

AL LIBRARY
OF MICH.

OCT 16 1939

The NATIONAL ELEMENTARY **PRINCIPAL**

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

APSE
THE
SHINGTON
HEDRAL

ber, 1939
XIX, No. 1



THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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

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

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

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

OFFICERS OF THE DEPARTMENT, 1939-40

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

First Vicepresident, Maude A. Rhodes, 185 Westminster Drive, N. E., Atlanta, Ga.

Second Vicepresident, Robert H. Edgar, Bedford School, Pittsburgh, Pa.

Third Vicepresident, Sarah L. Young, Parker School, Oakland, Calif.

Fourth Vicepresident, Lester J. Nielson, 724 Windsor Street, Salt Lake City, Utah.

Fifth Vicepresident, Marjorie Walters, Harrison School, Cedar Rapids, Iowa.

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

Executive Committee

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

Arnold Gregory, Raupp School, Lincoln Park, Mich.

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

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

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

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

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

Professional Relations Division, Mason A. Stratton, Director, Brighton Avenue School, Atlantic City, N. J.

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

Conference Committee 1940

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

Fred S. Schnell
2722 Highland Terrace
Sheboygan, Wisconsin

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

The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover of this bulletin is the Apse of the Washington Cathedral looking towards the East. In this beautiful edifice lie the bodies of Woodrow Wilson and Admiral George Dewey. This is one of a series of historical churches of Washington and its vicinity which will appear on the cover of *The National Elementary Principal* thruout this year.

Education
copy 1

The National Elementary Principal

Volume XIX, No. 1

October, 1939

As School Begins

As you approach this school year we are sure that you feel as Arthur Guiterman, when he said:

"So let me hold my way, by nothing daunted
Until at close of day I stand, exalted.
High on my hill of dreams, dear hills, that know me
And then, how fair will seem the lands below me.
How pure at vesper time, the far hills climbing!
God give me hills to climb and strength for climbing!"

Contents

Education or Catastrophe—A Challenge— <i>Wilson</i>	4
Newly-Elected President of N. E. A. Greets the Department— <i>Hinrichs</i>	6
Accent on Art— <i>Samuelson</i>	8
What the Teacher Expects of the Principal in the Enrichment Program— <i>Graham</i>	12
Lest We Forget— <i>Kline</i>	15
Leisure Time of Girls and Boys— <i>O'Connor</i>	16
Use of the Elementary School Auditorium— <i>Brimskill</i> ..	18
One Way to Build Character— <i>Smith</i>	19
Board of Health, School, and Community Relationships— <i>Davidson</i>	21
Children's Voices: A Reader for Children by Children— <i>Convery</i>	22
"Things We Liked".....	24
The Movie Picture in the Public Schools— <i>Fairbanks</i> ..	27
The Third Annual Conference on Elementary Education. St. Louis Meeting.....	32
The Department is Like a Tree!— <i>Pinkston</i>	37
Something New !!!— <i>Crabtree</i>	38
A Few of the Banquet Table Decorations.....	40
Two Correlated Years of Creative Activity— <i>Weingarten</i> ..	41
Virginia Conference for Principals of Larger Elementary Schools— <i>Bauserman, Howdershell, and Wine</i>	42
Achievements in Teaching in Slum-Area Schools— <i>Burbank</i>	45
Reports of Committees.....	48
Secretary's Report.....	51
Financial Statement.....	53
What's Happening!.....	59
Your Bookshelf.....	60
	62

DO YOU KNOW THAT—

DR. BEN GRAHAM, President of the A. A. S. A., has selected as one of the themes for the St. Louis meeting (Feb. 24-29, 1940) "What's Good in Our Public Schools."

* * *

PRESIDENT IRVIN A. WILSON announces that the D. E. S. P. headquarters will be the Statler Hotel, St. Louis (Feb. 24-29, 1940). The D. E. S. P. will hold two general sessions, a breakfast, and a banquet.

* * *

DR. BELMONT FARLEY, Director of Publicity, says that the N. E. A. will sponsor the following radio programs each week over CBS:

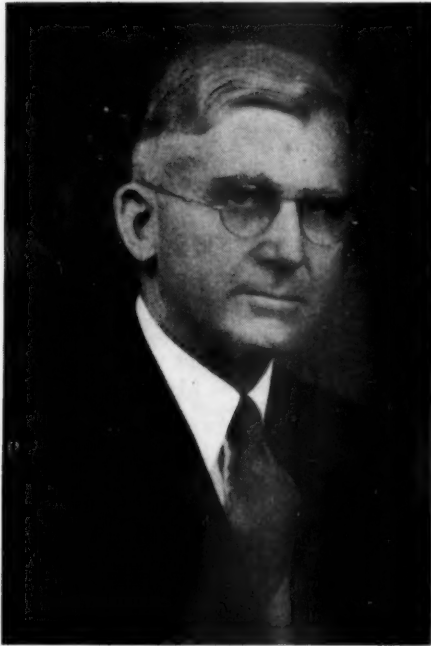
Tuesday, 2:30-3:00 p.m.
EST—Folk Music of America
Wednesday, 2:30-3:00 p.m. EST—New Horizons
Thursday, 2:30-3:00 p.m.
EST—Tales from Far and Near
Friday, 2:30-3:00 p.m.
EST—This Living World

* * *

AMERICAN EDUCATION WEEK will be observed thruout the schools of the nation the week of November 5. "Education for the American Way of Life" is the theme topic.

Education or Catastrophe—A Challenge

Irvin A. Wilson, President, Department of Elementary School Principals, and Principal, Delano School, Chicago, Illinois



IRVIN A. WILSON

As your president reviews the splendid record of the elementary school principalship in its development over the years and recalls the countless outstanding accomplishments of this Department in the past, I assure you he approaches this high honor and the great responsibility you have conferred upon him in a most appreciative and humble spirit.

We are today living in a sorely troubled and disturbed world of mistrust and suspicion and misunderstanding and hatred, a world whose people have, as they thought, illustrated and practiced the highest and finest in civilization and education for century upon century—and yet today still a world filled with the most widespread religious intolerances, the narrowest racial and national prejudices and the most tragic social, economic, and political injustices.

As these words are being written the dogs of war are being unleashed across the seas. The roar of cannon, the whistle of flying shrapnel, the rattle of the machine gun, the whine of bullets intended for human targets, and the bursting of death-dealing bombs, these are grim reminders that just a quarter of a century has passed since the beginning of the Great War which was to end all wars and make the world safe for democracy. Hundreds of thousands of school children, equipped with gas masks, have been evacuated from the great Capitals of Europe, torn from their families for safekeeping in time of war, separated perhaps never to be re-united; boys and girls in their early teens are lending their aid to digging trenches, constructing dug-outs, and building sand bag walls for protection. Whole cities are being completely blacked out at night while the inhabitants with fear in their hearts and hate in their souls breathlessly await the shriek of the siren telling them of an enemy air raid and warning them to leave their homes immediately and go into their dug-outs for safety. Out of the dread blackness of the midnight hour over there came just now this pathetic observation of a radio news reporter: "It's lonely here without the children. For six days now I haven't heard the voice of a child."

I have been reminded over and over again during these recent tragic days when

it seems almost as if human values have been completely forgotten in our world and human personality has become the pawn of force and war—I am reminded of the statement of H. G. Wells in his 'Outline of History': "Human history becomes more and more a race between education and catastrophe." And we who live today stand in silent and fearful awe wondering which will win.

The schools of America, the schools of the world, must somehow build a finer civilization, train the boys and girls of this generation so that, as adults tomorrow, they may live and work and play with all their fellow men at home and throughout the world, intelligently, happily, understandingly, sympathetically, helpfully. Are not these, after all, the real fundamentals of education? Text books and curricula and methods and buildings change but the influence of one great teacher upon a boy or a girl in the elementary school will outlive all these. The elementary school has the child first and longest and at the most impressionable age.

"Would you set your name among the stars?" wrote Clare Tree Major.

"Then write it large upon the hearts of children.

They will remember!

Have you visions of a finer, happier world?

Tell the children!

They will build it for you.

Have you a word of hope for poor, blind, stumbling human kind?

Then give it not to stupid, blundering men.

Give it to the children.

In their untroubled minds it will reflect itself a thousand fold

And some day paint itself on the mountain tops."

What an opportunity! What a responsibility! What a challenge! May we meet this challenge intelligently and successfully during these days of world unrest as we re-think the problem of elementary education in its relation to human betterment and human happiness. May this year bring to each member of this Department many new problems and many new successes to the end that the world of tomorrow may be a happier, a saner, a more intelligent, a more human world because of your contribution and mine to childhood today.

AMERICAN EDUCATION WEEK

American Education Week is the most vital annual period of educational interpretation for the nation's schools. This year it will be observed from November 5 to 11, and the daily topics are as follows:

Sunday, November 5	The Place of Religion in Our Democracy
Monday, November 6	Education for Self-Realization
Tuesday, November 7	Education for Human Relationships
Wednesday, November 8	Education for Economic Efficiency
Thursday, November 9	Education for Civic Responsibility
Friday, November 10	Cultivating the Love of Learning
Saturday, November 11	Education for Freedom

1939 is a good year to begin or to improve your observance of this occasion.

Newly-Elected President of N. E. A. Greets the Department

Amy H. Hinrichs, Principal, Audubon School, New Orleans, Louisiana



AMY H. HINRICHS

It is a pleasure to greet the members of the Department of Elementary School Principals, of which I am a life member, I am proud to say. The principalship of an elementary school is a key position. That statement is not a quotation from somebody else; it is my own observation and conviction, based on eight years of experience as principal of Audubon School, New Orleans, after nineteen years of teaching English in high schools.

The elementary principalship touches all other persons concerned directly with the education of the child. He or she is the first person after the mother to exercise long-term supervision over the child. The child is hers from kindergarten or nursery school through six, seven, or eight grades. (I am going to say *she* and *her*. I am tired of applying the masculine pronoun to both sexes.

She is "guide, philosopher, and friend" to all the child's pre-high-school teachers, who are often young teachers, grateful for the friendship and guidance of the building principal.

Likewise she is a tower of strength for many a mother, young and inexperienced in the problems of childhood or older and weary from the attrition, as it were, of a family of children and therefore needing sadly the renewal of inspiration that a principal can give. The elementary principal also has helpful contacts with all parents through the Parent-Teacher organization. The elementary principal is the official connecting link between grade school teachers and junior or senior high school. She is likewise the "buffer" (Excuse the expression!) between school officialdom and the teachers in her particular building. There is also the relation with the custodian to insure physical comfort for all. If I have built up a case for "the elementary principal as key person in a school system," it is because I want you to realize what a terrific responsibility is yours as "public relations counsel," as interpreter of the needs of the schools to the public.

These are serious times. Adequate support of the schools is threatened by those who do not understand. It is true that there are something over 1,000,000 fewer children between the ages of five and twelve in the United States than

there were in 1929-1930. It is also true that funds have never been so generously provided that that decrease can be used as reason for retrenchment. It is also true that, if numbers of individuals to be educated are decreasing in the grade schools, they are increasing into higher ages above the usual high school level because of unemployment.

Those who cry for lower taxes at the expense of public education must be shown that free education is the very foundation on which our democracy rests and that adequate provision for such education is not at all an extravagant gift, but the wisest kind of investment, an investment in good citizenship. The need of appropriations for various social services, the validity of which many teachers would be among the first to argue, must not be allowed to cut school budgets.

These facts must constantly be brought to the attention of all citizens; worker and industrialist, rural dweller and city man or woman, property-less and property-owner. The elementary principal, just as he or she touches the whole of the educational system professionally, must touch the whole body politic in influencing toward an appreciation of the place of education in our scheme of things, our American way of life.

My plea to you, fellow elementary principals, is that you continue to be the great leaders and cementers within the profession that you have been, and at the same time branching out into the public relations field with the kind of intelligent and zealous activity that is bound to result in effectiveness and accomplishment.



The president of the Department of Elementary School Principals, Irvin A. Wilson, the president of the American Association of School Administrators, Ben G. Graham, and the president of the Department of Classroom Teachers, Myrtle Hooper Dahl, at the banquet of the Department of Elementary School Principals, San Francisco, California, July 4, 1939.

Convention Program—July 3, 1939

Reinterpreting the Three R's Through the Enrichment Program

ON MONDAY, JULY 3, the Department of Elementary School Principals held its first general session in the Veterans Building, Civic Center, San Francisco, California. Members and friends gathered early to participate in a program of community singing led by Dan Gilson, Principal, Longfellow School, Oakland, California. The accompanist was Mrs. Blanche Gilson, Mr. Gilson's mother of Dos Palos, California.

The distinguished speakers for this meeting were selected by President Maude A. Rhodes because of their superior knowledge of and their special interest in the field of elementary education. Dr. Samuelson was State Superintendent of Public Instruction for several years prior to her present position, and Dr. Graham is not only Superintendent of Schools of Pittsburgh, Pennsylvania, he is also President of the American Association of School Administrators.

Accent On Art

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



AGNES SAMUELSON

Enrichment, Our Common Purpose—Enrichment is our common purpose. It is not limited to the arts, but embroiders the entire educational program. In the ambitious reach of our souls for the things which will enrich the lives of boys and girls, we think especially of emphasizing the love of the beautiful, and we search for opportunities to provide children with experiences to identify and appreciate beauty.

In reinterpreting the three R's through the enrichment program the arts will take a conspicuous place.

The Arts As Fundamentals—By any yardstick you want to use, the arts are essential in the educational program. No experiences which help us to identify and appreciate loveliness in life, satisfy the yearning in every heart for the beautiful, and to wipe out the ugly in our environment can properly be called a frill. No activities which are so useful in developing personal enrichment, emotional balance, social poise, can be looked upon as a luxury. No area which has so many vocational and recreational possibilities in these days of increasing leisure and continued unemployment can be considered extravagant. No program which has such enduring values can be waived aside as a fad. No work which helps build the character of the soul of a person and to glorify the ideals of a nation can be classed as unnecessary. The Washington Monument or the Lincoln Memorial are impressive examples. No material which cuts across all areas of life as the arts do can be interpreted as irrelevant in an educational program designed for all the people. If this analysis

is correct, more and not less emphasis should be placed upon the arts in interpreting the three R's.

New Trends Accent Values of the Arts—The development of creative teaching called for by the new social conditions is a boon to the alert. It lends new significance to the three R's in achieving the purposes of education, especially the goal of self-realization. I think all of you have examined that publication of the Educational Policies Commission which is entitled "The Purposes of Education in our American Democracy," and that you are checking your programs against those purposes. As formal methods collapse and the emphasis shifts toward happy learning situations, purposeful activities, enriching experiences, and socialized procedures, the arts have an opportunity to streamline the entire program. As the pupil learning is placed above the teacher teaching; as pupil growth takes precedence over mechanics and competitive rankings; as every child becomes important; as children's interests become the springboard, the arts have their glorious chance to come into their own. So do the three R's.

As more attention is given toward equalizing opportunities and adapting instruction to individual needs, the arts take on new meaning. Without slighting the gifted pupil for a single moment or making handwork the sole activity for the one of lower mentality the entire group can be reached. This may mean less blue ribbons at the exhibitions, if you measure successful teaching by that standard, but as you give more children the thrill of participating in color experiences, music festivals, rural choirs, and other creative activities, you open their eyes to the romance of beauty in everyday living. It is not what the child does to the crayon, brush, pencil, violin, costume, or compass that tells the story. It is what they do to him. People will not stagnate, use their leisure time stupidly, or accept cheap and barren amusements if they come in contact with the beauty which comes from line, color, sound, nature, and action.

Music appears to be moving toward the creative stage of its development in this country. At first it was enjoyed by the few who could afford the opera house expense. The music was borrowed from the culture of the old world. Then came the phonograph and we became a nation of listeners. Music appreciation courses were started. Then came the radio and the world's best music was heard at the fireside in the hinterlands. We became a singing and a playing people. School choruses, bands, orchestras are making America sensitive to the great art of music. Music has become a participating experience.

Now comes the creative era, we hope, in which music may be more than an appreciated art or a vicarious experience—the expression of the soul of America. It is time for us to have an American epic in song. One day it was my privilege to visit classes in creative music. Such developments in music bespeak the preparation for recording our American story in music. Will not some of these modern children record for us the song of the prairies and the whirl of the wheels? The genius will come to the top as the amateurs increase. To spread the arts is to move in the direction of equalization of opportunity.

The Nebraska Capitol Building stands as an example of creative art depicting the story of the Middle West in stone, marble, and tile. The carvings, design, and paintings reflect the courage of the pioneers, conquest of the frontiers, and the

building of a great civilization. The mural on the library wall depicts the prairie mother. It is not a copied masterpiece, and is intended to reflect our present chapters in human history and to make new contributions to the classics.

To what does this lead us? Discover and train the talent which will compose the American epic in music. Develop the creative period in the history of music. Apply it to all the arts. Could we not use this great Golden Gate Exposition as another example of the combination of the arts in interpreting the culture of the Pacific? I have not seen it, but that is the way it appealed to me. Is it not another way to reinterpret the three R's? Without them the beauty of the exposition could not have been possible. Let us learn to interpret contemporary art.

Implications—What are some of the implications for elementary education? For elementary principals? Here are a few that seem to come to the top. Others may be equally or more important, but these may serve as the starting point for discussion. I am going to give these very briefly and let the discussion carry them on if you find them interesting.

1. *Continue to show the relationship of the arts to everyday life*—The more we can do that the better we can reinterpret the three R's. Provide experiences which will lead children to explore the meaning of beauty in architecture, engineering, homes, sculpture, paintings, skyscrapers, landscaping, streamline trains, automobiles and airplanes. Begin with the child's environment.

Remember there never has been any surplus of beauty. Guide the pupils in the pursuit of beauty wherever it leads them. Let them use the materials of their environment as the buffalo, corn, covered wagon, Indians, and pioneers furnished the design for the capitol building mentioned above.

The relation of the arts to everyday life is so well illustrated at Treasure Island that it seems stupid to talk about it here when we can see it there. Of course, not any appreciable fraction of the children of our schools will see these examples. But they do see gasoline stations, homes, schools, flower gardens, clothing, books, cities and countryside, parks, and details of everyday life which make or mar beauty and which lead toward or away from beauty. It is up to us to make them sensitive to beauty around us.

2. *Provide experiences which help to identify and appreciate beauty*—We need not point out the inexhaustible possibilities of art, music, literature, dramatics, recreation, nature, and the crafts for enrichment purposes. You are moving in the direction of enrichment as you lead pupils to explore the meaning of beauty in architecture and engineering, as previously mentioned, to enjoy the thrill of making things with their hands in homemaking and industrial arts, to hear and participate in good music, to become discriminating in the choice of music, literature, and moving pictures, to appreciate good reading, to enjoy and write poetry, to contemplate the grandeur of the starry heavens, to conserve our natural resources, and to respect the beautiful in the culture of other lands. Do not these items of enrichment broaden out the three R's to modern dimensions?

3. *Invade the area of teacher education*—Perhaps a number of you come from school systems which have supervisors of instruction, but in these days when teacher loads are heavy and budgets are inadequate, the training of every teacher is extremely important. This is also true in view of the social changes, the greater

democracy of procedures, and other requirements of the modern education program. The arts are as varied as life, and the education of the teacher needs to include a broad background. Artistic teaching is not as simple as the question and answer procedure, but it leads to greater enrichment as well as mastery of skills needed in the actual situations. We mean the exercise of the ability or use of the knowledge in life situations and not in isolated or artificial experiences. Every teacher needs the opportunities for enrichment both in pre-service and in in-service. Bend your efforts toward the enrichment of teacher education programs. And here again I want to comment, as I did at the beginning, about how you are making that possible in your own lives through the activities each summer in this Elementary Principals' Conference which you are holding and which is attracting more and more attention. It seems to me it is your particular program of in-service training and it is to be greatly commended for that reason.

4. *Seek enrichment experiences for ourselves*—How can we inspire children to seek beauty and exemplify it in their lives if our own are barren? Travel is a broadening experience and inexpensive tours can always be secured. The radio and the modern transportation facilities have eliminated distance and time. Libraries are plentiful and books are available. Are not the trip to this convention and attendance here an adventure in enrichment? Is not this department another example of the enrichment which comes from association with each other and planning together for the enrichment of our professional program? If we do not make the most of our professional relationship for growth and enrichment, we muff the ball.

5. *Develop a functional program and interpret it to your community*—With all the possibilities of the modern program for touching life in every area, for improving the environment, enriching and socializing the personality, satisfying the inner desire for beauty, dealing with realities, emphasizing social values, providing recreational enjoyment and vocational rewards, should the arts have to plead their case in the program? All they need is interpretation within and without the classrooms. Show instead of tell. As you continue to keep step with modern trends, develop creative teaching, increase your expertness, interpret the values of the arts in everyday living, you will reinterpret the three R's. As the arts become fundamentals enrichment will become a reality for all our children.

Enrichment Gives Significance to Teaching—It is enrichment—teaching of discrimination, refining of growing personalities, translating cultural values into human living, and the inspiring of the young learners in our classrooms to write new chapters in the story of human achievement—that gives significance and beauty to teaching.

HELP NEEDED AT HEADQUARTERS!!

A study is being made by several groups on the subject of rating teachers and principals. If your school system has a rating sheet for either or both, please send samples to headquarters so that we may pass the information on to groups which are studying this very important problem.

What the Teacher Expects of the Principal in the Enrichment Program

Ben G. Graham, Superintendent of Schools, Pittsburgh, Pennsylvania

Sometime ago I asked a group of teachers in a large school system to formulate for me what they expected of their principals. I have taken these statements and have attempted to summarize that which had been prepared.

Before I begin the discussion I shall repeat something that was said some years ago by my predecessor before the principals of our city. In discussing the work of the principals he said, "as is the principal so is the school," and as my experience has extended from that time to this, I believe he was exactly right in what he said: "As is the principal so is the school." I believe that the principal occupies the most important position in the development of the school system.

When the teachers attempted to formulate for me what they expect of the principal, the first thing which they seemed to believe to be of importance is the ability on the part of the principal to plan an organization. And if I may speak in terms of the teacher's attitude, I want my principal to be an individual who can sit down and plan before the term begins the various steps and procedures which we are to follow for the term. I want him to be able to take the pupils who come to the school and to classify them so that the ones who come into my classroom are properly classified in respect to promotions which they have had and the abilities which they show by the tests which he has given. I want that to be so carefully planned that when the first day of school comes my work will start off with immediate success.

I realize that the individual who can plan, however, may not be the type of individual who can organize. When my principal takes up organization, he is not only dealing with planning but he is dealing with people, with teachers, and with pupils. That takes a different type of ability from that of planning.

I have had principals who could plan beautifully and put on paper the things to be done, but when it came to organization, they did not have the power to select the right teacher for this particular duty or to handle this group of pupils with success, or to meet the problems which the parents brought to them from the community; consequently, I want my principal not only to be able to plan but also to be able to organize because that means putting that plan into operation.

The next thing I want my principal to have is the ability to secure for my school the necessary materials with which I am to work. He must be able to present to the superintendent of schools, or sometimes to the board of school directors, or to the committee in charge of the supplies, the real needs of the school in a way that convinces those in power that the supplies are necessary.

Not only must he be able to secure the materials and supplies, but he must have the work so planned that when I need that material it can be at my hand. Here is work that is carefully planned which we are about to undertake, but the



BEN G. GRAHAM

materials cannot be had. Perhaps they have not been supplied by the proper authorities or perhaps the work has not been so carried through by the principal. So I come to think with the teacher that it is quite necessary that the principal have the ability to secure the necessary materials and supplies for the work of the classroom and also have that fine ability which brings them to hand when they are needed.

The third ability we used to call the power to discipline but my teachers call it social engineering. I asked one of them, "What do you mean when you say you want your principal to be a social engineer?" and the answer was, "I want a principal who understands the attitudes of boys and girls in the classroom, the attitudes of teachers in the classroom, and particularly the attitudes of parents, to the point that no matter how difficult that problem child is to manage in my classroom, if that problem child gets beyond my control I know that the principal is such a successful social engineer that he can step into the picture, take that problem child in charge, bring about a change of attitude, bring about a new attitude on the part of parents in relationship to the child and school, and presently that child which was such a distressing problem that I could not proceed is now one who fits into the situation and the work goes along with success. I am not thinking in terms of force, but in respect to my principal as a disciplinarian. I want a principal who is not a driver from the sense of driving that child, but a principal who is a social engineer, who can take that child and change an attitude and make that attitude right in respect to the work in my classroom." I have come to think that is a tremendously important thing on the part of the principal these days. The principal must be a social engineer.

What is the fourth thing with which teachers are concerned in the relationship of the principal in the enrichment program? The teacher wants a principal who can come into the classroom and be sympathetic and appreciative of the work being done. As the teacher said, "I want a principal who when she comes into my classroom knows that with which I am dealing. Therefore, if the child is to be the center of instruction and the center of the school, I want a principal who can interpret the course of study to me, the content of the material with which I am to deal, the methods which I am to use, so that the whole program of the school is centered upon that which is best for the individual child.

"I want my principal to be skillful in judging the results of my teaching and to be able to discover my strength. I do not want a principal who will come to my classroom, look at my work and walk out, making no comment either in the way of commendation or criticism. To me that is the most discouraging contact I can have with the principal. I want my principal to be an individual who can discover my strength, and give me some commendation, because if I am encouraged I work harder.

"I had a principal once who was the keenest person I have ever known at finding what was wrong with my work. He had an uncanny ability to put his finger on the thing that was wrong, but he could never tell me how to make it better, and in consequence I became discouraged and I was anything but a success. I asked for a transfer to another school, and I was so fortunate as to come in contact with a principal who, the first day he visited me, had a keen eye to

discover not the things which were wrong but the thing which I could do best, and I shall never forget the conference I had with the principal in that case. How much better I felt when I left his office. He found something I did well and said, 'That was well done, that was good teaching, but here is how you can make it better,' and he was right. I went home and studied how to make it better, and it was not more than two years until I was rated as one of the best teachers in his school, and I am proud of that.

"Then I want my principal to be one who has the ability to use a modern testing program, so that by giving tests occasionally he can discover how my work is related to work of other teachers in the school and other teachers in the system, and I shall have a better guide to determine what the results of my work are by standard or scientific tests. I do not want him to judge my work completely by that method, but I want him to be able to use that as a check against our own subjective judgments.

"There is another thing in which I, as a teacher, am interested—in my relationship to the principal, and that is our personal relationships. I want my principal to be a person with whom I can be friendly, because it makes life so much pleasanter and our work easier and more delightful. I want to have a friendly relationship with the principal to the point where he will be the closest professional friend I have. If I cannot have a friendly relationship, I want to have respect for the principal's professional ability.

"I want my principal to be one who is growing professionally, because I believe that I am going to do likewise under the type of leadership which he will give. I had a principal some years ago who was not growing professionally, whose professional growth had ceased before I became one of his teachers, and what a deadening experience it was to work in that school. There was no growth. It was going on a dead level and there was no inspiration under conditions of that sort, but after two years I transferred to another school and there was a principal who grew professionally year by year. There was not anything which developed in the elementary schools of any consequence over the country that my principal did not know about. Frequently in conferences in his office he told me about something that was being done in another school system in respect to my particular branch of work, and he could tell it with a skill that somehow tended to fire my ambition, and if there is anything which tends to stir me it is to be told that someone is doing a good piece of work and perhaps the implication is that it is a little better than mine. When I hear about that, how quickly I get to work. I cannot stand competition of that sort. I will grow under those conditions, and how skilfully that principal of mine kept me alive and awake."

Let me close by saying that I want all my principals in our school system to be particularly aware of all of those factors which have to do with this enrichment program. I will not attempt to amplify that because the previous speaker did that so brilliantly for you, but I want my principals to be able to appreciate all those things which Miss Samuelson so well presented and to keep that coming into our school to the point where the school is constantly progressing in terms of the richest program for the children.

Lest We Forget*

Aaron Kline, Principal, Pullman School, Chicago, Illinois

1. *Teaching Children To Think*



AARON KLINE

It seems impossible to predict the future either for an individual or for a nation. Who in 1928 believed that in less than a year prosperity would end and we would be in our worst economic depression? Who in 1930 believed that the depression would drag on for ten years with the end not yet in sight? Who forty years ago would have predicted either the methods or the speed of our transportation system? Who forty years ago could or would have guessed our modern means of communication? Since the future is unpredictable, preparation for any specific future state is undesirable.

What then are the schools to do for the children placed in their charge? Some educators say,—teach them to think; others say,—give them much experience in adjusting themselves to new situations. Certainly both suggestions are in the right direction but a superficial view of either will defeat the purpose.

The process of logical thinking is the same whether the thinker starts with a true or with a false premise. However, if the premise is true the conclusion is likely to be sound, but if the premise is false, the conclusion is false. Too many thinkers are satisfied with the thrill of thinking and are not concerned enough with the starting premise. No, it is not enough to teach people to think. They must be taught to recognize the truth or falseness of a statement so that they may judge the soundness of the conclusion. They must also be given experience in finding facts on which to base a conclusion. But a person trained in logical thinking and having the ability to find facts, may still deliberately choose a distorted statement of the facts in order to promote his own selfish interest. To teach a rascal to think will only increase his rascality—hence a third requirement—character is essential. Does anyone think we are in our present confusion because men did not think? Has there been any dearth of thinking? Or is it a case of selfish thinking, and selfish acting?

If the future is to be met successfully, American Youth must be taught—(1) to think logically; (2) to recognize the truth or falseness of a premise; (3) to find facts required to think about the situation; and (4) to have the moral courage and background of character to act, unselfishly in accordance with a sound conclusion definitely established.

The word think is used when the thinker merely voices an opinion. The speaker then proceeds to give reasons for his conclusions. Credence is given the conclusions in such cases according to the experience and ability of the speaker. Here is where the greatest opportunity for propaganda exists. Whether the speaker will use the public confidence in him for selfish purposes will depend on his character. Character then is the essential requirement for all thinking. It is the most important element in thinking both for the individual and for those to whom he speaks.

* In each issue of *The National Elementary Principal* this year Mr. Kline will discuss a pertinent educational problem.

Convention Program—July 4, 1939

Growth In Service

THE SECOND GENERAL SESSION of the Department of Elementary School Principals was held Tuesday, July 4, Veterans Building, Civic Center, San Francisco, California. President Maude A. Rhodes held a short business session because of the importance of the very fine program which was to be given. This program was sponsored by the San Francisco Elementary School Principals and arranged by Miss Bertha E. Roberts, Deputy Superintendent of Schools, San Francisco, California. Exclamations of praise were heard on all sides when the John Muir Elementary School Orchestra, under the very efficient leadership of Miss Vivian Walsh, had rendered several orchestral selections. You will be interested in knowing that the members of this orchestra ranged from the kindergarten level up through the sixth grade.

It is only fair to our readers and to Miss Roberts to say that words are inadequate in trying to describe the many fine sections of the program which were given. Children demonstrated the work, reports were given, charts were displayed, pictures were shown, and the story of San Francisco was retold by the pupils of Raphael Weill School, with Mrs. Marjorie Tuft directing.

Growth In Service

Presiding, Bertha E. Roberts, Deputy Superintendent, San Francisco, California

Our elementary school principals planned to establish the theme for this meeting as "Growth in Service." Every school district in San Francisco has its own distinct needs and problems. The San Francisco elementary principals realize that group study provides the stimulus and encouragement which comes from an organized exchange of professional experience through study. Ten voluntary study groups planned their separate programs for study, selected their own chairman leader, and then proceeded to work. We have chosen five reports to present to you.

A. Leisure Time of Girls and Boys

Cicely J. O'Connor, Principal, Edison School, San Francisco, California

A study group of eleven elementary school principals, under the chairmanship of Miss Jane Ryan, principal of the McKinley School, selected as its problem, "What is the School's and Community's Responsibility for the Children's Leisure Time Activities?" The findings of a district survey made by these principals and its recommendations are so potent that through our Bureau of Research and Guidance, a similar survey, but city-wide, was planned.

Twenty-two thousand fourth to eighth grade children, a cross section of San

San Francisco's youth, were asked to tell about their home life, after school activities, and the use of their leisure time. The study shows a candid picture, perplexing and challenging to home, school and community. The survey was organized for two purposes, a general purpose and a special purpose. The general purpose was to secure information which would enable the schools and the homes to work more effectively for the betterment of the child. The special purpose was to obtain information upon which the development and use of the city's recreation facilities and outlets could be based.

Following are the summary statements of the survey:

1. Over 50 per cent of the 22,000 children live in the community type of dwelling. These children, generally speaking, are dependent on public playgrounds, parks and schoolyards for their outdoor recreational opportunities.

2. Seventeen per cent of the 22,000 children live in apartment houses, single rooms and hotels. Of all city children, these apartment house dwellers are the most dependent on a far-sighted city planning program and correct playground placement.

3. Twenty-three per cent of the 22,000 children are playing in the streets. This can be attributed to the fact that the distance between playgrounds is so great.

4. Ninety-four per cent of the children live at home with their parents. The leisure time activity survey is of service to this large group.

5. Two activities predominate on Sundays. These are attendance at church and at the moving pictures. The church attendance forms 39 per cent of the Sunday activity and the theater going 50 per cent.

6. Fifty-seven percent of the 22,000 children who responded to this item belong to clubs. A greater per cent of sixth graders are found in clubs than any other grade.

7. The clubs most popular with boys are the Boy Scouts or Cub Packs and the Junior Birdmen. The girls find the Girl Scouts and the Camp Fire Girls the most attractive.

8. Clubs that from the standpoint of popularity occupy a second group position are the Y. M. C. A. and Stamp clubs for the boys, and the Junior Birdmen and Y. W. C. A. for the girls.

9. Twenty-seven per cent of the children attend movies twice a week. Ten per cent attend more than twice a week.

10. Eighty-seven per cent of the children attending movies attend on Friday, Saturday and Sunday.

11. Fifty-nine per cent of the children attending movies attend on Friday, Saturday and Sunday afternoons. These children form a group of 18,504 children. Would not playground activities be better for them? Movie houses appear to be better placed than playgrounds.

12. Fifteen per cent of the children attending movies go unaccompanied.

13. Movies arranged in order of popularity are: Gangster films, cowboy and westerns, comedies, plays of popular books, news reels, March of Time, adventure, travel, animated cartoons, and historic plays. The four last named are of about equal popularity. Both boys and girls list gangster films, cowboy and westerns, and comedies as the favorites above all other types.

14. The popularity of the gangster picture leads all other types by 8 percent.

15. Ninety-four per cent of the homes have a radio.

16. Fifty-four per cent of the children listen to the radio over an hour a day. Twenty-two per cent between thirty and sixty minutes a day.

17. Music, especially dance music and singing, received the largest vote from the radio listeners. Mystery plays and amateur hours were next in popularity. These four types of entertainment account for 72 per cent of the radio vote. Historical items, news, church service, and hobby hours are about the least popular. These four items account for 4 per cent of the vote. Other items occupy an intermediate position in the scale of popularity.

While much has been accomplished in providing proper and profitable leisure time activities for the boys and girls of San Francisco, this survey summary tells

us specifically what further demands there are on our schools, our homes, and on our community. With the knowledge afforded us by this survey, we as teachers are convinced that we should aim continuously to influence parents to recognize the importance of desirable leisure activities for their children.

Finally, this survey will be of little avail if we cannot convince the community that every dollar expended to give our children better facilities for recreation is an investment which will pay tremendous dividends in the health and happiness of our future citizens.

B. Use of the Elementary School Auditorium

Alicia Brimskill, Principal, Grattan School, San Francisco, California

"A Study of Recent Assembly Procedures," bound in two volumes and found on file in the elementary school libraries of our city, is the result of a study made by ten principals, including one vice principal, under the chairmanship of Miss Mollie Smith, principal of the Winfield Scott School.

The need for elevating the tone of assembly procedures and eliminating undesirable features was recognized and an effort made to offer a more modern and worthwhile type of program to supersede the non-educational and commercial types. As a result of this study, the assembly period assumed new importance to children, school and community. Its value to children lies in their active participation in enterprises requiring unity of purpose. In the initial stages of group living, theirs is an opportunity to practice ideals of good citizenship and to develop a sense of responsibility. The value of the assembly to the school is measured by its development of unity of school spirit. Offering ample opportunity for motivation in classroom activities, it provides pleasure and inspiration. To the community the assembly has value because school interests are broadened and better school and community relationships developed.

It was recommended that a regular schedule of the school term's assembly programs be made by a teacher-sponsor with the principal. A rotating schedule for the teacher-sponsorship could be arranged so that all teachers might share responsibility and bring new inspiration to the program. The committee agreed that a forty or fifty-minute period in the first part of the morning best insures freedom from interruptions and provides motivation for the day's work. Fifteen or twenty minutes of this time might be allotted to school problems of citizenship, thrift and attendance, the remaining time to be devoted to a program—the outgrowth of classroom work, or a reflection of group interests. Simplicity in costuming and staging is definitely emphasized.

Volume I of this report includes a set of criteria for evaluating assembly programs and is offered as a guide for judging assembly standards. This volume also contains an outline of various types of programs under such headings as: Programs Related to Class Interests, to School Interests, to Community Interests and World Events, and to Leisure Time Interests. A list of possible ways of presenting material is also suggested, such as shadow plays, puppet shows, dramatizations, pantomimes, impersonations, etc.

Seventeen hundred children answered a questionnaire distributed by this committee. It is interesting to note that 80 per cent preferred an assembly consisting of a short business meeting and a class entertainment. Seventy-nine per cent stated that during the week they do think of the lesson that has been stressed in a particular assembly. When asked if speeches made in assembly affected their behavior 90 per cent responded "Yes." To the question, "Do you think the assembly has developed a better school spirit?" 98 per cent of the answers were in the affirmative. Regarding which type of program they preferred, 8 per cent voted for travel talks by adults, 9 per cent for reports on class activities, 33 per cent for motion pictures related to school studies, and 50 per cent for plays produced by children.

A plan for study organization in each individual classroom and for a representative governing council procedure for the school is also worked out, the goal being a school pupil-managed, teacher-guided.

This study group of elementary school principals trusts that its contribution has raised standards of auditorium programs in our city, and feels privileged to have participated in the growth-in-service program.

C. One Way to Build Character

**Effie Smith, Principal, Frank McCoppin School, San Francisco,
California**

My approach to this subject, "One Way to Build Character," is from the viewpoint of an elementary school principal who is vitally concerned with the humane or personality development of the child and his relationship with the rest of the world. Generally speaking, character building is teaching children to think correctly in terms of the Golden Rule, "Do unto others as you would like others to do unto you," but this teaching must be applied in our relations with the animal world just as it must be applied in our relations with our fellowmen. In short, it must be applied to every form of life capable of suffering.

We cannot begin too early to train children in a kindly attitude toward all of God's creatures. There is perhaps no element of character more vital to happiness than a spirit of kindliness, and I know no better way to develop this kindly spirit than by teaching children kindness to animals thru the child's chumship with a living pet. Boys and girls the world over have one characteristic dominant in them. It is their love for animal pets. Children and animals are natural friends and should be brought up together. A child can get more enjoyment with the world when he understands an animal's silent language. Likewise he becomes more responsible and self-reliant when he takes care of an animal himself. Animal pets for children are necessary, if the children are to have a well-rounded education and a normal social adjustment, for living pets have a definite part in teaching children gentleness, kindness, unselfishness, responsibility, fair play, and consideration for others.

Educators now realize that thru companionship with animal pets, children learn

many things that are important to them as individuals and as members of society. Thus in caring for pets, the child must combine love, sympathy, responsibility and the protective impulse. What better training could there be for character building? Ultimately this sympathetic, protective attitude toward animals which should be aroused in every child, will benefit humanity, for the love and protection the child extends to his animal pets is carried over to a genuine fellowship with his playmates and later with his fellowmen.

Edgar Guest, the poet, has expressed this humane thought in the following verse:

"I have found that those who love
A dog, a cat, a bird and flowers
Are usually thoughtful of the larger needs
That may be ours;
Who for God's creatures small will plan
Will seldom harm his fellowman."

At the Frank McCoppin School in San Francisco we have a splendid vehicle for character building through the principles promulgated by the Children's Pets Chums Club, which was founded in the schools of our country twelve years ago. During these many years, fifteen Pets Chums Clubs have been organized in San Francisco's elementary schools. To be a good Chums Club member one must own a living pet; one must protect it and care for it properly; one must try to make others feel the same way about animals as he does. All activities are gathered together under the inclusive motto, "A child without a pet is like a flower without the sunshine."

The personnel of the Chums Club includes a president, vice president, secretary, board of directors, and faculty adviser. At Chums Club meetings, the board of directors read and answer questions found in the Chums Club question box. These questions find their way into the box because of some difficulty a member has in the care, feeding, housing, or some other matter relative to his pet. Then four to six members, to their great joy and the joy of their audience, exhibit their pets and give interesting talks concerning them, thereby affording each member an opportunity to develop his own personality. The acquiring of poise and the increased use of clear, correct English, with increased ability to express ideas and to practice judgment, are valuable outcomes of the Chums Club activity, as is the knowledge concerning the rudiments of parliamentary law procedure. Chums Club members quickly recognize an injustice and an unkind word or act, whether it is meant for a human being or an animal.

For many years I have taught elementary school children kindness to animals through the Chums Club and I am convinced that the child's companionship, care and ownership of an animal pet, under proper guidance, constitutes one of the greatest helps in building a well-balanced and noble character.

We teach kindness to animals in the schools not just because animals should be treated kindly, but because we know that the child who learns to love and care for animals and to respect their right to kind treatment is developing a quality which will enrich and beautify life in all his relationships with others. In other words, the schools are not simply concerned with the protection and

comfort of animal life. They are vitally concerned with the relationship that men and women of the future are to have with one another and with the rest of the world. The child, in whose heart is developed a kindly feeling toward dependent creatures, will be able to fill his place in life with greater acceptance, because of his fine sense of social responsibility developed by humane teaching. Kindness and justice to all of God's creatures, if properly taught to the youth in the schools, will make for a more humane and peaceful world. We cannot be thoughtful and kind to people and to animals without having a spark of the Divine kindled within us, because God is the author of all life.

As I close, let us bear in mind that the elementary school principals have the prime responsibility of starting girls and boys on the right path of life; also let us bear in mind that the greatest gift we can give to humanity is to send forth the generation of children for whom we are responsible with their hearts filled with the joy of loving and serving. Blessed are they who are kind and who serve with love.

D. Board of Health, School, and Community Relationships

Mrs. Mabel Davidson, Principal, Francis Scott Key School, San Francisco, California

Recognizing the fact that absence from school due to exclusion for communicable disease is a very serious handicap and the cause for retardation among elementary school children, a group of principals under the leadership of Miss Sue Convery, of Monroe School, undertook a study of school, home and department of health relations and responsibilities in the effective handling of the exclusion of children for so-called minor diseases. It was not our intention to make the period of exclusion shorter, but rather to make it one of isolation.

Because of strict enforcement of quarantine laws by the department of health, and also because of the fact that all parents recognize the seriousness of such diseases as diphtheria, scarlet fever, and infantile paralysis, exclusion in these cases has proven satisfactory and the prevalence of diseases has been lessened, but not so with chicken pox, whooping cough, mumps, and measles. Children convalescing from these diseases, losing school time because of the danger of infecting other pupils, very easily contact their mates outside of school hours and thus start a chain of patients who in turn must be excluded.

Data supplied us by departments of health all over the United States prove conclusively that this problem is not merely a local one. Our study includes statistics from many cities giving the monthly incidence of common, minor diseases. Regulations of the cities studied in regard to the isolation of patients and the exclusion of non-immune contacts were compared and differences noted for further study by our department. Pamphlets and books on the infectious agents, the source of infection, the mode of transition, symptoms, incubation period, period of communicability, care of the patient, and control of the disease were all considered.

As a result of the study the committee has recommended, first, a health education campaign to correct the prevalent but erroneous idea that all children must have the childhood diseases and, therefore, may as well be exposed early; second, radio broadcasts of a series of lectures available at the office of the Surgeon General of the United States Health Service, stressing the very serious after-effects of the so-called minor diseases; third, instruction by school nurses to principals and teachers in the science and symptoms of minor diseases so that they may be recognized; fourth, printed instructions giving definite direction in regard to exclusion and isolation to be used instead of the oral direction.

The committee further recommends an increased number of inspectors for minor communicable diseases so that the regulations can be enforced; teaching the importance of having parents report to the proper authorities infractions of regulations affecting exclusion; educating children to the inadvisability of contacting excluded schoolmates; adjustment in the period of exclusion to conform to the national consensus; securing the cooperation of those in charge of churches, libraries, and foreign schools in refusing to admit children who are excluded from school, that being the time when the disease is so easily spread; lastly, securing the assistance of school attendance officers in enforcing the isolation regulations.

This vitally interested group, working together to conserve the health and school time of pupils, feels that a partial solution of its problem has resulted from the study. Many of the recommendations were put into effect and enough valuable data was secured to focus the attention of school and health authorities on this problem which affects school, home and the community alike.

E. Children's Voices: A Reader for Children by Children

Sue Convery, Principal, Monroe-Excelsior School, San Francisco, California

Those of us who have had the privilege of working with children know of the strange beauty and even unusual power often founded in the simple expressions of childhood. Again and again we have thrilled to a bit of writing or painting that seems to reflect unusual insight or to possess a quaint charm. We have wondered about this urge for self-expression. Why it flowers so successfully in one child and why it is buried so deep in another.

Here in San Francisco for several years we have had a strong interest in creative self-expression. Some time ago a study group composed of approximately twenty-five teachers, working under the leadership of Miss Anita Beckman, undertook to learn more about children's creative writing and made an intensive study over a period of two years. The study included reading and evaluation of the best writings of thousands of children. A thought that the children's creative expressions have a decided place in the children's world grew into a conviction. We believe that the child's contributions may well serve as a broadening life influence for him and for his associates. We looked forward to the day when some of the splendid contributions of children could be enjoyed by other boys and girls. Today the realization of that dream has come in the form of an oral reader

just off the press, "Children's Voices." It is a book for children by children. In the pages of "Children's Voices" the creative force of children in writing, in speaking, and in drawing has been crystallized for all to enjoy. It is a collection of prose, verse, and art compositions of boys and girls who have been given encouragement and guidance in their desire for expression of the thoughts and emotions aroused by personal observations and experiences.

The individuals who produced the selections have had one of the highest types of educative experience, namely, release of innerself. Definite appreciation of the beauty of the children's creative offerings will come best through the oral reading of them. Then their child spontaneity is most in evidence and the charm of many original patterns comes to the reader. I believe that this point can be well illustrated by concluding with two or three selections from "Children's Voices."

The first is "In the Attic" by a sixth-grade girl:

"There is an old-fashioned trunk in the attic,
A queer looking thing, I must say,
But, oh, it is full of treasures,
So carefully hidden away.
There are dresses and shawls and queer bonnets.
I lay them all out in a row,
Then shut my eyes tight and imagine
How grandmother looked long ago."

The next is "When Mother's Away," by a fifth grade girl.

"The house is such a dreary place when mother's away
The dolls just sit stupid and they do not want to play.
I have a little table and I have a little chair,
But what is the use of playing when there is no one to care?
The house is such a dreary place when mother isn't there."

"Fishing" by a fourth grade boy;

"I like to go fishing with daddy
And sit on the sandy beach.
I watch him bait the hook
And throw it as far as the line can reach.
I think the most exciting time is when dad begins to wind.
Then I begin a game and guess what he is going to find.
Sometimes it is a large red cod,
Sometimes a sea perch small,
Sometimes it is some seaweed,
And sometimes nothing at all."

And last "Touching" by a fourth grade boy:

"I have touched the waters of a bay,
I have touched the sand in which I play,
I have touched a bear so big and brown,
But I haven't touched a single sound."

"Things We Liked"

Many expressions similar to the heading of this report of the social meetings of the convention were heard everywhere as the members and friends of the Department enjoyed the courtesies which the principals of California had made possible. Trains and boats were met, flowers and fruit were in the rooms, cars were ready for guests and all requests were answered even before anticipated.

Convention Headquarters—The California Elementary School Principals of the Bay Section arranged for a headquarters at the Palace Hotel. It was here they were hosts and hostesses to all; planned for trips; and made it possible for friend to meet friend. The 365 people who registered at this lovely headquarters appreciated most thoroughly this very fine and helpful service.

Department Breakfast—Who could help but enjoy a breakfast when he walked into the dining room and was met by groups of lovely ladies and gentlemen ready to pin flowers on him, see that he met both new and old friends, sang songs to him and about him (even tried to sing, "Here Comes the Sun," though it was a foggy morning) and then served him a good breakfast? The above is exactly what happened on Monday morning, July 3, 7:30 a. m. in the Concert Room, Palace Hotel, when over 150 principals and their friends came together for the first meeting of the Department.

President Maude A. Rhodes, Atlanta, Georgia, graciously welcomed all and expressed the appreciation of the officers of the Department for the very splendid plans which had been made for the week's activities. Harry H. Haw, San Diego, California, General Chairman of Arrangements and Fourth Vice President of the Department extended greetings and introduced his many co-workers. Sarah L. Young, Principal, Parker School, Oakland, California, and Local Chairman, told the group of the many things which had been planned for their week's entertainment. George C. Kyte, Professor of Education, University of California, Director of the Third Annual Conference on Elementary Education, gave plans for the two weeks' meeting. Fred Zimmerman, Principal, Stonehurst School, Oakland, and President of the California State Principals Association, extended greetings and made all feel thoroughly welcome and at home.

The good fellowship of the group caused Dan Gilson to try all his new "song hits" which had been prepared for the occasion and from the enthusiasm with which those Californians helped, one suspected that much rehearsing had been done. Mrs. Blanche Gilson, Dos Palos, was the pianist.

President Rhodes announced the following Nominating Committee: Isabel Tucker, St. Louis, Missouri, *Chairman*; Mrs. Gertrude Best Hammond, Los Angeles, California; Claude Williams, Chicago, Illinois; Mrs. A. Virginia Adams, Vineland, New Jersey; and Mrs. A. R. Wilson, Durham, North Carolina.

Tea—The San Francisco principals served tea on Thursday afternoon, July 6 at the Japanese Tea Garden, Golden Gate Park. With this unique setting and a beautiful day this occasion was a fitting climax to the week's activities.

Banquet—The Department of Elementary School Principals has had many beautiful banquets, but none has ever surpassed the beautiful flowers, silver stars,

and unique table decorations which greeted the 500 guests as they walked into the Grand Ballroom of the Palace Hotel, Tuesday, July 4. This gorgeous setting had been arranged by the Southern Section of the California Elementary School Principals' Association, and it is to this enthusiastic group that the Department is deeply indebted for one of the loveliest banquets which it has ever had.

Words are inadequate in describing the different centerpieces for the fifty tables, because each piece represented a "still" of some picture being made by Paramount Studios, Inc. These decorations were so cleverly done that Mrs. Leo May Gamble, Los Angeles, was requested to send pictures of them to headquarters, and we thank Mrs. Gertrude Best Hammond, Earl Smith, and the Visual Education Department, Los Angeles, for making and sending them. (See page 41.)

Each guest found at his plate a lovely program entitled "Crashing Hollywood" and also a "still" of Douglas Fairbanks, Jr., in his new picture "Ruler of the Seas." This was a gift of Paramount Studios, Inc.

The visit of Mr. and Mrs. Fairbanks, Jr., had been arranged by Paul Shafer, Assistant to the Superintendent of Schools, Los Angeles, with a committee of Southern Section Principals, the members of which were: Harry H. Haw, San Diego, *Chairman*; 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. It was indeed a pleasure to have Mr. and Mrs. Lance Heath, of Paramount Studios, Inc. Mr. Heath made all the arrangements for Mr. and Mrs. Fairbanks, Jr., while they were in San Francisco.

President Maude A. Rhodes asked that all remain standing while Mr. S. D. Shankland, Executive Secretary of the American Association of School Administrators, returned thanks. Mr. Shankland said:

"This grace which I am going to read was found in the cornerstone of Chester Cathedral, Chester, England. It was placed there in the 18th Century:

'GRACE'

Give us a good digestion, Lord
And also something to digest
Give us a healthy body, Lord
With sense to keep it at its best.
Give us a sense of humor, Lord,
Give us the grace to see a joke,
To get some happiness from life,
And pass it on to other folk. Amen"

After a delicious meal, President Rhodes extended greetings; read letters from Mrs. Susan B. Dorsey, Superintendent Emeritus of Los Angeles City Schools and Dr. E. P. Cubberly, Dean Emeritus, School of Education, Stanford University; introduced the guests at the head table; thanked our hosts and hostesses for the many splendid arrangements they had made for the convention; asked Dan Gilson to lead the group in more singing; accepted a lovely gift from the Los Angeles Principals' Club, presented by the President, Mrs. Gertrude Best Hammond; and then introduced Mrs. Howardine G. Hoffman, Chino, immediate past president of the Southern Section of the California Elementary School Prin-

cipals' Association, who took charge of the program of the evening which had been prepared by the Southern Section group.

In introducing the speaker of the evening, Mrs. Hoffman said:

"When the California Elementary School Principals' Association, Southern Section, was invited to participate in this meeting we were, indeed, honored and pleased to have the opportunity of coming and presenting a part of the program. We should like very much to have invited all of you and to have entertained you in our own Sunny California, but even travel by plane would hardly allow that when we begin at eight o'clock in the morning and end sometime the next morning. So we have capitalized on the gracious hospitality of Northern California. We have brought to you some of the spirit, the best wishes, the good will, and the culture and fun we have in Southern California.

Tonight we are privileged to have two guests from Hollywood. First, I should like to present to you Mrs. Douglas Fairbanks, Jr.



Irvin A. Wilson, President of the Department of Elementary School Principals, Mrs. Douglas Fairbanks, Jr., and Ben G. Graham, President of the American Association of School Administrators, at the banquet of the Department of Elementary School Principals, San Francisco, California, July 4, 1939.

Perhaps you have heard that we have another guest from Hollywood tonight, a young man who has been known for some time as the Crown Prince of Hollywood. The title was bestowed upon him rather facetiously, but the fact that it has remained in use is not surprising. He is the son of a very prominent pioneer actor, and, as is quite often true, being in the second generation, it was not particularly an asset in the beginning, but he has overcome the handicap and he has made his mark for himself, with the result that today he is a star in his own right, and, although short of thirty years, is a veteran in motion pictures.

He has had sixteen years of screen activity. Now, those are things that were handed to me to say about him, but in the last hour and a half I have discovered some other things that I much prefer to say. California principals and principals of the nation are interested in motion pictures and in radio as a means of education, and I think our guest speaker tonight is not only capable of doing a great deal for us, but also has the point of view, the understanding and desire to make motion pictures a real part of education for our children. It is, therefore, a great pleasure for me to present to you Douglas Fairbanks, Jr."

The Movie Picture in the Public Schools

Douglas Fairbanks, Jr., Paramount Studios, Inc., Hollywood, California



DOUGLAS FAIRBANKS, JR., AND MAUDE A. RHODES

I confess myself to be somewhat overwhelmed by the introduction accorded me by Mrs. Hoffman. It seems to me that Mrs. Hoffman has missed her calling. She would make an admirable agent for film players. With such an approach she could boost salaries to an unprecedented height.

Unfortunately this enthusiastic introduction only increases my nervousness here. I am holding like grim death to this table. I have never been more grateful in my life for a microphone. I think you will bear with me,

though, when I explain that when I last spoke out before a body of educators I was the recipient of a sound rap on the knuckles. It is a fitting commentary on the lasting effect you educators have on youth that I feel I should keep my mouth shut and my hands in my pockets tonight. As a matter of fact, I think it was Mr. Elbert Hubbard who once said, "It is far better to keep one's mouth closed and be thought a fool than to open it and remove all doubt."

Believe me when I say that it is gratifying, really gratifying, to have been invited to address you as a representative of the most popular entertainment medium and one which is directly concerned with many of the problems vital to the Department of Elementary School Principals of the National Education Association. It is neither my intention nor my mission to praise or apologize for the film industry. I am not equipped justifiably to do either. I hope, however, that my humble views on a situation growing out of world affairs as it affects the motion picture actor abstractly and your Department concretely, may make you look on the motion picture and people who make it in an entirely new light.

I, as you may be aware, at least since my introduction by Mrs. Hoffman tonight, am an actor, at least supposedly, and there are two schools of thought about actors. You have read, perhaps, Mr. Somerset Maugham's somewhat unflattering account of what he thinks about actors. He said that he found them amusing companions, generous, witty, clever people, but he said he never had been quite able to believe that they are human beings.

Another writer once said that it was not surprising to hear that for so many years actors were denied burial in consecrated ground, because it was preposterous

to suppose that they had souls. This I assure you is an extravagance. On the other hand, actors themselves are inclined to swing to the opposite extreme in their evaluation of their parts in the scheme of things; nevertheless, it is of importance to you to consider the remark of Sir Henry Irving that "the theater must always be an indirect mechanism of teaching." And, says another quotation from Sir Henry, "As the theater must deal with the eternal conditions of humanity, so must it ever have weaknesses which result from human imperfections, but as humanity has its nobler part, so, too, the theater has capabilities of good which are as illimitable as the progress of man."

Naturally, this applies to the motion picture as well as to the living theater, but with one exception. Where the theater, because of its very limitations, is free to express itself in almost any manner on almost any subject, the motion picture which is available to everyone everywhere arbitrarily has imposed upon it certain restrictions, designed to avoid the forcing of issues down the throat of any group which might think otherwise. In many cases this is an end impossible to achieve.

Last year, for instance, the motion picture industry in the United States alone produced a total of 346 feature films. Obviously, not all of them pleased everyone and it is possible that some of them displeased a lot of people. (That is probably the category in which I would place myself.) We know, however, that no producer, writer, director or actor approaches the making of a picture with any other end in view than to make a good one, and I am convinced that anyone who really has something of importance to say in any of the arts sooner or later is recognized by the public, which is not only the final but the best critic and may I say the best censor.

Now, you are in the profession of teaching and the film industry has kept constantly aware of your interest in motion pictures, so I know that you realize that those 346 films had a definite effect on the daily thoughts of millions of people, for unquestionably the motion picture is one of the most powerful media for the dissemination of an idea that has ever been placed in the hands of man.

In fact, this recalls to me that sometimes in England I have been approached by school boys with the request to relate a few of my more terrifying exploits with Red Indians in the wild and untamed West. I have no argument with the horse opera, as we call Westerns. I must confess I am rather partial to them myself. However, a number of us are not sufficiently quick on the draw to save the old rancho from the rustler, and so we are concerned with the motion picture directed to, if I may say so without sounding pompous, a more serious audience. It is here that our problem arises. This problem is the challenge to you and it is from you, as an important part of that audience, that the answer must come. I refer to the question of propaganda in motion pictures.

That word "propaganda" is in disrepute these days, and yet the correct definition makes it obvious that propaganda is a force for good as well as for evil. When you, for instance, in the exercise of your profession, teach that we live under the best possible form of government, that is propaganda, but consider this question: How far should motion pictures conscientiously venture into the field of propaganda? Films are being made today in other nations which are concerned mainly

with praising certain other forms of government. The motion picture theater in those nations is almost entirely devoted, under government supervision, to telling the audience that it is quite the happiest audience on the face of the earth.

In democratic nations, on the other hand, the audience itself is the controlling influence. If the audience wants the social order examined, the films will examine it. If the audience seeks criticism, the films will criticize. If the audience wants fairy stories, well, we shall have "Snow White."

One of the important things that happened in my life was my first big part on the stage. It was in a play called "Young Woodley" and on the occasion my father presented me with a volume of Shakespeare's works. I remember well the inscription my father wrote on the flyleaf which is a part of Hamlet's speech to the players and which reads as follows: "Let your own discretion be your tutor." While the admonition was directed at actors, I think that audiences might also give it careful consideration.

So far the motion picture industry in the United States has made only a few tentative moves in the direction of obvious propaganda, with "The Case for Democracy" as its theme. While the analysis of public opinion of these films has not been completed yet, it is important to note that some of the best pictures in recent months and some of the most entertaining as well have been based on historic incidents which in themselves serve to emphasize the merits of democracy. There is a line, for instance, in one of these films which invariably draws applause. The film is called "Man of Conquest" and in it the movie Andrew Jackson says to the movie Sam Houston, "Don't ever forget that this is still the only country where a man can give the President a good cussing out and the only thing the President can do is to cuss right back or go fishing."

Not infrequently among picture people the question of propaganda in motion pictures comes up for discussion. I was talking to a friend just the other day who definitely felt that the film industries of democratic nations should hammer away, possibly with government cooperation, at the case for democracy. Another friend took sharp issue with his views, pointing out that government cooperation might easily lead to government control, and certainly that is not to be desired in films any more than is government control of the press or any other medium of free expression.

From my own point of view I see certain dangers in conscious film propaganda which we cannot afford to overlook. None of us like the fellow who goes around patting himself on the back. It is entirely possible, then, that motion pictures, emphasizing our virtues and ignoring our shortcomings, would in the end defeat their very purpose. The time would come when even the truth would be suspected. The actor must of necessity be concerned with all phases of this question. It is up to the actor and the playwright to interpret characters and events; it is up to the actor and the playwright to interpret changing world conditions. The only way a responsible actor or playwright can do this is to listen to the voice of public opinion and be guided by its trend.

This is highly important to me because it has been demonstrated that the public's opinion of a screen actor is based as much upon the type of roles he plays as by the way he plays them. Having some small interest in what the next

few years may bring to me, I, as an actor, am concerned with what the public's answers will be to the question of propaganda in films. There are, on the other hand, many examples of motion pictures which were made purely for the sake of entertainment; yet which proved to be forceful arguments for democracy. If they had been made with propaganda uppermost in mind, possibly with too much emphasis placed on the particular message, I wonder if they would have been as convincing.

At present there is a film called "Good-Bye, Mr. Chips." It is receiving a warm welcome from critics and audiences alike; therefore, we know that the picture is highly entertaining to the great majority. Yet this charming story of a schoolmaster in a democratic country and the boys of several generations who studied with him stands as a most effective exposition of the ideals shared by us all and does so without conscious propagandizing.

Coming closer to home, I think you will find a similar situation in the film called "Ruler of the Seas," which has not been released yet, but in which I have just completed my own particular role at Paramount Studios. I know that Mr. Frank Lloyd, who produced and directed this picture, and those of us who played in it had no thought of pleading any special cause for anything or anyone. Mr. Lloyd was concerned with creating good entertainment, based on historical fact. Now, "Ruler of the Seas" is an interesting story, telling of the first all-steam crossing of the Atlantic one hundred and one years ago. This event pointed a way to speed, safety, and luxury which we all enjoy on the seven seas of the world today. It is significant to know that the story of this achievement carried with it a very strong message for our democratic way of living and working, but let me repeat, it does so unconsciously.

From this point of view it becomes evident that so-called pure entertainment in itself often results in presenting a very persuasive picture of life as we live it. I believe that the National Education Association, more than any other single body, has a direct interest in the kind of motion pictures made today. For the motion picture industry I want to say that we appreciate very much the increased use in the schools of sixteen millimeter reels prepared with historical features; likewise we appreciate your use of educational charts which are made available by some of the studios. As a matter of fact, just before coming to San Francisco I saw some of the charts being prepared for "Ruler of the Seas."

The manner in which the motion picture reviewing committee of the Los Angeles Board of Education adapts current films to classrooms is another good example of direct educational interest in the screen. I personally feel that this committee plan might well be adapted to national use.

On considering what I have already said this evening, I must admit that I have violated one of the rules laid down by teachers when I was in school and I hope you will forgive me for it. I mean to say that I have proposed a question, made a couple of points for and against it, and now I should arrive at a conclusion, but it seems to me that the conclusion is up to you. The matter of propagandizing is far too weighty to be decided in haste. Certainly, I am deeply interested in what the decision will be.

Along with being very sincere in proposing to you a subject that I believe

worthy of discussion by such a group, I continue to be nervous. I still am fiddling around with my tie and putting my hands in my pockets, all the things I should not be doing and I am concerned mostly at the moment with such things as split infinitives and sentences ending with prepositions. Ordinarily an actor depends upon a playwright for patterns of speech-making, but this business of going it alone is a far different matter. At best speech making is a peculiar form of human expression that was best defined by Mr. John Barrymore in a way that I should like to "crib." Mr. Barrymore said that speech is much like the entrance of a baby into this world: "There is long and painstaking preparation beforehand, no end of excitement, anxiety, strain and physical hardship during the event, and an overwhelming relief to all concerned when it is over."

Gone With the Wind *

Special Education Version

DRAMATIS PERSONAE

Narrator.....	Mrs. Gertrude Howard
Talent Scouts.....	Anne Sheperd, Harley Lyon, and others
Sound Effects.....	Merle R. Helbach
Back Whenny.....	Vincent I. Correll
Fred Allen.....	Leonard Dykes
Miss Matilda.....	Mrs. Gertrude Best Hammond
Third Graders.....	Leonard Dykes, Mrs. Leo May Gamble, Clyde Mount, Mrs. Marguerite Kyes, Mrs. Cora B. Wooley, Laura Hollingshead, Eugenia O'Brien, and others
Airy.....	Mrs. Georgie Huntoon
Dunce.....	O. D. Enfield
Girl With Copybook.....	Mrs. Florence Mount
Three R's.....	Mrs. Edith B. Newman, Betty Hardman, and Bess Hardman
Songsters.....	Dan Gilson, Fred Zimmerman and others



MRS. GERTRUDE HOWARD

blown out of existence; therefore, are "Gone With the Wind."

The group appreciated the very splendid talent which was exhibited and realized that the close proximity of Los Angeles to Hollywood had had its effect.

* Hollywood and Southern California have two big interests, the motion pictures and radio, and this radio skit was presented by the Southern Section Principals.



Members of the Third Annual Conference on Elementary Education, which was sponsored by the National Association of Elementary School Principals.

THE THIRD ANNUAL CONFERENCE ON

University of California, Berkeley, California

"There was an instructor named Kyte,
Who seemingly's taken to flight;
When he looked at the crowd
He murmured aloud:
'These Elementaries give me a fright!'"

—*Sophie Bachmann, Principal, Detroit, Michigan*

The above poem was inspired as the group watched the face of Dr. George Kyte, Professor of Education, University of California and Director of the conference program, first express surprise then astonishment, when he realized that even standing room was at a premium when the 378 principals, teachers, superintendents, supervisors and others who were interested in elementary education, filed into the room.

Dr. W. W. Kemp, Dean of the School of Education, Dr. R. G. Gettell, Dean of the Summer Session, Dr. George C. Kyte, Professor of Education, and Director of the Conference, Miss Sarah L. Young, Principal of Parker School, Oakland, and Representative for the Department of Elementary School Principals, with many fine helpers had planned for the group a 13-day conference program which was to be a real challenge in working on "Meeting the Problems of the Modern Elementary School."

Reception—A lovely reception was held for the conference folks from eight to ten o'clock on Saturday evening by the University in the women's clubrooms of Stephens Union. The students of the Third Annual Conference had the delightful privilege of meeting their faculty and getting acquainted with these outstanding leaders who were to participate in the instructional program. In the receiving line were: Dr. George C. Kyte, Director of the Conference and Professor of Education, and Mrs. Kyte; Professor Raymond G. Gettell, Dean of the Summer Sessions, and Mrs. Gettell; Dr. William W. Kemp, Dean of the School of Education; Miss Maude A. Rhodes of Atlanta, Georgia, President of the Department



by the of Elementary School Principals at the University of California, Berkeley, California, July 8-21, 1939.

REPORT ON ELEMENTARY EDUCATION

Berkeley, California, July 8-21, 1939

of Elementary School Principals; Mr. Irvin A. Wilson of La Grange, Illinois, newly-elected President of the Department of Elementary School Principals; Miss Sarah L. Young of Oakland, Vice-President, Department of Elementary School Principals; and Miss Eva G. Pinkston, Executive Secretary. Assisting were Mr. Fred Zimmerman of Oakland, President of the California Association of Elementary Principals, and Mrs. Zimmerman; Mr. Beecher Harris of Berkeley, President of the Bay Section of Elementary School Principals, and Mrs. Harris; Miss Carrie Daly of San Francisco, Vice President of the Bay Section of Elementary School Principals; Mr. Will Green, Oakland, President of the Oakland Principals' Club, and Mrs. Green, and the following Berkeley school principals: Miss Mary O'Bannon, Jefferson School; Mrs. Eugenie Jackson, Hillside School; Mrs. Ethel Tudbury, Washington School; and Oakland principals: Miss Alma Collis, Maxwell Park School; Miss Eva Ott, Edison School; Miss Helen Lacy, Piedmont Avenue School; Miss Jessie Calder, Burkhalter School; Miss Dora Lages, Hawthorne School; Miss Minnie Kahl, Burbank School; Miss Ida Hammond, Manzanita School, and Miss Pauline Manitte, Redwood Heights School.

Breakfast—On Sunday morning, July 9, at Hotel Whitecotton all who could, came to a jolly get-together breakfast. Dan Gilson, Principal of Longfellow School, presided. Fred Zimmerman, Principal, Stonehurst School, Oakland, led the singing (and if he "got stuck" on some of the cleverly prepared songs, Dan Gilson helped him out). Sarah Young, Principal, Parker School, Oakland, made the announcements. George C. Kyte told the late comers about the conference plans. Maude A. Rhodes, President of the Department, gave the greetings for the officers, and Louise Byer, President, Berkeley Teachers Association, welcomed the group to Berkeley. Besides the people mentioned above, Mary O'Bannon, Mrs. Ethel Tudbury, Mrs. Eugenie E. Jackson, and Alfred C. Baxter, helped make the breakfast the enjoyable affair which it was.

Conference Periods—In order that the members of this conference might

receive intensive, practical help from the course, Dr. George C. Kyte organized the work to provide for (1) directed observation in the Demonstration Elementary School 9:00 to 11:00 a.m.; (2) a series of articulated lectures in the general assemblies 11:00 a.m. to 12:00 noon; and (3) eight sections for directed study and discussion 1:00 to 2:30 p.m.

The work in the organized program was supplemented by self-directed round-table discussions occurring each evening of the conference period at Haviland Hall, beginning at 7 p.m. and lasting as long as the group wished to stay.

Trips—Because of the many scenic beauties which California has and the many interesting historical spots, Dr. Kyte had arranged for Mr. William H. Lucio to plan trips for the group on Friday afternoon, Saturday and Sunday, July 14, 15, and 16 respectively. One group of thirty-six went to Yosemite; several groups went to John Muir Woods; others went to Stanford University; and during the week arrangements were made for the group to visit schools.

Members of the Conference—Below is a list of those persons who attended the Third Annual Conference on Elementary Education:

ALABAMA—*Grant*: May C. Crawford, and Wilson A. Evans; *Ozark*: Eura Brown; and *Tuscaloosa*: Margaret Rumsey.

ARIZONA—*Tucson*: Irma Henkel, Helen B. Keeling, Myrtle Meyer, Mary Field Page, and Katherine M. Van Buskirk.

ARKANSAS—*Fayetteville*: Nelle Kantz; *Little Rock*: William F. Hays; and *Russellville*: Velma Sibley.

CALIFORNIA—*Alameda*: Alice Hamilton, and Arthur Heche; *Alhambra*: Mrs. Rose C. Clayton, and Roby T. Elwood; *Antioch*: Sadie Roberts, and Lila K. Sater; *Arbuckle*: Lloyd G. Johnson; *Atascadero*: Ethel Higgins; *Avenal*: William F. Kimes, and Doris O. Newcombe; *Bakersfield*: Pearl M. Durnal, and Ione Kelly; *Berkeley*: Ferne Ford, Guy Helmke, and John H. Rhodes; *Brawley*: Grace W. Allen and Merrill V. Goudie; *Calexico*: Hazel Erickson; *Chico*: Beryl Mansfield, Grace Roth, and Eva Spangler; *Chino*: Mrs. Howardine G. Hoffman; *Contra Costa*: Ona Ring; *Coris*: James Walter White; *Dos Palos*: Blanche Schmidt; *Elk Grove*: Edna R. Batey, and Jean Valate Learned; *Fort Bragg*: Neva Cavanagh, and Ruth Roberts; *Fresno*: Harry L. Buckalew, Dorothy E. Messenger, Eremann Messenger, and Ruby E. Warner; *Glen Ellen*: James H. McCammon; *Grass Valley*: Genevieve Kent; *Grimes*: Joseph Powers; *Hanford*: Dorothy Hamilton, Helen F. Ritchie, Lucile Roulsten, Grace H. Stewart, and Mrs. Hazel Winslow; *Hayward*: Katherine H. Borneman, Grace Gamble, Tillie R. Glassbrook, and Ruth Larkey; *Huntington Beach*:

Agnes L. Smith; *Isleton*: Eugene F. Foster; *Kettleman City*: Mrs. Mabel Jorgensen, H. Kenneth Ogan, Ruby Ryder, Elizabeth Turley, and Leta Alma Walker; *Limoore*: Ada Vanderburgh; *Livermore*: Mrs. Gertrude Meadows; *Long Beach*: Adda Anderson, Elga M. Shearer, and Winifred Mabel Wonders; *Los Angeles*: Mrs. Myrtle L. B. Chandler, Rena McCoy Davidson, Mrs. Leo May Gamble, Fann B. Goodrich, Mrs. Gertrude Best Hammond, Mrs. Georgie M. Huntoon, Marguerite Kyes, Mrs. Earnestynne W. Mannatt, and Mrs. Ethel B. Newman; *Los Nietos*: Mary Margaret Cryan; *Maxwell*: Lyrel Bullard; *Modesto*: Alberta W. Bassett, Ethel Pearson, Mollie Platt, and Clara Margaret Watson; *Mountain Ranch*: Norma M. Cuslidge; *Napa*: Eva Holmes, and Irene M. Snow; *Oakland*: George C. Bliss, Anne M. Bradley, Jessie Calder, Katherine M. Driscoll, Ida M. Hammond, Lena Harry, Dora Lages, Margaret L. Woods, Sarah L. Young, and Fred B. Zimmerman; *Ontario*: Helen June-man; *Oxnard*: Bernice Curren, and Miss Willie D. Kantz; *Pacific Beach*: Nellie L. Walker; *Pasadena*: DeRoy F. Cobb; *Pittsburg*: Kathryn Irwin, Emma Linschied, and Bertha McNeil; *Pomona*: Flora Cross, and Lucy B. Greene; *Redlands*: Pearl M. Pillsbury; *Redondo Beach*: N. D. Myers; *Richmond*: Ethel B. Bernier; *Riverside*: Mrs. Laura E. Stein; *Sacramento*: Roy E. Learned, and Elizabeth Lunny Ryan; *St. Helena*: Harry M. McPherson; *Salinas*: Francis W. Reimers; *Samoa*: Marie Jordfald; *San Andreas*: Walter R. Huberty, and

- Louise J. Oneta; *San Diego*: Ellen R. Breen, Harry H. Haw, May S. Ross, Mary Catherine Smith, and Emma Spears; *San Francisco*: Carrie Daly, Elnora Fuller, Dorothy Hansen, Matilda A. Levy, Gladys Michel, Ida E. Morrison, Ethel Roth, Jane Ryan, Mollie Smith, Etta H. Tessmer, and Susie A. Ward; *San Juan Bautista*: Alton E. Scott; *San Leandro*: Roscoe M. Banta; *Santa Ana*: Marian Fanny Bragg, Johanne Eilers, and Henrietta Horne; *Santa Barbara*: Eva L. McPhail, and Nettie A. Maurer; *Santa Cruz*: Elizabeth Cook, Frank S. Cralle, Edith E. Fikes, and Margaret Wheeler; *Santa Rosa*: Julia Oakes, and Helen Wright; *Selma*: Donnalee McKenzie, R. Marian Schrack, and Mrs. Emma Woolley; *Solano Beach*: Gordon K. Wells; *Stockton*: Frances Yale Libbey; *Suisun*: J. J. Finney; *Taft*: Martha Ellen Cheney; *Turlock*: L. L. Miller; *Vallejo*: Roxie E. Alexander, Elma Creedon, Mary Myrtle McHenry, Virginia Walsh Schebler, and Ruth Teicheira; *Visalia*: Bernice Arnett; *Walnut Creek*: Velma Balasek, Doris Crosby, Mabel E. McLaggan, Marco Faya Palmer, Jeannette Poage, Irene Spencer, and D. Geraldine Brubaker; *Waterford*: Walter Hastings; *Whittier*: Mrs. Alma M. Clifton; and *Willows*: Ralph W. Camper.
- COLORADO—*Colorado Springs*: James M. Chapman; *Denver*: Lila M. O'Boyle; *Ft. Morgan*: Edna H. McKay; *Hayden*: Zelda Sigman; *Pueblo*: V. H. Volgamore; *Salida*: Elsie Coulter; and *Sterling*: Beulah Warner.
- CONNECTICUT—*Hartford*: Alice M. Ayres; and *New Haven*: Mrs. Sally B. Coe.
- DISTRICT OF COLUMBIA—*Washington*: Lillian Goodall, Eva G. Pinkston, Roberta Shewmaker, Mrs. Louise S. Walker, and Margaret Waterman.
- GEORGIA—*Atlanta*: Emmalu Nolen, Margaret Sterling Price, and Maude A. Rhodes; *Moultrie*: Mrs. L. G. Cox, Martha Kelly, and Mrs. Kathleen C. Outler; and *Savannah*: William A. Eyler, Jr.
- IDAHO—*Boise*: Coral Norton; *Idaho Falls*: Theresa Bunker, and Anna Johnson; and *Lewiston*: Leo E. Click.
- ILLINOIS—*Carlville*: Dr. Wesley E. Eastman, and Marcella Lott; *Chicago*: Herbert C. Hansen; *Decatur*: Daisy V. Daggett; *Edwardsville*: Irene B. Daech, Bess Dipold, Mrs. Irma S. Harris, Virginia E. Harris, Florence Faye Livesey, and Ethel Tibbetts; *Elgin*: Aimee E. Lyford; *Galesburg*: Amy L. Conger; *La Grange*: Irvin A. Wilson; *Quincy*: Laura E. Kaempen; *Peoria*: Joseph Murphy, and Aman L. Ohlman; and *Sterling*: Helen H. Taylor.
- INDIANA—*Evansville*: Alfred S. Byers; *Indianapolis*: Flora E. Drake, Cecilia Galvin, Ivory Johnson, and Elizabeth Kirby; *Terre Haute*: Blanche J. Richardson, and Gertrude F. Soules.
- IOWA—*Boone*: Hubert J. Van Ness; *Clear Lake*: Esther E. Granner; *Davenport*: Mary Ann Baker; *Des Moines*: Mae Heathershaw, Bess R. Johnson, Lorene Lightfoot, and Cora A. Parr; *Fairfield*: June Chidester; *Macon City*: Ruby Dan Schmidt, Nellie Fahnestock, Clara B. Sagen, and Esther M. Werthenbach; *Perry*: J. S. Vanderlinden; *Sioux City*: Bertha O. Finch, and Charlotte Osborn; *Washington*: E. A. Ralston; and *Waterloo*: Agness Faint.
- KANSAS—*Chanute*: Myrtle H. Moeller; *Lawrence*: Hazel Lee Simmons; *Wichita*: Martha A. Gillenwaters, Fay I. Griffin, Faye Hadley, Clara Rebstein, and Mrs. Winnie Thornburg.
- LOUISIANA—*New Orleans*: Myrtle Banks, and Fannie C. Williams; *Shreveport*: Mrs. Bettie F. Davis, and Alice Short.
- MASSACHUSETTS—*Arlington*: Pauline H. Stuart; *Melrose*: Carrie Brown, and Esther S. Lyman; *Springfield*: Fanny M. Bemis, Rosa M. Bowker, and Laura A. Daniels.
- MICHIGAN—*Ann Arbor*: Ruth F. King; *Detroit*: Sophie C. Bachmann, Ilah B. Gifford, Grace Lovett, and Bess V. Morrill; *Flint*: Carolyn Pearson; *Grand Haven*: Zenana H. Ackley, and Laura Wuennecke; *Grand Rapids*: Charlotte B. Pope; and *West Dearborn*: Marguerite Foy.
- MINNESOTA—*Frost*: Robert G. Cottrell; *Faribault*: Mamie E. Dreblow; and *Minneapolis*: Jean Ann Morrison.
- MISSISSIPPI—*Jackson*: Louise Cortright; *Oxford*: Gabriel Houston, and Martha D. Houston.
- MISSOURI—*Beloit*: Edna Mumm; *Bolivar*: Edith Stewart; *Desloge*: Nora Murphy; *Joplin*: Eva Corlett, Cora McDonald, and Viola Smoot; *Kansas City*: Mary W. Carroll, and Mary C. Ryan; *Maryville*: Ray Dice; and *St. Joseph*: Emma O. Mumm.
- MONTANA—*Bozeman*: Georgia M. Higgins, Kathryn Kier, James L. Kurtz, and Esther Mae Rulien.
- NEBRASKA—*Fremont*: Mildred B. Richmond; *Omaha*: Ruth Pollock, and Mrs.

- Edna H. Waterman; and *Scottsbluff*: Lillian Galleher.
- NEW JERSEY—*Irvington*: Zella M. Jenkins; and *Penns Grove*: Mrs. Verna S. Dowl-
ing.
- NEW MEXICO—*Albuquerque*: Fred M. Cal-
kins, Edna Davis, and Frances Smith;
Eunice: Nettie Jordan Mack; and *Hobbs*:
Neva Nelson.
- NEW YORK—*Buffalo*: Ella Smullenburg; *East
Aurora*: Frances H. Rosen; *Elmira*: Mary
Conley; *Rochester*: Mary L. Bluestone,
Stella O'Neil, Katherine Spillane; and
Scotia: Kate Dykeman, and Amelia Hop-
kins.
- NORTH DAKOTA—*Dickinson*: Mildred H.
Schjeldahl.
- OHIO—*Bowling Green*: Bess McClish; *Cin-
cinnati*: Lucy L. Soule; *Cleveland*: Ruth
Johnston, Mary Keys, Edna Morgan,
Aleda V. Ranft, and Helen Ullum. *Cleve-
land Heights*: Mildred S. Paul, and Hester
South; *Columbus*: C. O. Callahan, Helen
M. Derrer, and Ethel E. Layland; *Lake-
wood*: Grace Daugherty, and Grace Need-
ham; *Norwood*: William Maitland; *Ox-
ford*: Georgie E. Baillie; *Parma*: Anna
L. Overturf; *Shaker Heights*: Florence
Gabriel; and *Willoughby*: Jeanette Brooks.
- OKLAHOMA—*Bristow*: Linnie R. Wood.
- OREGON—*Hood River*: Della L. Bryant;
Oswego: Gertrude Ewing; and *Portland*:
Stella S. Curtis, William C. Painter, and
Eva Wash.
- PENNSYLVANIA—*Du Bois*: Bessie R. Seeley,
and Myrtle A. Seeley; *Erie*: Emma L.
Klingel; *Kutztown*: Esther E. Jastram;
and *Pittsburgh*: Robert H. Edgar, Elinore
F. Fuher, Josephine Rohleder, and James
E. Shannon.
- SOUTH DAKOTA—*Aberdeen*: Maude E. Johns-
ton, and Lydia M. Leistikow.
- TEXAS—*Beaumont*: Mary Jo Popplewell;
Childress: Mabel Hare; *Commerce*: Stella
Sullivan; *Dallas*: Lucille Cope; *El Paso*:
Jewel Lemley, and Stella McClure; *Hous-
ton*: Mrs. Bun Bates Brusse, and Ella
Standish; *Medicine Mound*: Ann Thurs-
ton; and *San Antonio*: Margaret E. Burke,
Louise Gibson, Irma R. Heilig, and Alice
Winthrop.
- UTAH—*Brigham City*: Victor J. Bott; *Ogden*:
Miriam June Peirce; *Salt Lake City*:
Charles Perry Rockwood.
- VIRGINIA—*Norfolk*: Mrs. Edith B. Joynes;
and *Richmond*: Cornelia S. Adair.
- WASHINGTON—*Bellingham*: S. Brennan, Ma-
rian McClaskey, and Madge Sargent Ware;
Evensburgs: Donald H. Thompson; *Ever-
ett*: Grover Allen Love; *Longview*:
Maurice J. Brislawn; *Seattle*: Charlotte
Graham, Mrs. Dora S. Herren, Carolyn H.
Stevens, and Mabel V. Wilson; *Spokane*:
Ida Most, and Lena Witt; *Vancouver*:
Mrs. Viola Allen, and Elsie Marian John-
son; and *Washtucna*: Laura King.
- WEST VIRGINIA—*Huntington*: Rachael E.
Wilson.
- WISCONSIN—*La Crosse*: Norma A. Reichelt;
Ripon: Gladys Margaret Potter; *Sheboy-
gan*: Fred Schnell; *Wauwatosa*: T. C.
Klett; and *Wisconsin Rapids*: Helen Tis-
serand.
- WYOMING—*Rock Springs*: Victoria Bur-
rough.

Another Conference !!

The Fourth Annual Conference on Elementary Education, which will be sponsored by the Department of Elementary School Principals, will be held at the University of Wisconsin, Madison, Wisconsin, July 8-19, 1940. Dr. J. Murray Lee, Assistant Professor of Education at the University, will be the coordinator for the University, and Fred S. Schnell of Sheboygan, Wisconsin, will be the Department's representative. Mr. Schnell has been at two of the three conferences which the Department has held.

More details of this splendid two weeks' meeting will be in the December issue of *The National Elementary Principal*.



Looking east on Market Street in St. Louis, Missouri—Municipal Auditorium at extreme right.

St. Louis Meeting

February 24–29, 1940

"Worthwhile events as this just do not happen overnight or without *great* preparation before hand," is as true today as it was the day two gentlemen talked about the meetings of the Department of Elementary School Principals as they walked from one of the afternoon sessions when the convention was held in St. Louis in 1936.

President Irvin A. Wilson, La Grange, Illinois, is busy preparing excellent programs for the meetings. Miss Isabel Tucker, Principal, Festus Wade School, and Member of the Executive Committee of the Department of Elementary School Principals and Chairman of local arrangements; and Dr. Frank Gorman, President of the Missouri Elementary School Principals Association with their helpers are now working like "bees" to see if they can surpass their former great achievements. Really, we do not see how such can be done.

The banquet of the Department of Elementary School Principals has the distinction of being one of the highspots at the winter and summer conventions. The banquet at St. Louis, which will take place Monday night, February 26, will be no exception to the rule.

The St. Louis meeting will be another distinctive convention; therefore, begin now to make your plans to attend. The December issue of *The National Elementary Principal* will give you more of the details of the meeting.

Be sure to come! ! !

The Department is Like a Tree!

Eva G. Pinkston

The Department of Elementary School Principals is like a tree. It grows day by day and year by year, putting forth the new branches. Upon these branches flowers the fruit of membership. We are happy to announce that for the past six years this tree has continued to grow rapidly.

But for every branch there is a root beneath the earth—a root to draw nourishment from the rich soil of splendid publications, conferences and conventions—a root so firmly anchored in confidence and friendship that it can stand against every wind that blows. Without these hidden roots the tree of the Department of Elementary School Principals would wither away or fall, and without the proper nourishment the tree would not be able to grow.

And that is why, in the selection of the members of the Editorial Committee, in the selection of its State Representatives and in the selection of persons for its many different committees, the president and officers look not only toward immediate growth of membership and sale of publications, but beneath these two very important factors is the subsoil, composed of the richest of contributions to elementary education.

Because of these rich contributions to our publications the tree of the Department is so well nourished that our publications have not only reached the principals of the United States but also seven foreign countries.

The two weeks' conference on elementary education which the Department sponsors each summer at a University near to the convention city is another opportunity for the members and the Department to grow. These exchanges of ideas are so helpful and necessary if the tree of the Department is to continue to grow.

Our records for 1938-39 (as published in the new Yearbook, "Enriching the Curriculum for the Elementary School Child") show the new growth added to the Department was 1213 new members, 628 renewed their membership after being away for a year or more, and 4263 members have renewed their membership each year over a period of years. These make a total of 6104. This number includes the 190 life members of the Department.

This October issue of THE NATIONAL ELEMENTARY PRINCIPAL has been sent complimentary to every person or institution who was a member of the Department last year. It is now time to pay your dues for the year 1939-40, for our membership year runs concurrently with that of the National Education Association—September 1 to August 31.

State Representatives—The fine growth in membership in the Department of Elementary School Principals has taken place because the representatives throughout the country have so faithfully and diligently stayed on the job. This year the following persons have accepted the responsibility of leading the enrolment campaign in their states. These people will need your cooperation in your particular city or county, and we know you will not fail them:

ALABAMA—Robert C. Johnston, 2030 Magnolia Avenue, S., Birmingham. ARIZONA—Howard Soule, 3999 Cleveland Road, Phoenix.

- ARKANSAS—C. E. Beard, 3511 North 6th, Fort Smith.
- CALIFORNIA—Alton E. Scott, District Superintendent, San Juan Elementary Schools, San Juan Bautista.
- COLORADO—Jessie K. Fitzpatrick, 936 Mapleton Avenue, Boulder.
- CONNECTICUT—Elizabeth R. Malcolm, Truman Street School, New Haven.
- DISTRICT OF COLUMBIA—Robert W. Eaves, Thomson School, 12th & L Sts., N. W., Washington.
- GEORGIA—Mary Standard, Moreland School, Atlanta.
- IDAHO—Coral M. Norton, 406 Franklin, Boise.
- ILLINOIS—Kenneth E. Vayette, 204 N. Perry Avenue, Peoria.
- INDIANA—Carl W. Lemme, 1820 Bayard Park Dr., Evansville.
- IOWA—Murva R. Kelly, 1671 Main St., Dubuque.
- KANSAS—Myrtle M. Evans, 15th and Troup Ave., Kansas City.
- KENTUCKY—E. E. Gotherman, 750 So. Limestone Street, Lexington.
- LOUISIANA—Florence Dixon, 3821 Franklin Avenue, New Orleans.
- MARYLAND—Mrs. Anna P. Rose, Chevy Chase Elementary School, Chevy Chase.
- MASSACHUSETTS—Louise Wingate, 128 Prichard Street, Fitchburg.
- MICHIGAN—Arnold Gregory, Raupp School, Lincoln Park.
- MINNESOTA—James F. Lichtenberger, Windom School, Minneapolis.
- MISSISSIPPI—Gabriel Houston, 111 W. Second Street, Clarksdale.
- MISSOURI—Dr. Frank H. Gorman, School of Education, University of Missouri, Columbia.
- NEBRASKA—Mrs. Mae T. Clark, Room 1017, Hotel Yancey, Grand Island.
- NEW JERSEY—Mrs. Helen C. Brearley, 57 Princeton Ave., Princeton.
- NEW MEXICO—Stella Kiker, 240 S. Fifth St., Raton.
- NEW YORK—Florine Howes, Central School, Mamaroneck.
- NORTH DAKOTA—Mrs. Sadie A. Walker, 701 10th St. S., Fargo.
- OHIO—L. Daisy Hammond, Patterson School, Dayton.
- OKLAHOMA—Ralph H. Kennedy, 1908 W. 41st Street, Tulsa.
- OREGON—W. C. Painter, 425 S. E. 45th Ave., Portland.
- PENNSYLVANIA—William J. Laramy, Oakmont School, Haverfort Township, Upper Darby.
- RHODE ISLAND—Herman G. Patt, John Clarke School, Newport.
- SOUTH CAROLINA—Simon Fogarty, 151 Moultrie St., Charleston.
- TENNESSEE—Thomas N. Johnston, 226 Keith Avenue, Knoxville.
- TEXAS—W. L. Darnell, Palm School, Austin.
- UTAH—Lois Anderson, Uintah School, Salt Lake City.
- VIRGINIA—Lillian M. Johnson, 404 Chestnut Street, Norfolk.
- WEST VIRGINIA—Winifred Newman, Lincoln Grade School, Charleston.
- WISCONSIN—Fred S. Schnell, 2722 Highland Terrace, Sheboygan.
- WYOMING—Margaret Chambers, Grant School, Casper.
- ALASKA—Anthony E. Karnes, Territorial Schools, Juneau.
- HAWAII—John Luiz, 19th and Harding Avenues, Honolulu.

The December issue of *The National Elementary Principal* will carry additional names of representatives.

Something New!!!

J. W. Crabtree and The Crabtree Readers



J. W. CRABTREE

THE NATIONAL ELEMENTARY PRINCIPAL has the honor to be the first to tell the many friends of Dr. Crabtree of the new series of readers which bear his name.

The readers, written by his daughters, Dr. Eunice K. Crabtree and Mrs. LuVerne Crabtree Walker, were inspired by J. W. Crabtree. His gracious living will continue to be a nation-wide influence through these books which have as their purpose the building of the fine art of living in the children of America.

Dorothy Canfield is Co-author

—When you see “Crabtree” in the name of the series you will know that means, of course, none other than the friend of teachers, J. W. Crabtree. Turn to the title page and there is the name of another great humanitarian, Dorothy Canfield. Tell those who ask you, “Yes, that is *the* Dorothy Canfield.” Not only

has she shaped the ideas and ideals of the books but she has insured the high literary quality of the materials. Dorothy Canfield is a co-author of the books, and consequently every story in the readers reflects her rich living and fine literary style.

Real Children Live in the Books—This is why the girls and boys with their pets and toys who race so merrily through the books are moving rapidly in the right direction. They are carrying the school children of our country toward a fine type of democratic living.

The children in the books are real children. The stories grew out of the experience of Eunice K. Crabtree and LuVerne Crabtree Walker, as teachers, in their living, working and playing with children in their own classrooms, broadened by their experience in supervision, and teacher training in the fields of reading, literature, child development, and curriculum.

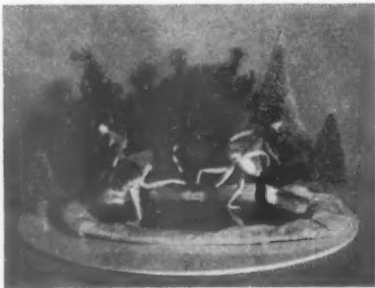
See Them in St. Louis—We cannot tell you now about the attractive make-up of the books, the fresh spontaneous illustrations, the stories that are fun to read. We'll save that surprise until you see the books for the first time at the February meeting in St. Louis. Now, we can give you only the story back of the stories in the Crabtree Readers.

A Few of the Banquet Table Decorations

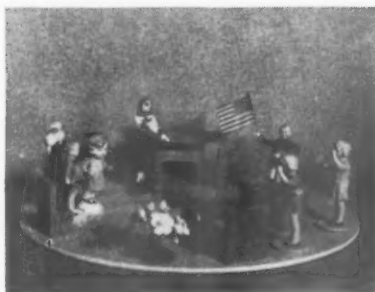
Grand Ballroom, Palace Hotel San Francisco, California July 4, 1939



The Lone Ranger



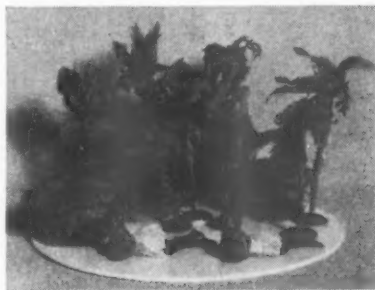
The Ice Palace



The Schools



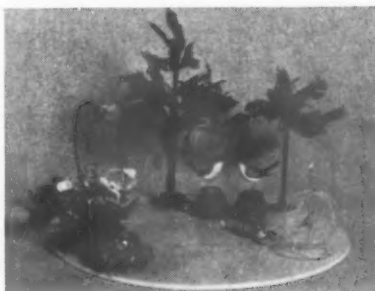
The Fashion Center



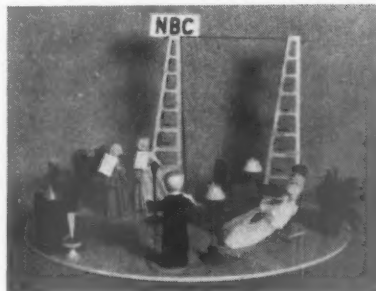
Hawaiian Paradise



Ferdinand, the Bull



Birdland



Broadcasting



The children of the second grade, Daniel Webster School, New Rochelle, New York, presenting "The First May Baskets."

Two Correlated Years of Creative Activity

**Jeanora Don Weingarten, Daniel Webster School
New Rochelle, New York**

Children love to dress up and play make-believe. As early as three, children play train, house, and imitate their parents and the community helpers. As they grow older and go to school they continue to enjoy acting and making up stories. This imaginative play should be encouraged and it is important that the child use this imagination for it makes him keener and more interested in his work.

In the activities program of my first-grade class last year, we had considerable dramatic play, playing house, a post office at Valentine time, and for our transportation activity we made trains and airplanes. The children thoroughly enjoyed playing engineer, conductor and pilot. The circus came to town and we played circus, making the costumes and serving pink lemonade.

The children made up original stories and for each story drew an illustration. They pasted the illustrations in their picture books and I wrote in manuscript under the pictures the stories as they told them. The children took these picture books home at the end of the year.

I continued with my class this year into the second grade and carried on my work in dramatics. The children still enjoy telling stories and now that they are older they write their own stories in their books. Each child has made his own story book. The covers are original designs, and the stories are written in manuscript on writing paper which is pasted on colored sheets. The colored sheets are held together by note-book rings.

It is most interesting to look at their books and see their literary development. The early stories are very simple, but as the children gained experience in writing and increased their vocabularies the stories became longer and more interesting. Some of the stories have rhythm and original style. A story, entitled "Out West With the Cowboys", written by a seven-year-old child, was particularly interesting in view of the fact that the child had never been West and the story was entirely imaginative. It showed unusual style and choice of words and the composition had remarkable rhythm.

This Spring we planted flower seeds in our window boxes with the thought of transplanting them later in our garden. Unfortunately the Winter was very cold and Spring was late. The children became impatient at the delay of Spring and while we waited for the warm weather we started work on a Spring play, entitled, "The First May Baskets." The play, an outgrowth of our garden activity, depicted the lateness of Spring. To give a brief outline of the play, the children went to the woods to see if Spring had arrived. They found the woods bleak and cold, and decided that Spring would never come, so they went home, feeling very sad. Spring finally arrived, and not seeing life stirring about, called to the animals and inquired for the children. The bunny explained that the children were not in the woods because they did not think that Spring was coming this year. Spring thereupon suggested to the animals that they gather baskets of flowers for the children so they would know that she, Spring, had arrived. The animals gathered the flowers and the bunny delivered them to the children.

The following morning the children went to the woods in great excitement, with their baskets, and gave Spring a belated welcome. In the finale the brownies and fairies came out of the woods and danced around Spring, the animals and the children.

My children showed such talent in dramatizing the play that we asked to present it in the school auditorium. We thereupon sent written invitations to the Mothers to see the play.

The scenery background was woodland scenes painted on brown wrapping paper and tacked to folding screens. The flowers of the scenery were crayoned and cut out by the children and posted on the background. It gave a very vivid and colorful effect and portrayed a childlike conception of the woods. A barrel covered with brown wrapping paper served as a log and was large enough for the bear to crawl through.

Every child had a part in the play. Those without speaking parts were the brownies and fairies. The characters were chosen, not for their ability to portray the part, but rather with the thought of benefiting the child. Spring, which was the longest and most difficult part, was given to a very intelligent and apt youngster who had shown very little interest in classroom activities during the year. This developed interest and poise the child had lacked. There was another

child who was more vivacious and would have made a livelier Spring but who did not need the stimulus as much as the one chosen. The others selected for the speaking parts were those who had not contributed much to the classroom discussions and were slow readers. These different parts stimulated their interest and gave them a feeling of being a vital part of the class.

The costumes were simple and made by the children of crepe paper and old pajamas the children brought from home. The animals wore brown costumes similar to the brownies, but the fox had a real fox's tail fastened to his costume (borrowed from a big brother's bicycle), and the squirrel had a big bushy tail, wired to stand up (made of strips of unbleached muslin). Spring wore a long pink organdy dress, with a wreath of flowers in her hair.

All the children knew all the parts, from listening at the rehearsals. Frequently we changed parts, giving different children an opportunity at the same part. The children were allowed to express themselves as they thought best. We did not hold exactly to the script. They discussed the reasons for speaking distinctly and slowly, and the necessity of facing the audience at all times without standing in front of one another.

The day before the play we had a dress rehearsal and invited the entire school. All were enthusiastic about the dramatic ability displayed by the youngsters.

After the dress rehearsal the children went to the cooking room, and with the assistance of the Home Arts teacher, made batches of strawberry sponge and sugar cookies. They worked in groups, with the assistance of sixth grade children.

The following day we had the real performance. After the play the Mothers were invited to the classroom, where the tables were set with doilies and place cards made by the children, and the brownies and the fairies, who were without speaking parts in the play, acted as hosts and hostesses.

The Mothers all expressed their delight with the entertainment and refreshments, and the dress rehearsal of the day before had created such enthusiasm on the part of the school that our local newspaper reporter came and took flashlight pictures of the play. It received considerable publicity. It was a very successful activity, and proved that if children are encouraged in their imagination and creative ability, they will reflect an amazing dramatic ability at an early age.

EIGHTEENTH YEARBOOK, 1940

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

The new Yearbook of the American Association of School Administrators, which will be presented at the St. Louis Convention in February, will be on the subject of Safety Education. The topics which are being treated in this Eighteenth Yearbook are: The Safety Problem and Its Relation to Education; Accidents and Safety—The Factual Background; What Is the Part of the Schools?; Safety Programs in the Elementary School; Safety Programs in the Secondary School; Driver Education and Driver Training in the Secondary School; Safety Programs in Rural Schools; Safety Education for Adults; Preparing School Personnel for Effective Safety Activity; Safety under School Jurisdiction; Safety Requirements in Locating, Planning, and Equipping School Buildings; and Coordination of Safety Education Programs.

Virginia Conference for Principals of Larger Elementary Schools *

James E. Bauserman, Fairfax, Va., Josephine N. Howdershell, Alexandria, Va., and Mary S. Wine, Clifton Station, Va.

Virginia principals of the larger elementary schools recently held a conference at the State Teachers College, Farmville. They are most grateful to the State Department of Public Instruction for arranging this meeting. The welcome from the College was so whole hearted that the group was thoroughly at home. Wise planning by the Department at Richmond, under the guidance of Dr. Ruth Henderson, State Supervisor of Elementary Instruction, was one of the major causes for the success of the conference.

The results of such a get-together among elementary principals are far reaching. We have learned to know each other, to exchange ideas, to be on more than just speaking terms with people who do many of the same things we do and who have many of the same problems. A closer cooperation has resulted among us and also between us and the State Department, whose members shared with us their breadth of experience, and made us feel that our problems were their problems.

Organization for the work of the conference was done by three major committees with sub-committees. A brief outline of each committee's topic and problems with the point of view and conclusion follows.

Report of Committee I

Supervision in the Elementary School

Point of View—In a democratic community, suggestions, procedures, and solutions come from all individuals of the community (children, teachers, parents, laymen). Under these conditions, the role of supervising principal is that of LEADER who is the key person aiding the group by placing responsibility upon appropriate persons.

Problem I—What kind of human relationships are essential in a school where democratic supervision is practiced?

The supervising principal should keep in mind the principal-teacher-parent-laymen relationship. His position is not a superior one, but he is indispensable in the scheme of things as the integrating agent who serves to coordinate activities within the whole group.

Problem II—What types of problems prove most helpful for group discussions, and how should these discussion groups be organized?

Group discussions should be for the purpose of solving functional problems which afford for the children the greatest educational opportunity for acquiring desirable knowledge, habits, and skills, and attitudes. Through democratic types of group discussions, the traditional teachers' meetings will be replaced by more vitalized procedures.

* The principals at this conference were guests of the state Board of Education, which included lodging and meals.

Problem III—What factors influence the point of view of teachers and how may a principal modify these factors?

Some of these factors are: training, cultural background, points of view of the teachers, attitude of administrator, physical features, finances, security-salary-tenure, whether or not he wishes to grow or develop, and extent of contribution which a teacher is called upon to make.

Some suggestions as to how a principal may modify these are: (1) Principal to plan desirable influences; (2) Administrators must respect teacher's personality; (3) Interpretation by principal of the needs of the community; (4) The teacher should have a feeling of security in his work which may be obtained by adequate salary and by tenure; (5) There should be teacher participation in all phases of school life.

Report of Committee II

Administration of the Elementary School

Point of View—The primary purpose of administration is to provide for the well balanced development of the whole child, implying: (1) a democratic organization; (2) the need for efficient business management; (3) a flexible school plant; (4) an understanding that growth takes place not only in the classroom but also in all school and community activities.

Problem I—Reports to Parents

An informal report will more nearly accomplish the purpose for which reports are given. Changes in report forms should be made through the cooperative efforts of school administrators, teachers, patrons, and pupils.

Problem II—Cumulative Records

Cumulative records are of value insofar as they can be used in helping the teacher understand the child, and should contain only information which is essential to helping the child. Each school system may desire to develop its own type of personal records to fit local needs. Some form of cumulative record is necessary in all schools.

Problem III—Grouping Pupils

The Committee felt that special provision should be made for children handicapped physically but that these children should be in the regular classroom. Industrial arts work should be an integral part of the school curriculum. Many members of the committee felt that it may not be a serious handicap to carry the mentally deficient in groups of reasonable size, as this is more democratic. Others felt it best to have the handicapped children in a group with a special teacher where his needs may be met more fully. Further study of the problem should be made and reported on at some future conference.

Report of Committee III

Community Relationships

Point of View—The school as one of the many institutions in the community should never lose an opportunity to point the way to a better life.

Problem I—What is involved in finding out if the educational program of a school is meeting the needs of its community?

Education is a twenty-four hour job and as wide as all the community interests. It is necessary to know the community. A survey concerning all factors of com-

munity life should be made. Information should be secured regarding home conditions, church, neighborhood stores, character building agencies, recreation facilities, work opportunities, and incidental education.

Problem II—Should the study of the community be approached through major social functions as stated in the Virginia Course of Study or through the basic needs, both social and personal of the people?

In deciding whether the approach should be through the major social functions (the means which society has evolved to satisfy the basic needs of the people, production, protection, recreation, etc.) or through the basic needs of the people (biological and other personal needs; social needs); the committee concluded that the approach through the inspection of the major social functions is preferable, as it is broader and may be more comprehensively administered.

Problem III—How can the community be guided to work in the school and the school be guided to work in the community?

The creation of intelligent public opinion is necessary for the effective development of our school program. Upon the principal rests the responsibility of securing this relationship. Many ways can be suggested by bringing school and community together.

Problem IV—With what "out of school" activities should the principal identify himself in order to be a leader in his community?

The school principal should actively participate in community enterprises, then he is in a position to help develop the community welfare and thus increase respect for the services of his office. He should be free to have political and religious connections and to defend them or advance them as would any other leading worthy citizen.

Report of Committee IV

Subjects in the Elementary School

Point of View—Subject matter in the elementary school becomes a means of expanding and interpreting the experiences of children rather than an end to be prescribed and organized by adults on grade or achievement levels. Subject matter as an end can lead children into unimportant and disintegrated experiences.

LANGUAGE ARTS—The types of reading developed in the elementary schools should be: (1) types with respect to general form—silent, oral; (2) types based on reader's general attitude—work or recreational.

To stimulate reading habits provide a wide variety of reading material of varying difficulties; find the child's interest, arouse new interests, and provide attractive material. Develop in pupils a refined taste in selecting what is best to read and to memorize. Schools have wonderful opportunities to use the motion picture and the radio in education.

SOCIAL STUDIES—This curriculum may be considered as having two paramount objectives:

- a. To guide children in experiencing an appreciation of human relations.
- b. To permit children to participate in improving human relations.

School is *only one* agency for the education of the child—not *the* educational agency.

Equipment which is valuable but not used as widely as it should be, is the picture field. The teacher must bear in mind that pictures are "tools" rather than "toys."

There is little, if any, scientific evidence to justify the belief that Social Studies should be taught in sequence.

SCIENCE—This subject should not be organized nor treated as a separate subject in the elementary school. Science experiences are being introduced by using the children's interests and experiences—through field trips, indoor gardens, aquariums, experiments, etc.

ARITHMETIC—Should meet the life needs of the child; being more systematic than some subjects, its processes must be studied in proper sequence. The degree of maturity of the pupil and the process of learning should be considered before arranging topics and sequence.

In recent years arithmetic courses of study have shown distinct trends toward:

- a. A new and different grade placement of topics.
- b. An enriched and socialized program.
- c. A consideration of psychological sequence versus a logical sequence of arithmetic.

Use stages of pupils growth and development rather than reading ability as basis of pupil grouping. Where there are strong primary teachers, there is advised a three-year rotation period to cover the work of the first three years in the elementary school, rather than separate grades. It was thought advisable that free reading start mid term in such groups.

At the close of the conference the principals felt that such meetings were of great benefit and requested that they be held annually so that the splendid spirit evidenced might be carried on from year to year. It is hoped that the number may be enlarged to include principals having seven or more teachers in their schools, as we feel they would profit greatly by being members of the group.

Achievements in Teaching in Slum-Area Schools

**Nelson L. Burbank, George F. Sands School
Cincinnati, Ohio**

Pupil achievement has its greatest diversity in slum area schools. Many of the upper group children are well-bred, possess good average intelligence, are blessed with thrifty and responsible parentage, and, through environment, are taught to depend upon themselves. Of the same grade, "upper-ability," groups of children accomplish a great deal more than children in the lower sections. A given grade may have as many as six or seven different sections composed of fairly homogeneous members in each section. The children in the upper groups are expected to show normal social and academic development or a development comparable to grade groups in any part of a city school system. In this expectation

these children, generally speaking, do not fail, but the chances of failure are greater, due to school and home environment and too overcrowded classes.

Teachers of the upper groups can anticipate a normal growth of each child but must be on the defense against any anti-social traits acquired from environmental conditions. This is one of the most important problems placed before the teachers. This is a problem not faced, generally speaking, by teachers in suburban schools, or teachers in schools not in slum-areas.

These better groups of children will develop into worthy citizens and will go into most any kind of occupation since the only serious limitation faced by them is the limitation of financial means to attain the more favored positions in life. The classroom teacher must be quick to discern undesirable developments in the children and to call upon the aid of the principal, visiting teacher, physician, nurse, attendance officer, or parents to adjust ill tendencies. The social contacts of all slum-area children tend to make them realists, well acquainted with the seamy sides of life. Teachers also who have realistic knowledge achieve the best results with these matter of fact children. Teaching in slum areas is a very real job, taking strong men and women. To the less favored groups, social and economic problems present themselves by the score. Ushered in with the social and economic problems come difficulties in teaching. Poverty and crime place obstacles in the paths of pupils and these work against desirable training for them. As early as the kindergarten a "Dr. Jekyll and Mr. Hyde" appears, and the children soon become their own worst enemies. The sweet innocence of childhood is soon besmirched by lying, stealing, vulgarity and defiance, in various degrees. Teachers in these schools are quick to sense these changes and to relegate the "Mr. Hydes" to lower groups in grade assignments or placements.

Academic standards must fall by the wayside and teaching efforts are concentrated on socialization and character building. Child-interest pursuing activities of the groups give way to more formal class management. The teacher dominates the situations practically throughout the entire day. The lower the group the shorter the span of attention, and the duller the pupil, the less power of concentration. As the children in the lower and lowest groups advance, or even move on from year to year, the subject matter, which is undertaken by the better groups, becomes a maze to the children in the lowest groups. Reading abilities lag some two or three years behind grade placement or chronological age. Arithmetic, for example, cannot be pursued with interest due to poor reading ability. The wonders of social studies, so important for them, remain practically untapped. Success in virtually everything undertaken is handicapped by a limited or unsuitable vocabulary. Self expression is slow and inaccurate and a sense of discouragement and frustration soon overtakes the lowest grouped children. Emotions become suppressed and a feeling of inferiority and antagonism soon develops. Great difficulties in teaching and pupil-achievement develop from these suppressed emotions. Pupil freedom cannot be given. As the groups move on through the third, fourth, fifth and sixth grades habits of carelessness and shiftlessness challenge the teacher. Discipline must be sure, swift, certain and thorough. A "scrimmage" a day, per class, either on the playground or in the classroom is not uncommon. Nervous tension heightens and by the end of the school week both teacher and children are literally exhausted. The teacher, even though

strong physically, who is with a large group of these children six hours each school day, is constantly under a tremendous nervous strain, which, in many cases leads to a break-down or else inability to be at her best.

Yet, within these lower and lowest groups, are found the dull or slow learning children who would profit most by a maximum amount of individual instruction. It is really unfortunate that in the regular elementary schools, those classes made up of slow moving, mentally deficient and problem children are, in most cases, just as large as those classes of normal children, making it impossible for the teacher to give the needed amount of individual instruction. Thus our purposes are defeated.

These slow learners are victims of environment, poor heritage or dropped stitches somewhere along the lines of development. Slow learning children must not be confused with (neither should they be grouped with) the ones who would do battle at the drop of the hat. Slow learners will always be followers, mass thinkers, and emotionalists but do not tend to be a distinct menace to society as do the pugnacious. The quarrelsome demand the strongest, most tactful, and unyielding teachers and need the maximum amount of disciplinary measures exercised upon them.

Socialization of the pugnacious can be attained mainly by non-academic activities. Socialization might be achieved and adjustments made in the use of the following teaching devices or methods:

1. Group activities, by small numbers of children, in manipulative activities.
2. The teacher sets the goal and presents the procedures in most all situations.
3. The teacher must be kind and sympathetic but very firm.
4. Attention must be paid to the correction of attitudes, points of view and warped opinions.
5. Freedom to move about should be by direct permission only.
6. Quiet talks, conducted individually, go far in correction.
7. Strenuous physical education and play periods must be conducted.
8. An intensive study of personal and community hygiene.
9. Group singing and participation in plays of low organization.
10. Development of hobbies through aid of recreation leaders.
11. Use of honor rolls and frequent appraisal of behavior.
12. Frequent discussions and evaluations of activities outside of school, with emphases placed on church activities, good radio programs, magazines, newspapers, books, movies, community house programs, etc.
13. Class or school programs using themes from special days such as Labor Day, Columbus Day, Christmas, Temperance Day, Birthday anniversaries of notables and themes from Red Cross drives, fire prevention drives, and American Education Week.
14. Discussions of vocational and secondary school ambitions.
15. One-act dramas from the lives of great people.
16. Finally, to facilitate better training in socialization, two classes might be organized, one group to be composed of ungraded children of the primary grades and one group composed of ungraded children of the intermediate grades. The two groups to be taught by teachers well versed in auditorium and activity programs and aided by the part time services of a visiting teacher.

The teachers in the slum-area schools must attack their problems in the spirit of the famous Theodore Roosevelt, who said, "*It is only by grim energy and resolute courage that we move on to better things,*" and at another time, "*Speak softly, but carry a big stick.*"

Reports of Committees

Visual Education Committee—Harry H. Haw, Principal, Alexander Hamilton School, San Diego, California, *Chairman*, reported that the Committee had several films at the Pacific House, at the Exposition, where splendid arrangements were made to have them shown. He mentioned three films in particular which he thought of interest to the group:

1. *On Play*—giving the background of the philosophy of play and why play is fundamental in our curriculum today.
2. *On Safety*—a new film produced by the Los Angeles City Schools.
3. *On Public Relations*—illustrating how the parents, and the public can become acquainted with what the schools are doing. This film was made in the San Diego schools.

Mr. Haw announced that the committee is working on a report to be published soon. This report will give help to those who are interested in securing films on various school subjects.

Necrology Committee—Irvin A. Wilson, Principal, Delano School, Chicago, Illinois, *Chairman*, (speaking with the accompaniment of soft music) said: "During the days which have passed since last we met, the final school bell has sounded and the book of life has closed for a large number of our colleagues and friends thruout the nation. Their faces have passed from earthly vision, but their personalities and their influence will live on forever in the lives of the boys and girls with whom they lived and worked. In memory of all these, may we ask you at this time to stand for a moment of reverent silence and meditation?"

. . . Those present stood for a few moments in reverent silence and meditation, . . . Then Mr. Wilson offered the following prayer:

"We thank Thee, the greatest teacher of all time, for these beneficent personalities, and for the inspiration, the hope, and courage which they have brought to our world. Amen."

Library Committee—James W. Mates, Principal, Burgwin School, Pittsburgh, Pennsylvania, *Chairman*, brought the following report from his committee:

Your library committee offers for the second consecutive year Ten Outstanding Professional Books published in 1938. We suggest that you scrutinize this list carefully and select those books in which you are personally interested and we also recommend the list to your staff and your fellow workers.

The books were selected exclusively by the criteria of expert judgment in the field. Each member of the committee solicited the cooperation of ten competent people throughout the United States. Those solicited to submit recommendations were principals, supervisors, teachers, librarians, and college professors. A typical

cross-section of those actually working in the field was obtained. The reports, fifty in number, were listed in order of preference and also by frequency of occurrence on the lists submitted. Over one hundred books were mentioned with a range of frequency from one to twenty-three. The books have been listed in order of rank.

THE TEN OUTSTANDING PROFESSIONAL BOOKS FOR 1938

- Experience and Education*, John Dewey, The Macmillan Company
Modern Practices in the Elementary School, Hockett & Jacobsen, Ginn & Company
Let's Go To School, A. H. Horrall and others, McGraw-Hill Company
The Progressive Elementary School, Robert H. Lane and others, Houghton-Mifflin Company
Progressive Education at the Crossroads, Boyd H. Bode, Newsom & Company
Appraisal of Newer Elementary School Practices, J. W. Wrightstone, Bureau of Publications, Teachers College, Columbia University
Newer Practises in Reading in the Elementary School, Seventeenth Yearbook, Vol. XVII, No. 7, Department of Elementary School Principals, National Education Association
The Purposes of Education in American Democracy, Educational Policies Commission, National Education Association
Emotion and the Educative Process, Daniel A. Prescott, American Council on Education
The Activity Concept, Lois C. Mossman, The Macmillan Company

TEN PROFESSIONAL BOOKS RECEIVING HONORABLE MENTION *

- Activities in the Elementary School*, H. C. McKnown, McGraw-Hill Company
Directing Learning, Frederick, Ragsdale, and Salisby, Appleton-Century Company
Education for American Life, Luther Gulick, McGraw-Hill Company
Educational Freedom and Democracy, Alberty and Bode, Appleton-Century Company
Improving Instruction, T. H. Briggs, The Macmillan Company
Live and Learn, Smith and Frederick, Scribners
Supervision, Barr, Burton, and Breuckner, Appleton-Century Company
Teaching Arithmetic in the Elementary School, Vol. II, R. L. Morton, Ginn & Company
The Community School, Sam Everett, Appleton-Century Company
Youth Tells Their Story, H. M. Bell, American Council on Education

Trends in reading change rapidly. These outstanding books are of two types. First those developing a working philosophy of education for all educators, such as Dewey's "Experience and Education"; and those developing and appraising practices now in operation in the elementary field as Hockett and Jacobsen's "Modern Practices in the Elementary School." The selection of your own yearbook, "Newer Practises in Reading in the Elementary School," reflects the appreciation of our members for the fine work of the Editorial Committee for 1938.

It is our hope that the library committee will continue the annual selection of professional books and in so doing we solicit constructive criticism in that we may serve you better in this cooperative enterprise.

*These books have been listed alphabetically according to titles and not according to order of preference on the lists submitted.

Secretary's Report

San Francisco, California

July 2-6, 1939

The semi-annual meeting of the Department of Elementary School Principals was held in San Francisco, California, July 2-6, 1939. General sessions were held on Monday and Tuesday afternoons, July 3 and 4 respectively in the Veterans Building, Civic Center. Miss Maude A. Rhodes, President of the Department for this past year, had stressed community singing at each meeting. Programs had been prepared which included many of the "old favorites." On Monday afternoon preceding the two speakers on the program, Mr. Dan Gilson, Principal, Longfellow School, Oakland, California, was the leader of this very pleasant activity. Mrs. Blanche Gilson, Principal, South Dos Palos School, Dos Palos, California, was the accompanist. We are greatly indebted to Mr. Gilson and his mother for the very fine contributions they made to each program.

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

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

President Maude A. Rhodes, *presiding*

Theme: Reinterpreting the Three R's Through the Enrichment Program

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 G. Graham, Superintendent of Schools, Pittsburgh, Pennsylvania.

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

BUSINESS MEETING

REPORT OF THE 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

Growth In Service

Sponsored by San Francisco Elementary Principals

Bertha E. Roberts, Deputy Superintendent of Schools, San Francisco, California, *presiding*

ORCHESTRA SELECTIONS

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

LEISURE TIME OF GIRLS AND BOYS

Cicely J. O'Connor, Principal, Edison School.

USE OF THE ELEMENTARY SCHOOL AUDITORIUM

Alicia Brimskill, Principal, Gratton School.

ONE WAY TO BUILD CHARACTER

Effie Smith, Principal, Frank McCoppin School.

BOARD OF HEALTH, SCHOOL, AND COMMUNITY RELATIONSHIPS

Mrs. Mabel Davidson, Principal, Francis Scott Key School.

CHILDREN'S VOICES—A READER FOR CHILDREN BY SAN FRANCISCO CHILDREN

Sue Convery, Principal, Monroe-Excelsior School.

SAN FRANCISCO: HER STORY RETOLD BY PUPILS OF THE RAPHAEL WEILL SCHOOL

Mrs. Marjorie Tuft, Teacher, Raphael Weill School, Director.

Social Affairs

Breakfast—On Monday morning, July 3, 1939, about 150 members and friends of the Department of Elementary School Principals met in the Concert Room, Palace Hotel, San Francisco, for a get-together breakfast. This first official meeting of the Department has always been a very festive occasion, for it is here that we see and meet our friends for the

first time at the convention. Announcements and plans for the week are given. The comradery at this breakfast ties the group completely together.

Miss Maude A. Rhodes had planned during her year as president to have community singing at each gathering, and at this San Francisco meeting, Mr. Dan A. Gilson, Principal, Longfellow School, Oakland, California, was asked to be leader with Mrs. Blanche Gilson, Principal, South Dos Palos School, Dos Palos, California, as accompanist. After singing many of the "old favorites" Mr. Gilson was asked to lead the group in a special song which had been included in the program, "Here Comes The Sun." Several attempts were necessary and then it was given up in utter despair, the reason being that a fog had settled on San Francisco and the sun could not be seen.

After a most delicious breakfast, Miss Rhodes gave a very warm and hearty greeting to all those who had come from different parts of the United States to meet together in this lovely city of San Francisco. Mr. Harry Haw, San Diego, California, responded as only a Californian can in talking about his native state. The group was told that those who were born in California were Californians, and those who were born some place else and now make their home in California are Californians.

Miss Sarah L. Young, Oakland, California, was introduced and asked to tell the group of the plans which the local committee had made for our entertainment for the week.

Mr. Fred B. Zimmerman, President, California State Principals' Association, Oakland, California, extended a very cordial greeting.

Even though these breakfasts are delightful and informal get-together affairs, there is always a little bit of business which has to be taken care of. It is at this meeting that the President always announces the Nominating Committee. Therefore, Miss Rhodes read the following names: Isabel Tucker, St. Louis, Missouri, Chairman; Mrs. Gertrude Best Hammond, Los Angeles, California; Claude Williams, Chicago, Illinois; Mrs. A. Virginia Adams, Vineland, New Jersey; and Mrs. A. R. Wilson, Durham, North Carolina.

Miss Rhodes thanked all for coming and expressed her appreciation to the local group for the fine arrangements made.

Banquet—Over 400 members and friends of the Department attended the lovely banquet which had been arranged by the California Elementary School Principals' Association, Southern Section, on Tuesday evening, July 4, Grand Ballroom, Palace Hotel.

In keeping with the theme of this occasion "Crashing Hollywood" the true Hollywood spirit prevailed, making the evening the most "stupendous, colossal and gigantic" program ever produced. The California Elementary School Principals' Association, Southern Section, had worked untiringly to produce table pieces which were miniature models of scenes from prominent Paramount Studio pictures. These table decorations and the silver stars which had been added, glistened and gleamed so that an expression of enthusiasm and delight was created as the audience entered the Ballroom. The group is indebted to Paramount Studio, Inc., for very generously sending stills of Douglas Fairbanks, Jr., appearing in "Ruler of the Seas," and these were lovely souvenirs to take away from this festive occasion.

The Chamber of Commerce of Hollywood had printed the very attractive cover of the program for the evening. A score of elementary school folks contributed to the evening's fun under the leadership of Mrs. Gertrude Best Hammond, Miss Leo May Gamble, and Paul F. Shafer of the Los Angeles Elementary Principals' Club.

After a very enjoyable and delicious meal, President Rhodes introduced the guests at the head table, leaving until last Mrs. Howardine Hoffman, who represented the California Elementary School Principals' Association, Southern Section, and who took charge of the program. Mrs. Hoffman then gave that cordial California greeting, and introduced the speaker of the evening, Douglas Fairbanks, Jr. of Paramount Studios, Inc. This youthful star's speech was a serious recital of the problems relating to education and the part the movies can and do play in inculcation of democratic beliefs in children of elementary school age. Here with his pretty wife, young Fairbanks was the object of admiring glances and not a few sighs.

So that Mr. and Mrs. Fairbanks and their guest could realize that administrators had their leisure moments, Mrs. Hoffman introduced Mrs. Gertrude Howard, who was the announcer for the radio skit on "Gone With The Wind." This was splendidly portrayed.

Tea—On Wednesday afternoon, the San Francisco Principals' Association cordially invited members of the Department and their friends to be their guests at the Japanese Tea Garden,

Golden Gate Park, 4:00 to 6:00 p.m. Miss Mathilda Levy, San Francisco, California, had been asked to see that the official family did not get lost; therefore, she took them out and when they arrived they found that the convention had moved to this perfectly lovely wonder spot in the Golden Gate Park. A nicer courtesy could not have been extended to those visiting the golden West.

Excursions—The California Principals' Association had made arrangements for principals who wished to do so, to make the following trips on Friday, July 7: (1) to Muir Woods; and (2) to Stanford University. Those who went reported a most enjoyable trip and much "larnin'."

Executive Meeting, Sunday, July 2, 1939

The officers and members of the executive committee of the Department of Elementary School Principals met in executive session Sunday, 10:00 a.m., Room 2001, Palace Hotel, San Francisco, July 2, 1939. The meeting was called to order by the president. Those present were: Maude A. Rhodes, president; Harry H. Haw, fourth vice president; Mrs. Edith B. Joynes, Irvin A. Wilson, and Isabel Tucker, members of the executive committee; Herbert C. Hansen, director, Life Membership Division; Sarah L. Young, chairman of local arrangements; and Eva G. Pinkston, executive secretary.

President Rhodes extended greetings to those who had been able to come across the continent and be with us at this very important meeting of the Department, and she expressed regret at the absence of those members of the executive family who had found it impossible to attend.

The secretary at this time read a telegram received from Arnold Gregory, third vice president of the Department who found it impossible to attend the meeting, and letters or excerpts of letters from Mason A. Stratton, first vice president; Elizabeth R. Malcolm, second vice president; Jane E. Monahan, fifth vice president; Ira M. Kline, member of the executive committee; Cassie F. Roys, director, Certification Division; and M. Emma Brookes, director, Retirement Division, who were unable to be present.

A motion was made by Mr. Hansen, seconded by Mr. Haw that the executive secretary be instructed to write to the absent members of the official family and express regret at their not being in attendance at this San Francisco meeting. Motion carried.

A motion was made by Mr. Haw, seconded by Mr. Wilson that the minutes of the Cleveland meeting be omitted since they had been approved by each member of the executive committee and published in the April, 1939 issue of *The National Elementary Principal*. Motion carried.

President Rhodes asked Miss Sarah L. Young, Principal, Parker School, Oakland, California, and chairman of local arrangements for the Department, to tell of the plans which had been made for the meeting at San Francisco and for the conference at Berkeley. Miss Young presented to the official family a very cordial invitation from Miss Naomi Hause, Principal, John Hancock School, San Francisco, and her brother, for the group to have a sail on their yacht, "Unda Maris," around San Francisco Bay on Thursday, July 6, 1:00 to 5:00 p.m. A motion was made by Miss Tucker, and seconded by Mr. Hansen that the executive family accept this very lovely invitation and that Miss Young will be instructed to so inform Mr. and Miss Hause.

Miss Young reported that arrangements had been completed by the Banquet Committee for the appearance of Mr. and Mrs. Douglas Fairbanks, Jr.; that the program of the Tuesday afternoon meeting had been taken care of by Miss Carrie Daly, and her helpers, and that Miss Bertha Roberts, Deputy Superintendent of Schools of San Francisco would preside; that there would be an All Principals' Tea on Wednesday afternoon, Japanese Tea Garden, Golden Gate Park, 4:00 to 6:00 p.m., and that courtesy transportation would be furnished for those who desired to go; that the hosts for the Treasure Island Headquarters, under the chairmanship of Fred B. Zimmerman, Oakland, would be ready Thursday and Friday, July 6 and 7 in the Lounge of the Pacific House, 1:00 to 9:00 p.m., and that Educational Films would be shown in the room there. A motion was made by Mr. Wilson, seconded by Mrs. Joynes, that Miss Young be instructed to express to her committees the very great appreciation of the officers and executive committee for the very fine arrangements which they had made. Motion carried.

President Rhodes called for the report of the secretary and asked that she present at this time any questions which had come to headquarters which she would like to have referred to the executive committee. The secretary reported:

1. That on June 15 the Department had 5914 members and 190 life members, making a total of 6104 members for the year 1938-39, and that this number includes principals, supervisors, superintendents, college professors, classroom teachers, libraries and institutions.
2. That the Department published its first two-color leaflet in advertising the 17th Yearbook, and that this brought an all time high sale of Yearbooks of any one year.
3. That 829 Study Outlines for the 16th and 17th Yearbooks have been sold to be used in principals' meetings, faculty meetings, clubs, teacher study groups, and as reference material in college courses.
4. That because of the very great stress which is being placed upon the schools to be cognizant of the safety of the children, the Department sent complimentary to each member last year a copy of the Annotated Bibliography, "Safety and Safety Education," published by the Research Division of the National Education Association.
5. That the Department had completed two Annual Conferences on Elementary Education—at the University of Michigan, Ann Arbor (1937) and at New York University (1938), and that the Third Annual Conference on Elementary Education would take place July 8-21, 1939 at the University of California, Berkeley, California.
6. That the Department has encouraged and assisted groups of principals in cities, counties and states to organize clubs and associations; and as a result of this the directory of the 18th Yearbook, "Enriching the Curriculum for the Elementary School Child" will list a very much larger number of these groups than it has ever done before.

The crucial problems confronting the Department, the elementary principals, and elementary education, were next discussed. Such problems as, "How can our elementary schools do better teaching? How can principals acquaint the parents and public of their communities with the things which the school is doing? Should the principal be responsible to the parents of his or her community in handling problems? Is it wise to delegate school problems to the school clerk? How can superintendents and Boards of Education be encouraged to study the problem of having fewer teaching principals by putting in more supervisory principals? etc."

A motion was made by Mrs. Joynes, seconded by Miss Tucker that the secretary be instructed to collect such data as will be necessary for the officers to study this question further. Motion carried.

A motion was made by Miss Tucker, seconded by Mr. Wilson that the secretary see Dr. Foster and ask him to recommend to the Editorial Committee that soon the subject of a yearbook be "Industrial Arts in the Elementary School." Motion carried.

The secretary was instructed to write a letter to L. M. Fertsch, Austin, Texas, thanking him for the splendid work he did the past three years on the Department's Editorial Committee.

A motion was made by Mr. Wilson, and seconded by Mrs. Joynes that the meeting recess until nine o'clock Monday morning, July 3, 1939. Motion carried.

Executive Meeting, Monday, July 3, 1939

On Monday morning, July 3, the executive committee of the Department of Elementary School Principals met in Room 2001, Palace Hotel, 9:30. Those present were: Maude A. Rhodes, president; Harry H. Haw, fourth vice president; Mrs. Edith B. Joynes, Irvin A. Wilson and Isabel Tucker, members of the executive committee; 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 study the problem of a Special Service Committee, having the thought in mind that the Department could render special services to those working on problems in their own schools. This problem was discussed at length. It was recommended that the new president appoint a committee.

A motion was made by Miss Tucker and seconded by Mr. Wilson that the plan which the Department started in 1937 of publishing a bibliography of yearbooks of the Department be

continued at five year intervals. This would mean that the next edition be published in 1942. Motion carried.

A motion was made by Mr. Haw, seconded by Miss Tucker that a bibliography of the articles in the bulletin be mimeographed and sold at a price of 25¢ to those members who wished to have them. Motion carried.

Mr. Hansen, Chairman of the Budget Committee, presented the following proposed budget for 1939-40:

Estimated Receipts:	\$30,000
Printing	\$8,000
General Office	9,500
Salaries	8,500
Convention Expense	1,000
Editorial Committee	700
Miscellaneous	600
Contingent	1,700
TOTAL	\$30,000

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

Miss Tucker presented to the group the thought of editing a bulletin once a month called "The Principals' Digest," each member of the executive committee to be responsible for one publication throughout the year. A motion was made by Mrs. Joynes, seconded by Mr. Hansen, that a committee be appointed to suggest or select magazines of articles on elementary education which might be used in a principals' digest. Motion carried.

A motion was made by Mrs. Joynes, seconded by Miss Tucker that the chairman of the conference committee be the retiring president each year, that one of the members of the committee be an officer and the other member some person who would be in the vicinity of the conference city or some person who had attended previous conferences. Motion carried.

The secretary was instructed to contact the University of Wisconsin at Madison, on her return home, as to the possibility of the Department holding its Fourth Annual Conference on Elementary Education at that university during the summer of 1940, immediately following the N.E.A. convention at Milwaukee.

A motion was made by Mrs. Joynes, seconded by Mr. Haw that since the Department has carried all expenses pertaining to its share of the Conference meetings, and since the Conference has grown and the expenses incurred are beginning to be quite heavy, a small fee be charged each Conference member and in this way lessen the strain of the whole amount on the Department. Motion carried.

After a discussion it was decided that the quota for membership this year be made by adding an increase of 10 percent to the total memberships of each state for 1938-39.

After discussing the new committees to be appointed for this coming year, the suggestion was made that the newly elected president should finish appointing the personnel of each; that each committee be asked to make a written report which the Department will mimeograph and have ready for distribution, charging only a small fee for the expense incurred.

Plans for the February meeting of the Department were discussed and since the convention will be held in St. Louis, Miss Tucker is to have charge of all local arrangements.

A motion was made by Mr. Wilson, seconded by Mr. Hanson, that the secretary be instructed to write to Paramount Studios, Inc., and express the appreciation of the officers for selecting Mr. Douglas Fairbanks, Jr., as the speaker at the semi-annual banquet in the Ballroom, Palace Hotel, Tuesday, July 4. Motion carried.

A motion was made by Mr. Haw, seconded by Miss Tucker, that the Executive Secretary write a letter of appreciation to all who helped make this San Francisco convention such a splendid success. Motion carried.

The officers of the Department extended a vote of thanks to the Executive Secretary.

Meeting adjourned.

Business Meeting, Tuesday Afternoon, July 4

Reports of the following committees were given:

Visual Education Committee—Harry H. Haw, San Diego, California

Necrology Committee—Irvin A. Wilson, La Grange, Illinois

Nominating Committee—Isabel Tucker, St. Louis, Missouri, *Chairman*, made the following report for officers for 1939-40:

President, Irvin A. Wilson, La Grange, Illinois; First Vice President, Maude A. Rhodes, Atlanta, Georgia; Second Vice President, Robert H. Edgar, Pittsburgh, Pennsylvania; Third Vice President, Sarah L. Young, Oakland, California; Fourth Vice President, Lester J. Nielson, Salt Lake City, Utah; Fifth Vice President, Marjorie Walters, Cedar Rapids, Iowa; Member of the Executive Committee to finish unexpired term of Irvin A. Wilson, Arnold Gregory, Lincoln Park, Michigan; Member of the Executive Committee for a four year term, Elizabeth Malcolm, New Haven, Connecticut; and Director of the Professional Relations Division, Mason A. Stratton, Atlantic City, New Jersey.

A motion was made by Miss Tucker, seconded by Miss Sophie Bachmann, Detroit, Michigan, that the report be accepted. Motion carried.

A motion was made by Mr. Harry H. Haw, San Diego, California, seconded by Mr. Joseph Murphy, Peoria, Illinois, that voting by ballot be dispensed with, and that the Executive Secretary be instructed to cast the vote of the assembly for the nominees presented by the Committee. Motion carried. The ballot was cast by the Executive Secretary.

Department Representative Meeting, Wednesday, July 5, 1939

The meeting of the representatives of the Department of Elementary School Principals met in the Comstock Room, Palace Hotel, 1:30 p.m. to discuss plans for the enrolment campaign this coming year and to present problems so that headquarters could be of more service. To this meeting were invited presidents and secretaries of state, county, district, and city organizations. The following people attended: William E. Brown, Burlingame, Calif.; Mrs. Howardine Hoffman, Chino, Calif.; May Wienke, Fresno, Calif.; Vincent I. Correll, Long Beach, Calif.; O. D. Enfield, Los Angeles, Calif.; Mrs. Leo May Gamble, Los Angeles, Calif.; Mrs. Gertrude Best Hammond, Los Angeles, Calif.; Sarah L. Young, Oakland, Calif.; Fred B. Zimmerman, Oakland, Calif.; Clarinda Baltzer, Petaluma, Calif.; Harry H. Haw, San Diego, Calif.; Jessie K. Fitzpatrick, Boulder, Colo.; Eva G. Pinkston, Washington, D. C.; Maude A. Rhodes, Atlanta, Georgia; Coral M. Norton, Boise, Idaho; Herbert C. Hansen, Chicago, Ill.; Aimee E. Lyford, Elgin, Ill.; Irvin A. Wilson, La Grange, Ill.; W. E. Swarthout, Maywood, Ill.; Clara Rebstein, Wichita, Kans.; Winnie Thornburg, Wichita, Kans.; A. Virginia Adams, Vineland, N. J.; Fred B. Painter, Ithaca, N. Y.; Mrs. A. R. Wilson, Durham, N. C.; Sadie A. Walker, S. Fargo, N. Dak.; L. Daisy Hammond, Dayton, Ohio; George W. Coffman, Ardmore, Okla.; Thomas N. Johnson, Knoxville, Tenn.; Lester J. Nielson, Salt Lake City, Utah; Lillian M. Johnson, Norfolk, Va.; Mrs. Edith B. Joynes, Norfolk, Va.; James Moler, Charles Town, W. Va.; and Fred S. Schnell, Sheboygan, Wis.

The following topics were discussed: How to get principals interested in their professional organization; the help colleges and universities can give to a principals' organization; the stressing of the state and local groups holding conferences at which their problems will be discussed; how headquarters can help local and state organizations in their work; what the local and state organizations can do for the national department; a report of new organizations and clubs throughout the United States; the help which it gives to state organizations, if local groups will become interested in the larger movements which only a state and national group can work on. Suggestions were given that state superintendents and county superintendents are glad indeed to give help in holding these conferences. A report was made that California and Virginia principals were called together this past year to hold a conference and that the expenses were paid by the state association, and local school districts.

Every representative at the meeting left with the firm determination to see that his or her state organizes principals' clubs and that they would try to improve the work in elementary education.

Respectfully submitted,

EVA G. PINKSTON, *Executive Secretary*.

Financial Statement

Year Ended May 31, 1939

Permanent Fund:

Securities	\$9,886.74
Cash	0,000.00

\$9,886.74

Balance as at May 31, 1938..... 3,214.66

Receipts:

Current Year—5903 members at \$3 each.....	\$17,709.00	
Arrears—13 members at \$3 each.....	39.00	
Advance member—1 at \$3.....	3.00	
Adjustments	2.00	
Sale of Yearbooks.....	7,609.05	
Interest on Bonds.....	203.75	
Travel Expense and Honorarium to Eva G. Pinkston	74.80	
Sale of Study Outlines.....	207.25	25,847.85
		29,062.51

Disbursements:

Printing:

Yearbook, September, 1938	\$3,160.09	
Yearbook, Reprint 17th, November, 1938	1,332.41	
Yearbook, Reprint 13th, October, 1938	484.00	
June, 1938 Bulletin.....	237.15	
October, 1938 Bulletin.....	449.97	
December, 1938 Bulletin.....	250.28	
February, 1939 Bulletin	294.44	
		6,208.34
Printing—Leaflets, cards, etc.....	1,384.70	
Services in Typing Section.....	983.68	
Services in Multigraph Section.....	213.00	
Services in Mailing Section	45.60	
Services in Addressograph Section.....	220.30	
Postage	2,464.28	
Insurance, Stationery and Supplies.....	1,607.54	
Stenographic, Clerical Services and Salaries	7,667.52	
Telegrams and Express.....	79.40	
Miscellaneous	176.00	

Convention Expense:

New York	43.45	
Cleveland	194.20	237.65

Travel Expense:

Mason A. Stratton.....	107.78	
Maude A. Rhodes.....	124.68	
Eva G. Pinkston.....	259.43	491.89

Editorial Committee:

L. M. Fertsch	238.22	
Cecelia Galvin	103.55	
Jess Hudson	195.85	
Nellie V. Lind	131.15	668.77
		\$22,448.67

Balance as at May 31, 1939..... \$6,613.84

What's Happening!!

★ *Measuring the Elementary School: Organization* is the title of the Fourth Yearbook of the West Virginia Elementary Principals Association. This Yearbook has been written to let you review rapidly the outstanding and most important factors in measuring an elementary school organization. It attempts to sketch briefly at least a minimum number of requirements and current practices that are most frequently encountered by administrators.

The Yearbook Committee, of which W. E. Lawson, Executive Secretary, West Virginia Elementary Principals Association, is chairman, deserves much commendation for this splendid contribution to elementary education.

★ The principal and teachers of the Pittsburgh Elementary School, Denver, Colorado, presented two programs last spring in which they demonstrated to the parents what the boys and girls were learning in the Fine Arts.

They presented about 800 fourth, fifth, and sixth grade boys and girls in choral singing, a 79 piece orchestra, two melody bands, a verse speaking choir of 275 children, dances of eleven countries, and 78 child-artists. About 1800 persons came.

Miss Pauline G. Staats, Principal of the school, was kind enough to send a copy of the program to headquarters, and she tells us that the programs next year will perhaps present "Social Studies."

★ The first issue of "Buchanan Comet," a school newspaper published by the Buchanan Elementary School, Davenport, Iowa, was received at headquarters in June. The stories, drawings,

typing, etc., have been done by the pupils and it is their plan to issue this newspaper monthly during this year (1939-40). The paper was named by the Sixth grade group. Headquarters is delighted to know of this work. Mr. K. L. Benner is principal of the school and it is to him that we are indebted for this first copy.

★ Miss Grace Needham, Principal, Harrison School, Lakewood, Ohio, and a member of the Department of Elementary School Principals, was appointed principal of Emerson Junior High School of Lakewood just a few weeks ago. Miss Needham was a teacher in Emerson Junior High School when it was opened in 1922, and later she was assistant principal of that same school, before becoming principal of Harrison School. The Department extends congratulations and best wishes to Miss Needham for success and happiness in her new work.

★ Mrs. Florence D. Mount, Principal, Fletcher Drive School, Los Angeles, California, is the Editor of the Eleventh Yearbook of the California Elementary School Principals Association, *The Elementary Principal As Supervisor in the Modern School*.

This latest Yearbook of the C.E.S.P.A. is another outstanding accomplishment, and it will give practical help to principals, supervisors and teachers attacking their problems. Much valuable and worthwhile material is contained in this new volume.

★ A new type of school publication has been received at headquarters since publishing the June issue. This year-

book was prepared by a sixth grade, and published by the Jefferson School, Port Angeles, Washington, of which L. W. Sharnbroich is principal. The 1939 *Jeffersonian* is made up in the colors of the school (purple and yellow). The planning and execution of ideas for the book was in the hands of the pupils, guided by their advisor, Miss Walden, English teacher. The contents include an honor roll, class history, school history, calendar of events, autographs, etc.

Mr. Sharnbroich would be delighted to know if there are any other schools publishing a similar piece of work, so that an exchange of ideas might be made.

★ One of the outstanding State Representatives of the Department of Elementary School Principals, Miss Lillian M. Johnson, Norfolk, Virginia, was unanimously chosen as the president of the Virginia Federation of Business and Professional Women's Clubs at its meeting in Roanoke, May 20. The Department and her many friends are happy that this honor has come to Miss Johnson.

★ Other school newspapers which have been received since issuing the June issue of THE NATIONAL ELEMENTARY PRINCIPAL are: *Phelps News*, published by Phelps School, Winona State Teachers College, Winona, Minnesota, Charles L. Simmers, Director; *The Broadcaster*, published by the Bellevue Junior High School, Syracuse, New York, Walter H. Powlesland, Principal; *The Giffin News*, published by Giffin School, Knoxville, Tennessee, L. W. Duych, Principal; and *Kanawha School*, published by Kanawha School, Charleston, West Virginia, Bessie B. Licklider, Principal.

★ The first large order for the 18th Yearbook of the Department of Elementary School Principals, "Enriching the Curriculum for the Elementary School Child," came on August 1, when Anthony Karnes of Juneau, Alaska, ordered sixty copies together with twelve Study Outlines to go with the book.

★ Miss Edith C. Peters, Principal of the Hazeldell School, Cleveland, Ohio, was elected to the Board of the State Teachers' Retirement System in the recent balloting. This information was obtained from the June, 1939, issue of the *Ohio Schools*.

★ The Utah Association of Elementary Principals will have an active part in the Utah Education Association meeting, October 12, 13, and 14. On Friday, October 13 the Granite District Principals Club will be host to the State Principals at the first annual banquet. A headquarters room for elementary principals will be open at the Hotel Utah during Friday and Saturday.

★ The Missouri Elementary Principals, under the leadership of Frank H. Gorman, President, has issued its first bulletin. It contains much information and news of interest to the principals of that state. Headquarters congratulates this fine group of principals for this splendid piece of work, and hopes that it will continue publishing bulletins of this type.

★ The principals of Spokane, Washington are using the Department's 18th Yearbook as a study in their supervisory meetings. This is only one of the many places using this Yearbook, and headquarters hopes many other cities will do the same.

Your Bookshelf

Many prominent educators are finding valuable assistance in Gertrude Hildreth's book entitled, *Learning the Three R's*. This book is arranged in four sections: (1) A description of the newer program in the skills: reading, spelling, arithmetic, writing; (2) The problem of failure in school achievement; (3) An outline for diagnostic work in the skills; and (4) Suggestions for improved instruction in skill techniques.

One educator says, "Miss Hildreth has given a modern interpretation of the three R's and their place in the modern school which undertakes in a vital way to take care of the needs of all its normal pupils. The progressive will find sound, solid advice and the conservative need the tonic she gives."

This splendid book has been published by Educational Publishers, Inc., Philadelphia.

★ ★ ★

Have you seen the new Walt Disney readers published by D. C. Heath and Company, Boston? These books, *Mickey Never Fails*, by Robin Palmer; *Little Pig's Picnic*, by Margaret Wise Brown; and *School Days in Disneyville*, by Caroline D. Emerson, have been cleverly illustrated by Walt Disney. The children who have access to these new books read them not only once, but many times.

★ ★ ★

New conceptions of the nature and functions of education, especially in the primary grades have become widely accepted and put into successful practice during the past several years. Therefore, *Primary Arithmetic Through Experience* by Clark, Otis, Hatton, and published by World Book Company, New York, has been written to provide concrete answers to such questions as, "What is the effect of these changes upon the arithmetic or number work of the first two school years—in objectives, in materials, in methods?" and "How shall the teacher proceed in order to provide for the learning that is considered of most worth for the children of these grades?"

The procedures of this book have been set up for the guidance of teachers in order that the child's immediate experience and needs may be made to contribute effectively to his

growth in ability to use numbers with understanding and resourcefulness.

★ ★ ★

A group of nationally important educators are the contributors to *Social Education*, which is the outgrowth of a summer conference on social education held at the School of Education, Stanford University. This conference was arranged to consider the nature and educational needs of contemporary American culture and the nature of a desirable program of social education. The large number of requests for copies of papers presented at the conference encouraged the publication of a selected group of manuscripts, and it has been published by the Macmillan Company, New York.

★ ★ ★

Principals and teachers will find much of interest to them in Dennis H. Cooke's *Administering the Teaching Personnel*, which is based on a solid body of important fact and upon advice and suggestions which have stood up well in the procedures of successful school administration. An attempt has been made to present the material in a way to approximate closely the conditions that are actually confronted by the school executive when he meets and solves the teacher-personnel problems of the school. Many actual teacher-personnel problems are described in the book.

This book is also intended to serve as a basic textbook in professional courses wherein prospective school superintendents, principals and supervisors are learning for themselves, with the guidance of the instructor, the proper administration of the teaching staff.

Benj. H. Sanborn & Co., Chicago, are the publishers of this new book.

★ ★ ★

In *Seeing Our Country*, Book Two, the authors, Walter B. Pitkin and Harold E. Hughes, have attempted to present a picture of industrial United States. It is sent forth with the hope that children everywhere will be able to gain a realistic picture of men at work to make America a better place in which to live. It has been published by the Macmillan Company.

Study Outlines

USING

THE 18TH YEARBOOK:

ENRICHING THE CURRICULUM FOR THE ELEMENTARY SCHOOL CHILD

THE 17TH YEARBOOK:

NEWER PRACTICES IN READING IN THE ELEMENTARY SCHOOL

- (a) Covering the Entire Field of Reading
- (b) Based Entirely on the 17th Yearbook

THE 16TH YEARBOOK:

APPRAISING THE ELEMENTARY SCHOOL PROGRAM

These Study Outlines deal with the material as presented in the above mentioned Yearbooks. They are more than just a résumé. General discussion problems as well as specific questions regarding the best procedures in teaching have been used.

These outlines are for use in principals' clubs, faculty meetings, college classes, study groups, etc.

Check one:

Number of copies:

☐ For the 18th Yearbook

☐ For the 17th Yearbook

(a) _____

(b) _____

☐ For the 16th Yearbook

When ordering be sure to designate which outlines you desire.

Price 25¢ Per Copy

Department of Elementary School Principals

1201 Sixteenth St., N. W.

Washington, D. C.

In order to rule the country, one must first rule one's family.

In order to rule the family, one must first regulate one's body by moral training.

In order to regulate one's body, one must first regulate one's mind.

In order to regulate the mind, one must first be sincere in one's intentions.

And in order to be sincere in intentions, one must first increase one's knowledge.

—*Confucius*
