

ORIGINAL ROOM
ORIGINAL LIBRARY
OF MICH.

DEC 11 1939

The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

PEL
ENTRANCE

NCISCAN
ASTERY

ber, 1939
KIX, No. 2



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, Neb.

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

Retirement Division, M. Emma Brooks, 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

Radio Committee

Jane Monahan, *Chairman*
Public School No. 92
New York, N. Y.

D. J. Mahoney
Conyngham School
Wilkes-Barre, Pa.

Blanche Young
1410 N. Delaware St.
Indianapolis, Ind.

James M. Chapman
402 N. Walnut St.
Colorado Springs, Colo.

Erle A. Kenny
Alameda City School of the
Alameda, Calif.

Anna O. Gottschalk
Public School Radio Council
Chicago, Ill.

The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover is the view you would see if you entered the Franciscan Monastery grounds. This edifice with its surrounding gardens is one of the beautiful and interesting places which you should visit in your nation's capital. This is the only place outside of Jerusalem where certain services are held on Christmas and Good Friday.

The National
Elementary Principal

Volume XIX, No. 2

December, 1939

Our Greetings
For The Christmas Season

*"It is my joy in life to find
At every turn of the road,
The strong arm of a comrade kind
To help me on with my load.*

*And since I have no gold to give,
And love alone can make amends
My only prayer is—while I live—
God make me worthy of my friends."*

Contents

Greetings to Elementary Principals— <i>Smith</i>	68
Lest We Forget— <i>Kline</i>	69
Plans for St. Louis.....	70
Developing Desirable Social Attitudes Through School Parties— <i>Hill</i>	72
New Editorial Committee Member.....	76
Improvement of Reading in the Clifton Forge School— <i>Hook</i>	77
Fourth Annual Conference on Elementary Edu- cation.....	80
The School Teachers Did It— <i>Major</i>	82
Interpreting the Enrichment Program to Parents— <i>Chase</i>	84
"and memberships rolled in."— <i>Pinkston</i>	87
What's Happening! !.....	91
Your Bookshelf	95

DO YOU KNOW
THAT—

PRESIDENT IRVIN A. WILSON has appointed Dr. Walter Jacob, Jr., Jersey City, New Jersey, as the new member of the Editorial Committee of the Department of Elementary School Principals. This committee prepares the fine yearbooks of the Department. Membership on this committee is for a three-year period.

* * *

MISS ISABEL TUCKER, member of the Executive Committee of the Department of Elementary School Principals, and principal of Festus Wade School, St. Louis, Mo., has charge of the banquet program of the Department at the St. Louis meeting, Monday, Feb. 26, 6 p. m., Statler Hotel. She announces it will be a *Show Boat* program on "Ole Man River."

* * *

THE FOURTH ANNUAL CONFERENCE on Elementary Education will be held at the University of Wisconsin, Madison, Wisconsin, July 8-19, 1940. Two semester hours will be given to all who take the course for credit. Make your plans now to attend the National Education Association convention at Milwaukee—June 29-July 4, 1940, and to remain for this very important conference at Madison, which the Department of Elementary School Principals sponsors.

Greetings to Elementary Principals

Elphe K. Smith, Tigard, Oregon, President, Department of Classroom Teachers of the National Education Association



ELPHE K. SMITH

A few years ago the Teachers' Affairs Committee of the Portland Grade Teachers' Association inaugurated a series of cooperative committee conferences of city-wide scope. The theme of the meetings was the exchange of good ideas in clerical short-cuts, and building procedures which were worthy of imitation. The administrative and supervisory staffs of the school system cooperated, school board members made helpful suggestions, and the press entered into the spirit of good will. As the roll was called and the chairman of each school's cooperative committee reported, principals were listed as important assets to their buildings. Since the laudation was not made with any ulterior motive, and was offered without the knowledge of the beneficiary, it typifies the spirit of harmonious cooperation and good-fellowship which exists in our schools today.

As an outgrowth of principal-teacher participation in school affairs the child is greatly benefited. The principal in the modern school is not the ogre who takes the place of father in disciplinary measures, but a friend who has the interests of each pupil at heart, and is proficient in furthering the teacher's objectives in the child's individual betterment. This happy unit has advanced the cause of education throughout the country.

The classroom teacher works with the principal in his campaign for better public relations, and has joined him in greater participation in civic affairs. She shares his concern for the future of the teaching profession in the United States, and is on the alert to discover youth fitted for enrollment in the Future Teachers of America—those groups dedicated to wise selection of teacher material among the young folk of our country.

The Department of Classroom Teachers of the National Education Association extends to the National Elementary Principals' Association a wish for a professionally profitable year, and pledges the united resources of its associates to the furtherance of good teaching in all schools of our country, and to an advance in the cause of culture wherever professionals are dedicated to education of the young.

If you, or your club, are making some outstanding study, be sure to see that headquarters gets a copy so that we can tell others.

Lest We Forget *

Aaron Kline, Principal, Pullman School, Chicago, Illinois

2. Some Things That Seem Clear About Teaching



AARON KLINE

To teach, involves three major elements: (1) a learner who is to acquire a new fact—a new skill—a new attitude or some other change in his personal relationship to the world of nature, the world of material things or the human world; (2) fact or skill, etc., to be acquired; and (3) the teacher who knows the objective of the teaching art and how to help the learner to arrive at the objective.

In recent years a great battle has been going on between those who say the important thing is—*How* it is done and those who say that not only *How* but *What* is taught is important. Take the history of the teaching of reading over the past twenty years, method after method has been proposed, many tried and some discarded. Thousands of new readers have flooded the market. Endless research goes on—chiefly on *How* and *When* to teach reading. The same is true of arithmetic and other subjects. There are those who say there should be no division of subject matter such as we have had for a century and that teaching should be based on life problems only.

Out of all of this confusion a few things seem to be clear.

I. The teaching act remains the same throughout the centuries—(1) a learner, (2) something to be learned, and (3) one who knows the objective and a way to reach it. If the teacher is absent from the process the learner is self taught.

II. The actual learning is always by the individual—at his own rate and in his own way.

III. The greater the interest of the individual the easier the learning.

IV. There is really no such thing as mass teaching. Any attempt to teach forty individuals at once is almost sure to get forty different results.

V. Life situations if natural and spontaneous make learning easier.

VI. Learning for an individual is in direct proportion to effort. Skill, ability or information does not come without effort. Home work has been abused, but no home work may mean no skill, no ability, no information. "No excellence without labor"—one does not arrive by doing nothing.

VII. Every individual has talent—some much, some less. His greatest and most natural development is in the direction of his natural talent. The wise teacher watches for the slightest evidence of interest, skill or ability. The poorest reader in school may sell the most tickets to the school movie. The girl that cannot get arithmetic may excel in music, art or dramatics.

VIII. The conformer may please the teacher but he seldom develops much initiative.

IX. The good teacher follows the course of study part of the time and the children's interests all of the time.

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



A St. Louis, Missouri, elementary school works out a project dramatizing the history and meaning of maps.

Plans for St. Louis

February 24-29, 1940

General Sessions. Did you attend the meeting in St. Louis in 1936? If not, then you missed a profitable and professional experience. If you were there, then you will remember what a *helpful* and *inspirational* meeting it was. The meeting in February will be no exception to the rule, for President Irvin A. Wilson, La Grange, Illinois, has chosen for the theme topic on Monday afternoon, February 26, "What Good Educational Practices Can Be Found in Our Elementary Schools." This fine program will begin with community singing, led by Robert H. Edgar, Pittsburgh, Pennsylvania. Mr. Edgar has chosen a list of "old favorites" which you will enjoy singing. Miss Cecelia Galvin, principal of School No. 3, Indianapolis, Indiana, and chairman of the Editorial Committee for the 19th Yearbook, *Meeting Special Needs of the Individual Child* will make a detailed report of progress made. President Wilson has chosen two eminent educators to discuss subjects pertinent to the general theme. There will be ample time for discussion, and we should avail ourselves of the opportunity to discuss with these leaders the trends of elementary education, and how best to apply their statements of good practices to the things which we are doing in our schools.

On Tuesday, February 27, The Missouri Elementary Principals' Association will have charge of the meeting with Dr. Frank H. Gorman, president, presiding. This will be another afternoon of help and inspiration. Make plans to come.

Social Features. No convention is complete unless time is taken for making friends as well as greeting old friends. The Department will have a breakfast on

Monday morning, February 26, at the Statler Hotel, for this specific purpose. Come and bring your group and let's make this *get-together breakfast* the biggest and best which the Department has ever had.

Miss Isabel Tucker, chairman for affairs at St. Louis, writes that she has many surprises for the banquet on Monday, February 26, 6 p. m., Statler Hotel. We asked for details and the notice below is all that was received. Not only does such a notice intrigue us and "whets our imaginations" but it makes us know that again the banquet of the Department of Elementary School Principals will be one of the high spots of the meeting. Don't miss it!!!!

BANQUET

Monday Evening, February 26 6:00 P.M.
Statler Hotel

The Department of Elementary School Principals
National Education Association
Convention of American Administrators
St. Louis, Missouri



Come to our Program
Showboat on "Ole Man River"



• First Grade Project of the Social Science Class, Giles School, Beaumont, Texas.

Developing Desirable Social Attitudes Through School Parties

Mrs. J. Kirby Hill, Primary Teacher, Beaumont, Texas

"A new kind of subject matter which meets the activity interest of children—subject matter which is stimulating and rich in content and which identifies the child with social situations—has entered the primary school."¹ School parties in the primary grades hold matchless possibilities for the development of desirable social attitudes. Costumes, invitations, programs, room decorations, hand-craft—all these, if wisely managed by the teacher, provide situations for the development of initiative and skill and for growth in taking responsibility.

"Teachers who doubt the value of activities in a school curriculum and fear that so many Christmas doings may interfere with 'school work,' may be assured that the children will attack the more academic work after vacation with renewed zest and interest, usually accomplishing as much in January as in any two previous months. It is not the number of hours spent but the interest and drive of the children which brings quick results. Such a break as the Christmas preparations provide renews this interest and drive to a surprising degree. There is also a transfer of the perseverance and good work habits gained from the exacting requirements of the Christmas program."²

¹ Grace E. Storm, *Social Studies in the Primary Grades* (1931) p. 1.

² Marion Paine, *The Activities Curriculum in the Primary Grades*, p. 240.

Our Christmas Project—The following is an account of the way Christmas was celebrated in the first grade in Giles School, South Park System, Beaumont, Texas.

Immediately after Thanksgiving the teacher began to talk over with the pupils plans for Christmas. Since they had given a Hallowe'en party, one child suggested that they give a Christmas party and invite their mothers. Another child suggested that they invite the teachers. After much discussion, it was decided that, this party be a Christmas Tea. At this tea they would honor the teachers at one hour of the day and their mothers at another. The teacher approved of this suggestion and it immediately formed the hub around which much of the activity centered.

Since the main thought at Christmas time should be to give of our best to others, the teacher suggested that this Christmas project should have for its purpose the giving of Christmas cheer to others. The teacher asked the question, "What are the things we must think about to make our Christmas party a happy one for everybody?" This started the work. Some of the responses from the children were: (1) Have a real tea party; (2) make gifts for other children; (3) make gifts for mothers and daddies; (4) make gifts for teachers; (5) make Christmas cards; (6) wrap presents; (7) write invitations; (8) decorate our schoolroom; (9) trim the Christmas tree; (10) prepare refreshments; (11) make plans for decorating the tea table; and (12) plan our program.

The teacher told the children these ideas were very good indeed. Then she said, "Don't you think it would be a good thing to make them into a little story? We can print it on a chart so that we can read it, then we will be sure to remember all the things we have to do." The children suggested the composition below. This composition was printed on the blackboard as the children dictated it. It was then copied on a chart and hung up for them to read.

Our Christmas Party

We shall have a Christmas tea
We shall decorate our room
We shall make gifts
We shall make Christmas cards
We shall wrap presents
We shall prepare refreshments
We shall make plans for decorating the tea table
We shall plan our program

In addition to serving as a motive for reading, the chart served as a reminder for the party. Appropriate colored pictures attractive in appearance were pasted at the top of this chart.

Gifts for their mothers was the first thing about which the children wished to decide. The many suggestions made included cookie cans, sewing boxes, candle sticks, recipe books, painted flower pots, and clay plaques. When the children were asked to express their preference the majority voted for cookie cans. The teacher asked each child to bring a coffee can. After the paper was removed from these at the work table, the teacher showed the children how to paint the cans with quick-dry enamel. The colors they had to select from were green, red, yellow, blue. After the cans were painted, they were left on the table

overnight to dry. Next day the children pasted on the cans, Christmas stickers of holly, poinsettia, etc., previously purchased by the teacher with money the children had brought. These cans were then given a coat of shellac, and were placed in a cupboard to be left until the day of the party. After gifts for the mothers were completed the next consideration was what to make for father. They chose to make clay ash trays. These were molded and a border of thumb tacks was placed around each. After painting and shellacing, these trays were placed in a cupboard. Next scrap books of colored cambric were made for all those children who lived at the Day Nursery. Attractive colored pictures cut from children's magazines were used. After the cambric pages were filled, they were sewed together by the mothers. The edges of these cloth books were cut zig-zag to make them attractive. For the teachers, the children made attractive blotters using their own designs for coloring. These blotters were tied neatly with bows of Christmas ribbon. Next the children made Christmas cards to send with each of the gifts. In this, too, they used their own ideas. Some of them drew holly, candles, poinsettia, cozy fireplaces with stockings hung, Christmas trees, etc. To these cards was added the message, "To ——" and "From ——."

It was now time to discuss the invitations to their mothers. Several suggestions were made and the best was used. The teacher wrote the invitation on the blackboard for them to copy. The children used ordinary widelined writing paper in making their copy. The invitation read:

Dear Mother,

Please come to our Christmas Party on Friday, December 23,
at 2:30 p. m.

Lovingly yours,

The children wished to keep it a secret about their having the teachers to tea until the very day of the tea. So on Friday morning, as the teachers came into the office to register, as was customary each day, they found attached to the register the following announcement cleverly printed (by a first grade child) on a Christmas card:

The First Grade invites you in today for a little cup o' tea,
There'll be cookies—one or two and—maybe there'll be three.
We won't keep you long, for we know you've duties to perform,
But drop in, let's be merry, oh say, at recess this morn.

This invitation was composed by the children with the assistance of the teacher at the regular language period.

An improvised fireplace was the unit around which all the decorating was planned. Above the mantel was a Christmas scene depicting angels telling of the birth of Christ. This scene was surrounded by an arrangement of evergreens and Christmas lights.

For decorating the schoolroom walls garlands of evergreens and Christmas wreaths were used. The garlands were made by the children of arbor vitae and lagustrum. These were hung on the walls and in the windows and were caught with silvered stars and silvered bells with pine cones. Numerous holly wreaths

with large red bows of crepe paper provided the finishing touch for the wall decorations.

Now it was time to wrap the presents. How excited the children were. The teacher showed them how to wrap them attractively. Each child had previously brought Christmas paper and cord to wrap his presents. Each gift was wrapped very carefully and a card placed on each package. The presents for mothers and fathers were placed under the tree. The little remembrances for the teachers were stacked neatly in the teacher's cabinet. The scrapbooks were put in a big box to be taken to the Day Nursery.

The tree and its decorations next claimed the attention of the children. It was decided that the tree should be decorated entirely by the children with their own work instead of bringing colored ornaments and tinsel. They brought cranberries, popcorn, and English walnuts to be gilded and hung.

On Thursday morning the tree was in its place and ready to be decorated. This was a happy time and the children were given time to enjoy it and exclaim over it, before they started to work stringing popcorn, cranberries, and gilding walnuts. Every child took part in getting the decorations ready. Soon the lovely long strings of red and white were ready and were hung. The gilded walnuts were pried open at one end and cords for hanging inserted. A string of colored lights was added. All agreed there never was a more beautiful tree.

A low tea table before the improvised fireplace was laid with a lace cloth. The center decoration on an oblong reflector was Santa Claus drawn by reindeer across the ice.

Two silver tea services were graciously lent by the mothers for the occasion. White crepe paper napkins were decked by the children with holly leaves and berries.

The refreshments for the party were the teacher's contribution, for which she assumed entire responsibility. These were served by the children.

Since the calling hours at this Christmas Tea were in the morning for teachers and in the afternoon for mothers, two separate programs of entertainment were provided for.

Morning Program

1. Teachers greeted by a reception committee—all first grade children.
2. Boutonnieres of gilded holly and mistletoe were pinned on each guest by two little girls dressed in dance costumes.
3. Song of greeting "Hello Folks" (tune of Turkey In The Straw).
4. Blotters were stacked on silver trays distributed among teachers with wishes for a Merry Christmas.
5. Refreshments served.
6. Solo dance with piano accompaniment.

The entire program was executed by first grade children.

Afternoon Program

As the mothers arrived, each child met his mother at the door, took her arm and escorting her in said, "Boys and girls, this is my mother, Mrs. —." She

was then escorted to a seat. The teacher read the Christmas Story from St. Luke and told the story, "Why the Chimes Rang." The children sang Christmas carols and gave as a choral reading, "Why Do Bells For Christmas Ring?" Refreshments were served to the mothers and gifts were distributed. Each child stood by his mother as she opened her gift. As a final surprise there was a gift for each child from the teacher. Then everyone was wished a "Merry Christmas" and the party was over.

This "Christmas Tea," given by the First Grade, has become an annual affair in the social life of our school and is looked forward to by the children, the mothers, and teachers.

New Editorial Committee Member



WALTER JACOB, JR.

The Editorial Committee of the Department of Elementary School Principals consists of three members and is a rotating committee. Each member is appointed for a three year period and during his third year serves as chairman of the group. It is this Committee, with the help of Dr. Richard Foster, Research Assistant, National Education Association, which publishes the very fine yearbooks of the Department.

This year President Irvin A. Wilson has appointed as the new member of the Editorial Committee, Dr. Walter Jacob, Jr., principal, Public School Number 3, Jersey City, New Jersey. Dr. Jacob has been an elementary principal in Ridgewood, Plainfield, and Jersey City, New Jersey. He completed work for his certificate at Montclair State Teachers College and then studied at both New York University and Columbia, obtaining his Doctor's Degree

from New York University. He has done outstanding work in the elementary school field. While in Plainfield he was the motivating factor in the organization of the Community Council which dealt with the problem of juvenile delinquency. This was one of the first organizations of this type in the state and has been copied in other cities.

Dr. Jacob will be chairman of the Committee for the 1943 Yearbook. Other members of the committee are: Cecelia Galvin, Indianapolis, Indiana, chairman for the 1940 Yearbook; Jess S. Hudson, Tulsa, Oklahoma, chairman for the 1941 Yearbook; and Nellie V. Lind, Denver, Colorado, chairman for the 1942 Yearbook.

Improvement of Reading in the Clifton Forge School

Paul G. Hook, Principal, Moody School, Clifton Forge, Virginia

During the fall term of 1936-37 the Stanford Achievement Test was given to all pupils in grades four to seven inclusive. When the results were compiled by grades and by subjects it was found that reading and literature were the chief general weaknesses. These were followed closely by geography and history. Apparently the cause of the weakness in social studies was the poor reading ability. These facts were presented in faculty meetings. The teachers agreed that reading was the chief weakness before the results of the test were made known. General observation in the class rooms indicated reading was even more of a weakness in the primary grades.

In February 1937 plans were made to place the major emphasis, during 1937-38, on diagnosing reading difficulties and providing remedial measures.

In order to give the faculty an opportunity to become familiar with the topic the following books were bought:

AUTHOR	TITLE	PUBLISHER	PRICE
National Society for The Study of Education	Twenty Fourth Yearbook	Public School Pub. House	
"	Thirty Sixth Yearbook	"	
Harrison, Martha L.	Reading Readiness	Houghton Mifflin	\$1.20
McKee	Reading and Literature in Elementary Schools	"	1.80
Pennell & Cusack	The Teaching of Reading For Better Living	"	1.80
Betts	The Prevention and Correction of Reading Difficulties	"	1.80

View Point—The child can be stimulated to the extent that he will "Read to learn" instead of "Learn to read."

General Objectives—(1) To instill and to cultivate a love for reading. (2) To produce a permanent interest in worthwhile reading. (3) To obtain enriched experience, desirable attitudes and wholesome interests through wide reading.

Specific Objectives—To improve speed and comprehension and vocabulary where needed. (When the proper speed and comprehension are attained the pupil is in a position to work toward the general objectives.)

Faculty Meetings—General faculty meetings and group meetings were held each month. Small groups met frequently.

Number of Teachers and Pupils—Twenty-eight teachers and 756 pupils were involved.



PAUL G. HOOK

Hectographed outlines of general and specific objectives, suggested remedial measures, and other helps were provided.

Forms A, B, C, and D were furnished. Form D was required to be kept by each teacher, while the other forms were voluntary.

Standard Tests—Since the work was to be a remedial program it was felt that a standard test should be given at least four times during the year. When reliability, validity and cost were considered the Rinsland Teaching Tests in Reading¹ were chosen. This test has two parts—Part I is the vocabulary section and Part II the paragraph meaning section. Part I includes twenty-five words per test (150 for whole year). Part II has approximately 150 questions for the whole year. This section measures—(1) the ability to get the central idea as concept from the paragraph and express this under an adequate title; (2) the ability to understand the general meaning, outcome, or organization of a paragraph; (3) the ability to understand details and related facts within the paragraph.

A different form of the test was given at the end of each six weeks' period. Each pupil's graph (Form D) was kept up-to-date.

Informal Tests—Eleven Informal Tests constructed by the teachers were given at three week intervals. These tests measured rate and comprehension. A graph of pupil progress on informal tests was also kept.

As soon as tests were scored pupils were informed of their particular weaknesses. Small groups were formed and each individual was given the remedial aid which he needed.

Books—The home-room library consists of approximately one book per child. This is supplemented by a general library having two hundred and fifty volumes.

General Remedial Measures—Since a large amount of supervised reading has proven to be most valuable with normal and advanced readers, this has been extensively used. A previous experiment² has also shown that technical drill, outlining, answering definite questions, flash cards, and other similar means have been most successful with retarded readers. This method was used.

Rinsland defines the letter grades as follows: "A is the highest 6 percent; B is the next 22 percent; C is the middle 44 percent; D is next 22 percent; E or F is the lowest 6 percent."

The result of the first Rinsland Test which was given October 18, indicated that 32 percent of all pupils were below normal as they made grades of D or F.

The result of tests given January 18 after three months concentrated effort and remedial work, showed that only 15 percent were below normal for 17 percent had been brought up to normal.

Only twelve of the twenty-two groups were up to the standard in rate in October. Twenty had reached standard by January.

Comprehension was checked by giving a test on same material used to test rate. If 80 percent is considered normal, only seven sections were normal in October. Fourteen sections had reached normal comprehension by January.

¹ Rinsland, Henry D., *Rinsland Teaching Tests in Reading*, Samuel Dodsworth Stationery Co., Kansas City Mo. 1937.

² Hook, Paul G., *A Scientific Study Of the Use Of An Extensive Independent Versus An Intensive Method In The Teaching Of Reading*. Un-Published Thesis. 1934. University of Virginia.

Since one of the main objectives was to arouse permanent interest in reading, no specific number of books was required. A reasonable amount of suitable books was made available and pupils were encouraged to use them.

Each pupil in grades 4B and 6B read an average of six books, while the number was greater in all other grades reporting. This large amount of voluntary reading indicates a very definite interest.

Summary—A definite weakness in reading was recognized. The faculty was carefully organized for consistent work on the problem. A concrete plan of remedial work was followed. Standard tests, informal tests, charts, graphs, plenty of easy reading matter, and other materials were provided.

The first standard test indicated 32 percent were below normal while the last one showed only 15 percent in that classification.

Eight additional sections had reached the normal in rate by January while seven additional sections became normal in comprehension.

The large number of books that have been read indicates significant progress has been made on the three general objectives. Continued progress is expected as the program continues.

(EDITOR'S NOTE:—Space forbade including the charts which showed the results of these tests. Those persons interested should write to the author.)

Schools for Democracy

Education today is meeting competition for public funds that it has never before faced. In an effort to meet this need, the National Congress of Parents and Teachers has published *Schools for Democracy*, a new and comprehensive book about public education in the United States. This volume was compiled by Dr. Charl Ormond Williams, Director of Field Service of the N.E.A. and Chairman of School Education of the N.C.P.T., with the assistance of Dr. Frank W. Hubbard, Associate Director of Research of the N.E.A.

No person in all the educational forces today stands so close to the parent-teacher associations as does the elementary school principal. In this book, which discusses public education in all its aspects, a way is open for work with these local associations, through symposiums, panel discussions, forums, and the like, for years to come. If, in the next decade, the laity of this nation fails to comprehend the problems and needs of public education, educators will have no one to blame but themselves.

Aaron Kline, principal, Pullman School, Chicago, Illinois, and a past president of the Department of Elementary School Principals, was invited to write Chapter XI of this book—*Schools for Democracy*. The subject of Mr. Kline's chapter is, "The Public School and Other Community Educational Resources."

Send 25 cents today to the National Congress of Parents and Teachers, 600 South Michigan Avenue, Chicago, Illinois, for your copy.



College of Agriculture, University of Wisconsin, Madison, Wisconsin. This is where our meetings will be held July 8-19, 1940.

Fourth Annual Conference on Elementary Education

Sponsored by the Department of Elementary School Principals at the University of Wisconsin, Madison, Wisconsin, July 8-19, 1940

DEAN C. J. ANDERSON, SCHOOL OF EDUCATION, UNIVERSITY OF WISCONSIN

Time and Place—The Department of Elementary School Principals of the National Education Association will hold its Fourth Annual Conference on Elementary Education at the University of Wisconsin, July 8-19, 1940. The Conference is a special two-weeks' course which is planned cooperatively by the Department of Elementary School Principals and the School of Education of the University of Wisconsin.

Nature of the Conference—The general theme of the Fourth Conference is "Enriching the Elementary School Curriculum." The program will include in the morning a series of demonstrations and observations, including such types of demonstrations as those dealing with (1) newer developments in remedial reading; (2) staff planning the unit of work; (3) staff evaluating the unit of work; (4) case study conferences; (5) cooperative work in the social studies; (6) types of speech work; (7) rhythms; and (8) better use of the radio. Those attending will be given at least two opportunities to visit the elementary laboratory school.

This demonstration period will be followed by lectures from outstanding leaders in elementary education, alternating with leaders from other phases of

American life. One of the unique features of the conference will be the opportunity to hear men who are nationally famous in other fields as well as education.

The afternoon program will include a variety of ninety-minute seminars on the most important problems related to the enrichment of the curriculum. There will be a prominent educational leader in charge of each seminar and then outstanding specialists will be brought in to the seminar for from one to three days to contribute to the thinking of the group. The seminars will be organized around such problems as new techniques in supervision, the use of radio and visual aids in the classroom, guidance in relation to curriculum enrichment, the gifted and subnormal child, curriculum enrichment in rural schools, building citizenship in the elementary school, and enrichment through art, music and literature. Other topics will be added to meet the needs of the group.

Instructional Staff—Instructors in the general session and seminars will include the regular staff members of the School of Education, visiting summer session professors, and other outstanding leaders in the field of elementary education. Professor J. Murray Lee and a committee from the School of Education will serve to direct and coordinate the course. Detailed announcement of the program and personnel will be published in the February issue of *THE NATIONAL ELEMENTARY PRINCIPAL*.

Recreational Facilities—The recreational program of the conference is vastly extended by the presence of Lake Mendota along the Campus and by the diverse sports and cultural facilities which are provided during the summer. Swimming will be possible within ten yards of the dormitories. Sailing, canoeing, and other forms of boating are extremely popular. There is a twilight cruise by motor boat each evening around the lake. Fishing is popular, with the lake well stocked with pike, bass, perch, and pickerel. Trips will be planned to the most unusual nearby points of interest. This includes The Taliesin, world famous home and architectural laboratory of Frank Lloyd Wright, the middle west mecca, Devil's Lake, and the famous Wisconsin Dells. The social life of the conference and the opportunity to get acquainted with elementary school principals from every part of the United States is one of the unique features of the program.

Tuition and Credit—The conference will give two units of credit. There will be a special fee which will be fixed later but will be comparable with the fee from previous conferences.

This special course offers opportunities for elementary principals and supervisors to have an unusual professional experience. The members who have attended any one of the previous three conferences, which have been held at the University of Michigan, New York University, and the University of California have commented on the new outlooks on elementary education which they have obtained.

Housing Accommodations—The members of the conference will be housed in three dormitories on the lake front, with an adjoining dining room. This means that the members will have all the advantages of being together on the lake front and yet very close to the meeting places. The fee for the two weeks, including room and meals, will be approximately \$25.00.

The School Teachers Did It

Clare Tree Major, Founder and Director of the Children's Theatre of New York

Five years ago I spent a week in the little Cornish town of St. Ives. I had known St. Ives as a child, and I remembered mother's care that her children should not be contaminated by the almost unintelligible dialect of the Cornish people. To my great surprise, on my return after thirty years, I heard nothing but the purest and most graceful English, even from the funny little old woman in a tall hat and shawl, verger of the little church, who looked like a cartoon, but who talked like a Duchess. When I spoke of it to the equally odd little person who sold me postcards, she said, "You won't hear Cornish speech anywhere, Madam. It's against the law." "But you can't change the speech of a people by law." "Oh, no, Madam," she replied exquisitely, "The school teachers did it."

The school teachers did it! When we count our blessings as a nation, we too often forget how much we owe the hundreds of thousands of school teachers who have influenced so greatly the building of our national standards through the past hundred years. Parents are with their children during the precious formative years, but a fraction of the time the teachers have them under their care. If we are to turn proudly to our standards of culture and say "The school teachers did it," then we must equally frankly, noting the appallingly bad speech of our young people, say the same thing, "The school teachers did it."

When we begin to study the question of the teacher's speech responsibility in the public schools, we find ourselves in a vicious circle. Without question teachers are speech conscious. They *want* nice voices—they *want* to speak well. In many schools there are speech teachers, and some form of speech correction is sometimes tucked away in the corner of an elaborate course in English or drama or auditorium study, or some other subject. The real problem is where to begin, for good speech is seldom emphasized in the teachers' training school or college. Where is the teacher to learn? Certainly the teacher cannot insist on good speech from his pupils, if he is not himself conscious of his own faults.

"All men are born free and equal" only in opportunity. We are not limited in this country to a specific "Cultured Class." Culture is free to everyone, and surely one evidence of culture should be to be able to express oneself gracefully and beautifully in speech, the most direct and effective means of communication between human minds.

Women are much more eager to have beautiful voices and pure, vital speech than men are. Odd that men seem to think it's manly to say "er"—and "fur" for "or" and "for," to say "liull" for "little" and "gonna" for "going to"—and their pronunciation mostly remains that of the locality in which they went to school. Consequently we find the lowest standards of speech among high school boys, where we have the greatest number of men teachers, though we must remember that those men teachers were trained by women teachers during their impressive early years, when they went to school.

Until the heads of colleges and teacher training schools develop an appreciation of fine speech and make it an important feature of their training systems, teachers

must help themselves by personal study. There is nothing very abstruse or difficult about correcting one's vocal faults. The machinery is very simple. Lungs and a diaphragm for air storage, two little frilled cords to make sound, a tongue, teeth and lips—that's all.

What are the most flagrant faults? First, inaudibility, due to lack of projection. This is easily corrected by proper breathing. Second, monotone—the deadly lack of inflection with the drop at the end of the sentence which makes even the most interesting subject matter dull and boring. This is due to inflexibility of the vocal cords through lack of use. Third, nasal tone, also easily corrected, since it is entirely due to raising the tongue at the back. Fourth, incorrect, sloppy pronunciation, which includes the harsh, western "Rrr."

Some simple exercises for correction of these habits are the following:

A. For breath control and projection:—1. Fill the lungs by expanding the sides and back above the waistline, without raising the chest and shoulders, and then shoot out the air by drawing in the diaphragm at the front of the waist. 2. Read aloud from a newspaper each day for ten minutes, holding the ribs up until the very last moment before taking a new breath, and letting the diaphragm do the work of pushing out the air. Try to get as many words as possible in each breath. These will build up breath control and projection so that a low tone will carry to the end of the room with perfect ease.

B. For flexibility of vocal cords: Choose a single sentence with many consonants and sing it to each semi-tone from low G to middle C. Slur the last syllable in the sentence to the next semi-tone. Don't speak in a deadly monotone. Let your voice sing. The voice which uses the vocal chords from end to end is exciting, intriguing. Children will listen to it with interest.

C. To destroy nasal tone:—Keep the tongue well down at the back, with the point of the tongue firmly placed against the lower teeth, from which it should not be removed except for S, T, D, L, when it should slip up behind the front teeth. Only for the K and G sounds should the tongue be pulled back. The teeth should be kept well apart, to allow room for the projection of full, pure, resonant tone.

The correction of pronunciation is a very easy task. It doesn't require a \$20.00 an hour teacher to tell one that "for" should not be pronounced "fur," or "nor" "nur." Many mispronunciations are actually words used incorrectly. For instance:

awful	—	offal	—	the viscera of a dead animal
taught	—	tot	—	a small child
caught	—	cot	—	a bed
wrought	—	rot	—	decay
or	—	er	—	an exclamation
ball	—	_boll	—	cotton
God	—	gaud	—	a decoration

Our children have an inalienable right to demand pure, harmonious voices, and correct pronunciation from their teachers, and the teachers have the same right to demand efficient training in good speech from their colleges, and college teachers ought to have been trained to speak well when they were children by their teachers.

Here is the vicious circle—where shall we start?

Check in the 18th Yearbook to see if your club is listed between pages 624 and 633. If it is not, or if you have new officers, be sure to let headquarters know so that your club will receive complimentary the Newsletter which will be sent out on the first of the month.

Interpreting the Enrichment Program to Parents

Sara E. Chase,* Principal, Washington School, Springfield,
Massachusetts

The Washington School has tried to acquaint its mothers with the school life of their children through three means: mother-teacher conferences, yearbooks written by the children, and observations of classroom work.

Mother-Teacher Conferences—Our mother-teacher conferences are held from four to five o'clock every other month. Usually the principal talks in these meetings for thirty minutes on some subject closely related to the welfare of the children's home or school life. The remainder of the hour is spent in discussion along the lines of the questions asked by the mothers or the teachers. Time for personal consultations between mothers and teachers is provided before and after each meeting.

During one year the following subjects were considered in our conferences: Changes in the Teaching Procedures of Reading, Writing and Arithmetic; Nature-Study Activities; Providing a Meaningful Content for Written Composition; Growth through Assembly-Room Programs; Art for Expression and Appreciation; and Free Reading.

To make the changes in classroom procedure more clear to the mothers, a few children remained for a part of each conference hour to show or tell the mothers in simple floor talks about some of their work as it illustrated points discussed by the speaker.

They showed and talked about collections they were making and insects they were observing in nature study. They explained large drawings they were preparing for stage backdrops or wall hangings, puppets they were constructing for their own theaters, and illustrations they were making for their own stories. They read some of their compositions, including chapters from class stories, scenes from original plays, introductions for programs, and summaries of facts learned through trips to farms, parks, or museums. They exhibited stage properties, models, bookshelves, and doll furniture they had constructed and explained how they had used arithmetic in this construction. They read selections from new books obtained in the free-reading room.

Yearbooks—Four yearbooks published by the Washington School were planned with a threefold purpose in mind: acquainting parents with classroom work, raising children's standards in written composition, and showing teachers new teaching procedures.

These yearbooks were compiled from the children's reports of completed activities. Some of them were written by individuals; some by class groups. All of them were written with the mothers in mind. Photographs and block prints

*Miss Chase is now principal of Barrows, Eastern Avenue, and East Union Street Schools, Springfield, Mas.

helped to explain these reports. A few chapter headings from the yearbooks' tables of contents indicate the nature of the reports:

Nature Study

Our Observations
Our Investigations
Our Summaries
Nature in Verse

Arithmetic

Washington School in Figures
Number Facts in Action
Weights and Measures in Use
Drill

These very short reports show how the children told about their activities:

An October Trip

In our trip to the Dingle, we played silent game. Everyone kept quiet and listened for the sounds of the woods. Here is our list of what we heard:

1. A blue jay chirping
2. Branches crackling
3. Bees buzzing
4. Acorns falling
5. The brook gurgling
6. The wind whistling
7. Pine trees sighing
8. Frogs grunting
9. Crickets chirping

10. Leaves falling
11. Crows calling
12. Squirrels frisking
13. Grass rustling
14. Trees blowing
15. Woodpeckers tapping
16. Insects buzzing
17. Echoes sounding

Teacher, Miss Adams

Room 22, 4A

Graphs to Show Changes Since 1790

We made other graphs to show the population of the United States in 1790 and 1930. We let each square of our graph represent 10 million people.

In 1790 the population was 3,929,214 so we filled in a little more than $\frac{1}{3}$ of a square. When the census was taken in 1930, there were 122,795,046 people in the United States. We filled in twelve squares and less than a third of another.

Teacher, Miss Moore

John Madden, 5B

Classroom Visits—During the school year 1937-38 the Washington School invited its mothers to a series of classroom visits. Extracts from the notices of invitation follow:

"In place of the Mother-Teacher Conferences held during the last four years, the Washington School invites you to a series of classroom visits during the school year of 1937-38.

On Tuesday, October 19, each classroom will have reading from 2:45 until the close of school. This is the first subject to be shown in the series which will include arithmetic, language, and social studies.

The reading will include silent reading and oral reading; study reading and skimming; reading for information, appreciation and fun; reading of stories, poetry, news, tables, and graphs. In the kindergarten there will be work in preparation for reading and in

arousing interest in reading; in the first grade there will be drill in the mechanics of reading.

After school the teachers will be glad to answer questions about the work you have seen. Miss Chase will meet those who wish to talk with her in Room 8."

"The work in social studies will include discussions, study of facts, use of source materials and pictures, and correlations with other subjects."

"The language will include planning and writing papers, using standards in correcting first drafts, cooperating to improve the work of individuals, practicing to maintain skills, reading papers previously written, talking about and listening to matters of interest, expressing personal reactions in discussions, and giving floor talks."

From 300 to 400 mothers accepted these invitations and saw classroom work going on as they might see it on any day.

We feel that each means used to interpret our program to our parents somewhat increased their understanding of present classroom procedure and its objectives.

SCHOOL LIFE IN MIDGET SAVANNAH

Miss Romona Riley, principal, Waters Avenue School, Savannah, Georgia, together with her teachers, has published, in bulletin form, an account of how the pupils and faculty of a public elementary school have developed a program of citizenship as a part of the curriculum, *School Life in Midget Savannah*. Its aim is to relate the idea of citizenship to the children's present interests, in the hope that as they live at Midget Savannah (as Waters Avenue School was named by the children) they will form many generalizations which will help them to meet the various situations which will confront them later.

A copy may be secured by sending sixty cents to Waters Avenue School. Headquarters wishes to thank W. W. McCune, assistant superintendent of Schools, Savannah, and Miss Riley for sending a copy to us.

Necrology

Headquarters has received information that the following persons have gone from our midst during the past year: W. B. Arbaugh, Highland Park, Mich., F. H. Atkinson, Highland Park, Mich., Harriet Carpenter, Aberdeen, S. Dak., Dora Cumming, Newport, Ky., Mrs. M. E. Davis, Exeter, Calif., Margaret A. Frew, Glenshaw, Pa., Bertha L. Green, Lincoln, Nebr., Julius C. Hammel, Oakland, Calif., Ida M. Hart, Philadelphia, Pa., Grace S. Hoag, Detroit, Mich., Sarah E. Irvin, Rochester, Pa., Fidelie Miller, Decatur, Ga., Mrs. Edith M. Smith, Grand Rapids, Mich., Mrs. May E. Stevenson, Great Falls, Mont., Emily F. Taylor, St. Louis, Mo., Ellen G. Young, Henderson, Ky., and Edna M. York, Grand Rapids, Mich.

We shall always appreciate being sent the names of those elementary principals who pass away.

... "and memberships rolled in."

Eva G. Pinkston

On November 1 as the enrolment campaign material was prepared for state representatives and their helpers in districts, counties, and cities, we felt as if we were attending a *real* party. From among the lists of members sent to our state representatives we greeted many familiar names, introduced ourselves to 463 new members and welcomed back to the fold 148 members who have been away for a year or more. How proud we are to share the news with you that now the Department has 200 life members, according to the report from Mr. Herbert C. Hansen, director of the life membership division. The latest members of this fine group are: C. O. Callahan, 70 E. Olentangy St., Columbus, Ohio; Ella Smullenburg, 370 McKinley Pkwy., Buffalo, N. Y.; Marguerite C. Fehrenbach, 4218 Loyola Ave., New Orleans, La.; Rounelle Middlebrooks, Jerome Jones School, Atlanta, Ga.; Ella Standish, 3320 Broadway, Houston, Texas; James A. Fitzgerald, Fordham University, 233 Broadway, New York, N. Y.; Katie Dean, 412 S. W. Fifth Ave., Miami, Fla.; Gertrude Shaffner, Towers Hotel, 332 S. E. Second Ave., Miami, Fla.; Frank Wilson, 614 E. 14th St., Austin, Texas; and Cosmo Clyde Wise, Wahiawa School, Wahiawa, Oahu, Hawaii.

Our representatives are striving to reach "new highs" in memberships for the Department of Elementary School Principals this year. They need your help and need it *now*. Therefore, we urge you to help these fine people who have assumed this responsibility of interesting all who are working in elementary education to band together and work on our problem of doing better jobs in building for an enlightened citizenry. The officers of the Department are planning more services for the members, but services cost money. Our only source of revenue is memberships. Will you help to interest those who have not yet joined with us?

Those cities and counties which have already attained 100 percent membership are: ARKANSAS—Fort Smith and Helena; COLORADO—Boulder; FLORIDA—Volusia County; GEORGIA—Athens; ILLINOIS—Evanston; IOWA—Newton; KANSAS—Kansas City; KENTUCKY—Madisonville; MICHIGAN—Grand Haven, Hazel Park, Holland, and River Rouge; MISSISSIPPI—Meridian; NEW JERSEY—Lodi and Millville; NEW YORK—Batavia, Mamaroneck, Mt. Vernon, and Troy; NORTH DAKOTA—Fargo; PENNSYLVANIA—Ambridge and Milton; OKLAHOMA—Muskogee; TEXAS—Austin; VIRGINIA—Alexandria, Harrisonburg, Lynchburg, and Portsmouth; and WISCONSIN—Sheboygan.

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

ARIZONA

County Representatives—F. J. Benedict, Benson; Lydia M. Doepke, Clarkdale; Glenn D. Casey, Duncan; Thomas Weitzel, Flagstaff; Estelle Murray, Globe; Duncan McRuer, Kingman; Edwon L. Riggs, Peoria; Lowell Ballard, Safford; O. L. Carlisle, Somerton; J. F. Eisenhart, Springerville; N. L.

Houston, Tucson; Milton E. Stowe, Winslow.
City Representatives—A. J. Mitchell, Nogales; H. F. Bradford, Phoenix.

ARKANSAS

County Representatives—Mrs. Hazel Dabney, Fayetteville; Ethel Woods, Jonesboro; Fred Moore, Pine Bluff.

City Representatives—Molly Williams, Ft. Smith; Fannie Haraway, Helena; Bill Hays, Little Rock.

CALIFORNIA

County Representatives—Ruth Harding, Bakersfield; Sherman Thompson, Corning; Mrs. Elizabeth K. Ranacker, Fresno; May Wienke, Fresno; Holger Bjornsen, Hanford; Angelo Milani, Live Oak; Laurence Olinder, Madera; Maude Fithian, North Sacramento; Melvin P. Rudholm, Pixley; E. Spence Amick, Sacramento; Carl B. Manner, Vallejo; Teresa Burke, Wasco; J. E. Birch, Willows; Clay Caldwell, Yuba City.

City Representatives—Edwin C. Clark, Avenal; Oliver Lawson, Berkeley; Harold P. Hill, Brentwood; George White, Burlingame; Rolland Hanson, Clear Lake Oaks; Melvin Farley, Gridley; Harvey McCammon, Kenwood; C. A. Patenaude, Korbel; Kenneth M. Forry, Martinez; Eldon Covell, Monterey; John L. Horning, Napa; Robert Titus, Oakland; Eva Ott, Oakland; Leonard S. Hummel, Redondo Beach; Carrie Daly, San Francisco; Frances Lanyon, San Jose; Clarence Herkner, San Rafael; Edward Esser, Stockton; Earl Shoemsmith, Tracy; Edward Pedersen, Tuolumne; Lawrence Miller, Turlock.

COLORADO

County Representatives—Beulah Milyard, Alamosa; Pauline Horton, Basalt; Mrs. Esther McNeiles, Breckenridge; Lawrence Burley, Brush; Albert Petrick, Canon City; J. G. Robb, Castle Rock; Mrs. Olive McComish, Cheyenne Wells; Wilma C. Thomas, Cortez; N. F. Nelson, Craig; M. Holm, Creede; A. T. Bennet, Denver; Mary La Tronico, Denver; Ruth Walls, Dove Creek; Jeanie Dawson, Durango; Ray Brunner, Elbert; Dwight Hamilton, Englewood; C. H. Williamson, Ft. Collins; Robert Peter, Ft. Lupton; A. D. Abbott, Fountain; Elsie Foote, Glenwood Springs; Vernon Lacer, Golden; T. A. Mackey, Grand Junction; Kate Walker, Gunnison; Thomas E. Ellis, Haswell; Dorothy Sellars, Hotchkiss; John Hiles, Hugo; Elizabeth Zorn, Julesburg; Clara Hollar, Lamar; Hugh M. Warren, Las Animas; Mrs. Margaret Pitts, Leadville; Ralph Morgan, Longmont; Rollo Carbutt, Manassa; Donald Deering, Meeker; Edna Turney, Monte Vista; La Vonne Selig, Montrose; Glen Phillips, Ouray; Henrietta Robinson, Pueblo; Olive Walk, Rocky Ford; Elsie Coulter, Salida; Florence Tripp, Silver Plume; J. R. Austin,

Springfield; Harry Williamson, Sterling; Mrs. Marion Barns, Sugar City; Grace Bettes, Telluride; D. B. Murray, Trinidad; Mrs. Grace Mathews, Walden; W. R. Gore, Walenburg; G. A. Burns, Wetmore.

City Representatives—George Burch, Sa-guache.

CONNECTICUT

City Representatives—Caro Gray, Bristol; Frances E. Baker, East Hartford; Mrs. Ethel Burt, Hamden; Fred Newton, New London; O. Ward Satterlee, Old Greenwich; Anna A. Condon, Stamford; Julia M. McDonnell, Torrington; Ralph W. Carrington, Waterbury.

DISTRICT OF COLUMBIA

City Representatives—Miss C. F. Bernard, Washington; Miss D. A. Cook, Washington; Miss N. J. Hiscas, Washington; Margaret Patterson, Washington; Clara Pitts, Washington.

FLORIDA

State Representative—Mrs. Mary Kent, Tampa.

County Representatives—Mrs. Ralph N. Loring, Cocoa; Miss Dempsie Brewster, De Land; Patti B. King, Ft. Lauderdale; Mrs. Pearl Bulloch, Ft. Meyers; W. T. Edwards, Gainesville; Grover J. Carter, Haines City; Mrs. Marie M. Mott, Jacksonville; J. T. Kelley, Marianna; Katie Dean, Miami; Edith Griffin, Ocala; Evelyn Long, Orlando; W. E. Trotman, Parrish; Mrs. W. H. Crawford, Pensacola; Mrs. Alice Bingham Carrier, St. Augustine; Mabel Kelso, St. Petersburg; Mrs. Stella P. Arrington, Sanford; Frederick E. Gehan, Tallahassee.

INDIANA

District Representative—J. Edwin Howe, Evansville.

City Representatives—Katherine Langell, Anderson; Warren J. Yount, Bedford; Frederick G. Neel, Bloomington; Donald V. Lawvere, Blountsville; Madge Bennett, Brazil; Amy H. Cooper, Brook; Forrest V. Carmichael, Columbus; Albert T. McCormick, Connersville; Edna M. Ivey, East Chicago; Thomas Imogene Caudell, Eckhart; David Dudley, Evansville; Kenneth Lant, Evansville; Clyde W. Hendricks, Ft. Wayne; Hazel Stout, Franklin; Elizabeth Leeds, Gary; Nancy Foster, Hammond; James W. Herrell, Hatfield; Ethel Breshears, Hobart; H. J. Schieber, Huntington; Charlotte Carter, In-

; Mrs. dianapolis; Mrs. Vivian S. Rankin, Indian-
Bettes, apolis; Haines W. Sleeth, Kokomo; C. D.
; Mrs. Plank, Lafayette; Agda Rafter, Logansport;
Walter B. Brumfiel, Marion; F. W. Standi-
ford, Michigan City; H. A. Moran, Mishawaka;
h, Sa- Horrace C. Sherwood, Mitchell; V.
Sydney Carlson, Mt. Vernon; Charles E.
Lykins, Muncie; Harriett Hoverstick, Noblesville;
Bristol, Otto T. Hamilton, Oaklondon; J. P.
Ethel, Crodian, Peru; Sara Jones, Rensselaer; Mary
ondon; Morgan Lemon, Richmond; George J. Brown,
Anna A. Rockfield; Elwood E. Brooks, Salem; W. J.
H. Tor- Day, Shelbyville; R. G. Wright, South Bend;
erbury, Gertrude F. Soules, Terre Haute; Otto J.
Newman, Wakarusa; Edna L. Concannon,
West Terre Haute; Robert Daugherty,
Whiting.

MARYLAND

County Representatives—Myrtle E. Chell, Catonsville; Mrs. Marion Nelson Riffin, Crisfield; Mrs. Margaret S. Upham, Cumberland; T. Conover Crouse, Denton; Ella V. Krieg, Frederick; Palmer Hess, Hancock; Mrs. Catherine Reed, Hyattsville; Marguerite Hopkins, Millersville; Mrs. Rosa C. Jones, Salisbury; Miss Ravenell Monred, Silver Spring.

City Representative—Annie Lee Manning, Baltimore.

MICHIGAN

City Representatives—Carrie Sheldon, Adrian; Martha Hale, Alma; Winifred Gibbons, Ann Arbor; Ethel Grishow, Battle Creek; Elizabeth Seebeck, Bay City; Magdalene Frederick, Birmingham; Ervin Howard, Dearborn; Howard L. Parker, Dearborn; Urban Hartung, Jr., Detroit; Jessie Munroe, Ecorse; Lenora M. Ryan, Escanaba; Lee Clark, Ferndale; May Pascoe, Flint; Stephen Mead, Grand Haven; Eudora Estabrook, Grand Rapids; Clarence J. Messner, Grosse Pointe; Boyd E. Nixon, Hamtramck; Roy Robinson, Highland Park; Carolyn Hawes, Holland; Martha B. Chase, Jackson; Jennie Fouch, Kalamazoo; Marie Engler, Lansing; Lyman Galloway, Lincoln Park; Ina J. Mead, Melvindale; Viola Perdue, Midland; Rose Schafer, Monroe; Jessie Albert, Muskegon; Gladys O'Bierne, Petoskey; Alice Shattuck, Pontiac; Glenn O. Lockwood, River Rouge; Grace Weyer, Royal Oak; Lena M. Fee, Saginaw; Myrtle A. Elliot, Sault Ste. Marie; Mrs. Jeanette Horton, Wyandotte; Floyd Smith, Ypsilanti.

MISSOURI

District Representatives—L. Buford Thomas, Aurora; Dr. C. H. Allan, Kirksville; James A. Sanders, Leadwood; Frances Holliday, Maryville; Catherine Garman, Sedalia.

City Representatives—Harold B. Remley, Jefferson City; Paul M. Marshall, Kansas City; Emma O. Mumm, St. Joseph; R. E. Strickler, St. Louis; Harold T. Downs, Webster Groves.

NEBRASKA

County Representatives—Lawrence Chipps, Bartlett; Cora Kent, Bassett; Fred Franklin, Big Spring; Leroy Nuquist, Central City; Leonard Payne, Erison; Margaret Bermond, Harvard; Charles Parriott, McCook; Mrs. Florence Johnson, Ogallala; Inez Swain, Ord; Marlin Johnson, St. Michael; Meade Westman, Schuyler; Fred Cunningham, Sumner; Kathryn Anderson, Superior.

City Representatives—Margaret Headberg, Alliance; Sadie Morrison, Broken Bow; Rose Blazek, Elba; Thelma L. Kier, Hastings; Mabelle Allen, Lincoln; Katherine Feather, North Platte; Lillian G. Galleher, Scottsbluff; Wilson Curtis, Stapleton.

NEW JERSEY

District Representatives—Katharine E. Owen, Elizabeth; Gustav Patz, Irvington; William S. Twichell, Paterson; Mrs. Jessie M. Wamsley, Pitman.

City Representatives—Merrill A. Bigelow, Bloomfield; Myrtle H. Simons, Burlington; Mrs. Doris E. Maxwell, Lodi; Guy Quinn, Neptune; William G. Fiedler, Union City; Jean F. Mackay, Vineland.

NEW YORK

City Representatives—Caroline M. Bullock, Niagara Falls; Earle W. Nash, Rochester; Mary Lawlor, Syracuse; H. D. Vincent, Troy.

NORTH CAROLINA

State Representative—J. E. Miller, Washington.

NORTH DAKOTA

City Representatives—Kathryn M. Waldron, Minot; Helen E. Irons, Valley City.

OHIO

County Representatives—H. D. West, Georgetown; Martin D. Bishop, Madeira; Kate M. Offerman, Pemberville.

City Representatives—John H. Bunnell, Akron; Wayne T. Matthews, Athens; C. O. Callahan, Columbus; William A. Quirk, Cincinnati; Mrs. LeVieve Cram, Cuyahoga Falls; J. A. Conger, Delaware; Clara Gorman, East Cleveland; Wilbur Yauch, Euclid; Catherine Snyder, Fostoria; Anna L. Sigler, Lakewood; Flora J. Wilcox, Lakewood; Albert Butz, Lockland; Edna Tefft, Marietta; Alice L. Dombaugh, Marion; Mary C. Dwyer, Toledo; Grace Somerwill, Warren; Belle Snyder, Youngstown.

OKLAHOMA

City Representatives—Mrs. Jessie W. Bagley, Ada; Mrs. Opal Nighswonger, Alva; George Coffman, Ardmore; Isabel Watson, Bartlesville; Mildred Berkey, Blackwell; Linnie Wood, Bristow; J. Grady Simmons, Cromwell; Pearl Head, Drumright; Harrell Garrison, Durant; Etta D. Dale, El Reno; Lulu Moorhouse, Enid; Duane K. Adams, Guymon; Harold R. Sanders, Hobart; W. W. Daniels, Hominy; Mrs. Daisy Doss, Hugo; Ellis B. Richie, McAlistier; Mary Shirley, Muskogee; L. E. Bogan, Okay; James Williams, Okemah; Ethel M. Liebhart, Oklahoma City; Lena Pitts, Okmulgee; Eva Smiley, Ponca City; R. G. Wilson, Sand Springs; A. J. Smith, Shawnee; Beulah Timberlake, Stillwater; Carl Kniffin, Sulphur; C. L. Jester, Tulsa; Olive Devereaux, Verden; Mrs. Agnes Mayo Drewery, Wagoner; Lula Moorman, Weatherford.

PENNSYLVANIA

County Representatives—Harold Marburger, Evans City; John A. Neill, Lewistown; Joseph M. Dunleavy, Scranton.

City Representatives—T. Russell Frank, Abington; Celia J. Blake, Ambridge; B. F. Best, Ardmore; James C. Craig, Bellevue; John A. Muscalus, Bridgeport; Jane L. Stanley, Butler; C. B. Sollenberger, Carlisle; Edward B. Deery, Darby; Karl M. Brewer, Dubois; F. M. Miller, Erie; H. B. Barker, Fayette City; Helen Krall, Harrisburg; Mary L. Carlin, Houtzdale; Alfred Thomas, Lancaster; Jennie A. Watson, McKeesport; Zura E. Raup, Milton; Inez Gustafson, Munhall; Dr. Samuel Berman, Philadelphia; Mary A. Burley, Tyrone; Marguerite Tennis, Upper Darby; A. Bessie Johnson, Warren; D. J. Mahoney, Wilkes-Barre.

TEXAS

District Representatives—J. S. Evans, Amarillo; Frank W. Wilson, Austin; R. D. Lauderdale, Beaumont; R. B. Lee, Brownwood; Catherine Gorbott, El Paso; Elbert L. Perryman, Gainesville; E. A. Summerlin, Jacksonville; A. D. Harvey, Kingsville; G. M. Roberts, LaMesa; Willis M. Tate, San Antonio; J. E. Park, Wichita Falls.

City Representatives—G. G. Cunyus, Dallas; Ella J. Smith, Ft. Worth; Mrs. Mabel T. Woods, Houston; Mildred Baskin, San Antonio; Nettie Bird, Waco.

VIRGINIA

District Representatives—Mrs. Elsie B. Ellis, Arlington; Madge Leonard, Bristol; Paul G. Hook, Clifton Forge; Ethel H. Nash, Fredericksburg; R. O. Edgerton, Portsmouth; Annie Hancock, Salem; William J. Jones, Whaleyville.

County Representative—Frances Nevitt, Oakton.

City Representatives—Mrs. Pauline C. Gorham, Alexandria; Marce T. Jones, Lynchburg; Elsie E. Wilson, Newport News; Lannie V. Scott, Petersburg; Bertha Starritt, Roanoke.

WASHINGTON

State Representative—Elsie M. Johnson, Vancouver.

WEST VIRGINIA

County Representatives—E. C. Stover, Crab Orchard; Walter Cox, Fairmont; Fred D. Robinson, Grafton; Margaret Philipps, Huntington; Mrs. Ella H. Strong, Inwood; Mae Cox Wilson, Logan; Sarah Porter, Moundsville; Mrs. Hazel Mowry, South Charleston; Mary Grose, Webster Springs; Estella Scharf, Wheeling; Floyd Elliott, Widen.

WISCONSIN

City Representatives—Theodore C. Lokken, Ashland; Harold A. Sosted, Beloit; Ethel Newby, Fond du Lac; Lucile Clock, Madison; Florence Senn, Manitowoc; Thomas W. Boyce, Milwaukee; Barton J. Rogers, Oconomowoc; O. H. Lowe, Sheboygan; Josephine Benson, Superior; Gordon T. Leistikov, Winneconne.

Names of the representatives received since this bulletin went to press will be in the February issue of *The National Elementary Principal*.

What's Happening!!

★ The New York State Association of Elementary Principals will hold its annual convention at Hotel Syracuse, Syracuse, New York, December 27, 28, and 29. The theme of the convention will be *The Change in Curriculum for a Changing World*.

★ The new officers of the Iowa Elementary Principals' Association, who were elected at the meeting the first part of November, are: President, D. D. Kinser, Davenport; Vice President, Marjorie Walters, Cedar Rapids; and Secretary-Treasurer, Mrs. Leona Wilcox, Des Moines.

★ On Wednesday, October 25, the new Alcott School Building, Chanute, Kansas, of which Leslie L. Norton is principal, was dedicated. This school is the first monolithic concrete school building to be completed in Kansas. The furniture and fixtures are the latest in design and functional use. Following the dedicatory service was a reception and a visit through the building under the auspices of the P. T. A.

★ In Fremont School, San Diego, California, no youngster has to undergo that old and shaming experience of hearing the teacher say, "Johnny, look at your hands! Leave the room right now and wash them!" Robert C. Jackson, principal, announces that a "beauty parlor" in the school, run by the pupils for the pupils, has been started. Each day, between 10:15 and 11 a.m., some of the older girls slip into aprons and others of the school's 300 youngsters, either of their own volition or with a little urging, sit down before them for a "hair-do," a manicure, or what not.

The boys and girls want to keep neat now and for the older girls it is developing habits of industry, pride in work, and carefulness. They are being trained in a practical art, they are encouraged to do good work, they must take care of the equipment and materials, and they must keep accurate records of all the work they do.

This was tried briefly during the closing weeks of school last year. It worked, and now it is a regular part of school work. Headquarters is grateful to Harry H. Haw, principal, Alexander Hamilton School, San Diego, for sending this piece of news.

★ Long Island, New York, boasts a most active professional organization in the Nassau County Schoolmen's Council. Its quarterly meetings are characterized by good fellowship and keep interest in the presentation of viewpoints on world affairs by eminent guest speakers. In addition to the entertainment features of the meetings, the sports and recreation committee arranges activities for members. The officers and committee chairmen are: President, E. H. LeBarron, Hicksville; Vice President, John K. Archer, Malverne; Secretary, Glenn C. Halladay, Oyster Bay; and Treasurer, Jules A. Holub, Hicksville.

★ The newly elected officers for the Kanawha County, West Virginia Elementary Principals' Association are: President, Paul J. Stevers, Grandview School, North Charleston; Vice President, Ethel Jackson, Glenwood School, Charleston; Executive Secretary, Charles Wharton, Dunbar First Ward, Dunbar; and Executive Committee:

Alice King, Fruth School, Charleston; Mrs. Glada Click, Sissonsville School, Sissonsville; Lee Logan, Belle School, Belle; and Alva Mace, Eskdale School, Eskdale. Miss Winifred Newman sent this information to Headquarters.

★ *Education in the United States of America*, Bulletin 1939 Misc. Number 3, is a bulletin which will be of great interest to school people. It is divided into two parts—(1) *A Pictorial Presentation*, including reprints of pictorial features recently published in SCHOOL LIFE, official journal of the Office of Education, U. S. Department of Interior, prepared by Olga Jones, Acting Chief, Editorial Division with the assistance of Office of Education staff members; and (2) *How Education Functions*, containing information regarding the administration, organization, and the general plan of public education in the United States, prepared by Walter S. Deffenbaugh, Chief, American Schools Division, with the assistance of Office of Education staff members.

This bulletin is for sale by the Superintendent of Documents, Washington, D. C.—Price 15 cents.

★ The 1940 Yearbook of the New Jersey Elementary Principals' Association will be entitled, "The Elementary School Principal Looks at Student Teaching." The primary objective is to determine just what contributions the elementary school principal can make to the student teaching field.

Members of this Yearbook Committee are: Richard T. Beck, Ho-Ho-Kus Borough, *Chairman*; David S. McLean, Maywood; Edwin W. Bramhall, Paterson; Jack B. Twitchell, Basking Ridge; Walter Jacob, Jersey City; and William S. Twitchell, Totowa Borough.

★ The Elementary Principals' Association, District H, of the Virginia Education Association held its regular fall meeting, October 20 in Alexandria. James E. Bauserman, Fairfax, presided. The officers chosen for the next two years are: President, Mrs. J. N. Howdershell, Annandale School, Alexandria; and Secretary, Eleanore W. King, Robert E. Lee School, Arlington.

★ Mrs. Grace DeKay, Long Island, New York, has sent to Headquarters a copy of the 1939-40 program of the Elementary School Principals' Association, Nassau County, Long Island. The general theme for the year is "Nassau County Schools for Tomorrow's Citizens." Three dinner meetings and two discussion programs besides the annual business meeting have been planned for this year.

★ The officers and members of the Executive Committee of the Michigan Education Association Elementary School Principals extended greetings to 764 elementary principals of Michigan through the October 1939, *Newsletter*. This first Newsletter, which was sent to Headquarters by Earl Laing, District Principal, Detroit, is a means of letting the elementary principals throughout the state know what is going on in elementary education. It is exceptionally well planned and Headquarters will appreciate being on the mailing list for each issue.

★ The Northwest Division of the Iowa State Teachers' Association bestowed an honor upon Earl E. Bovee, principal, Whittier School, Sioux City, Iowa, by presenting him with a life membership in the State Teachers' Association. Mr. Bovee who has been a principal in Sioux City for 31 years has been Chair-

man of the Enrolment Committee for twelve years.

★ Ninety elementary principals attended the luncheon meeting of the association at Tulsa, Oklahoma, Friday, October 27, 1939. Harry McKnown, talked on "Leading Pupils to Practice Good Citizenship." A very inspiring panel discussion on "The Unit of Work in Teaching Reading," was led by Charles C. Mason, assistant superintendent in Charge of Elementary Education, Tulsa. Other members of the panel were Mrs. Bona Gordy, Barnard School, Tulsa; Oliver Swan, Lanier School, Tulsa; and Earl Lenny, Osage School, Tulsa. The newly elected officers are: President, E. W. Claiborne, Bartlesville; Vice President, R. G. Wilson, Sand Springs; and Secretary, Mary Shirley, Muskogee.

News of this meeting was obtained from H. H. Stephenson, Whittier School, Muskogee, Oklahoma.

★ So many perfectly splendid school newspapers and bulletins have been received at Headquarters this month, that we wish space would permit us telling you about each one individually. The principals, teachers, and pupils should be commended for the splendid work they are doing. Among the copies received since publishing the October issue of *The National Elementary Principal* are: *The Salina Junior Journal*, edited by the Salina Grade School, and printed by the Salina High School, Salina, Kansas; *Reflector*, Cooke School, Detroit, Michigan, Earl R. Laing, principal; *The Teller*, Norwood Public Schools, Norwood, New Jersey, C. W. Parliment, principal; *Elementary News*, Princeton Elementary School, Princeton, New Jersey, Mrs. Helen C. Brearley, principal; *The Fortnightly*, Elms-

ford Elementary School, Elmsford, New York, J. J. Collins, principal; *Black Jack Messenger*, Magga Kilmer School, Sedan, Kansas, Roy C. Comstock, principal; *Summer Activities*, Bristol School, Webster Grove, Missouri, E. W. Nowlin, principal; *Cabrillo School*, Cabrillo School, San Diego, California, Gordon K. Stevenson, principal; *Willow Dell Scribbler*, Elizaville Public Schools, Elizaville, Kentucky, Owen B. Story, principal; *Little Folks Newsreel*, Elementary School, Dansville, New York, Ellis B. Hyde, principal; *Web-Stirrings*, Daniel Webster School, New Rochelle, New York, Harold V. Baker, principal; *The Scroll Citizenship*, School No. 65, Buffalo, New York, Florence E. Paris, principal.

★ A very fine convention of the Elementary Principals of the New Hampshire State Teachers' Association was held recently in Keene, New Hampshire. The main theme of the program was "Safety Practices in Our Elementary Schools." The new officers for the year are: President, James Armstrong, North Conway Grammar School, North Conway; Vice President, Thomas Hennessey, Somersworth Grammar School, Somersworth; and Secretary-Treasurer, Elsa Thunburg, Hancock School, Franklin. Wayne S. Gray, Pittsfield, New Hampshire, was kind enough to send this information to Headquarters.

★ The West Virginia Elementary Principals' Association met in Wheeling last month. At the luncheon meeting 114 were present, and 14 counties were represented. Speakers for the meeting were DeWitt Morgan, superintendent of schools, Indianapolis, Indiana, and Harold Meyer, University of North Carolina, Chapel Hill, North Carolina. Miss Winifred Newman, Charleston,

reported that this meeting was exceptionally fine.

★ At the meeting of the Executive Committee of the Central Ohio Teachers Association, held in Dayton, October 28, approval was given to the organization of an Elementary School Principals' Section in the Central Ohio Teachers' Association. At this meeting the Executive Committee designated F. A. Sheridan, principal, Southwood School, Columbus, as president, and Eva Devanny, principal, Brown Elementary School, Dayton, as secretary. This is the first time that the elementary principals have ever had their own meeting in connection with the C.O.T.A. meetings.

★ Janet Morrison, principal, Barber School, Akron, Ohio, has sent the names of the newly elected officers of the Northeastern Section Elementary Principals' Organization of Ohio for 1939-40. They are: President, Paul E. Smith, Roosevelt School, Canton; Vice President, Cecile Dallas, Jackson School, Youngstown; Secretary, Edna McFarlin, Lincoln School, Barberton; and Members of the Executive Board: Josephine Arvidson, Mount Auburn School, Cleveland, and Carl A. Eversman, Harrison School, Lorain.

★ Jimmie Gammill, Jal, New Mexico, was elected president of the Elementary Principals Section of the New Mexico Education Association at its recent meeting. Thanks to A. C. Pruett, Portales, New Mexico, for sending this information to headquarters.

Correcting an Error

In the October issue of *THE NATIONAL ELEMENTARY PRINCIPAL*, page 60, mention was made of the programs presented by the Pittsburg Elementary School, Denver, Colorado. It should have been Pittsburg Elementary School, Pittsburg, Kansas. We regret this mistake.

★ Elizabeth R. Malcolm, Truman Street School, New Haven, has sent us the following list of officers of the Connecticut Department of Elementary School Principals: President, Caroline Gray, C. A. Bingham School, Bristol; Vice President, Robert H. Black, Noah Webster School, Hartford; Secretary, Marcia Zabriskie, Bloomfield Junior High School, Bloomfield; and Treasurer, Robert Simpkins, Elementary School, Riverside.

★ The newly elected officers of the Cleveland Heights, Ohio, Principals and Supervisors Club are: President, A. B. Harvey, principal, Roosevelt Junior High School; and Secretary-Treasurer, Clara Scranton, supervisor of elementary school art. H. V. Perkins, principal, Boulevard School, Cleveland Heights, Ohio, has given us this news.

★ The first issue of the Colorado Association of Elementary School Principals *News-Letter* will soon be distributed throughout the state. This association has not been organized very long, but it is doing a splendid piece of work. Luncheon meetings were held in all three divisions of the State—Denver, Grand Junction, and Pueblo—a few weeks ago. Present plans are to have a conference on elementary education in each of the three divisions in January or February this year.

A copy of the Constitution of this organization as adopted in April, 1939, was sent to headquarters by V. H. Volgamore, Pueblo, Colorado.

Your Bookshelf

To Enrich Young Life is a story of books enjoyed by boys and girls, written by eminent authors, illustrated by distinguished artists, planned by wise publishers, and selected by the Junior Literary Guild. In this book superintendents of schools, principals, and teachers in classrooms who have joined in recognizing the value of splendid books which catch the immediate interest of boys and girls, tell their experience with the Junior Literary Guild service. To this record of experience is added, in their own words, what boys and girls themselves think of the plan as well as the evaluation of eminent Children's and School Librarians of the United States.

This book has been published by The Junior Literary Guild, 9 Rockefeller Plaza, New York, N. Y.

★ ★ ★

Have you seen *Educational Measurements in the Elementary School* by M. E. Broom? In this new book, the author gives a comprehensive treatment covering philosophy and history of measurement, uses of measurements, technical terms, statistical computation and interpretation of statistical findings, theory of psychometric tests in all commonly taught subject fields, and construction of teacher-made, objective tests.

This book is another of McGraw-Hill Series in Education, McGraw-Hill Book Company, 330 West 42nd Street, New York, N. Y.

★ ★ ★

Two books which will prove helpful in making beginners' arithmetic vital and real are: Books 1 and 2 of *Using Numbers*, by Laura Hooper and Mary Olive Sleeper. In these books for beginners number is taught as a part of the pupil's experience. The series provides the pupil with carefully systematized instruction in basic concepts and supplies him with abundant opportunities for recording the results of his quantitative thinking. Delightful illustrations interpret the problems.

Houghton Mifflin Company, 2 Park St., Boston, has published these books.

★ ★ ★

Canadian Ways by Leila Gott Harris and Kilroy Harris, was written to tell boys and

girls something about Canadian people, their ways of living, playing, working, building homes, growing and finding food; their railways, waterways, highways and byways. One of the authors of this book is a Canadian and has taught in schools in Canada's Shield, middle west, and Niagara Fruit Belt. She has also worked with school children in the United States.

This interesting little book has been published by McKnight and McKnight, Bloomington, Illinois.

★ ★ ★

Teaching Wholesome Living in the Elementary School by Alma A. Dobbs is a book for parents, principals, and most particularly for teachers who are accepting the challenge of progressive thought in education by building curricula in which the primary concern is that the child shall grow in all ways. Wholesome Living is not a subject but an emphasis in education upon a way of living by which is approached "wholeness" and its physical equivalent, health.

This book, which has been published by A. S. Barnes & Company, New York, is a revision of the Course of Study in Wholesome Living used in Los Angeles City Schools since 1923. It should make the teacher's task more satisfying and increase the pupil's opportunity to grow in all ways.

★ ★ ★

A new textbook for training in citizenship intended for boys and girls from twelve to fifteen years of age has been published by The Macmillan Company. It is *Our Democracy* by Edwin C. Broome and Edwin W. Adams. This book presents the essential facts and operations of our government and discusses the important problems of social relationships in a democracy.

★ ★ ★

Modern Philosophies of Education by John S. Brubacher, introduces the student to the whole range of viewpoints on the main problem of educational philosophy. Much space is devoted to the relation between problems in educational philosophy and general philosophy. McGraw-Hill Book Company, 330 West 42nd Street, New York, N. Y. is the publisher.

THE FRIEND WHO STANDS BY

When trouble comes your soul to try,
You love the friend who just "stands by."
Perhaps there's nothing he can do—
The thing is strictly up to you;
For there are troubles all your own,
And the paths the soul must tread alone;
Times when love cannot smooth the road
Nor friendship lift the heavy load,
But just to know you have a friend
Who will "stand by" until the end,
Whose sympathy through all endures,
Whose warm handclasp is always yours—
It helps, some way, to pull you through,
Although there's nothing he can do.
And so with fervent heart you cry,
"God bless the friend who just 'stands by'!"

—*Author Unknown*
