a leader or a Fuehrer or a Duce or a commissar, or a party. His stature is being lowered, and that is tragic. I don't know whether you look at pictures as closely as I do, particularly the pictures that appear in our Sunday rotogravure sections of our newspapers, pictures coming from abroad, from the cities, from Rome, from Moscow, from Berlin, or Vienna, or elsewhere. If you notice closely, those pictures almost always have great masses of human beings. Sometimes these pictures are taken from the air, and so you get the sense just of a heap, of an ant heap of human beings, ostensibly, because the individual human being is hardly distinguishable, and that is very symbolic of what is happening to the individual in the modern world, my friends. The individual is being absorbed, is being merged. The individual has become a statistical item, just as his labor has become purely a commodity, and man's importance is dwindling in the world. Because men have lost sight, my friends, of this other goal, the over-arching moral law in the world, this other humanity, you have today in place of a law of God the law of a commissar or of a Duce. You have a law of a human being before whom human beings must cower and grovel in the dust, and because there is no longer this law which tended to consolidate the human family you have today a situation of a fragmentized and broken-up world, frightfully disintegrated, spiritually, intellectually, economically, politically, with a menace of war almost daily attendant with us, by our side every day.

Lights are going out in the world, my friends, everywhere. The only people left in the world who are still holding tapers and lamps and torches are teachers in the classroom, preachers in the pulpit, and journalists in the sanctum of their offices, and men of good will here and there and thruout the world, within their circle and spheres of their life's influence, who still believe in these goals, in these ends of human life, without which life is drab and cheap and meaningless, men

and women here and there thruout the world who want to use education, who want to use science, who want to use democracy, but not as ends in themselves but as means towards the ennoblement of the life of the individual and the community, as means of keeping more vividly alive in the minds of the generation by anointing their eyes to see more clearly these goals which were long ago set by the leaders and the seers of mankind, towards which men must move, however painful that adventure, that pilgrimage might be, but towards which mankind must move if life is not to sink back into chaos and anarchy into which it is rapidly sinking in our day.

What I am pleading for, educators, is a return to the humanistic education, to the classic humanistic tradition of education which set as its highest ideal not so much technological improvement and not so much the material success of the individual but set as its highest goals the integration of the individual around these great harmonies of human life, the building up of splendid men and women in a splendid society of free men and women.

There are very few countries in the world left where a man can speak as I am speaking to you this evening, and their number is growing more restricted year by year. Here in this land of ours, which is more than a land—it is a continent, which has been blessed by God with a marvelous democratic tradition of one hundred and fifty years, here where we have built up a great civilization by, by and large, adhering to these classical goals of human life, here at least in this free land of ours, we ought to keep bright in these darkening days the torch of humanistic learning, of humanistic education. We are in a real sense the chosen people of the coming renaissance of mankind. Let us not fail in the task.

WALTER WINCHELL—On Broadway*

The Private Papers of a Cub Reporter

In the last year two Republics have fallen before the advance squadrons of the Nazis. . . . They died—not by bullets, but by infection. . . . For the new and deadly weapon is propaganda. . . . The two fallen nations teach a great military lesson to America. . . . Their fate proves—that unless guarded—a Nation's soul is more vulnerable than its coast line. . . . The poison battalions seek no open measuring of forces. . . . With a snake's cunning they seek to paralyze the nation by injecting hatred and intolerance into its life-stream. . . . And so on the world front our Navy is no longer our first line of defense. . . . Our fleet combat divisions are the public school teachers. . . . And upon each of them descends a sacred duty. . . . For they must forever dispel darkness by giving early light. . . . They must meet the poison of race hatred with the inoculation of tolerance. . . . They must arm each child invincibly with the Truth! . . . For in the light of international events their horizon has enlarged. The school teachers are no longer merely helping children to develop themselves. . . . They are fighting in the front line trench—for the LIFE—of the Republic!

* From the March 22, 1939, *TIMES-HERALD* newspaper of Washington, D. C.

GENERAL SESSION, FEBRUARY 28, 1939

Theme: How Can Our Elementary Schools Be Improved?

THE SECOND GENERAL SESSION of the Department of Elementary School Principals' program was begun in the Lattice Room, Hotel Statler, at 1:30 p. m. Owing to the great number who had come to hear the distinguished speakers of the afternoon program, the room was soon filled to capacity. As soon as arrangements could be made to use the Grand Ballroom, the group was asked to take their chairs and move across the hall. This change seemed to please greatly all who were present.

President Rhodes introduced Mr. W. Paul Allen, President of the Ohio State Principals Association, who presided splendidly.

Democratic Living—A Program for Schools

Claire T. Zylve, Principal, Fox Meadow Elementary School, Scarsdale, New York



CLAIRE ZYLVE

You have probably heard that story of the man who tried to find Bristol, Vermont. He knew he was off the main road and he knew he was lost, but he knew he was within a few miles of Bristol. When he came to an intersection in the road where three roads united, he asked a man, who looked in his appearance and clothing as though he might be a local resident, if he knew the way to Bristol.

"No," the man said, "I don't know."

"Well, does this road go to Bristol?"

"I don't know," said he.

"Well, does that road go to Bristol?"

"I don't know, stranger," the man answered.

"Well, does this center road go to Bristol?"

"Couldn't say."

"Do you live around here?"

"Yep!"

"Don't know much about this region, do you?"

"I reckon you're right, but I ain't never got lost yit."

Some of us who "ain't never been lost yit" in the varying and rapidly changing practices of the past twenty-five years will do well now if we keep our route thru the welter of words and generalities circling around a center called "democratic living" in the school.

The phrase "democratic living" is a timely rallying cry. Our function as principals of schools is to prevent the words from becoming merely another slogan. They represent a vital need both in the school and in our broader social life. Receiving, as it is, wide revival both educationally and socially, the concept of

democratic living may bowl over some of us who successfully avoided certain educational shibboleths of the past until we saw clearly into the meanings and practices implicit in them.

I am speaking, therefore, this afternoon with the theme idea of making our schools actually represent cooperative living and sharing rather than dulling our perceptions with practices which we label democratic without their having the reality of democracy for the children and teachers involved in them. With many of us no such caution is necessary, with many others the same autocratic regime which now exists will continue to suppress teachers and children under the guise of democracy. There are schools now in which the words "democratic administration" are already serving merely as a new whitewash for the old fence.

We Are Entering a Period of Group Efforts and Group Thinking—Principals and teachers who together are now truly sharing in solutions of school problems are a part of the new educational era which we are now entering. We are leaving a period in which elementary education has been creative on a highly individualistic plane for both children and teachers and are entering one in which further development depends largely on group thinking. We are passing from an era of individualistic effort to one of group action. Those of us who made our contribution to the former will find in our lifetime no educational period more stimulating than this developing one of group action. We have had the opportunity in this passing individualistic period, to develop and put into practice theories which have brought little children more willingly to school. We have been able to play our part in this better living for childhood largely because of recent emphasis on variations in human development and the resulting analysis and choice of curriculum content to bring maximum growth in children. In this individualistic period we have seen social development of groups of children under the direction of teachers freed from many of the restricting prohibitions and inhibitions of the education of the past. The teacher worked in an experimental period in the inclusion of human values. The continuation of her freedom in teaching once gained, however, depended by chance on the personality of administrative officers. Tho she as well as the children with whom she worked discovered that one could come willingly to school, chance change in administration could change her overnight from a "willing" to a "wilting" teacher. And even though she might continue to work, free from restricting regulations, she found herself, in this era thru which we have just passed, side by side with other schools, other cities in which neither children nor teachers had a part in developing the quality of the school life which they lead.

Relationships of teachers and principals in this passing period were not those suited to the one we are entering. They have been at their best in attitudes of mutual sufferance. The teacher¹ "has been narrowly individualistic, concerned with her own job and own room, content to live in isolation. She has often considered principals, supervisors and superintendents as necessary evils," . . . (or mere evils, and often with reason).

The administrator in this same period has contributed richly but in his own

¹ Michigan Education Association, Department of Elementary School Principals. *Democratic Participation in Administration*, Eighth Yearbook, The Association. Michigan Education Building, Lansing. p. 23.

realm has been also an intense individualist. As Courtis² says: "as a class they have been bigheaded, small minded, arrogant un-American tyrants, riding rough shod over personal feelings and idealistic goals, reducing teaching to a mechanical routine, rendering personal satisfaction and growth well nigh impossible for teachers. . . ."

This is a gloomy outlook for mutual understanding unless we, both teachers and administrators, can reeducate ourselves to participate in the era of social thinking which we are now entering. We must make more attempt to understand the point of view of those in other educational work. As Courtis³ says, "We must have unity of purpose, breadth of view, be able to possess something in common with others and still feel vividness of possession and individualistic sense of ownership."

I say that we have reached the end of an educational blind alley in which we have gone as far as we can thru individualistic creative effort, however valuable the results of that effort. I hope we are leaving a period in which the opportunity for right human development for children and teachers came by chance, and are entering one in which they come by choice—choice on the part of a unified group of teachers and administrators working together.

Democratic Living Comes With a Vital School Program—Democratic living can come only when there is a kind of school living which brings human problems to the fore. A kind of life, a way of living in the school, springs not from curriculum content or placement of content, but from the variety and type of management and expressive situations growing from teachers' and children's interests. The manner in which the thinking about, solving of these problems comes, determines the quality of life of the school. Human actions, ways of acting in regard to human problems gives us our approach to democratic living. Why? Because, by and large, problems which have vital concern to us are those most closely tied with human meanings and action. Any school, with its teachers, parents and children is teeming with human situations of deep significance to those concerned. The first need in our development of democratic living is to develop a functional school life. From this will come participation of working groups because there is a living going on in which problems need to be solved.

Teachers are far closer to this understanding and working practice than administrators. I have confidence that we could find in numberless classrooms a fine quality of human relationship. When we as administrators begin to be interested in the idea of democracy, however, we find ourselves much farther from having a depth of understanding of human action than most teachers. As a result we tend to resort to standardized self-satisfied formula. We need only to examine practices going on under so-called administrative democracy to realize this. Most of these have to do with teachers' councils and curriculum committees—the first frequently a device for passing administrative point of view on, the second a job for teachers—mainly again a means for getting work done under a loosened label. I doubt if curriculum content as such is of first concern to many teachers. The thing that is of concern to them is the existence of hampering human restrictions

² *Ibid.*, p. 26.

³ *Ibid.*, p. 18.

and devices for the prevention of thought on their part and of freedom of action on the part of children—human problems involved in school living.

If we are actually concerned then in extending the quality of living which may exist by chance in the individual classroom and assure its existence for all of the children we must examine the problem on which we are working together as do teacher and children their classroom problems:

Is it an actual problem to the teachers considering it?

Are the teachers anxious for a solution in terms of their school and educational living; i. e., is it functional?

Is the group which feels it as a problem the one which is aiding in the solution?

Is the group considering the problem the one which will be responsible for the action following the solution?

Principals and Teachers Must Develop Techniques For Working Together—We the adults in the school—teachers, administrators, parents—shall find as we work in this present period of group thinking and action in the school, that we have peculiar problems in discovering techniques of working together. In the period just past we have worked as individualists and have had relatively little educational experience which has given us understanding of democratic working together on a level with other adults. As teacher-principal groups we must develop an understanding and practice of such techniques. We can get help from business and industry. We can study the descriptions of practice which has emphasized teacher participation. I found only about 35 magazine articles and books published since 1929 under the key words of *participation* and *cooperation* but even this limited number contains enough material to guide us for a long time to come. Especially helpful among them have been the writings of Bode, Melby, Myers, Ordway Tead, the Michigan Education Association, and National Elementary Principals Association. The pamphlet called Teachers and Cooperation by Curtis, McSwain and Morrison has invaluable material on the point of which I am now speaking—the analysis of levels of cooperative action, and development of techniques for such action. I hardly need to mention the latest and most comprehensive publication—the latest John Dewey Society Yearbook: Democracy and the Curriculum.

Leadership Shifts in Cooperating Working Groups—We must clarify our thinking as to what democratic cooperative action in small working school groups means. I have indicated so far that we:

Must recognize that we are entering a period of group thinking and action.

Must face and eliminate the emotional distances and strains between administrative and teaching groups.

Must recognize the fact that only when vital activities go on within our schools, can democratic living of any significance exist.

As adults, have the problem of developing democratic techniques of living among ourselves, concomitantly with the development of such living with children.

I should now like to develop the idea that when democratic living exists in the school, leadership in the solution of school problems shifts. I have implied in the remarks I have made previously that in democratic school living decisions and actions following recognition of a problem are the responsibility of the group most closely concerned. Much of our school action has, it seems to me,

been guided not by such a concept but by separation of decision, responsibility, and action. This has arisen, possibly, from the attempt to carry over the pattern of separation of legislative, judicial, and administrative departments in state control, to intimate problems in school affairs.

I believe we would agree that teachers as well as children should deal with total situations, that they have a share in problem solving from the point of recognition, to solution. This is in keeping with our belief in growth and development as the aim of our schools and our conviction that growth can take place with children only when it is taking place with teachers. Development comes thru making a thinking approach to problems, thru constant evaluation of situations and from changes in practice resulting from the best thinking of those involved in the situation which created the problem, and with those who will be concerned with the outcome. In the small democratically cooperating groups set up for solution of problems, leadership may be in the hands of children, teachers, principals, superintendents, parents, or any combination of these. The makeup of the group will depend on the origin and nature of the problem to be solved and the degree of expertness or insight of one or another of these groups in it. The leadership which may evolve in the group will also depend upon degree of expertness or insight.

Growth at any given time takes place to the greatest extent in those participating individuals who in the beginning were least aware of the potentialities of the situation. There are many problems in schools in which leadership lies clearly in the hands of children. For example, I have in my hands rules for a Jack's tournament written last spring by a committee of Florence, Beverly and Mary Jane:

RULES FOR JACK'S TOURNAMENT

A. GAMES:

- | | |
|--------------------|-------------------------------------|
| 1. Plainsie | 7. Double bounce |
| 2. Cherries | 8. Flying Dutchman with a bounce |
| 3. Upsie-upsie | 9. Flying Dutchman without a bounce |
| 4. Upsie-downsie | 10. Pig in the pen |
| 5. Hardsie | 11. Pig over the fence |
| 6. Round the world | 12. Picksie |

B. MAIN RULES:

1. Hugsies, kissies, popsies, overs are not allowed.
2. Player must not move any Jack other than the one or ones he is picking up.
3. If ball bounces on a Jack and moves it, it counts a miss. (Otherwise it's O. K.)
4. Cart before horse not allowed unless player calls "carts" before his opponent can say "no carts."
5. If person misses on picksie, he must start from beginning of plainsie.
6. If flipsies are successful you may skip onesie of the next game.

C. EQUIPMENT:

- 6 Jacks
- Any kind of ball

JACKS TOURNAMENT COMMITTEE:

Florence
Beverly
Mary Jane

If we could have in this room now, all the children who planned to play in this tournament, the little children who were interested and had never played,

and ourselves, and faced the problem of who should have leadership, I think it would be clear to us all that it doesn't belong in our hands as teachers. It should be assumed by those with the greatest insight—the seasoned Jack's players.

The working out of rules and arrangements for this Jack's tournament clearly should be in the hands of children. It is their situation. Florence, Beverly and Mary Jane represent the expert knowledge recognized by the rest of the children, and have been given leadership for the time being in the making of rules. If we ask ourselves in whom the greatest growth would take place—we would undoubtedly say in ourselves and in the little children present in the meeting for the first time.

Another example in which the problem was clearly children's and leadership rightly fell into the hands of children, is one given by Lena Porreca, teaching in Hackensack, N. J. The children involved here are in a foreign section with very few animal pets at home. They asked if they might form an animal exchange in the school, make a card file of their names, the cats or dogs, fish, or rabbits they would trade, and the kinds of animals they would like to have in exchange. Miss Porreca took the point of view in this that she could make facilities for exchange possible, and would help disinfect stray animals that came in, but that the children must settle for themselves the problems which arose in the trading.

Other school problems such as the care of broken and lost supplies, or the solution of school snowballing, obviously would be solved by teachers and children working together.

Still others, such as listening to radio programs at home, would be one for parents, children and teachers. There are some problems almost solely teachers' problems, for example the working out of forms for recording class activities. There are others which fall under school law or school board regulations, which might be solely administrative problems. In any one of these problems or in the many which make up the life of the school, if we ask: Where does the problem rise? Where does the responsibility for solution lie? Who is to be responsible for carrying out the decision? Who has the most insight into the situation? and help the cooperating group form itself on the basis of the answers we find ourselves giving, democratic living will be an actuality.

What is the function of the principal in this? It is to make possible in the school cooperative group thinking and leadership by the groups and individuals on whom responsibility should rest.

Practically never, then, is there a problem affecting school practice, except in the case of emergency or in definitely stated school law in which decisions or policy should be made by a single individual, whether principal, superintendent, supervisor, teacher or parent. Decisions and policies should represent the best and most intelligent thinking and consideration possible by the individuals most concerned and those responsible for carrying out the policy. We are in a period in education in which gains we have made can be held and further progress made only thru such group thinking and action.

Conclusion—My closing remarks are completely subjective and are my own expression of opinion of an ethical obligation which each of us has in the devel-

opment of democracy in our schools. We personally were educated in schools which did not emphasize democratic living of the kind of which we are speaking today, we have worked for the last two decades thru a period in which progress depended on individual initiative and creativeness; we are now in a period in which a kind of guidance is needed for which many of us are not fitted by the experience we have had. I say then that we must each of us do more than understand the social period in which we are, more than be aware of the techniques of working together, of the relationships of teachers, principals, children in a malleable group—working and leadership. We have, each of us, the ethical obligation to choose the place, or field of educational work in which we can give the highest quality of democratic action. For some of us that may be in administrative work, for many of us it should be in teaching. As teachers we must choose the place and the age of children in which our quality of living will be at its highest. Give up salary? This would be compensated for by the opportunity again to work with children. It would not be a great sacrifice. Give up position? There is no position as important as that of the teacher. Give up power? We are past the period of individual power, and in one of group thinking and action!

But perhaps there are some of us who can achieve the superhuman. In spite of an individualistic education, in spite of an era which gave little help in democratic school action, perhaps we can learn to act as one member of a cooperating group of teachers, perhaps we may find that we occasionally have less insight than teachers in educational problems, possibly leadership under us can be as often in the hands of other staff members as in our own, perhaps we can develop a kind of group thinking and action which will prevent the chance individual from interfering with progress—then we belong where we are—as principals of schools.



Members and friends of the Department of Elementary School Principals assembled in the Lattice Room, Hotel Statler, Cleveland, Ohio, for the Department breakfast, Monday, February 27.

Reorganization of the Elementary School to Meet the Needs of Children

Emmett Albert Betts, Research Professor and Director of the Reading Clinic, The Pennsylvania State College, State College, Pennsylvania



E. A. BETTS

A request to discuss needed reorganization of elementary schools to meet the needs of the pupils is a frank admission of the actualities of the present situation. If the schools were reorganized to meet *learner* needs, both parents and teachers would be included among the learners. A reorganization of the elementary schools to meet the needs of children would require a basic change in thinking and beliefs. This type of reorganization would be based upon three fundamental assumptions: First, education is guidance. Second, guidance is fruitful to the degree that the needs of the individual are recognized.

Third, education increases individual differences. In many of the schools contacted by the writer, these three basic assumptions are violated by requiring all pupils to engage in the same activities whether or not they stand to profit from them. Furthermore, these pupils are seated row on row like the crosses in Flanders Field—and about as much mental activity is being stimulated.

The central idea of this paper, therefore, will emphasize a needed reorganization of thinking which will permit identification and intelligent care of pupil needs. A reorientation cannot be achieved by a mere rearrangement of pupil desks, by inserting in the school program a period called "activities," by administering a number of new tests, by establishing remedial rooms, by the purchase of a new series of basal textbooks, by designating groups of children by some term other than "grade," or by a sudden revision of home reports. Instead, the first reorganization must be made in terms of the approach to the problem.

It is the writer's observation that many difficulties experienced by elementary-school pupils are caused by pedagogical atheists. These pedagogical atheists appear to seek guidance from wooden idols discarded generations ago by Pestalozzi, Froebel, Sheldon, and John Dewey. In consequence, they entertain uncritical beliefs which might be stated as follows: "Reading, language, and arithmetic are subjects rather than processes"; "Children who cannot read are word blind"; "Children with reading handicaps are slow of thought"; "All children are ready to read at six years of age"; "All third grade children have attained the same level of development"; "All seventh grade pupils should study the same science book"; and "Literature is to be studied." These beliefs, we will admit, are the result of worshiping false gods. Those who entertain them cannot contribute to a democracy—a way of living characterized by individual freedom, individual and group initiative, and a maximum of individual development.

Then, too, there are the pedagogical anarchists. These are the members of our profession who would discard immediately all basal instructional materials, who would shout down attempts at systematic instruction, and who would have

unjustified faith in some of their sadly unprepared colleagues to provide the guidance needed by our elementary-school children. It is the pedagogical anarchist, sometimes carrying the banner of progressive education, who fails to recognize the fact that a democracy is maintained by evolutionary thinking. There probably can be no gap in thinking and practice, otherwise there is another instance of "vaulting ambitions which o'erleap themselves."

If faulty practices based on mystical beliefs are to be improved, then it appears that the elementary-school principal himself must answer certain questions: First, if teachers are professionally prepared to provide individual guidance rather than to follow a rule-of-thumb procedure of escorting all the pupils of a given grade thru the same materials, what encouragement will they receive from the principal? Stated another way, does the principal encourage the teachers to circumscribe their thinking by the grade concept of children? Second, does the principal believe in a library to the extent that he will develop an aggressive plan for the realization of that goal? Third, does the principal require the teacher to cover a certain number of pages or books regardless of the needs of the pupils? Fourth, have the principal and teachers developed a program for the implementation of the philosophy that instruction should be initiated at a level where the pupil is? Fifth, has the principal assisted the teachers in the determination of the physical, mental, and emotional needs of the pupils, or are all pupils given the same prescription of physical activities, poems and spelling lists to be memorized? Sixth, has the principal evaluated the school activities in terms of memorization versus experiencing? Stated another way, have the school activities been evaluated in terms of pupil purposes? Seventh, has the principal encouraged the development of a teacher-centered administration as a part of a learner-centered school, or are the teachers' meetings, the supervision, and parent education programs principal-dictated? Eighth, has the principal been guilty of attempts to compartmentalize learning activities? Ninth, does the principal believe in educational guidance to the degree that he has developed with the teachers a systematic means of collecting and using pertinent data? Tenth, does the principal encourage wholesale double promotion to avoid providing an enriched school program? Eleventh, is a policy of demoting all pupils with either general mental retardation or specific learning disabilities used to further an archaic program for the grade classification of children? In short, has the principal assumed the instructional leadership for which he is supposed to be professionally qualified and for which he is paid? The following letter received by a member of the reading clinic staff from a former student is a case in point:

DEAR _____,

Am I on the spot and a nice dark one too! All for the sake of reading. I should like some of your good advice. I told you at our last conference about my reading groups;—some in primers, some in second readers, and others in third grade books. Everything has been going just fine until last week. The children seemed more interested in reading and I enjoyed the classes. Last week we had to send reports to the parents concerning each child's subjects. These were in the form of letters and no marks were given, just comments. The principal asked us to rate each child in all subjects for office records. When I came to my reading groups I went to ask her if I should rate them according to group accomplishments or in terms of the class as a whole. I started something by asking her about reading because the first thing she asked was, "Do you mean to

say all of your people are not reading out of the same basic reader? How do all groups profit by the same word drill?"

My group one finished the basic reader in 3B, my second group is enjoying a second reader, and my third group is reading a primer. She informed me that I was to report to her office that day to discuss reading. I thought when I made my program out with her that I had made clear the need for differentiating instruction.

When I went to see the principal, she said that she was busy and to come the next day. The next day she was still busy. I thought it had all passed over but today she walked into my room and said that she would like to know the names of the people I had reading from primers. She said two of them couldn't do much better, two she knew nothing about, but the other two should be reading from third grade books because they had normal intelligence; therefore, there was something wrong some place. I was told to report without fail tonight at the office.

After the principal left me, she called on the 3B teacher, made her stop classes and asked if all her pupils were reading up to grade. Of course, they were not as there are several with low I.Q.'s and some retarded for other reasons. There were very few reading from third grade books. She was also demanded to report to the office tonight. The principal then went to the second grade teachers and wanted to know how they taught reading and if they taught phonics. They told her that everything was all right in their grades.

Now, for the big reading discussion! I never had so many remarks made to me in such a way: "All children should be reading out of the same basic readers. A report must be sent to the superintendent at the end of the year reporting what percent of the class passed in reading, arithmetic, spelling, etc. What do you suppose he would say if you said fifty percent are up to grade? What good is it doing your pupils to read from primers? If you keep them in primers how do you think the fourth grade teacher is going to put them in a fourth grade reader? We can't do one thing in one grade when we don't do it in all. You have wasted nearly three months in reading. Some have these progressive ideas but they can't be practiced here. On what grounds did you group your class? You don't know your people well enough and won't for a year or two. Did you look at the achievement tests which were given last year? Our school has its reading so organized that in first grade the children read the basal charts and pre-primers; in the second grade, the first grade book and part of the second book; grade 2A finishes the second book; grade 3B begins the third reader; and grade 3A finishes it. This is what we want so we are going to follow it. I thought that when you and the 3B teacher had so many below grade, the second grade teachers were at fault, but they said they were teaching all right, so it must be something about the method you are using." These were a few things she said but not all.

I talked and talked but to no avail. I told her about previous situations in which I had worked, the remedial work that was done, grouping within the classroom, reading difficulties in other schools, and the number with reading difficulties who had normal intelligence. I explained that the slower children were showing more interest since they had been placed in books at their level; they weren't all getting the same word drill and that I didn't expect them to stay at primer level or first or second grade level all term, and I also told her about tests and other means I used for grouping.

Before I left she told me that she wanted me to hunt up all the second grade books and have word drills on that whole book until the children knew the words because I had made them forget all the words from second grade they ever knew. Also, after I finished that, I am to put them thru the third grade book this half year. She said: "The children can use the books which they have been using, for supplementary reading and let group one go, because they can read by themselves; tho, have them read for you once in a while."

Do you see what I am up against? What advice can you give me? Miss E. has grouped her class and the principal is very cooperative in securing extra materials and helping in several ways. There is a different attitude altogether. Don't think that I have

regretted coming here; on the contrary, I have enjoyed it up till now, and hope now to get things set right at least after Thanksgiving vacation.

Sincerely,

There are several factors in this situation needing critical evaluation. The teacher may have been at fault by failing to define the learning problems in her room with the help and cooperation of the principal. Not only was there a need for determining the level of achievement but also there was the problem of guiding the pupils into materials interesting and worthwhile to them. Obtaining appropriate materials was a problem in this situation requiring cooperation. On the other hand, here was an intelligent and conscientious teacher who needed the help and encouragement of a competent principal. But this principal was still basking in the sunlight of the McGuffey era; she was living in a world quite unfamiliar to a progressive educator.

Strong beliefs appear to result in aggressive action. Many of our great-grandfathers believed in witches; therefore, otherwise intelligent juries convicted many women for turning into a black cat and jumping thru a keyhole. If the administrative officer believes in having a gymnasium, then a gymnasium is added to the old building or included in the plans for the new building. If the school principal believes in purchasing seven sets of third grade basal readers, then these seven sets usually are found in the classroom. If a parent believes that a child should have his teeth checked once or twice each year, then sacrifices are usually made to achieve that end. Not many years ago secondary-school teachers apparently believed they solved the reading difficulties of their students by blaming the elementary-school teachers. Today such problems are nearer solution because a substantial number of secondary-school teachers are believing that systematic instruction in reading is and always will be one of their major problems. Likewise, if a teacher or principal is convinced that to define learning problems one must begin with a study of the individual, then practice will take that direction.

Appraisal of Pupil Needs—Among the first considerations is the development of a systematic and continuous program for the appraisal of pupil needs. Altho standardized tests may be useful for the appraisal of certain group needs, a program limited to such measures would have serious defects. For example, the elementary-school teacher has access to no standardized instruments for determination of level of emotional development for the appreciation of poetry, art, or music. In a sense all good teaching is diagnostic; therefore the extent to which crucial needs are identified depends to no small degree upon the preparation of the teacher. An adequate appraisal program should provide evidence on (1) capacity for achievement, (2) achievement level, and (3) physical status.

1. Capacity for Achievement—In a well-developed program for appraisal of pupil needs, there is a need for securing an index to capacity for achievement. Altho the New Stanford Revision of the Binet is probably the best single index to mental capacity, tests are available which can be administered by a well-prepared teacher. For example, at the six-year-old level, certain reading readiness and information tests provide the teacher with fairly adequate data with which to complement her observations. In addition, certain data secured from the parents should be recorded in the individual pupil folder.

At higher grade levels in the elementary schools, group tests of mental capacity may be used, but with certain cautions. In the first place, the reliability of a single score cannot be expected to be as high as that taken from a well standardized individual test. Secondly, tests which require any amount of reading may be misinterpreted by the teacher in the case of a retarded reader. Many erroneous suspicions of the dullness of retarded readers have been verified by means of reading tests of intelligence. Third, the mental age secured by means of either an individual test or a group test should not be interpreted as the absolute limit of expected development. Many children have reading ages and arithmetic ages far beyond their mental ages.

2. Level of Achievement—A second important type of evidence that should be secured from an adequate appraisal program is the individual achievement level. One of the outstanding needs for reorganization is evidenced in practices by so-called grade specialists. Many teachers take pride in being a third grade specialist or a fifth grade specialist. They expect everyone to be average, by ignoring the substantial groups above and below this mythical central tendency. These teachers are great students of averages and are completely unaware of deviations. If they tried to develop a choir, they would select only tenors who would be required to sing the melody. If they were track coaches, they would start every ninth grade boy to pole vaulting over a bar set nine feet high. If they were tailors, they would try to sell the same suit to each customer. If they were eye specialists, they would fit every child with the same pair of glasses. If they were otologists, they would fit all cases with hearing impairments with the same kind of hearing aid. In the field of medicine they call them quacks, in schools they are designated as teachers of given grades.

Confused thinking is evident in this question which is frequently asked by teachers, "Where should I be at the end of the first semester?" From a study of clinic cases and from reports of classroom observations, there is a preponderance of evidence to the effect that many teachers are more concerned about where they should be rather than where the pupils are. To no small degree this type of confused thinking undoubtedly has resulted from a misuse of basal materials of instruction. For example, it still appears to be common practice to take all first grade pupils thru pre-primers, primers, and first readers in the first grade, to require all fifth grade pupils to study the same basal spelling list even tho some can already spell the words and others cannot spell the words studied in the preceding grades, to require all pupils to memorize the same poems regardless of variations in emotional development, and to give a child more practice on division of decimals regardless of the fact that his trouble may be with multiplication or subtraction of whole numbers. And again, it is not uncommon to find a child literally repeating fifth grade activities when even a gross analysis indicates serious background deficiencies requiring help at a lower level. In view of this situation, it appears that a basic reorganization is needed in the practices that are dictated by the type of thinking expressed in the teacher's question, "Where should I be?"

If it is to be the philosophy of the school that education really increases individual differences and that a chorus of differences exists at any one so-called

grade level, then the teacher should be assisted and encouraged in her efforts to identify these varying levels of achievement. Once this basic concept is established there will be less emphasis on remedial reading, remedial spelling, and remedial arithmetic and more emphasis on an adequate first teaching program.

It is satisfying to note that many progressive and alert teachers and that many clinicians are resorting to subjective tests and informal situations for determining the level of achievement in a given area. It has been found, for example, that very few, if any, standardized tests can be used for determining the level at which instruction in reading should begin. When dealing with elementary-school pupils, a competent teacher or clinician can determine the level of achievement for practical purposes more quickly by observing behavior on the materials or problems in question. One of the administrative problems then becomes that of sensitizing teachers to the need for using teaching techniques for appraising level of achievement.

Frequently teachers reply that it is difficult to differentiate instruction in the classroom because of pupil attitudes. An investigation of these situations usually indicates a problem of both teacher and pupil attitudes with the pupils reflecting the attitude fostered by the teacher.

The purpose of determining achievement level is limited to the study of those pupils with specific or general learning disabilities. The chief reason for differentiating instruction is to provide equal learning opportunities for all the pupils in a given room. Some third grade pupils may be challenged with so-called first grade materials while others will be capable of dealing with sixth grade science books. Likewise, some may be emotionally mature enough to enjoy reading *Treasure Island* while others will evidence enthusiasm for nothing more than Edward Lear's *Nonsense Verse* or A. A. Milne's *Jonathan Jo*. One of the first steps toward caring for pupil needs is certainly a defining of levels of achievement.

3. Physical Status—Interrelated with capacity for achievement and achievement level is the physical status of the individual. Specialized research in this area has accentuated differences existing at any one age level. Unfortunately, however, many schools are so organized that the study of the educational implications of certain physical deficiencies has been defaulted. For example, the health office is located as remotely as possible from the principal's office. Very few school physicians have received special preparation for their school duties and very few teachers have any information on the types of services available in the health department. The school physician and the school nurse should be the closest ally of the teacher if the "whole" child is to receive consideration in the classroom.

In the combined files of a school system it is usually possible to find data on the effect of physical deficiencies on school adjustment. They give mute evidence that there is a need for this cooperative study of physical readiness for learning activities.

Summary—This paper has been an attempt to call attention to one important reorganization required in a substantial number of elementary schools if pupil needs are to be met; namely, that of reorganization of thinking and beliefs in regard to pupil needs. First, the principal, himself, must be aware of the probable

existence of a wide variety of mental, emotional, and physical differences with a so-called grade. Second, the principal should not permit his thinking to be circumscribed by a grade concept of children. If the term "grade" is to be used at all, then it should be used to designate a group of individuals. Third, one of the first instructional jobs of a principal is that of assisting the teacher in learning the child before teaching him. Fourth, a second instructional job of the principal is that of assisting the teacher in securing appropriate materials of instruction. Fifth, a third instructional job is that of assisting the teacher in the development of classroom procedures for the guidance of the pupils into worthwhile and purposeful activities. Sixth, a fourth instructional job of the principal is that of securing assistance from parents in defining the school program. When the principal has met these obligations, he is well on his way to the reorganization of his school on a learner-centered basis.

Guidance and Character Training in the Elementary School

Robert E. Laramy, Bethlehem, Pennsylvania



R. E. LARAMY

The writer has believed all thru his experience as a teacher, principal and superintendent that the schools are partly responsible for education in character, that every teacher is potentially either an inspiration or a hindrance to his or her pupils in the development of character; further, that definite place must be found in the school experience for attention to this responsibility.

He understands the objection that religion from any specific standpoint must not be brought into the schools. Practically all public school folks accept this objection and agree that religion may not be used as a factor in the school life. It is too much, however, to expect that our share of responsibility for character will be met incidentally thru the stories of biography and history which develop in the school program. It is highly important that the traits of character and their desirability in our lives shall be presented clearly and attractively. Then in class discussions and in school organizations, which we now try to have them use and enjoy in the school day, students should themselves illustrate and recognize these traits as admirable features of their social contacts.

It ought to be unnecessary to urge the truth which we all acclaim but largely fail to endorse, that good will and respect for the rights of others form the underlying basis for success in a democracy. Likewise they underlie all the desirable traits of character. A selfish life is more or less the inborn natural tendency. To become a good citizen the growing youth must greatly alter this natural trend. The schools of the United States are much at fault if our young folks in their part as citizens fail to cooperate well, take little or no interest in government, are given chiefly to amusement and indulgence, fail to take interest in welfare agencies, and waste their leisure hours. Already there is much reason to be concerned

over the evil habits, nervous breakdowns, and crime waves rife, especially in our larger centers.

In the schools of Altoona, Pennsylvania, in recent years the teachers from grades one to twelve inclusive have sought to accept their responsibility for growth in character. In the first six grades steady, regular attention has been given to eight or nine traits of this subject in each school year. Suppose loyalty, for example, to be the topic for December. Loyalty was stressed in one way and another thruout that month. The word LOYALTY, in large letters and in attractive form, was placed on the front wall or blackboard. Pains were taken to have the meaning clear. The desirability of loyalty was emphasized. Always the effort was strong to have the pupils become interested and to admire examples of loyalty. Teacher and pupils were alert to secure illustrations from books or magazines and from real life. It is interesting to realize what a wealth of material is available. As far as possible their own reactions and discussions were encouraged. The ways to regular practice in this desired field were shown and encouraged. Practical results in the thinking and habits of the pupils was the final aim.

In the Junior and Senior High Schools, where the home room groups are the centers for democratic student control, a regular program of character and guidance problems was prepared for each of the six years. Teachers in all these grades became interested and were pleased to observe favorable results. Interest increased on the part of the students and especially on the part of the leaders. A general improvement in behavior attitudes, in social contacts, in school affairs and in athletic contests became noticeable. Parents aware of these results complimented teachers and schools.

In the school year 1935-36 the Altoona Education Association, which is the organization of the teachers, prepared a bulletin with a number of short papers by teachers describing methods of handling and results obtained in this work of Character Education. A copy chanced into the hands of Mr. J. W. Irwin, publisher of School and College Service, Columbus, Ohio. He was interested and asked the teachers of Altoona to place their material in such form as would make it available to other schools.

In the year 1937-38 committees of the teachers prepared the copy for each grade. In all, fourteen books were printed—one for each of the twelve grades and two manuals. Manual One covers the work in the books for Grades One to Six, and Manual Two for Grades Seven to Twelve. All of the books have been published and are already in use in a number of states. The books have flexible card covers and have been made in inexpensive form so that price need not stand in the way of their use. It is hoped that the material will have a suggestive value in leading teachers to seek their own material and to inspire their pupils likewise. Much of it can grow directly out of their own school life.

In the manuals in addition to the outlines and the material helpful for teachers an effort is made to discuss the development of young folks in the years represented and to give the objects and methods the teacher should have in mind. With these is the aim to win over the teacher to real interest in the work. The superintendent believes this field of education is not only highly important but also rich in reward, and this not only to the boys and girls but also to their teacher.



Make a Timely Decision!!!!

The time for the *Third Annual Conference on Elementary Education* is fast approaching. This conference, which has been made possible because of the splendid cooperation and help given by the University of California, Berkeley, is sponsored by the Department of Elementary School Principals. It will take place July 8-21, 1939, on the campus of the University of California, Berkeley, California.

Decide now to come, for at this meeting problems pertaining to the modern elementary school will be discussed, perplexities will be unravelled, and doubts dispelled. Your judgment is needed in making the correct decisions, for you who are on the job have the experience and know why a certain solution will or will not work. All who are interested in elementary education are cordially invited to come and participate, earn *three credits* of work toward your degree, and meet others, who are doing the same type of work as you. Talking things over, often clears the atmosphere.

Below is a list of the addresses together with the speakers who will present the respective topics in the general assembly:

Status of Elementary Education in the United States—Willard E. Givens, Executive Secretary, National Education Association

Philosophical Foundations of the Modern Elementary School—Rudolph D. Lindquist, Director of the Cranbrook School, Bloomfield Hills, Michigan

Implications of Modern Psychology for Elementary Education—Reginald Bell, Associate Professor of Education, Stanford University

Social Responsibilities of the Elementary School—Paul Hanna, Professor of Education, Stanford University

Helping the Teacher Plan a Curriculum Unit—John A. Hockett, Assistant Professor of Education, Associate Director of Practice Teaching and Director of the Summer Demonstration School, University of California

Elementary School Experiences Involving Self Control—George C. Kyte, Professor of Education and Supervising Principal of the University Elementary School, University of California

Reinterpreting the Three R's—Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, California

Extension of Experience Through Books—Julia L. Hahn, Division Supervising Principal, Public Schools, Washington, D. C., and Adjunct Professor of Education, George Washington University

The Principal at Work in a Modern School—Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, California

Summary of the Conference—George C. Kyte

The seven discussion sections planned to date, together with their respective leaders, are as follows:

- SECTION I. How Can Creative Expression Be Stimulated in Pupils and Teachers?—Helen Heffernan
- SECTION II. How Should Community Resources Be Utilized in the Teaching Program?—Gladys L. Potter
- SECTION III. How May We Evaluate Teaching?—John A. Hockett
- SECTION IV. What Are the Characteristics of a Modern Elementary School?—Graham C. Loofbourow, Principal, John Muir Elementary School, Fresno, California
- SECTION V. What Should We Know about Elementary-School Children?—George D. Stoddard, Dean of the Graduate College, Director of Child Welfare Research Station and Research Professor of Psychology, University of Iowa
- SECTION VI. How Can the Elementary School Function as an Accountant to Society?—Rudolph D. Lindquist
- SECTION VII. How Can the Teaching Principal Improve Classroom Teaching?—George C. Kyte

The course carries an upper division number, thus permitting two types of students to register in it, namely, upper division students and graduate students. In the University of California, credit in the course is acceptable in the total required for a bachelor's degree. If the student has already received that degree, he may include the course in his program for the master's degree. It may fit into this program in one of two ways—either it may constitute elective credit in the minimum total required for the degree, or, in certain cases, it may become required credit toward the same degree. In general, therefore, credit in the course is usable as either upper division credit or graduate credit.

To secure the best accommodations at either the Whitecotton or Durant Hotel, reservations should be sent in immediately, for remember a World's Fair will be taking place on Treasure Island and many of the hotels are now booked solid for the entire summer.

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.

Plans for this conference have been made possible by the following: Dr. George C. Kyte, Professor of Education, University of California; Miss Sarah L. Young, Principal, Parker School, Oakland, Calif.; Dr. Helen Heffernan, State Department of Education, Sacramento, California; and Dr. John A. Hockett, Assistant Professor of Education, University of California.

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

THE COMMITTEE:

Mason A. Stratton, Atlantic City, N. J., *Chairman*,

Maude A. Rhodes, Atlanta, Ga.

Mrs. Edith B. Joynes, Norfolk, Va.

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.

Whitecotton 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. Mail application and check to Miss Pinkston.

A Tip!

A Trip!!

A Treat!!!

The directors of our parent organization—The National Education Association—have selected San Francisco, California, as the convention city and the dates are July 2-6, 1939. Now, can anything be more intriguing than to go to the West Coast for our next get-together? The geographers of the country list San Francisco as having an *always mild climate*, which means the temperature stays near to 70 degrees at all times. This assures us of nice cool weather and maybe the wearing of wraps—so bring some along. A trip thru the western part of our nation is a treat at anytime, for in this region are so many of our national parks, which are awesome, wonderful, and beautiful.

Because of the fair on Treasure Island, the transportation companies are giving splendid rates, and for those who will use this mode of travel, we are quoting below the prices as have been sent to us:

TRANSPORTATION RATES EFFECTIVE DURING SUMMER OF 1939

Railroad

1. Cost of roundtrip ticket from *any point* in the United States (not including pullman) \$90.00
Pullman charges 45.00
(These rates apply only to those attending *both* World's Fairs)
2. Diverse routings and stop-over privileges allowed
3. Rates effective on all railroads from April 28 to October 28
4. Tickets good for two months

Bus

1. Cost of roundtrip from *any point* in the United States 69.95
(These rates apply only to those attending *both* World's Fairs)
2. Diverse routings and stop-over privileges allowed
3. Tickets are good for three months and the rate is effective from April 1 to October 28

For those who will use their own car and drive to the convention let us plead with you to start early enough to take many of the marvelous side trips along the way.

President Maude A. Rhodes is planning another outstanding program for the Department of Elementary School Principals, and the plans she is perfecting for the banquet will make all who attend readily agree that it will be one of the most enjoyable affairs of the convention.

With these preliminary tips, and knowing the hospitable nature of the Californians, let us say that you should make your plans early.

CALIFORNIA, HERE WE COME!!!!

WANTED—150 Principals

If you should hear someone calling frantically—*Help! Murder!! Fire!!! Police!!!!*—you would instinctively go to his assistance. Well, we are not saying just *one* word, but are using all *four*, for we want and need your attention and help.

We are so very near to reaching our goal of 6000, which was set by the Executive Committee for this year, that those of us at Headquarters watch each mail just as eagerly as any youngster watches for Santa Claus. We lack today (March 15) only 150. We have already passed our total number of members for last year, but for us to win before the time limit is reached (May 1) we *must* have help. This is a real SOS call.

The State, District, County and City Representatives (from henceforth all enrolment chairmen will be called representatives, by motion of the executive committee) have built the Department membership to an *all time new high*. They need your help and cooperation to help push the load up and over the top. Do let us depend on you!!

Inquire of your fellow principals if they have sent in their dues for this year. We are sure they have just forgotten to do so, because of the rush of their many duties.

Many State, County, District, and City Representatives have reported 100 percent membership in the Department. Those which have reported to date are: CALIFORNIA: Corona, Needles, Piedmont, Santa Ana; COLORADO: Boulder, Colorado Springs; FLORIDA: St. Petersburg; GEORGIA: Atlanta, Bainbridge; ILLINOIS: District 75, Evanston, Maywood; INDIANA: Evansville; KANSAS: Kansas City; KENTUCKY: Hopkinsville; MICHIGAN: Fordson, Grand Haven, Hazel Park, Highland Park; NEW JERSEY: Millville; NEW YORK: Batavia, Niagara Falls; NORTH DAKOTA: Fargo; OHIO: Cleveland Heights; OKLAHOMA: Drumright, Enid, Muskogee, Tulsa; PENNSYLVANIA: Ambridge, Milton; TEXAS: Austin; VIRGINIA: Alexandria, Charlottesville, Harrisonburg, Lynchburg, South Norfolk, Staunton; WISCONSIN: Sheboygan. If you know of any others, be sure to write the glad news to headquarters.

The quotas which were set by the Executive Committee for this year have been reached by Idaho, Iowa, Maine, South Carolina, Tennessee, Vermont, and Virginia. Headquarters hopes that even though these states have reached their quotas and surpassed them, they will not stop, but will help in this very urgent appeal.

We shall soon be preparing our roster of members for the 18th Yearbook, "Enriching the Curriculum for the Elementary School Child" and this list of names is really considered the "Who's Who for Elementary Education." Let us see how many we can get to work with us for the betterment of our elementary schools. We need every one who is interested in the boys and girls of the elementary school to be thinking out together the problems before us. Our responsibility is great!! This SOS is to ask you to enlist the interest of others.

EVA G. PINKSTON, *Executive Secretary*.

If you plan to attend the meeting of the World Federation of Education Associations at Rio de Janeiro, August 6-11, the Department of Elementary School Principals will be glad to send you letters of identification.

A Description and Evaluation of the Oral Reading Done in the Dramatic Department of the Omaha Elementary Schools

Mary Schilder, Dramatic Teacher, Omaha Public Schools,
Omaha, Nebraska

The oral reading period is not only a time of determining whether the child knows his words, but it also may be a time for developing in the child a dynamic avenue of self-expression, opening to him a new field of service. Ideas, original or read, may make deep *impressions* on many people. Those few who get the fullest value from such ideas have at their control avenues of *expression* thru oral reading, speaking, conversing, dramatizing. Many young people today have emotional deviations on account of lack of ability in expression.

"Probable frost tonight," reads the boy from the daily newspaper to his mother. His tone of voice, his posture, his breath control express not only what the words say, but also express his feeling toward those words, toward his mother; in truth, these reveal himself.

During the past three years in Omaha, Nebraska the Public School staff has been experimenting with dramatic classes for elementary-school children. One of the major interests of these classes is instruction in oral reading.

Our long-term policy is guided by the following concepts: oral reading, speech, and dramatic training should correlate with the general curriculum in elementary grades, starting with kindergarten; the child should be trained in the informal as well as formal uses of the spoken word; oral reading and speech training should deal with the individual in relation to social situations in which he finds or will soon find himself placed.

Our dramatic department is set up in the following manner: children who desire to enroll pay \$1.80 a semester, classes meeting during the regular school day for a forty-five minute period once a week. Six teachers and a teacher-supervisor conduct the classes. Sixteen-hundred, eighty-nine children are now enrolled in classes held in forty buildings.

The nature of the oral reading work done in these classes is oral reading of poetry, parts from a play, short stories, sentences from the board, material from social studies text, and reading of original speeches.

The experiment is a general school project and the dramatic class teachers are the mediums thru which it is being carried on. Supervisors, principals, teachers, and parents have been watching it and at all times have been free to give suggestions. These are some observations made thus far:

1. The spoken word plays a much more important part in the procedure of school life than was previously recognized, and little training has been provided for carrying on this procedure effectively.
2. Oral reading activities tend to develop the child's confidence and poise before others.
3. The regular classroom response is affected favorably by a child's definite training in oral reading and dramatics.
4. The reader-audience relation is a socializing influence.
5. It's the rare child who doesn't wish to express himself thru dramatics and oral reading; this rare child is often more anxious than the others but is inhibited.

6. Good taste in literature may be developed thru oral reading activities.
7. Many parents feel personally handicapped because of lack of speech and oral reading training. They are eager that their children be given this necessary training that they may avoid the embarrassments and failures which lack of speech ability has brought their parents.
8. Many principals and classroom teachers thruout the system recognize the same lack of speech and oral reading ability in themselves, and therefore some type of in-service training must be set up for these teachers.
9. The earlier such instruction is given the more easily do children tend to respond.
10. Children tend to do more oral reading at home after the stimulation of class activities.
11. Children are greatly influenced by the speech and oral reading habits of teachers, principals, parents, and classmates. A school system should therefore include in its examining requirements for teachers definite standards for effective speech. Indeed it is only fair to children to place before them examples of excellence in speech and oral reading not only in terms of correctness, but also in terms of artistic and pleasing qualities.
12. If a child is freed to express himself easily a teacher may more quickly understand him.

In describing some of the specific procedures by which oral reading is taught several things must be taken into consideration:

1. Teachers meet classes only once a week. Not all classroom teachers have the time or desire to give the child day by day speech training. Neither are all teachers good examples themselves for children to follow. Therefore the carry over from one lesson to another is not very certain. To counteract this we have devised a system of home charts for children, with enlarged schoolroom charts. A description of these will follow.

2. Calling attention to an individual's control of voice and body is new to both children and adults. For many years each individual has had to learn as best he could to speak before others, unless he made an effort to seek help from a speech teacher. The result is that many people are clumsy and in-effective in their speech and oral reading. Truly many have been in a pitiful trial and error stage for so long that error has become fixed as "natural" and the individual resents any criticism of his personal speech. To meet this difficulty we are approaching the entire problem thru dramatic activities which enable the child to receive suggestions in terms of a characterization rather than in terms of himself personally. This procedure is described later.

3. No child is required to join the class. Enrollment is based almost entirely on the child or parent's realization of the values of speech training. Therefore the dramatic class teachers and all the teachers in the building must keep continually before them the fundamental values of the work. Dramatic and oral reading activities are so interesting in themselves that often it is only with tenacity that the teachers' minds keep focused on the permanent values attained thru these colorful means. Material on the underlying values of speech and oral reading training follows.

4. Not all parents, principals, and teachers think of speech and oral reading as a set of skills which must be definitely attacked and mastered before good speaking and good oral reading become natural. This only makes us realize how great the need is for speech training for all children, that they may never jeopardize their own effectiveness needlessly by forcing upon others thru all of their adult life a harsh and displeasing voice, or even an ineffective voice. The teachers and teacher-supervisor last year gave talks in building teachers' meetings and before Parent-Teacher groups explaining the work as fully as possible. The general trend of these talks is included in the section on installation of the program.

A Child's Own Reminder of His Speech Improvement—The average child, given a limited amount of speech training, realizes that he speaks, everyone speaks, many, many times a day. Also he soon comes to understand speech ability as involving skills which he is either developing wrongly or developing

rightly every day. He sees that at all times the fundamental rules of good speaking operate in oral reading situations as well as in oral composition periods.

We found that children wanted to get something down on paper which they could take home to have there as a reminder of individual speech improvement. Home charts were suggested. Several classes wanted enlarged copies made for the schoolroom.

The children gave suggestions as to what to put on these charts. Each class was allowed to develop its chart, the children discussing and dictating and the teacher doing the writing on the board. Following are two of the results. The first was made by a primary class, the second by a 7th and 8th grade class.

ARE YOU AFRAID TO SPEAK?

THEN FOLLOW THESE RULES.

1. Speak so you may be heard.
2. Stand tall.
3. Always be willing to speak.
4. Practice speaking often.
5. Learn to speak easily.
6. Always look at your audience.
7. Try to be a good thinker

This will help you become a good speaker.

RULES FOR GOOD SPEAKING ARE:

1. Stand erectly.
2. Speak distinctly.
3. Pitch your voice correctly.
4. Face the majority of your audience.
5. Be conscious of the words you are speaking.
6. Speak willingly.

Individual copies for children were typewritten and pasted on colored paper. String was attached to the top so the child could hang it up in his own room. Schoolroom charts were made by printing the letters on tagboard.

A very informational as well as attractive exhibit can be made of these charts at teacher's meetings. It clarifies the work and also brings to the attention of the teachers some things in regard to speech which they had not thought of before.

Self-Development Thru Dramatization—The development of the individual child thru dramatization, including dramatized oral reading, might be said to be based to some extent on the Biblical rule "Give, and it shall be given unto you." If a child can be placed in a situation where he may give entertainment or inspiration or knowledge or enjoyment to others, an advance in his personal confidence, ability, and emotional balance will usually result. The moment a child catches the mood of a character, and, with book or paper in hand, begins to change his walk, a teacher can offer suggestions as to how this character might carry his head or swing his arms. Dramatized oral readings or dramatizations of plays furnish such situations.

Or it might be said to follow the suggestion of the wise mother, whose young son or daughter is about to attend a party. To the question "How shall I act?"

the mother replies, "Be interested in the other children. Do something nice for them." It is the principle of forgetting one's self in service to others.

As soon as a child ventures to make his voice take on characteristics of a weird witch, or brave king, or cruel guardsman he usually finds his vocal powers greater than he had realized. From here the teacher can help the child develop control of these powers and begin to enlarge and expand them. And thus, over a period of time, does the child's natural voice become more colorful in its quality, wider in its pitch range, more controlled in its tempo and volume and more pleasing to listeners.

It is not difficult to find material for dramatic oral reading. As a matter of fact it can be taken from any field in the curriculum. Action material, poems, character portrayals, and outstanding scenes from children's best loved books lend themselves to classroom and auditorium use.

The following books have helped us most in collecting material:

- Barrows, Marjorie, *The Pirate of Pooh*, Rand McNally and Co., 1936.
Benton, R., *Elf of Discontent*, Geo. H. Doran Co., N. Y., 1927.
Book of Knowledge
Book-House Series
Frankenstein, L. M., *Junior Play-Readings*, Samuel French, N. Y., 1935.
Gullan, Marjorie, *Poetry Speaking for Children, Part I*, Mathuen & Co., Ltd., 1930.
Gullan, Marjorie, *Poetry Speaking for Children, Part II*, Mathuen & Co., Ltd., 1930.
Moses, Montrose, *Treasury of Plays for Children*, Little Brown & Co., 1927.
Moses, Montrose, *Another Treasury of Plays for Children*, Little Brown & Co., 1927.
Smith, N., *Action Poems and Plays for Children*, Thomas Y. Crowell Co., 1935.
Stevenson, A., *Children's Classics in Dramatic Form*, Houghton Mifflin Co., Boston 1938.
Thomas, Charles Swan, *Atlantic Book of Junior Plays*, Little Brown & Co., Boston 1924.

Values of Speech and Oral Reading Training—The teacher should be aware of the permanent values of speech and oral reading training in every subject or activity in the dramatic class period. These are the aims and objectives of the class work as stated on the application blanks to the parents and as daily guides for the teachers:

1. To give the child self-confidence by developing in him, mental and physical poise and relaxation.
2. To help him acquire good speech and clear expression.
3. To build his interest in plays and poetry.

In evaluating the work of the dramatic department in terms of these objectives the following permanent values are found to tend to develop in the child:

1. Good correct speech and oral reading stimulates good correct thinking.
2. The child acquires an understanding of how to participate in oral reading situations and dramatizations.
3. The child acquires a greater enjoyment of these arts.
4. The child's normal speaking voice is improved.
5. The child is able to direct his bodily activity to fit the spirit of the reading.
6. Thru a succession of oral reading and speaking performances the child's confidence in his own ability is increased.
7. The child gains a knowledge of material adaptable to oral reading and dramatization. This knowledge is a great aid in developing self-direction.
8. The child acquires avenues of expression which he may use in service to others thruout all of life.
9. The child gains in ability to adjust to a social group.

Once the child has experienced the thrill of reading a story aloud well to others he has gone a long way toward self-realization and self-satisfaction. The child's interest holds in these dramatic classes because he sees in the activities worthwhile skills he may try out in his own home and at school.

The Installation of the Program—In installing any new program it is always well to look at the national movement in that particular field and proceed from there to analyze advantages and disadvantages and construct the local program accordingly. We are exceedingly fortunate in Omaha in having a superintendent of schools who invites the exercise of creative ability on the part of anyone serving in the system.

In the national field of speech education there is a very definite philosophy developing to the effect that (1) an ability to speak and read aloud is the need of every citizen; (2) this ability is not universally natural but acquired, and carries with it certain rules and laws equally as important to master as the laws in other fields; (3) public schools must give children at least the beginning rules for control of this medium of expression—the spoken word and an opportunity frequently to use the rules.

Never before have we as a nation become so conscious of speech and oral reading as vehicles of conveying thought. Anything of which many people are conscious must meet the test of effectiveness.

The psychiatric aspect of speech and oral reading training is also being stressed nationally. Such training enables a child to do with satisfaction what he *must* do if he functions properly in society. We in the schools must assume the responsibility for training the child in effective means of expression that he may take his place efficiently in his present and future associations with others.

In initiating any local program the most important step is to make sure that the dramatic class teachers and all the room teachers and building principals understand the fundamental values of the work. The children will fall in with almost any type of program because they like this activity. However, if exhibitionism and show are once put above the real values, children may quickly develop a boastfulness and superiority which is distasteful to others, and is, indeed, a too frequent result of the old philosophy of dramatics for the few very talented. It is the finest part of the new national movement that gradually the great art of oral interpretation and dramatization is now being freed for the daily use of everyone. As public-school teachers gradually begin to build the foundations for all children in these arts, our future citizens will have at their control powers of expression hitherto limited to a few professionals. And something then will happen to dramatic art, just as it is happening to art and music today.

Influential speech can, of course, like any other worthy ability, be diverted into most unwholesome channels if the individual is not stimulated by honest motive. This however may be said of all invention, art and music. The encouragement of sincere purpose plus proper speech training we hope someday will permit the arts in oral expression to be means of service at the command of every public school child.

What's Happening!!

★ The Members of the Lawrence, Massachusetts, Elementary Principals Association were entertained by a very interesting travel talk on the Holy Land given at their monthly meeting on January 16, at the Warren Street School, by Miss Catherine G. O'Leary, principal of the Daniel Saunders School. Colored lantern slides were shown as Miss O'Leary described her trip thru the Holy Land.

★ The Eleventh Annual State Conference of Elementary Principals, General Supervisors of Public Education, and Supervisors of Special Class Colleges, will be held at Amherst, Mass., on April 4-6, and conducted by the State Department of Education.

Addresses will be given by Dr. Gerald S. Craig, Associate Professor of Natural Science, Teachers College, Columbia University; Dr. Bessie Lee Gambrill, Professor of Elementary Education, Yale University; and Miss Teresa R. Flaherty, Supervisor of Primary Education, Boston.

An unusual feature is scheduled for April 5. Dr. William G. Vinal, Director for the Nature Guide School, Massachusetts State College, has organized twenty-five field trips, and he will be assisted by a number of the college professors, by C. Winthrop Brainerd, Principal, Horace Mann School, Newton, and by other members of the Conference, who will serve as hosts and hostesses on these trips. Miss Sara E. Chase, Principal, Washington School, Springfield, Massachusetts, will have charge of the banquet on April 5.

★ Again this year the principals of Oregon will hold five regional confer-

ences during the late winter and spring. These five state conferences are preferred to one state meeting for (1) it is impossible for most of the elementary school principals to attend a single meeting at the state capital because of the loss of time from school and the expense of travel; (2) the one-day conference makes it possible for any principal to attend without undue expense or loss of time; and (3) it is advisable since the meetings are less unwieldly and there is greater opportunity for every individual to participate in the program.

All the conferences together are working on the development of a handbook for elementary-school principals, which, it is hoped, will be ready for publication sometime within the next year. Each conference takes the responsibility for working out one phase of the handbook and a central committee then coordinates the reports and does the editing.

Programs for these five conferences have been sent to headquarters by Dr. V. D. Bain, Director of Curriculum and Elementary Education, Department of Education, Salem, Oregon; and Mr. W. A. Oliver, Principal, Brooklyn School, Portland, Oregon.

★ An Elementary Principals Conference sponsored jointly by the Department of Elementary School Principals of the Iowa State Teachers Association and the Iowa State Teachers College, was held March 31 at the Iowa State Teachers College, Iowa City, Iowa. Miss Marjorie Walters, Principal, Harrison School, Cedar Rapids, and President of the Department of Elementary School Principals of Iowa,

worked diligently to make this conference the success which it was.

★ Miss Harriett Carpenter, charter member of the Department of Elementary School Principals, has retired after teaching a total of forty-seven years, during the last twenty-nine of which she has been Principal of Monroe School, Aberdeen, South Dakota.

The Board of Education of Aberdeen and the Monroe School P.T.A. honored Miss Carpenter with an elaborate reception on February 26, 1939. She was presented with a scrapbook, containing many letters from former pupils and patrons.

★ *Teacher Participation in Policy Making* is the subject of a new bulletin just published by the New Jersey Elementary Principals. DeWitt Boney, John Milligan, and Floyd Potter comprised the committee which made this study.

This report has been written in the belief that there is a need for a change in school administration. Administration like the curriculum must meet present day demands. The efforts in this study have been spent examining the basic reasons for the weaknesses which were recognized even in the last century and which have become apparent under our present day demands.

★ More School Newspapers have been received at headquarters since the

publishing of the February issue of this bulletin. They are:

Jollie Follies, Alexander Hamilton School, San Diego, California, Harry H. Haw, principal; *Alger Crier*, Alger School, Grand Rapids, Michigan, Bertha Greenbaum, principal; *Voice of Safety*, Washington School, Fairfield, Iowa, June Chidester, principal; *Oakdale Flash*, Oakdale School, Grand Rapids, Michigan, Marcellene Barnes, principal; *Jeff News*, Jefferson School, Port Angeles, Washington, L. W. Sharnbroich, principal; and *Richmond Record*, Richmond Avenue School, Atlantic City, N. J., Margaret Buchanan, principal.

★ Those persons who are interested in securing a copy of *Sing a Song of Safety*, a book of safety songs for the elementary school, may write to Irvin Caesar, 1619 Broadway, New York, N. Y.

★ Miss Winifred Newman, State Enrollment Chairman for West Virginia, will be Director of the Morris Harvey College Demonstration School in Charleston, West Virginia, this summer.

★ Mrs. Grace Henderson, President of the Seattle, Washington, Principals Association visited headquarters February 21 and 22. It is always a pleasure to have our members come to see us.

Correcting an error. Mrs. Leo Gamble was listed as president of the Southern Section of the California Elementary Principals Association in the February issue of *The National Elementary Principal*. The name should have been Mrs. Howardine Hoffman. Headquarters regrets this error.

Report of 1939 Editorial Committee

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



L. M. FERTSCH

If I may be permitted to use football parlance, I would say that the officers of our Association are coaches. The members of the Executive Committee and the members of all other standing committees evidently constitute the team. The members of the Editorial Committee, I know from experience, undergo three years of training, and if you know Dr. Foster, as we do, you can appreciate the next statement, that we certainly undergo long sessions of "skull" practice. The Committee members also recognize the knocks for shortcomings and, of course, we always stand ready to have plaudits for victory.

The 1940 Yearbook, of which Miss Galvin is chairman for the Committee, is entitled "Meeting Special Needs of the Individual School Child." Your 1941 Yearbook, of which Mr. Hudson of Tulsa will be your chairman, is entitled "Language Arts in the Elementary School."

The 1939 Yearbook, "Enriching the Curriculum for the Elementary School Child," had its origin in the philosophy of giving the child in these schools of ours freedom to act, freedom to learn and freedom to solve problems. Of course, you say, this freedom in the learning activities is not new. That is true. Comenius recognized the readiness of children to enjoy action, and he justified activity learning. We probably have the best statement by Herbart. He said, "Where free interest prevails, everything goes easy; teachers and pupils work with a will and experience great joy." No, the freedom in the learning activity is not new, but in the past twenty-five years or so our educational leaders in this country have supplemented the attainments of the past with accomplishments of the present, and we, the National Department of Elementary School Principals, lay emphasis on the social process of education. I do know that we strive to have teaching originate in active situations.

There are several factors in this country that intensify our striving. I believe I can say that there is an increasing appreciation in this country of children's interests, abilities, and needs. There is a demand on the part of the public, that the public school do its part in making people live richer lives, and, probably it is fair to say, to become socially more useful. I believe that rapid social and economic changes in this country always require adjustment in our curriculum. We have, therefore, thruout the states, curriculum enrichment, program adjustment studies and progress.

This 1939 Yearbook does not concern itself in its entirety with discussion of curriculum principles and practices. The Yearbook probably gives for you concretely the experiences of people attempting to enrich or to vitalize the curriculum in their own schools. The Committee received one hundred and forty-seven

manuscripts from superintendents of schools, elementary principals, teachers in our schools, curriculum supervisors, and the Editorial Committee selected fifty-four and organized these under chapter headings. The organization of these manuscripts was effected on a basis of methods of teaching that vitalize learning, thru class activities, assemblies, creative writing, visual and auditory aids.

The chapter on "Making Use of Community Resources" has valuable manuscripts or discussions, giving the farm, factory, theatre, concerts, recreation centers, as sources of material to enrich the curriculum for the elementary-school child. Measurements and guidance are presented in the Yearbook merely to adapt curriculum content to meet child interests and needs and to evaluate results. The administrative aspect of curriculum enrichment in the Yearbook is organized under the various types of administrative school organizations in our United States. We have excellent manuscripts, enriching the curriculum for the one, two and three teacher schools, the activity school, the platoon school, the departmentalized school, the cooperative group plan type of school, and other administrative organizations of schools.

For the Committee, I wish to convey to you our belief that the Yearbook will find a valuable place in your collection of former Yearbooks. We feel the assurance that the Yearbook will help us, the National Elementary School Principals, to become more conscious of the significance of our work. I believe I can state that in this country we at least attempt to teach the masses. How to teach the masses and treat every child as an individual, that is indeed our problem. I believe the Yearbook will give direction to our striving, and frankly I believe that if we study the Yearbook it will help us, as principals in the elementary schools, to keep the door of the school the gateway to the democratic way of life.

A Report of a Single Salary Study

**Thomas E. Pierce, Texas State Teachers College For Women,
Denton, Texas**

My friends in the field of education in Texas know me as "Single Salary Pierce," for I have been working on this problem consistently for nine years, and in 1932 I found four other men in the state who said they were going to devote their time to elementary education. We formed a team of five to begin a concerted move to improve and dignify the elementary schools of our state. I shall just briefly outline the set-up that we have in the State of Texas, and then you may ask questions sometime later on, concerning the program that we have up to the present time.

In our state, so far as legislation is concerned, we have two forces, one of them the state superintendent, and the other his organization. They pass what is known as administrative laws in his department and under his jurisdiction. Under the State Board of Education, which is also an administrative, policy-making body, we have what is known and what was known as the Committee on Classified and Accredited High Schools. Then we have the legislature that we appeal to if this

administrative policy cannot function. Of course, we try to stay away from that in so far as we can.

In our state the single salary schedule is going into effect one hundred percent, we hope, this next September. The Committee on Classified and Accredited High Schools has been working strictly in the high school field. It is the committee of the State of Texas, similar to that of the Southern Association of Secondary Schools and Colleges, accrediting schools for high school subjects.

We, the group of men who are working in elementary education in our state, saw that something must be done concerning the education of our elementary-school teachers. Therefore, we figured that it is the duty of the classroom teacher to go to the expense to improve and then finally take care of the program.

In 1934 we had the Committee on Classified and Accredited High Schools pass a ruling, requiring every beginning teacher to have a bachelor's degree, regardless of the level of instruction, and to be assigned in the special field of preparation. They just accepted that without any argument at all. Mind you, we had seventeen members on this Classification Committee. The elementary school had one member.

In 1935 we put thru another rule to back up this one ruling on bachelor's degrees. Instead of classifying accredited schools by high school and high school subjects, we had them pass a ruling that would classify and credit schools by school system, so that when we got down into the second grade, if we found a teacher had been assigned without a bachelor's degree, we could cut out the high school credit.

Then we started on a very definite program. In other words, we had the teachers coming up to a certain standard, and we had school systems recognized as elementary divisions by the administrative body in our state as being a vital part of the school system.

Our next point was to pay the teacher for the preparation that she was to make, so in 1936 we sent a committee before the Classification Committee and asked them to adopt a ruling wherein all teachers in the state would be put on a single salary schedule. Mind you, this is what is meant by that: If Cleveland here wants to pay \$150 a month for high school teachers with two years of preparation and a college degree, we want them to pay the elementary-school teacher in the second grade the same salary based on training and experience.

That is what it means. It doesn't mean that Cleveland and Akron and all of them are going to have the same salary, but we did recommend that the minimum salary in the schools of Texas be \$100 a month for nine months, and they could go as far beyond that as they wanted to. This Classification Committee, composed of people not directly interested in elementary-school work, tabled the motion. In other words, they didn't even make a motion to adopt it or consider it.

Our Committee of men called together the three organizations in the state which are working with the elementary-school children—the Classroom Teachers' Association, Childhood Education, and Rural School Supervisors—and had the State Superintendent appoint three members from each of these to compose an Advisory Committee to the State Superintendent and State Department of Education.

In April 1937 we went to the State Superintendent and told him that we could not get recognition before the Classification Committee with the set-up that they then had. Of course, politics entered into it. The State Superintendent knew the influence of the elementary-school teachers. We asked him to change the name of the committee from that of the Classification and Accrediting of High Schools to the Classification and Accrediting of Public School Systems. This was done, and it didn't take but about fifteen minutes to do it. Then we asked him to change the membership of that committee from seventeen to twenty, and let the three members added be representatives of the elementary-school field. That was done. In June 1937 we went before the committee with four representatives and passed the single salary schedule ruling, to become effective September 13, 1939.

The financing of the program is not put on the local district. We have a plan whereby the state is to make up the additional money. We are not lowering high school teachers' salaries. We are leaving them where they are. We are going to where they are. We show you the effect of a program that is well outlined, studied thru and followed up, with the backing of the different organizations in our state, what has been done in Texas.

Within twelve days after this ruling was passed, June 18, 1938, the State of Texas gave to the public school for school teachers' salaries, four million six hundred thousand additional dollars. In other words, we have a program in our state that is going to be realized within a few years. We have right now in the State of Texas more than a thousand independent school districts. According to my files, more than three-fourths of that number have already announced the single salary schedules. We are not going to stop at that. In other words, we are going to go right straight on thru all state-supported institutions. We see no need for any elementary-school principal with sixty teachers to draw less than a high school principal with thirty teachers. These are the facts in our state; I don't know about yours.

I appreciate the privilege of bringing to you a bird's-eye view of the program we have in Texas.

HEADQUARTERS NEEDS—

TO KNOW—

The names and addresses of all presidents and secretaries of state, district, county, and local elementary principals associations and clubs,

BECAUSE—

1. The Executive Committee at the meeting in Cleveland has asked that all elementary principals associations and clubs be kept informed during the next school year about the latest trends in elementary education. A news-letter will be sent once a month.

2. The directory of the 18th Yearbook "Enriching the Curriculum for the Elementary School Child" is being prepared and the names and addresses of your president and secretary must be sent to headquarters, if your association or club is to be listed. Look in the back of your 17th Yearbook, "Newer Practises in Reading in the Elementary School" at the directory and see if your club is listed. If not, be sure that the above information is sent immediately to the Department of Elementary School Principals, 1201 Sixteenth St., N. W., Washington. D. C.

Secretary's Report

Cleveland, Ohio

February 25-March 2, 1939

The semi-annual meeting of the Department of Elementary School Principals was held in Cleveland, Ohio, February 25-March 2, 1939. General sessions were held Monday and Tuesday afternoons, February 27 and 28, respectively, in the Grand Ball Room, Hotel Statler. On Wednesday morning, March 1, a joint meeting was held with the Department of Supervisors and Directors of Instruction, the National Council of Childhood Education, and the Society for Curriculum Study. This meeting took place in the Little Theater of the Auditorium.

President Maude A. Rhodes, being anxious to stimulate interest by having community singing at this semi-annual meeting of the Department, had asked Mr. Robert Edgar, principal, Bedford School, Pittsburgh, Pennsylvania, to select a number of songs to be used at the beginning of each meeting of the Department and to be the leader of the music. The printed programs of the Department also included these songs. Miss Mary E. Trneny, principal, Hicks School, Cleveland, Ohio, was the very efficient accompanist who helped Mr. Edgar in this splendid feature of each program.

President Rhodes invited Mr. W. Paul Allen, Garfield Heights, Ohio, president of the State Elementary Principals' Association, to preside at the Tuesday afternoon meeting. After fifteen minutes of community singing, Mr. Allen introduced Mr. Irvin Caesar, publisher of production and popular music, who sang many songs from his new book of music "Sing a Song of Safety." He has attempted by his songs to use this influence in a direction which should make children be careful. Mr. Gerald Marks was his accompanist.

Mr. Allen introduced Mr. Thomas Pierce, Denton, Texas, who spoke for a few minutes on the study of the single salary schedule made in Texas by the state elementary principals who have been working on this problem for the past several years.

The programs were as follows:

First Session—Monday, February 27, 1:30 p.m., Grand Ballroom, Hotel Statler.

Theme—What Philosophy Should the Elementary School Take in Education?

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

COMMUNITY SINGING

Led by Robert Edgar, Principal, Bedford School, Pittsburgh, Pa.
Mary E. Trneny, Principal, Hicks School, Cleveland, Ohio, pianist.

REPORT OF THE EDITORIAL COMMITTEE

L. M. Fertsch, *Chairman*, and Principal, Pease School, Austin, Texas.

A PHILOSOPHY FOR ELEMENTARY EDUCATION

Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, Calif.

SOCIAL INTERACTION AND IMPLICATIONS FOR THE ELEMENTARY SCHOOL

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

DISCUSSION FROM THE FLOOR

Second Session—Tuesday, February 28, 1:30 p.m., Lattice Room, Hotel Statler.

Theme—How Can Our Elementary Schools Be Improved?

Introduction of W. Paul Allen by Maude A. Rhodes, President of the Department.

W. Paul Allen, Garfield Heights, Ohio, President, Ohio Elementary Principals Association, *presiding*.

COMMUNITY SINGING

Led by Robert Edgar, Principal, Bedford School, Pittsburgh, Pa.
Mary E. Trneny, Principal, Hicks School, Cleveland, Ohio, pianist.

DEMONSTRATION SINGING OF SAFETY SONGS

Irvin Caesar, publisher of production and popular music, New York, N. Y.
Gerald Marks, accompanist.

THE STUDY OF THE SINGLE SALARY SCHEDULE MADE IN TEXAS

Thomas Pierce, Denton, Texas.

DEMOCRATIC LIVING—A PROGRAM FOR SCHOOLS

Claire Zyve, Assistant Professor of Education, New York University, New York, N. Y.,
and Principal, Fox Meadow School, Scarsdale, N. Y.

REORGANIZATION OF THE ELEMENTARY SCHOOL TO MEET THE NEEDS OF CHILDREN

Emmett A. Betts, Research Professor of Elementary Education, Pennsylvania State College,
State College, Pa.

DISCUSSION FROM THE FLOOR

Third Session—Wednesday, March 1, 9:30 a.m., Little Theater, Public Auditorium.

Joint meeting with the Department of Supervisors and Directors of Instruction, National Council of Childhood Education, and the Society for Curriculum Study.

THE CURRICULUM

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

SCHOOL ORGANIZATION AND ADMINISTRATION

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

GROWTH RECORDS AND REPORTS

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

DISCUSSION FROM THE FLOOR

Social Affairs

Breakfast—Mr. W. Paul Allen, Garfield Heights, Ohio, president, Ohio State Elementary Principals Association and Miss Mary F. Keys, Cleveland, Ohio, president, Cleveland Principals Club, with their committees, were the host and hostess to the 155 friends who gathered for the "Get-together Breakfast" of the Department in the Lattice Room, Hotel Statler, Monday, February 27, at 7:30 a.m. These two leaders with their helpers had such cheerful greetings for each and every one that they soon had all glad that the few extra minutes in sleep had been forfeited and the resolution to attend this early morning gathering had been kept.

After a most enjoyable breakfast, President Rhodes asked Mr. Edgar to lead the group in community singing. This he did most efficiently with the help of Miss Trneny, the accompanist. Miss Rhodes then introduced the officers of the Department who were present. Dr. George Kyte, Professor of Education, University of California, Berkeley, California, was introduced and asked to make a report regarding the very fine arrangements and plans he had made for those who will attend the Third Annual Conference on Elementary Education.

which is sponsored by the Department of Elementary School Principals, and which is to be held July 8-21, 1939 at the University of California, Berkeley, California. Dr. Kyte, principal of the University Demonstration School, announced that arrangements had been made for observing this school at work.

The secretary was asked to report the progress of the Department.

President Rhodes asked Miss Grace E. Koerner, Seth Boyden School, Maplewood, New Jersey, to tell the group about the World Federation of Education Associations, which is to meet in Rio de Janeiro, Brazil, this summer. Miss Koerner made the announcements and invited the group to attend the luncheon on Wednesday.

A cordial invitation was extended by Miss Ann Horton, Director, Cleveland Art Museum, for the group to visit that institution on Wednesday afternoon.

The first gathering of the "clan" is at this get-together breakfast, which is always a happy, jolly meeting. Here friendships are renewed, new friendships formed and during this most informal meal principals and their friends learn much about what is happening to education in different parts of the country. President Rhodes thanked all for the fine arrangements made by the local committee.

Banquet—The banquet of the Department of Elementary School Principals which was held in the Grand Ballroom, Statler Hotel, Monday, February 27, 6 p.m., was one of the most colorful affairs which the Department has ever held. From the moment the 468 guests entered the room and had their first glance at the unique, as well as beautiful, table decorations, loud expressions of commendation were heard on every hand. The beautiful center pieces of colored balloons, tinsel and paper were made by the pupils of the Wade Park School of which Miss Mary F. Keys is principal. At each plate one found a novelty badge made of small yellow rick-rack braid. On the end of each of the five streamers of the badge a small colored wooden disk had been glued and on each of four disks an initial of the Department had been painted while on the fifth disk was the number 39 representing the year. These streamers, tied into a bow to which a small pin had been attached, were quickly adorning the lapel of every coat and the shoulder of each dinner gown. These novelty badges were also made by the pupils of the Wade Park School. The banquet programs were also colorful, for a picture of the world was painted in colors of red and black, around the edge of which were symbols of different nations, and across the whole a large question mark was placed. This colorful representation illustrated the subject of the powerful address given by Rabbi Silver—"The Crisis of World Affairs."

After the enjoyable and appetizing turkey dinner, President Rhodes called on the song leader and his accompanist to lead in community singing. The happy crowd sang lustily the songs which were printed in the programs. Following this, Miss Rhodes appropriately introduced the distinguished guests seated at the head table. She then introduced that silver-tongued orator and speaker of the evening, Dr. Abba Hillel Silver, Rabbi of Ansel Road Temple, Cleveland, Ohio, whose address on "The Crisis of World Affairs" was most inspiring, thought provoking and soul searching. (The complete text of this very splendid address may be found on pages 144 to 151.)

President Rhodes thanked Dr. Silver. Then with a nod of the head dismissed the group, as words and comments would have been most inappropriate.

Executive Meeting, Sunday, February 26

The meeting of the officers and executive committee of the Department of Elementary School Principals, which was held in Parlor A, Hotel Statler, Cleveland, Ohio, was called to order by the President. Those present were: Maude A. Rhodes, president; Elizabeth R. Malcolm, second vice-president; Arnold Gregory, third vice-president; Jane E. Monahan, fifth vice-president; Mrs. Edith B. Joynes, Ira M. Kline, Irvin A. Wilson and Isabel Tucker, members of the executive committee; Cassie F. Roys, director, certification division; Herbert C. Hansen, director, life membership division; and M. Emma Brookes, director, retirement division; and Eva G. Pinkston, executive secretary. President Rhodes had invited the members of the Editorial Committee to report at this meeting the progress made in preparing the yearbooks of the Department. Those present were: L. M. Fertsch, chairman for the 18th yearbook (1939), Cecelia Galvin, chairman for the 19th yearbook (1940), Jess Hudson, chairman for

the 20th yearbook (1941), and Richard R. Foster, Research Division, National Education Association. President Rhodes expressed her pleasure that so many members of the executive family and the editorial committee could be present, for she knew that many of the group were recovering from the flu. She expressed regret that Mason A. Stratton, first vice-president and Harry H. Haw, fourth vice-president, were unable to be with us. Letters received from them were read by the secretary, and also a letter from Nellie Lind, newly elected member of the editorial committee, which told of her inability to attend because of illness.

A motion was made by Mr. Hansen, seconded by Mr. Kline, that the secretary be instructed to write Mr. Stratton, Mr. Haw and Miss Lind, expressing regret that duties and illness prevented their attendance at the Cleveland meeting. Motion carried.

President Rhodes asked for the reading of the minutes of the New York meeting. A motion was made by Miss Brookes and seconded by Mr. Gregory, that the reading of the minutes of the New York meeting be omitted since they had been approved by each member of the executive committee, and published in the October, 1938, issue of *The National Elementary Principal*. Motion carried.

Mr. Fertsch, chairman of the 1939 yearbook was asked to make a report regarding the progress of the yearbook to be sent to members in the early fall. (This fine report will be found on page 179 of this BULLETIN). Miss Galvin reported the progress made on the 1940 yearbook; and Mr. Hudson presented the suggestive topic of "Language Arts" as a tentative subject for the 1941 yearbook. Dr. Foster suggested that the number of pages in the yearbook be increased so that the committee may include the very fine and pertinent manuscripts which would make a well-rounded yearbook. After discussing this point thoroughly, a motion was made by Mr. Gregory and seconded by Mrs. Joynes that the Editorial Committee and the secretary use their judgment about increasing the number of pages for the yearbook. Motion carried.

A motion was made by Miss Tucker, seconded by Mr. Hansen, that thanks be extended to the Editorial Committee and Dr. Foster for the very fine work they have done and that appreciation be expressed for the very excellent yearbooks which this committee, with the help of Dr. Foster, is giving yearly to members. Motion carried.

Subjects for future yearbooks were discussed. A motion was made by Mr. Wilson, seconded by Miss Tucker, that the Editorial Committee soon consider yearbooks on such topics as, the Cultural Subjects, Music, Dramatics, Art, Physical Education, etc. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Wilson, that appreciation be expressed to Mr. Fertsch for the very fine assistance he has given to the Department for the past three years as a member of the Editorial Committee, expressing the hope that he would continue to send to the secretary suggestions for the improvement of the work of the Department. (This meeting is the last which Mr. Fertsch will attend as a member of the Editorial Committee.) Motion carried.

President Rhodes asked that the secretary's report be presented.

After discussing the advisability of sending out a fall broadcast each year, a motion was made by Mrs. Joynes, seconded by Miss Tucker, that the secretary be instructed to use her judgment in sending out a broadcast letter to all elementary principals this fall. Motion carried.

A motion was made by Miss Roys, seconded by Mr. Hansen, that the October BULLETIN carry the following notice "With this issue membership expires." (This, naturally, would not include the life members). Motion carried.

A motion was made by Mr. Kline, seconded by Miss Brookes, that when the life membership leaflet is reprinted, a statement be included to show that the money received from life memberships goes into the Department's permanent fund, the interest from which is used to help defray the expenses of printing publications. Motion carried.

A motion was made by Mrs. Joynes and seconded by Mr. Kline, that the titles of all Enrolment Chairmen be changed to read, State, District, County, and City Representatives. This change is to become effective in the fall. Motion carried.

The secretary read a letter from Dr. John Thomas, Detroit, Michigan, relative to a committee being formed to carry on a continuous study for the problems the elementary school must face in making more adequate provision for the able or bright child. A discussion of this subject revealed that a provision has already been made for this very important problem to be included in the next two yearbooks of the Department.

It was recommended that Dr. Thomas be chairman of a committee, which will write two or three articles to be published in the BULLETIN as space permits. The members of this committee are to be selected by Dr. Thomas from neighboring districts so that they may meet and work together. It is hoped that this procedure will stimulate groups in other parts of the United States to make similar studies. A motion was made by Mr. Gregory, seconded by Mr. Hansen, that the secretary be instructed to write Dr. Thomas expressing appreciation for presenting such a worthwhile problem and ask him to accept the chairmanship of the committee as the group has recommended. Motion carried.

A motion was made by Mr. Kline and seconded by Miss Roys, that any membership from which dues is not received is to be cancelled. This is necessary because the only revenue or income received by the Department to carry on its services to members is from dues and the sale of publications, and because of the many changes caused by reorganization which have been taking place over a period of years. Motion carried.

A motion was made by Mr. Wilson, seconded by Miss Brookes, that the meeting recess until 9 o'clock, Monday morning, February 27, 1939. Motion carried.

Executive Meeting, Monday, February 27

The executive committee of the Department of Elementary School Principals, met in Parlor A, Hotel Statler, Monday, February 27, 9:30 a.m. Those present were: Maude A. Rhodes, president; Arnold Gregory, third vice-president; Mrs. Edith B. Joynes, Ira M. Kline, Irvin A. Wilson and Isabel Tucker, members of the executive committee; Cassie F. Roys, director, certification division; Herbert C. Hansen, director, life membership division, and Eva G. Pinkston, executive secretary.

President Rhodes called the meeting to order and asked the group to discuss the type of programs to be made for the summer meeting. A motion was made by Mr. Hansen, seconded by Miss Roys, that the secretary write the San Francisco principals, inviting them to have charge of the Tuesday, July 4, afternoon program of the Department. Motion carried.

It was decided that the theme of the summer meetings, which are to be held in San Francisco, supplement the subject of the Conference on Elementary Education, which the Department is sponsoring and which is to be held at the University of California, Berkeley, July 8-21, 1939.

A motion was made by Mr. Kline, seconded by Mr. Wilson, that the secretary be instructed to find out if satisfactory arrangements can be made for the banquet of the Department, which this year comes on Tuesday, July 4. If satisfactory plans cannot be made, the secretary is to decide the best time to hold the banquet. Motion carried.

A motion was made by Miss Tucker, seconded by Miss Roys, that study outlines continue to be prepared and mimeographed for the different yearbooks as they have been done for the past two years. Motion carried.

A motion was made by Mr. Wilson, seconded by Mr. Gregory, that the secretary be instructed to contact state groups making salary studies of their states and to give as much help as was deemed possible. Motion carried.

The secretary reported that many letters of thanks had been received because of the Safety Education Bibliography which had been purchased from the National Education Association and sent complimentary to all members.

A motion was made by Mr. Gregory, seconded by Miss Tucker, that the President be requested to appoint committees on the following subjects: *Health and Safety Education*, and that a member of the executive committee be coordinator of each committee. An example: Eugene H. Herrington, Denver, Colorado, is chairman of the Visual Education Committee, and Harry H. Haw, fourth vice-president, is coordinator. Motion carried.

A motion was made by Mrs. Joynes, seconded by Mr. Hansen, that a still more strenuous advertising campaign of the activities of the department be made and that the suggestions given by the officers supplement those given by the secretary. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Wilson, that the secretary be instructed to write to Dr. W. E. Givens, expressing appreciation for making the suggestions he did regarding the letter sent out by the President early in the fall. Motion carried.

A motion was made by Miss Roys, seconded by Mr. Kline that the secretary be instructed to write to all who had helped make the splendid plans for the convention, expressing the appreciation of the officers. Motion carried.

A motion was made by Mr. Kline, seconded by Mrs. Joynes, that appreciation be expressed to Miss Rhodes, president, and Miss Pinkston, secretary, for the printed programs of the Department's activities at the convention. Motion carried.

A motion was made by Miss Roys, seconded by Mr. Gregory, that the meeting adjourn. Motion carried.

Department Representatives Meeting, Tuesday, February 28, 1939

The following friends met in Parlor L, Hotel Statler, Tuesday, February 28, 1939, to discuss ways and means of furthering the enrolment campaign of the Department of Elementary School Principals: Elizabeth R. Malcolm, New Haven, Conn., State Representative; Eva G. Pinkston, Washington, D. C.; Mrs. Anna Hartman, Tampa, Fla. (representing F. M. Foulks, State Representative); Maude A. Rhodes, Atlanta, Ga. (representing Mary Standard, State Representative); Irvin A. Wilson, La Grange, Ill. (representing Claude Williams, Chicago Representative); E. M. Lenon, Evansville, Ind. (representing Carl Lemme, State Representative); Marjorie Walters, Cedar Rapids, Ia. (representing Myrva Kelly, State Representative); Florence Dixon, New Orleans, La., State Representative; Eudora P. Estabrook, Grand Rapids, Mich., City Representative; Arnold Gregory, Lincoln Park, Mich., State Representative; Lee Clark, Royal Oak, Mich., City Representative; Isabel Tucker, St. Louis, Mo., State Representative; Florine Helen Howes, East Aurora, N. Y., State Representative; Jane Monahan, New York, N. Y., City Representative; Paul E. Smith, Canton, Ohio, City Representative; Martha A. Stewart, East Cleveland, Ohio, City Representative; Jess S. Hudson, Tulsa, Okla. (representing Ralph N. Kennedy, State Representative); James M. Mates, Pittsburgh, Pa., City Representative; L. M. Fertsch, Austin, Texas (representing W. L. Darnell, State Representative); Thomas E. Pierce, Denton, Texas, former Representative of West Texas; R. O. Edgerton, Portsmouth, Va. (City Representative and also representing Lillian Johnson, State Representative); and Winifred Newman, Charleston, W. Va., State Representative.

The meeting was called to order by President Rhodes. She expressed appreciation for the great amount of time and work each had given in promoting the work of the Department. The secretary was asked to distribute the enrolment report showing the comparative figures of progress which had been presented to the executive committee.

President Rhodes asked the group to express their opinions regarding the change of the name "Enrolment Chairman" to "Representative of the Department." It was the consensus of opinion that this change would be very profitable and it was then that President Rhodes told that their approval had confirmed the motion made by the executive committee that such a change should be made.

The secretary was asked to read the report received from Miss Nellie Lind, State Representative of Colorado. It was as follows:

To Whom it May Concern:

To date—8 more members this year than last.

More counties represented than ever before.

Over the state only 8 people did not renew memberships this year. (This is a good sign).

Two 100 percent cities.

President Rhodes asked for a report from each one present. The following were given:

Mr. Edgerton said that a directory of the Virginia Elementary Principals was being compiled; that Miss Johnson had divided the State into 12 districts; and that a Department representative has been appointed in each district.

Miss Dixon reported that, even though her state was ahead of the same date last year, she needed to know how the names of the elementary principals were obtained so as to make a directory.

Dr. Mates reported that he yet hadn't been able to get all the principals of his city to join, but hoped to get several more as soon as he went home.

Miss Walters announced that the quota for the year had been passed and that now they were striving to make a still greater record. She gave a report of the splendid conference which is sponsored by the State Elementary Principals Association and which is to be held in Iowa City, Iowa, March 31.

Mr. Fertsch told of how Mr. Darnell has divided the state into districts, and that he now contacted the district representative instead of canvassing the whole state. Mr. Fertsch told of the splendid card file of elementary principals which Mr. Darnell has compiled.

Miss Rhodes spoke about the very fine feeling which now exists in Georgia because the President of the State group, the State Representative for the Department of Elementary School Principals, and the National President of the Department of Elementary School Principals, attended the nine district meetings of Georgia, and spoke for a very few minutes about the work of the State and National organizations.

Miss Tucker gave the good news that a directory of the Missouri elementary principals is being prepared. She told how she sent a postal card to every person whose name was in the yearbook but wasn't on the list of members sent to her at the first of each month.

Miss Newman has obtained the cooperation of the State Department and County Superintendents of West Virginia, and has submitted an article to be published each month in the JOURNAL sent out by the State Department.

Mr. Lenon said that Mr. Lemme had appointed representatives thruout Indiana and that he contacts these at regular intervals.

Mr. Smith reported that he contacted each principal of the city and told them of the helps given by the Department.

Miss Estabrook said that the principals of her city would always appreciate the Department because of the great part which Mrs. Jessie M. Fink had in its making. She plans to have Grand Rapids listed as one of the 100 percent cities by the end of the year.

Miss Monahan told how she checks carefully the list sent from headquarters at the first of each month and contacts those principals who have not joined.

Mr. Gregory reported that he thinks the best plan for an enrolment campaign is to start early in October, to send representatives to each District meeting to tell about the services and publications of the Department, and by this method acquaint all the principals of the state with the National Department.

Mr. Wilson told how Mr. Williams had appointed chairmen in each auxiliary of Chicago and these chairmen made a personal contact with each principal on his or her list.

Mrs. Hartman brought greetings from Mr. Foulks and told his continuous work in telling the principals of Florida about the Department.

Mr. Hudson told of the fine work which is taking place in his state. He said that a directory of elementary principals would be published next year by the State organization; that professors in the training schools had been contacted; that a conference for elementary principals is held twice each year; and that personal contacts were made as often as possible.

Miss Stewart mentioned that with the convention coming to Cleveland, enrolling members this year had been comparatively easy.

Miss Malcolm said that terrible storms last year thruout her state had affected her enrolment campaign for this year, but that she still hopes to come up to her membership number of last year.

Miss Howes told how she had contacted the principals of her state, and she hopes to make more personal contacts wherever possible. She has attended meetings thruout the state and by this method has told of the work of the Department.

Mr. Pierce supplemented the remarks of Mr. Fertsch and expressed his opinion that the Yearbooks of the Department should be used in more teacher training institutions.

Mr. Clark has worked closely with Mr. Gregory in promoting the Department.

Splendid plans were made for the early fall campaign. President Rhodes expressed her appreciation for the splendid group of representatives attending and asked that they send to headquarters any further suggestions which they may have.

Meeting adjourned.

EVA G. PINKSTON,
Executive Secretary.

Your Bookshelf

Rehearsal For Safety: A Book of Safety Plays, by Fanny V. Cannon, is just off the press. Young folks as well as adults must be led to assume responsibility not only for their own safety, but for the well-being of others. These human factors must be shaped thru educational processes and one of the most satisfactory means of achieving this goal is to present safety instruction dramatically, as part of the regular auditorium period. The plays in this splendid book have been written in lively and informal manners—well calculated to appeal to young people and to arouse active thinking about common safety hazards. Thought-provoking questions at the end of each little play will be helpful, too, for guiding class discussion of the plays at the close of the assembly. E. P. Dutton & Company, Inc., 286 Fourth Avenue, New York, New York, has published this book.

★ ★ ★

Are you interested in the maintenance and promotion of buoyant, joyous, exuberant health? If so, Jay B. Nash's new book entitled *Teachable Moments—A New Approach to Health*, will interest you. This book is addressed to educational administrators who have definite responsibilities regarding school procedures that raise the health level of children; to teachers who are required by law to conduct classes in hygiene and health education; and to parents, who are responsible for establishing a basis for the health and happiness of their children. These people are interested in things which promote buoyant health.

This splendid book is published by A. S. Barnes and Company, New York, N. Y.

★ ★ ★

Have you seen the new series of readers by Gates, Huber and Peardon? These books, *Jim and Judy*, *Down Our Street*, *We Grow Up*, and *Wide Wings*, for Primer, First Reader, Second Reader, and Third Reader, respectively, retain all the merits of the former Gates Reading Program and embrace the approved methods and procedures which have resulted from the latest experimentation and research in the field of reading by Dr. Arthur I. Gates and his associates. Manuals are published in combination with the readers. Both reader and manual are bound in one cover. By means of a split page the teacher is not compelled to

turn pages but has the needed manual page before her eye while the reading lesson proceeds. Work books may also be secured to accompany these fine new readers, which are published by the Macmillan Company, New York, N. Y.

★ ★ ★

Have you seen the new 1939 Compton's Pictured Encyclopedia? Headquarters has just received a new article reprinted from this 1939 edition entitled *China*, which undertakes to give a closer and more sharply focused view of the land and particularly of the people of China, of their beliefs and ideals, their social life, education, crafts, amusements, arts, and history. The intimate details that give color and spirit to the article are the contributions of Grace Sydenstriker Yaukey (sister of Pearl Buck) who has the gift to see, the sympathy to understand, and the skill to describe with simplicity the essential traits of the Chinese people.

This fine, detailed article is a splendid example of how Compton continually revises its Encyclopedia so as to keep it up to date.

★ ★ ★

The Integrated School Art Program by Leon Loyal Winslow, is a new approach to art as an outgrowth of the curriculum as a whole—a well-rounded program for art education in which school experiences involving information have been carefully integrated with those involving activity experiences. It is a course of study in art offering a well-balanced body of ordered aesthetic experience in which the general and technical aspects of the subject are presented in equitable relation to each other.

Considerable attention is given to recent advances in the field of aesthetics as expressed in the philosophy of John Dewey, and in the writings of Norman Bel Geddes, Melvin E. Haggerty, Thomas Munro, and others.

The illustrations are outstanding. There are forty-two full page illustrations, four of which are in full color, showing children's work and children at work in art classes.

The practical help offered to the teacher in the presentation of instructional materials is particularly valuable.

The McGraw-Hill Book Company has published this book.