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The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION



ENTRANCE
TO THE
FEDERAL
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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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Eva G. Pinkston, Editor.

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Sarah L. Young, *Bay Section and Local Arrangements Committees*, Parker School, Oakland, California.

Beecher H. Harris, *Special Events Committee*, Whittier School, Berkeley, California.

Fred B. Zimmerman, *Treasure Island Headquarters Committee*, 3500 Mountain Blvd., Oakland, California.

The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover shows one of the beautiful fountains which is on the lawn at the left of the entrance as you enter the Federal Reserve Building in our Nation's Capital. This building is made completely of white marble.

The National Elementary Principal

Volume XVIII, No. 5 June, 1939

A Vacation Wish

As the school year draws to a close and you begin to make plans for the summer let us wish for you one of the happiest, most delightful and relaxing vacations which you have ever had. May you come back to your work in the fall, full of that peace of mind, that determination to do a better job, and that physical well being which only rest can give.

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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.

SIGNS

THE N.E.A. summer convention meets in San Francisco, California, July 2-6, 1939. President Maude A. Rhodes has prepared a splendid program for Monday afternoon, July 3, and the San Francisco principals will have charge of the Tuesday afternoon meeting, July 4. Both afternoon sessions will be held in the Veterans Building in the Civic Center.

OF

PROMINENT MOTION PICTURE Stars and Personalities will be present at the D.E.S.P. banquet, Tuesday, July 4, 6 p.m., Gold Ball Room, Palace Hotel. The Southern Section of the California Elementary School Principals' Association is planning the entertainment for this important event.

SUMMER

THE THIRD Annual Conference on Elementary Education will be held at the University of California, Berkeley, California, July 8-21, 1939, immediately following the N.E.A. convention in San Francisco.

★ ★ ★

ST. LOUIS, MISSOURI, will be the convention city for the 1940 winter meeting of the A.A.S.A.

THIRD ANNUAL CONFERENCE ON ELEMENTARY EDUCATION

University of California
Berkeley, California
July 8-21, 1939

Who Can Attend—This Third Annual Conference on Elementary Education, which is being sponsored by the Department of Elementary School Principals at the University of California, Berkeley, California, July 8-21, 1939, has been planned for all those persons who are interested in elementary education.

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

The Schedule—From 9:00 to 11:00 a.m. there will be directed observation in the Demonstration School. General Assemblies will be held from 11:00 a.m. to 12:00 noon. From 1:00 to 2:30 p.m. study and discussion groups will be in session.

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

SECTION I. How Can Creative Expression Be Stimulated in Pupils and Teachers?

SECTION II. How Should Community Resources Be Utilized in the Teaching Program?

SECTION III. How May We Evaluate Teaching?

SECTION IV. What Are the Characteristics of a Modern Elementary School?

SECTION V. What Should We Know About Elementary School Children?

SECTION VI. How Can the Elementary School Function as an Accountant to Society?

SECTION VII. How Can the Teaching Principal Improve Classroom Teaching?

Registration and Tuition—All persons planning to take this two weeks' course are asked to register on Saturday, July 8. The tuition fee for this conference is only \$15.00.

Credit—Three semester hours of credit is given to each person taking this course. 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.

Housing Accommodations—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.

SAN FRANCISCO PROGRAM

July 2-6, 1939

Palace Hotel, Headquarters

Because of the splendid programs which each president of the Department of Elementary School Principals has made during his or her administration it has been interesting to those who have had the pleasure of attending, to note how many friends are seen year after year. They come each year to these conventions and bring others. In this way, they learn of the new trends which are taking place in elementary education. It is the desire of each president that the members of this Department be continually posted on the problems which are confronting this very important group.

Make your plans now to attend, for the meeting at California cannot be exactly like meetings in Detroit, Cleveland, St. Louis, Atlantic City, or anywhere else, for the California principals have a way which is all their own. Come and join us and let's enjoy their hospitality, splendid programs, and entertainment such as only they can plan.

General Sessions—Again the Department of Elementary School Principals will have two outstanding meetings, Monday and Tuesday afternoons, July 3 and 4 respectively. President Maude A. Rhodes has invited two speakers for the Monday afternoon program. This will give an opportunity to those present to have a general discussion at the close of the addresses. At the invitation of the president, the San Francisco principals, under the direction of Bertha E. Roberts, Deputy Superintendent of Schools, have arranged a splendid program for Tuesday afternoon. The complete programs are as follows:

Monday, July 3, Veterans Building, Civic Center, 1:30 p.m.

Presiding, Maude A. Rhodes, President of the Department

Reinterpreting the Three R's Through the Enrichment Program

COMMUNITY SINGING

Led by Dan Gilson, Longfellow School, Oakland, California

Pianist, Mrs. Blanche Gilson, South Dos Palos School, Dos Palos, California

ACCENT ON ART

Agnes Samuelson, Executive Secretary, Iowa State Teachers Association, Des Moines, Iowa

WHAT THE TEACHER EXPECTS OF THE PRINCIPAL IN THE ENRICHMENT PROGRAM

Ben Graham, Superintendent of Schools, Pittsburgh, Pennsylvania

DISCUSSION FROM THE FLOOR

Tuesday, July 4, Veterans Building, Civic Center, 1:30 p.m.

Presiding, Maude A. Rhodes, President of the Department

COMMUNITY SINGING

Led by Dan Gilson, Longfellow School, Oakland, California

Pianist, Mrs. Blanche Gilson, South Dos Palos School, Dos Palos, California

BUSINESS MEETING

Report of the Resolutions Committee

Sarah L. Young, Principal, Parker School, Oakland, California, *Chairman*

Report of Visual Education Committee

Harry H. Haw, Principal, Alexander Hamilton School, San Diego, California,
Chairman

Report of the Necrology Committee

Irvin A. Wilson, 437 S. Stone Avenue, La Grange, Illinois, *Chairman*

Election of Officers

PROGRAM SPONSORED BY SAN FRANCISCO'S ELEMENTARY SCHOOL PRINCIPALS

Bertha E. Roberts, Deputy Superintendent of Schools, San Francisco, *Program Chairman*

ORCHESTRA SELECTIONS

John Muir Elementary School Orchestra, Vivian Walsh, *Leader*

Theme: Growth in Service

Principals' Study Groups

- | | |
|---|---|
| a. Home, School and Community Cooperation for the Welfare of the Child | |
| b. Use of the Auditorium | |
| c. The Gifted Child | |
| d. School, Home and Board of Health Relations and Responsibilities in the Exclusion of Children from School | |
| e. Children's Voices—A Reader for Children by San Francisco Children | |
| f. Salary standardization | } Probably shown by charts—which will be self-explanatory |
| g. Report Cards | |
| h. Curriculum Studies | |
| i. Handbook Guide for Vice-Principals | |
| j. Lectures | |

Teachers In-Service Program

Work Shops Activities

Estelle Carpenter, Supervisor of Music
Charles M. Dennis, Director of Music
Alice J. Farno, Assistant to Director of Physical Education
Charles E. Barker, Director of Industrial and Vocational Education
Aaron Altmann, Director of Art
Mrs. Katharine Sutter, Supervisor of Physically Handicapped Children
Margaret Girdner, Supervisor, Elementary Schools
Mrs. Lydia Fuller Largent, Supervisor of Art
Mrs. Alta Harris, Supervisor, Elementary Schools
Lillie Lewin, Assistant in Research
Howard McDonald, Deputy Superintendent of Schools
Louise M. Lombard, Supervisor, Atypical Classes

San Francisco—Her Story

Retold by pupils of Raphael Weill School
Directed by Mrs. Marjorie Tuft, Teacher, Sixth Grade, Raphael Weill School

Announcements and Adjournment

Social Affairs—Breakfast—Each convention of the Department of Elementary School Principals is started on Monday morning with a get-together breakfast. This occasion affords an opportunity for principals to renew old acquaintances and make new friends. At San Francisco this very informal gathering will take place, Monday, July 3, 8:00 a.m., in the Concert Room of the Palace Hotel. Come and join us in this hour of fun. Tickets are priced at \$1.25.

Banquet—President Maude A. Rhodes has asked the Southern Section of the California Elementary Principals' Association to take full charge of the entertainment for this semi-annual banquet, which is to be held Tuesday, July 4, 6:00 p.m. in the Gold Ball Room, Palace Hotel. Tickets \$2.50. The banquet committee has promised an interesting and attractive program. Prominent motion picture stars and personalities will be present. Be sure to make your plans to take in this gala affair, which will be called "Crashing Hollywood."

Special Events—The following events have been planned by the California principals for all visiting principals and their friends:

ALL PRINCIPALS' TEA—The principals of the San Francisco Elementary Schools will be hostesses at this lovely affair on Wednesday, July 5, 4:00 to 6:00 p.m., Japanese Tea Garden, Golden Gate Park. Courtesy transportation will be furnished for those who desire it. Those who wish to go by the street car, take McAllister "No. 5".

EDUCATIONAL FILMS—At the Treasure Island Headquarters which will be in the Lounge of the Pacific House there will be shown several Educational Films. Guests may rest there and view the pictures on Thursday and Friday, July 6 and 7, from 1:00 to 9:00 p.m. Information will be posted in the Lounge.

EXCURSIONS—Two pleasurable trips will be offered on Friday, July 7, 8:00 a.m. to 12:30 p.m. Both excursions will take in San Francisco and surrounding places of interest. One will go to Muir Woods and the other to Stanford University. Buses will leave the Palace Hotel at 8:00 a.m. Tickets (\$1.00 for either excursion) may be purchased at the Bay Section Headquarters Room at the Palace Hotel prior to 5:00 p.m., Thursday, July 6.

Department Representatives Meeting—It is hoped that all state, district, county, and city representatives of the Department will attend this meeting on Wednesday, July 5, 1:30 p.m. in the Comstock Room, Palace Hotel. Presidents and Secretaries of all Elementary School Principals organizations are invited to attend this very important meeting.

Exhibits—The official convention exhibits will be held in the Arena of the Civic Auditorium. As usual, these will be the center of convention activities and within the same hall will be located the desks for registration, sales of tickets, Post Office, and information. About 100 representative firms and organizations will have displays. They will show the latest in textbooks and equipment and a wide range of classroom tools.

No single convention activity has greater values. Many new ideas are gained and much helpful information is obtainable thru the visitation of the exhibits. Those in charge of the displays are experts in their line and they will be helpful.

Headquarters—A special room in the Palace Hotel will be set aside as headquarters for the Bay Section of the California Elementary School Principals' As-

sociation. Guests are invited to make this room their headquarters. It will be possible to register so that friends may locate each other. In this room tickets may be purchased for special events and materials for school departments about the Bay may be procured. Be sure to make use of this room.

Hospitality Committee—Because of the very fine work of the following California people splendid arrangements for this convention have been made possible:

Harry H. Haw, Principal, Alexander Hamilton School, San Diego, *General Chairman*

Sarah L. Young, Principal, Parker School, Oakland, *In Charge of Local Arrangements*

Banquet Committee—Harry H. Haw, Chairman; Paul F. Shafer, Los Angeles; Mrs. Howardine Hoffman, Chino; Mrs. Gertrude Best Hammond, Los Angeles; Mrs. Gertrude Howard, Inglewood; Mrs. Leo May Gamble, Los Angeles; Harley W. Lyon, Pasadena; Vincent I. Correll, Long Beach; and Lee Roy Hall, Pasadena.

Hosts: Bay Section Committee—Sarah L. Young, Chairman; Carrie Daly, San Francisco; Mary O'Bannon, Berkeley; Carl B. Manner, Vallejo; and William E. Brown, Burlingame.

Committee on Special Events—Beecher H. Harris, Berkeley, Chairman; Carrie Daly, San Francisco; Sarah L. Young, Oakland; Ella I. Buttner, Mill Valley; and Lawrence C. Curtis, Santa Clara.

Hosts: Treasure Island Headquarters—Fred B. Zimmerman, Oakland, Chairman; Jessie Calder, Oakland; Eva Ott, Oakland; Helen Lacy, Oakland; Pauline Marcotte, Oakland; Oliver Lawson, Berkeley; Roscoe Banta, San Leandro; and Harold La Jeunesse, Alameda.

San Francisco Chairman's Advisory Group for Tuesday Afternoon Program—Bertha E. Roberts, Chairman; Mrs. Edith Cochran, Susie Convery, Carrie Daly, Charlotte Estes, Jean Gray, Bertha Plaus, Aileen McCarthy, May Nolan, Cisely O'Connor, Mary Reene, Etta Tessmer, Alice Walsh, and Mrs. Alta Harris.

The members of the Hospitality Committee for the San Francisco Convention say: "We suggest that visitors be sure to bring a coat and sweater. It is very cool in the evenings, and especially so at Treasure Island. A warm sweater is most acceptable under one's coat."

Our Appreciation

The five issues of THE NATIONAL ELEMENTARY PRINCIPAL, which have been sent to members this year were made possible by the splendid articles and news items contributed by members and friends of the Department. Headquarters wishes to take this opportunity to thank those who sent articles; those who have offered recommendations for the improvement of the bulletin; and those persons who have kept us informed about the interesting things which they did in their schools and their associations.

It is the hope of those at headquarters that the members will continue to let us know about the fine things they are doing.

Our Plan of Handling Ungraded Classes

Maude Jackson, J. C. Murphy Junior High School, Atlanta, Georgia



MAUDE JACKSON

Our plan of handling ungraded classes in the J. C. Murphy Junior High School, Atlanta, Georgia, is the result of several years of experimentation based on a desire to keep pace with progressive educational trends; a thoro study of the background of the child; a knowledge of his needs; a survey of the available facilities which our school and city may offer him; and on our vision of him as an acceptable citizen. The success of this plan is due to a careful balancing of the program in such a manner as to provide for the development of the whole child. In academic work shops, and art classes the segregation of homogeneous groups of these children, ranging in I.Q. from sixty-five to eighty, has for its chief purpose the avoidance of that sense of failure which may come from association with more capable children. On the other hand, participation with other groups in those socializing activities such as assemblies, movies, student government, playground activities, clubs, the school camp, and other projects, offers to the mentally retarded child life situations which fit him for social living. Thus character building is made to progress, side by side, with hand and mind training.

In setting up this program provision has been made for the accomplishment of certain definite objectives whose goal is the development of a child who is physically fit, socially adjusted, and who has the right attitude toward work. Our goal for him may be summarized by the following specific objectives:

1. Physical efficiency, which is the expected result of a program of health and physical education.
2. Self-control.
3. Self-confidence, which must come from doing honest, independent, and group work that correlates with his ability.
4. Happiness.
5. Training in the efficient use of leisure time.
6. The discovery and development of his own desirable aptitudes.
7. A sufficient mastery of the three R's to enable him to find a place in the industrial world.
8. An enlargement of his experience thru trips to local places of business.
9. Provision for worthwhile experiences in the useful arts.
10. An aroused civic and moral consciousness.
11. The development of such character traits as honesty and reliability.

However definite and attainable the goal may be, the success of such a program will depend largely on the procedure. Herein lies our claim to success. Out of our experience with mentally retarded children we have been able to grasp three definite contributions to the solution of this problem.

In the first place, a group, not exceeding twenty-five, is placed under the guidance of a home room teacher. Relieved of much routine work and benefiting from several free periods each week, she is able to visit the homes, study the family background, and participate with her pupils in out-of-school activities. Thus there

develops, on the part of the teacher, a sympathetic understanding of the individual needs of these boys and girls and a desire to provide those experiences lacking in the home background. By frequent contacts with the home, attendance is improved and physical examinations are followed up with the result that the child visits the dentist, has his tonsils removed, or refers a serious infection to the care of a physician. In many instances such an understanding of the home conditions has been of inestimable value in curbing or completely destroying undesirable habits. One girl, who persisted in taking money from her classmates, was completely changed when the teacher made frequent and friendly visits to her home, aroused her interest in the improvement of her personal appearance, and joined her group of friends in a few leisure pursuits.

A second and no less important feature of our program is the schedule itself. Its efficacy lies in its adaptability to the endurance and interest span of slow children. The following outline will indicate more clearly the time allotted to the various phases of work.

Mathematics	$\frac{1}{2}$ period daily
Integration of social studies	2 consecutive periods daily
English and science	
Shops	1 period daily
Home Economics	1 period daily
Physical Education	1 period daily
Handicraft	1 period daily
Music	2 periods per week
Spelling	$\frac{1}{2}$ period two days each week
Auditorium period of games, dramatics, motion pictures, or excursions	3 periods each week

Since it is in the degree of learning that a mentally retarded child differs from individuals of higher degrees of intelligence, it is imperative that the teaching procedure make use of every possible approach to his mental life; that a purposeful, motivated piece of work within his comprehension should involve head, hand, and heart activities; and that studies so intimately related to each other and to life as nature study, history, science, geography, and citizenship should not be taught as isolated subjects. Thus we have adopted an integrative course of study which seeks to unify social, academic, and hand training.

The flexibility of this procedure which utilizes audio-visual aids, excursions, games, handicraft, and the radio is peculiarly adapted to slow children. Guided by the homeroom teacher who understands her pupils, it lends itself well to the varying abilities of members of the class. Group activities awaken in the child a sense of power, develop in him desirable social attitudes and provide opportunity for improvement in the necessary skills. Growth is a natural outcome of an experience so closely bound up with life situations.

The following outline of our course of study is given in order that the reader may have some idea of its scope. It will be seen that the core subject of the seventh grade is geography, of the eighth grade, history, and of the ninth grade, civics.

Seventh Grade

1. Made in Atlanta Exposition
2. Visit to the Ten Leading Cities of the United States
3. Agriculture
 - a. Soil Conservation
 - b. Cotton
 - c. The Importance of Trees
4. My European Tour
5. A Trip to China and Japan
6. Water and Its Sources
7. Weather
8. Light

Eighth Grade

1. Atlanta, Yesterday and Today
2. Discovery and Exploration
3. Colonial Life
4. Westward Expansion
5. Period of Discoveries and Inventions
6. Outstanding People in the History of America
7. Shelter
8. Communication
9. Transportation
10. Bees and Ants
11. Conservation of Wild Life
12. Life in the Seas

Ninth Grade

1. Home, School, Community
2. Occupations and Vocations in and Around Atlanta
3. Health
4. Safety
5. The Importance of Our Government
6. History of Industry
7. Looking Forward to the Opportunity School
8. The Story of Seeds
9. How Plants Grow
10. Protection in Nature
11. Magnetism and Electricity

As has been suggested a great socializing factor in the training of these boys and girls in their participation in the student activities of the school. In such projects as paper sales, drives for perfect teeth, clean-up campaigns, welfare projects, ungraded classes participate equally with other classes. In student participation activities many of them have served as monitors, attendance officers, banking captains, Red Cross representatives and class presidents. Free choice of membership in clubs provides unusual opportunities for growth. Many of them have fitted happily into such organizations as Camp Fire Girls, the Home Economics Club, Cafeteria Club, Hobby Club, Crochet Clubs and others. Association with normal children in assemblies, movies, the school camp, and on the playground fits them for social living.

Altho we are still in the experimental stage in the solution of our problem of meeting the needs of the mentally handicapped children of our school, we are

able to observe results which warrant the use of our present plan. That they are interested in our program is evidenced by the fact that they complete the three year course and maintain a satisfactory attendance record. That they are happy is proved by their record of conduct. Very few, if any, disciplinary cases are referred to the principal. The continuance of their training in the opportunity and commercial high schools of our city, we believe, is due to our success in maintaining their self-confidence and in affording them some progress in academic work.

The home room teachers, who are most capable of observing the progress of their pupils, find definite improvement in personality traits. Altho slight in some cases there is a gain in alertness, emotional stability, self-confidence, reliability, integrity and social adjustment. In some instances backward children overcome their timidity and individuals handicapped by speech defects improve. As for the academic work at least one-half of the pupils raise their grade level two years.

An increased ability to serve the school justifies their participation in group activities. Three boys have been trained to operate the motion picture machine for classes thruout the school. Others are reliable helpers in the office. Eight ninth grade pupils are performing efficient service in the cafeteria. Others are useful in carrying out gardening projects. One class has won the blue ribbon in two clean-up campaigns. Another class was able to reach the goal in our drive for perfect teeth.

Altho we are not accepting as final our present program for ungraded classes, we believe that the permanent elements in our plan are group segregation for special training; participation in school activities; a flexible schedule adapted to the interest and endurance span of the child; and the integration of work under the guidance of the homeroom teacher.

WE CAN STILL DO A BETTER JOB

If there ever was a time in the history of education when elementary principals needed to know where they stood and what their job is, *it is now*. Superintendents are asking principals to study their jobs. R. C. Johnston, State Enrolment Chairman for Alabama, says that because of the decrease in enrolment in school classes, principals must do a better piece of work, must supervise, and must educate the public as to the work which is being done in the elementary school.

The officers of the Department of Elementary School Principals are urging principals to form clubs or associations, if they do not already have one. If they will meet together and discuss their professional problems, they will make better elementary school principals. Many new clubs have been formed this year, and we are glad to announce that the 18th Yearbook, *Enriching the Curriculum for the Elementary School Child*, will list over 100 more elementary principals' clubs than were in the last Yearbook. This is a splendid indication of the progress which is being made thruout the nation. If your state, city or county does not have a club, won't you be the leader to form such an organization?

We Knew It!!

In the April issue of *THE NATIONAL ELEMENTARY PRINCIPAL* the officers told that 150 principals were needed to reach the 6000 goal which the executive committee had set for this year. Immediately after all members received the bulletin, memberships began to tumble in leading with: Texas (15), California (11), Missouri (8), Pennsylvania (8), West Virginia (7), Illinois (6), New York (6), Ohio (6), District of Columbia (5), and New Jersey (4). We can hardly contain ourselves for the Department membership has reached an all-time high and today as this bulletin goes to press (May 10) we are glad to tell you that the membership is 6075.

The membership in the Department has reached 7.9 percent increase over the membership of May 10, 1938. It looks now as if we shall reach our 10 percent increase before the year is finally completed and the names are printed in the Yearbook. Our fine State, District, County, and City Representatives deserve all the credit for this fine accomplishment, for this record has been gained thru their untiring efforts and willingness to help. Could anything be more encouraging during these troublous times than to know that those interested in elementary education are anxious to do a better piece of work? With their fine cooperation, we shall go forward again next year.

States Having the Largest Memberships in Order of Rank—The following twenty-three states have more than one hundred members for this year:

California (638)	Texas (245)	Washington (131)
New York (509)	Massachusetts (198)	Virginia (130)
Michigan (393)	Indiana (187)	Florida (118)
Illinois (318)	Missouri (178)	West Virginia (113)
Pennsylvania (310)	Georgia (145)	North Carolina (107)
Ohio (310)	Wisconsin (141)	Maryland (106)
New Jersey (287)	Oklahoma (139)	Connecticut (104)
Iowa (103)	Kansas (102)	

It is interesting to note that nine of the ten highest states in membership were also in the ten highest for last year (1937-38). Indiana took tenth place this year, causing Missouri to be placed in the second group of ten. Illinois went up to fourth place, pushing Pennsylvania down to fifth, while Ohio and New Jersey exchanged places. Special commendation should be given to the state of Virginia which jumped from twenty-second place to sixteenth.

Life Members—Since 1934, 189 persons have become life members of this Department. These life members come from the following states: California (45), Indiana (16), New Jersey, (13), Florida (11), Georgia (10), New York (9), Texas (9), Michigan (8), Illinois (7), Wisconsin (7), Louisiana (6), Missouri (5), Ohio (5), Minnesota (4), Oregon (4), Virginia (4), Pennsylvania (3), Alabama (2), District of Columbia (2), Iowa (2), North Carolina (2), Oklahoma (2), West Virginia (2), Hawaii (2), Colorado (1), Idaho (1), Massachu-

setts (1), Mississippi (1), Nebraska (1), North Dakota (1), Rhode Island (1), Tennessee (1), and Wyoming (1).

Quotas—For three years the executive committee has set a quota for each state. Those states which have reached their quotas for 1938-39 are:

Idaho	Minnesota	Tennessee
Iowa	Mississippi	Vermont
Maine	South Carolina	Virginia

Five of these states have reached their quotas for the past two years:

Idaho	Iowa	Maine	Tennessee	Virginia
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Twenty-six states have reached their quotas at some time during the past three years. Please note that over half of the states have gained their goal at least once. They are:

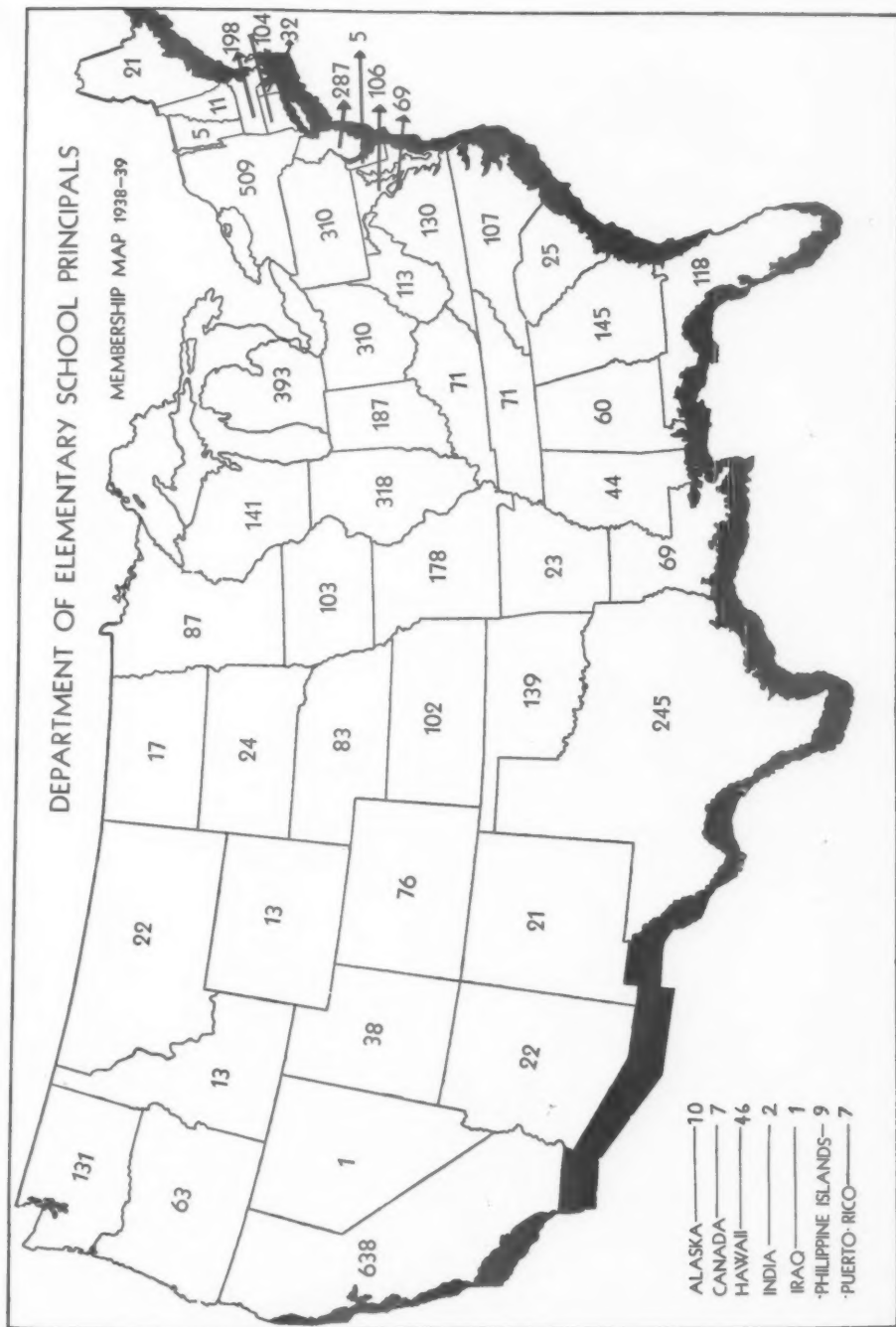
Alabama	Iowa	Oregon
Alaska	Louisiana	Rhode Island
Arizona	Maine	South Carolina
Arkansas	Minnesota	Tennessee
Connecticut	Mississippi	Texas
Delaware	New Hampshire	Vermont
Florida	New Mexico	Virginia
Georgia	North Carolina	West Virginia
Idaho	Oklahoma	

100 Percent Records—Each year our list of 100 percent cities, counties, and districts increases. This year it includes: 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; and WYOMING: Casper.

Those cities, counties, and districts which have been 100 percent in membership for the last two years are: District 75, Evanston, Illinois; Evansville, Indiana; Muskogee, Oklahoma; Tulsa, Oklahoma; Milton Pennsylvania; Lewistown, Pennsylvania; Austin, Texas; Alexandria, Virginia; Charlottesville, Virginia; Lynchburg, Virginia, and Casper, Wyoming.

Let's make these lists much larger next year. Is your state or city represented? Are there others which we have not listed? If so, please let us know.

The Map—On the following page is a map of the United States, which gives the total membership for each state for the year 1938-39. We are proud of this splendid record, and hope each one of our members will help us next year to reach a greater goal.





CONVENTION CITY FOR THE DEPARTMENT
SAN FRANCISCO, CALIF

HIGH SCHOOL OF COM
AUDITORIUM
NEA MORNING ASSEM

CIVIC AUDITORIUM
MORNING ASSEMBLIES
NEA EXHIBITS-REGISTRATION

HEALTH CENTER
SECTIONAL
MEETINGS

CITY HALL
SECTIONAL MEETINGS

TEMPLE METHODIST CHURCH

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
SAN FRANCISCO, CALIFORNIA, JULY 2-6, 1939

DEPARTMENT OF COMMERCE
EXHIBITION
BUILDING ASSEMBLIES

OPERA HOUSE
NEA
REPRESENTATIVE
ASSEMBLIES

VETERANS BUILDING
DESP
GENERAL
SESSIONS

WATER
TOWER
TANKS

ALL
MEETINGS

STATE BUILDING -
COURT CHAMBER



Cultivating Further Appreciation and Good Taste in Reading

Cleata Thorpe, Huron, South Dakota

Realizing The Need For Action—In modern education it is readily conceded that what one reads plays a large part in the development of his character. Witness the persevering efforts of educators, ministers and women's clubs, for instance, to stop the circulation of unfit literature, especially among young people. And witness likewise, the untiring efforts of teachers to cultivate among students an appreciation for good literature that will yield satisfaction and enjoyment enough to make it desirable, to the exclusion of the less worthwhile.

Acknowledging Past Errors—Sometimes these efforts have been fruitful, but certainly they have not been universally successful. Stone¹ gives what he thinks are the reasons why we have often failed in awakening appreciation in students. Four of them have been decidedly apparent in elementary classes: first, lack of appreciation by teachers—he says we cannot teach others to like what we do not like ourselves; second, we have required minute analysis and oral reading of all the material; third, we have often tried to force adult literature and adult standards on children; and fourth, teachers have not been trained in the psychology and pedagogy of appreciation.

Setting The Stage Anew—If we would avoid these pitfalls, then, the first step in cultivating appreciation should be to provide a capable teacher—one who has had adequate training, of course, and one whose own appreciation has been awakened, perhaps by an excellent high school English teacher, or perchance by some college teacher who unfolded Browning, or Shakespeare, or Milton, and opened new vistas of appreciation for her. For the next step, suitable selections must be presented if pupils are to be expected to enjoy them.

When the stage is set with an appreciative teacher and with suitable selections for study, the very important matter of procedure follows. It is the purpose of this article to discuss procedures rather than materials in our study of how to cultivate appreciation.

Perceiving Some Advantages—Children have natural traits that make it easy for teachers to develop in them an appreciation of good literature. They have imagination and they love to use it. With that imagination they ride the magic carpet and live with Goldilocks, with Robin Hood, with Ulysses or with a princess. With an innate tendency toward hero worship they follow the fortunes of the great heroes of literature and biography. Children have naturally receptive minds. They inevitably love a story and delight in dramatization. They are naturally sympathetic.

Clarifying Our Aims—Appreciation as an abstract term, however, is somewhat vague. Let us mention some concrete values² that we are aiming to teach children to appreciate. For example, we appreciate (1) Nature—its beauties and wonders, as in Joyce Kilmer's "Trees"; (2) Humor, as in "The Height of the

¹ Stone, Clarence R., *Silent and Oral Reading*. Houghton Mifflin Co., Chicago, 1922, p. 80

² Adapted from Stone, op. cit., p. 82ff

Ridiculous"; (3) Music, as in Poe's "The Bells"; (4) The Beautiful, as in Wordsworth's "The Green Linnet"; and (5) High Character, depicting kindness, as in "Somebody's Mother," depicting perseverance as in "Bruce and the Spider," depicting suffering nobly borne, as in "Joan of Arc," or depicting hardships overcome, as in stories of Lincoln.

Too often young readers are so anxious to get on with the plot that they pass such things unnoticed, and consequently fail to appreciate some of the finest parts of the story. It is not uncommon for adult readers, as well as children, to skip whole pages of description and move along to more action.

Blaisdell says that one who reads has appreciation if, "as he reads, he thinks what the author thought, sees the pictures that the author saw, and feels the emotions that the author felt."³ Our task, then, is to point out for pupils details that picture people and places, to encourage them to visualize the characters and scenes in the story, and to catch the humor and the beauty and sometimes, too, the pathos of passages.

Outlining Our Procedure In Narrative Literature—In the study of a literary selection three general steps are recommended:⁴ first, an initial large view; second, some analysis and discussion study; and third, a final perspective view.

The initial or bird's-eye view is usually for the purpose of giving historical background and arousing interest in the story. Seventh grade pupils thoroly enjoy "The Legend of Sleepy Hollow," for example, but they need help in working into the setting of the story, for the introduction is difficult reading and fails to arouse the interest of young readers. In my classes I often read much of the first part of the story to them, with comments and discussions that enable them to get the setting of the story and an introduction to one or two of the characters. Then, as they read the story, our discussion centers around such subjects as Ichabod and his insatiable appetite, his school, the VanTassell farm, the party, and so on.

Clinching Our Outcomes—The final perspective view becomes a culminating activity of some sort. It may be simply a rereading of parts that pupils enjoy most. It may well be dramatization with many or few costumes and properties. Pupils may dress dolls to represent characters in the story. They may use cardboard boxes and either cardboard figures or real dolls and make stage settings of interesting scenes. They may illustrate the story with drawings, cutting or modeling. The story may be pictured in frieze or in movie form. But whether the activity be dramatization or illustration, pupils will have to reread carefully for detail and then visualize, in order to reproduce characters and scenes. It is this visualization that is conducive to genuine appreciation.

In my own classes I have found movies a most satisfactory culminating activity, and upper grade pupils enjoy them greatly. When we have finished reading the story, we make a blackboard list of all the scenes that we think will help tell the story. This activity incidentally helps to fix in mind the sequence of events without calling it a review. Each pupil then chooses from the list one or more pictures

³ Blaisdell, Thomas C., *Ways to Teach English*, Doubleday, Doran & Co., Inc., Garden City, New York, 1930, p. 262

⁴ Stone, op. cit., p. 84

that he will make, depending upon the number of scenes and the size of the class. We make the pictures on wrapping paper, usually with crayola, and then paste them together as a "film." For a stage we use a paper towel carton with a stage opening cut in the side and decorated, and sawed-off broom sticks make the film rollers. One pupil committee puts the pictures together and another makes the stage. We have made "films" of "The Courtship of Miles Standish," "Evangeline," and "The Legend of Sleepy Hollow" and interchange them in our stage.

Adapting Our Procedure To Poetry—Many teachers consider poetry more difficult than prose to teach for appreciation, but there is no reason why it should be so, provided the teacher understands and appreciates the poem herself, and provided it is within the comprehension and the sphere of interest of her class. In our classes we have followed more or less the steps in teaching poetry suggested by Blaisdell.⁵ He says first, that the teacher must master the thought, see the pictures and respond to the emotional content of a poem before she can successfully present it to her class; second, she must provide an introduction designed to prepare pupils to understand a poem when it is read; third, she must prepare the class by presenting the introduction; fourth, the teacher should read the poem to the class in the most effective manner possible; fifth, she should make a brief explanation of difficult words and expressions; sixth, she should read the poem again to pupils that they may get the thought as a whole, see clearly the pictures, and respond to the emotional appeal; and seventh, pupils should read the poem aloud, preferably to an audience. Memorization must be handled cautiously and done voluntarily, for it may easily detract from, rather than add to genuine appreciation. Pupils should be induced and not required to memorize poetry.

Capitalizing The Creative Urge—The study of poetry is greatly enhanced by taking time to have the class attempt to write some verses. One good approach to verse writing is to have the pupils find and read in class a group of autumn poems, or spring poems, or Easter poems, or any such group. Call attention incidentally to their rhyme and meter. Compose a few lines in class with pupils cooperating, and then urge them either to build on those lines or compose some of their own. Your efforts will be repaid. But by all means do not require that every pupil produce some poetry.

The following verses are samples of the Easter poems written by one of our seventh grade classes:

When I wake up on Easter morning
I'm as glad as I can be,
For I know there is a basket
That the bunny left for me.

—Verna Johnston

Sing a song of springtime, (This line was composed in class.)
Easter's very near,—
A song that is remembered
Thru the coming year.

—Dorothy Ames

⁵ op. cit., p. 274ff

Easter Sunday is here again;
It comes but once a year
To bring glad news to us
That spring is almost here.

—Elaine Barber

Little maidens in a row,—
Easter bonnets all aglow—
Their bright faces full of bliss
Sing a song of happiness.

—Ruth Huddleston

Utilizing Pleasurable Experience—Then, as a further aid in the appreciation of poetry, some choral reading is effective. Teachers will find helpful references and articles in recent educational magazines, and a few of the newer English texts for upper grades devote some lessons to the formation of verse speaking choirs. Poems having conversational parts lend themselves well to verse speaking. Interest is readily created by having different individuals or groups read the various parts in the poem, with the narrative parts perhaps read in unison by the others. We have read "Lady Moon," "Somebody's Mother," and "When the Little Boy Ran Away," among others. In choral speaking pupils learn to read expression into lines with good enunciation and without self-consciousness, and then to read solo parts naturally and with good expression. Since poetry is intended to be read aloud, oral reading of it enables a class to enjoy and appreciate its rhyme and rhythm, as well as its pictures. Our classes like choral reading and ask for more of it.

Directing Pupil's Outside Reading—So much for our efforts to direct the appreciation of literature that we read together in class, but what about cultivating good taste among pupils in the selections they choose and read outside of class? Here is an opportunity, yes, and a challenge that we must not overlook.

For several years it has been the custom in our city (of about 10,000 population) for the city library to cooperate with our schools in teaching children to use the library. Soon after school opens in the fall, a librarian from the children's department visits each classroom in the grade schools and talks to the pupils about what they can find and how to find it at the city library. Within a short time as a follow-up, each teacher takes her class to visit the city library. There the librarian gives intermediate and upper grade children problems in locating books (fiction and non-fiction) and in finding material on certain subjects. They learn how to use the card catalog and reference books, and they learn the location of books on the shelves. And what is most important of all perhaps, every pupil becomes somewhat acquainted with the library—an experience which many adults have never had. Then, too, the city library places in our schools a number of books to be circulated under each principal's direction. In this school library each teacher supervises her pupils' selections to see that the books they choose are suited to their ability. All pupils are encouraged to visit the city library and to draw books there, as well as from their room and school libraries. Most of the up-to-date readers have good book lists and they often list a few books after each story which pupils may read if they enjoy that type of story. Such lists

usually attract our classes, and they do direct pupils to worthwhile books. Then, too, children soon learn to inquire for more books by an author whom they have enjoyed.

We have discontinued formal book reports in our school, because we believe that pupils lose their enthusiasm for reading when they are forced to worry about reports. We are convinced that being tested or making specific reports destroys for many pupils the pleasure derived from reading a good book.

However, many teachers use some plan, for example a wall chart with pockets⁶ by which to keep a record of the books each pupil reads. Another plan that usually creates interest in outside reading, is to set aside a period, perhaps once or twice a month, when pupils may dress as one of the characters in a story that they have read, and tell their classmates something about the book. Or if two or three pupils have read the book, a brief dramatization from it might be presented. This plan serves the double purpose of encouraging pupils to express themselves about something that has captured their interest, and of arousing the interest of other pupils in the story. We have sometimes given reading honors, indicated by a star on a chart, to pupils who find and bring for the class to read, other stories or poems by the same author, or other animal stories, for example, when we have read one as a class lesson.

Recognizing Home Influence—Counteracting home influence in the choice of reading material is sometimes not an easy task, but our aim must be to make "Captains Courageous" or "Treasure Island" preferable in a schoolboy's mind to the thrillers which cheap magazines carry. We want our young people to absorb the influence of good writers, but the chances of their finding good writers accidentally are very small, especially in homes where parents read little or nothing, or in homes more deplorable still, where the parents read only "cheap stuff."

Accepting Our Challenge—Definite guidance and an introduction to worthwhile authors at school mean much in the lives of children from homes like these. But no less challenging is the task of awakening the interest of many other pupils in the classics on the library shelves in their homes. That done, great numbers of boys and girls will browse their way into the best literature. Surely it would seem that no task before the elementary teachers of America has more far-reaching implications than that of cultivating a taste for good literature, together with the ability to enjoy it. Does not such a task challenge the best effort that any teacher can exert toward its accomplishment?

⁶ In these pockets are placed slips with the titles of books read. Each pupil has a pocket in the chart.

If you come to Washington during the summer, be sure to visit your National Headquarters, 1201 Sixteenth Street, N. W., and if you go to the West Coast, don't fail to attend all the meetings and social affairs of the Department of Elementary School Principals in San Francisco, July 2-6. Plan to stay for the Third Annual Conference on Elementary Education, University of California, Berkeley, California, July 8-21, 1939.

Meeting The New In Education

Guy L. Quinn, Principal, Whitesville School, Neptune, New Jersey



GUY L. QUINN

In understanding the challenge "Meeting The New in Education" the homes and schools temper their relationships in an abiding hope that all the children of all the people shall have an opportunity to live pleasantly and productively for themselves and others.

The recognizable success of any school program must merge, thru a common cause, the interests of the parent, the teacher, the child, the powerful community factors and the neighborhood personalities. Each of these is a part of and, yet, a part from the others. The school has become the new meeting place for the education of all. Therefore, it must be prepared to mould the constant common bond. It must have substantial and varied equipment to offer parent and child who come and, therein, discover opportunities to live more fully.

The children find new and fascinating problems in today's school. Their programs are enriched to meet the challenge of their contemporary time. The keynote of the daily experiences is working together with fellow students and understanding adults. The normal and atypical children find themselves sharing tasks compatible with their capacities and abilities. Physicians, nurses, teachers, dentists, specialists in art, music, physical education and administration give to all the benefits of years of training.

Bus schedules, planned for economy and service to students, aid in transporting classes to scenes in natural settings. Children no longer study the limited information found only between the covers of books. They motor to the beach, the local grocery store, the fire-house, the post office or other centers where man and nature are known to contribute to the vital forces of any community. Children express themselves in clay, in new type tests, the daily recitation, in rhythms, in writing and in the song. The new in education means easels, sand tables, work benches, library books, basal texts and supplementary materials. At the same time, none of the best that was old is ever discarded.

Parents have extended the use of the school plant with their social, recreational and educational programs. Adults of our communities join in clubs, groups and small units to find recreation on the gymnasium floors or they collectively organize meetings, minstrels, pageants and lectures that in our auditoriums lend to the learnings of others.

Teachers who guide the development of learners must of themselves develop. University extension courses, club work, circulating library memberships, church affiliations, state convention attendance and home visitations are but a few of the factors that make teachers of the new schools real people who have an earnest desire to share with others the challenge of the day.

Finally, in all that surrounds the schools there are sufficient forces to make the new in education a dramatic, appealing and driving power for parent, teacher, and child.

Making Use of Community Resources

**T. Russell Frank, Principal, Highland Elementary School,
Abington Township, Abington, Pennsylvania**

That Bird Study is fascinating to children is readily observed when a little encouragement and direction are given them. Then, too, Bird Study opens up a new world for the children to explore and equips them to become useful and constructive citizens. When a small yellow and black bird was picked up by a boy on his way to school and brought to an understanding teacher, the class had a project to study. This Maryland Yellow-throat proved to be the spark that was needed to arouse the children's interest.

Since that bird was brought in, six years have passed, and many a dead bird has been brought to school to be shown, discussed and added to the school's collection of mounted birds. The location of the school lent itself ideally to such a study. It is in the midst of a residential district with a considerable amount of woodland preserved by the community. During the spring and fall migration birds passed thru by the thousands often alighting on the school ground, stopping to feed and rest before continuing their journey.

"Briar Bush"—a Bird Sanctuary—In one of the patches of nearby woodlots is "Briar Bush", a bird sanctuary, where for the past fifteen years a couple have fed, enjoyed, and protected the birds from their enemies, have given them shelter when snow and ice covered the ground, and furnished houses for them in the nesting season. This Sanctuary is enclosed by a cat-tight wire fence and is generously supplied with feeders, bird baths, and bird houses. The owner is an intense lover of birds and devotes his time to the making of bird baths, houses and feeders to earn a livelihood. His wife photographs the birds, gives illustrated lectures and talks in various schools. When not engaged in this work, she is entertaining Bird Clubs, Garden Clubs, Scout Troops, and school children whom she invites to "Briar Bush" to watch the birds. As the feeders are just a few feet from the house, these groups see an ever changing parade of birds thru the large glass windows in the living room. On the walls of the room are scores of mounted birds, nests, and pictures. These attracted almost as much attention as the birds on the feeders.

To gain first hand information the faculty of Highland School went in a body to this Sanctuary to see some of the many birds that are always there. So impressed and thrilled were they that they wished to take their classes so that they, too, might have this pleasure. Dates were set for each class and all the pupils were taken to observe and enjoy.

Conservation—During these observation trips a plea was made to the children to aid in the protection of our feathered friends, not only for their beauty but for their tremendous value in holding in check the insect horde with which we are constantly threatened. Asking how they might help, the children were told that instead of using their Christmas trees to make a bonfire they might bring them to the Sanctuary. Here the trees would be stood in clusters,

remaining green all winter and affording the finest protection to the birds during blizzards and cold weather. Every year the response to the appeal for trees has been excellent, one Christmas one hundred and twenty-five trees being carried there by the pupils of Highland School.

The children have received their reward in various forms. During a severe blizzard the school was notified by telephone that a marauding hawk had appeared at the Sanctuary and that as soon as he was seen, every bird had darted into these Christmas tree clumps for protection. Then, too, the lady from the Sanctuary, in return for the trees, comes to the school and gives the children an illustrated lecture on her feathered visitors.

Activities Developed—The interest in Bird Study continued to an extent where one class organized a Junior Audubon Society with everyone in the class a member. Bird Study has now spread thru every grade, even in first grade where one child after hearing about the Junco, went home and told his mother about the "pudding bird." To her question he replied, "You know, the Junket Bird."

To increase her knowledge of Nature, one of the teachers spent several weeks of her vacation at a Nature Camp in New Hampshire. Others have joined a local Bird Club.

The interest has naturally spread into other fields of Nature and the Parent Teacher Association has supplied the school with stereographs of the Birds and Wild Flowers of our region.

In the English classes both oral and written compositions are very often on experiences the children have had in observing or feeding birds about their homes. The pupils in the Manual Training Classes have made their own feeders and bird houses.

Summary—

1. We have created an interest in a worthwhile, inexpensive hobby.
2. We have seen the children become extremely happy while learning.
3. We have given the children an elementary knowledge of conservation, believing that our educational system should definitely tend to guide and improve their knowledge along these lines.
4. They have responded as good young citizens by giving their discarded Christmas trees to the birds, instead of burning them.
5. The faculty feels that as a result of this work, there is a better attitude in other school work.
6. The faculty has a common bond, as was shown last spring by their going as a body on an early morning bird walk when the migration was taking place.

In all our bird work we pointed toward the treatment of the topic to develop an appreciation and love of Nature. Becoming too technical was avoided as much as possible so as not to kill the pleasure.

We feel that we have enriched our curriculum by including therein a knowledge of our Wild Bird Life, one of America's greatest assets.

Linking School With Life

Mrs. Margaret P. Alexander, Principal, Marquette School,
South Bend, Indiana

In providing an instructional program for the elementary school the principal and the teachers must consider what we want to do for the child. This necessitates provision for certain educational opportunities which will aid in the development of a worthwhile citizen.

We want to build desirable moral and social habits. Hence, thru content subject activities in social studies and science, we should see that he gets acquainted with the culture of the past, knows something of the government under which he lives, and understands the outside factors which influence his life. The school must help him to use this information in real life situations. It must help each individual to develop to his best possibilities and to keep before him the importance of human values by providing opportunities for pupil growth thru cooperative group activities in the community life of his own classroom.

We want to help him to express himself well thru speaking and writing. Learning situations in which he actually participates in purposeful communication thru letter writing, record keeping, conversation and newspaper articles must be provided. Skills necessary for correctly participating in these activities should be acquired. Therefore, the curriculum must provide for the mastery of functional skills in English composition and correct usage.

We want to help each child to live healthfully. This will make it necessary for the schoolroom to be a happy place in which to live and learn. The school program must provide recreational activities which will include the development of the physical and the mental health of each individual. This program should extend from Kindergarten thru the grades. It is desirable that a health consciousness be developed thru practice in healthful living in the every day life of the classroom. Certain periods for relaxation, should be provided in the primary grades—and relaxation, as needed, should be encouraged as a part of every day living.

The development of appreciations must be provided for. Thru experience we realize that each individual is not born with appreciations, but they must be gained thru training. The development of recreational interests will result as appreciations are developed. Stimulation of a desire for participation in creative work will give our pupils a means of enjoyment of leisure.

For the accomplishment of objectives necessary for the education of the whole child, certain functional skills must be mastered. Time for skill and drill, as well as individual aid in reading, arithmetic, spelling and composition must be provided. Since certain minimum essentials are necessary for living in society each child should develop ability to spell, read, write correctly, and solve problems.



MARGARET P.
ALEXANDER

It is our positive obligation to offer opportunities for thinking, planning together, and sharing responsibility. The school must make learning an integral phase of community living and provide opportunities for each pupil to consider and solve real life problems. It must prepare each child for an adult life of problem solving by giving him actual experience.

A program such as this makes it desirable for the principal to keep in touch with the best educational practices. In addition to reading widely and taking courses in the fields of administration, supervision, child study and mental hygiene, he should become a member of the local principal's organization, state association, and the National Department of Elementary School Principals. Active membership in these groups provide opportunities for his educational growth thru cooperative group activities with those who are interested in the same field of endeavor. A fine spirit of cooperation exists in these groups which have adopted as their primary objective the bringing to the elementary pupils of their respective cities, states, and their nation the finest kind of school life which includes ethical, as well as intellectual and practical aims.

Participation in the two conferences of elementary school principals has made the members of this group aware that our individual communities are dependent not only on our own school neighborhood but on our city, our state, and our national educational and civic enterprises. In view of this fact, it behooves each of us to affiliate with this larger community, which extends its bounds to state, nation, and future generations. In thus promoting our interests, efforts and influences, we have a right to believe that the school plan of learning by living will expand accordingly. Then, we shall have a right to feel that we have availed ourselves of an opportunity to cooperate fully in furnishing an environment which provides whole-heartedly for the physical, intellectual and emotional development of our young for successful living in a democracy.

Two Important N.E.A. Activities

As you plan your programs for the opening of school in September, be sure to reserve time for the two very important activities of our parent organization—the *National Education Association*.

Radio Over CBS

Tuesday thru Friday, 2:30-3:00 p.m.

MUSIC OF AMERICA

(Similar to the program of the first semester of 1938-39)

NEW HORIZONS

Geography and Natural History

(Similar to the programs of the first semester of 1938-39)

THE LIVING WORLD

Current Problems and History

TALES FROM FAR AND NEAR

Literature

Over NBC

Wednesday—Our American Schools, 6:00 p.m.

Saturday—Florence Hale's Radio Column, 11:00 a.m.

American Education Week

Education For The American Way of Life

Daily Topics, November 5-11, 1939

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

What's Happening!!

★ Over one hundred elementary school principals attended the annual meeting of the Colorado Association of Elementary School Principals, which was held in Boulder on Friday afternoon, April 7. This is the largest attendance which has been had in years. Dr. Arnold E. Joyal, Professor of Education of the University of Denver spoke to those assembled. He said the principals of Colorado should concern themselves with the following three points: (1) Certification standards for elementary principals and the submitting of legislation to establish a system of credentials similar to that now in effect in California; (2) Abolition of the present life certificate system in Colorado for a five year credential that must be renewed upon evidence of professional efficiency; and (3) Strengthening the State Department of Education in Colorado to make it more effective and functional. Officers elected to serve for the year 1939-40 are: V. H. Volgamore, Pueblo, President; Monell Nelson, Ft. Morgan, Vice President; and M. J. Henley, Colorado Springs, Secretary-Treasurer.

★ Immediately following the convention of the National Education Association there will be a conference "Educational Frontiers," at Stanford University, California. At this conference, July 7-9, Jesse Newlon, Howard Odum, John Studebaker, Lewis Terman and other outstanding speakers will discuss challenges on educational and social frontiers and newest educational thoughts and practices.

★ For the first time in its history the state department of Virginia, under the leadership of Dr. J. L. B. Buck, Direc-

tor of Instruction, and Dr. Ruth Henderson, Supervisor of Elementary Education, carried on a three day work conference for elementary principals at Farmville, Virginia. This meeting was held in March. Ninety-two principals of the larger schools of the state attended.

Reports of this conference were sent to headquarters by Paul G. Hook and Mrs. Edith B. Joynes.

★ Maude A. Rhodes, President of the Department of Elementary School Principals, extended greetings to those assembled at the convention of the Association For Childhood Education, which was held in Atlanta, Georgia, during the month of April.

★ *Teaching the School as a Major Social Institution* is the Eleventh Yearbook of the Department of Elementary School Principals of the Michigan Education Association. The purpose of this publication is to provide principals, supervisors, and teachers with basic understandings and illustrative practices for interpreting to the child the school as a social institution. It is not just another armchair discussion of vague generalities pertaining to public school relations. Instead, it is a study that has been developed over a period of years by the Department. The Editorial Committee which prepared this Yearbook consists of Eula V. Avery, *Chairman*, Earl R. Laing, George H. Hilliard, H. Earle Correvont, and Frank H. Atkinson. Arthur H. Rice was an ex officio member of the committee representing the Michigan Education Association. The price per single copy of this book is \$1.00, with discounts of five percent on quantities of

five to ten copies, ten percent on quantities of ten to fifteen copies, and fifteen percent on fifteen or more copies.

★ The principals of Allegany, Washington, Garrett, and Frederick Counties, Maryland, met in Cumberland, Friday, April 28. This is the first time that the elementary principals have met as a group. L. Louise Freeman, principal, North Market Street School, Frederick, was in charge of arranging the programs. At this meeting some of the problems of the modern elementary school were discussed.

★ Three more school newspapers have been received at headquarters since the last issue of this bulletin. They are: *Waring Leader*, Waring School, Cleveland, Ohio, Mary Fitzpatrick, principal; *Grade School Times*, Central School, Holton, Kansas, Leslie L. Norton, principal; and *The Globe News*, Elementary School, Chevy Chase, Maryland.

Headquarters has appreciated receiving the many copies of school newspapers which have been sent during the year.

★ The principals of West Virginia met in Martinsburg April 27, 28 and 29. The theme of this meeting was "Measuring the Elementary School." E. B. McCue, President of the West Virginia Elementary Principals Association, planned an exceptionally fine program. The following officers were elected for the coming year: President, Winifred Newman, Charleston; First Vice President, E. B. McCue, Thorpe; Second Vice President, James Moler,

Charles Town; Treasurer, Gordy Wilson, Parkersburg; and Executive Committee, W. O. Stalnaker, Clarksburg, E. M. Ashworth, Eccles, and Secretary, W. E. Lawson, Parkersburg.

★ Mary Margaret Roach, Principal, Roach School, Decatur, Illinois, was elected President of the South Central Division of the Illinois Education Association at a meeting in Springfield, March 21. Miss Roach will bring to the leadership of the division many years of teaching and administrative experience in the schools of Central Illinois. It will be her aim during the coming year to direct the activities of the Division so that it may bring about a program of cooperation with the State Association.

Miss Roach has been an active member of the Department of Elementary School Principals for many years.

★ At a recent meeting of the New Haven Elementary Principals' Association, Elizabeth R. Malcolm, Second Vice President of the Department of Elementary School Principals, and Principal, Truman Street School, New Haven, was elected President for the coming year.

★ A State Conference of the Wisconsin Elementary School Principals' Association was held in Madison, Saturday, April 29, 1939. Splendid programs were held in the morning and the afternoon. Lucile Clock, President, presided.

The following new officers were elected for 1939-40: President, Laura E. Kellar, Milwaukee; and Secretary, Fred S. Schnell, Sheboygan.

If I had my life to live over again, I would make it a rule to read some poetry and listen to some music at least once every week; for perhaps the parts of my brain now atrophied would thus have been kept alive thru use. The loss of these tastes is a loss of happiness.—Charles Darwin.

Your Bookshelf

Five new social studies readers have been published by Noble and Noble, Publishers, 100 Fifth Avenue, New York City. *Sending A Message, Going Places, The Birthday Party, Trix, The Runaway Monkey*, and *Peter Pig's Secret* have been sponsored jointly by the New York Principals' Association and the New York World's Fair.

Each book in this series is beautifully illustrated in full colors that will delight the heart of every child and is bound in hard, board covers with attractive designs in four colors. The vocabulary has been carefully graded. Over 90 percent of the words used appear in the Gates revised list, "A Reading Vocabulary for the Primary Grades." While no grade is indicated on any of the books, the stories are written on the Second and Third Grade level and printed in large, clear type.

★ ★ ★

Have you seen *Teaching the New Arithmetic* by Wilson, Stone and Dalrymple? The chief aim of this book has been to develop a more rational view of arithmetic as a functional service tool in the lives of children and adults, thru emphasis upon the purposes of arithmetic and the limitations that need to be observed in order not to defeat these purposes. In this book teachers are told what to teach in arithmetic on the basis of fundamental purposes and how to teach it to accomplish legitimate aims. This book supplies the theoretical and technical framework within which a prospective or an experienced teacher can work to become a good teacher of arithmetic. Without promoting any particular theory of arithmetic, it gives the teacher a description and interpretation of theories, so that he may build up his own guide to action in the field. The McGraw-Hill Book Company, New York, has published this book.

★ ★ ★

A new text on educational measurements has been written by L. W. Webb and Anna Markt Shotwell and published by the Farrar and Rinehart Company, Inc., New York City. Seven years have elapsed since the first edition of this book was published. The title has been changed to *Testing in the Elementary School*, but the emphasis is still on the use of standard tests. As in the first edition the

major aim has been to acquaint teachers with available tests. Nevertheless, greater emphasis has been given to the uses of tests in the solution of school problems. The age range of the tests discussed has been extended to include those tests usable from the pre-school level thru the eighth grade.

The authors believe that both teachers and students will be helped in their understanding of the material by the organization of the book.

★ ★ ★

A Picture Dictionary For Children will interest teachers of the first, second and third grades. After years of experimentation by Garnette Watters, Director of the Language Department of the Public Schools of Hamtramck, Michigan, and Dr. Curtis, outstanding in the field of education at the University of Michigan, these two trail blazers at last have pronounced their important work to be ready for publication. Words in this book have been selected from all of the approved lists with children's needs in mind, and the illustration type arrangements, stories and definitions have been adapted to the child's needs so that he will become interested in spite of himself. Here is a children's text which is designed to be used, not taught, and whose use automatically will contribute to his growth in reading, spelling, information and enjoyment. As the child uses it he will not only increase his vocabulary, but will discover the real adventure in words and reading. And he will have fun while he does it. This splendid dictionary has been published by Grosset & Dunlap, Inc., 1107 Broadway, New York, N. Y.

★ ★ ★

Activated Curriculum by A. Gordon Melvin completes a sequence of books on progressive education. This book deals with two fundamental practical problems: (1) The reorganization of knowledge, providing a substitute for the school subjects in the form of ten modes of activity; and (2) The restating of the curriculum, giving a series of concrete examples as an illustrative skeleton for the building of curriculums from kindergarten to college.

This splendid volume has been published by the John Day Company, New York, N. Y.

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Frontispiece

SIXTH-GRADE CHILDREN SEEKING ENRICHMENT THRU VISUAL AIDS

*Photograph by courtesy of
C. W. Mason, Superintendent of Schools
Norfolk, Virginia*

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