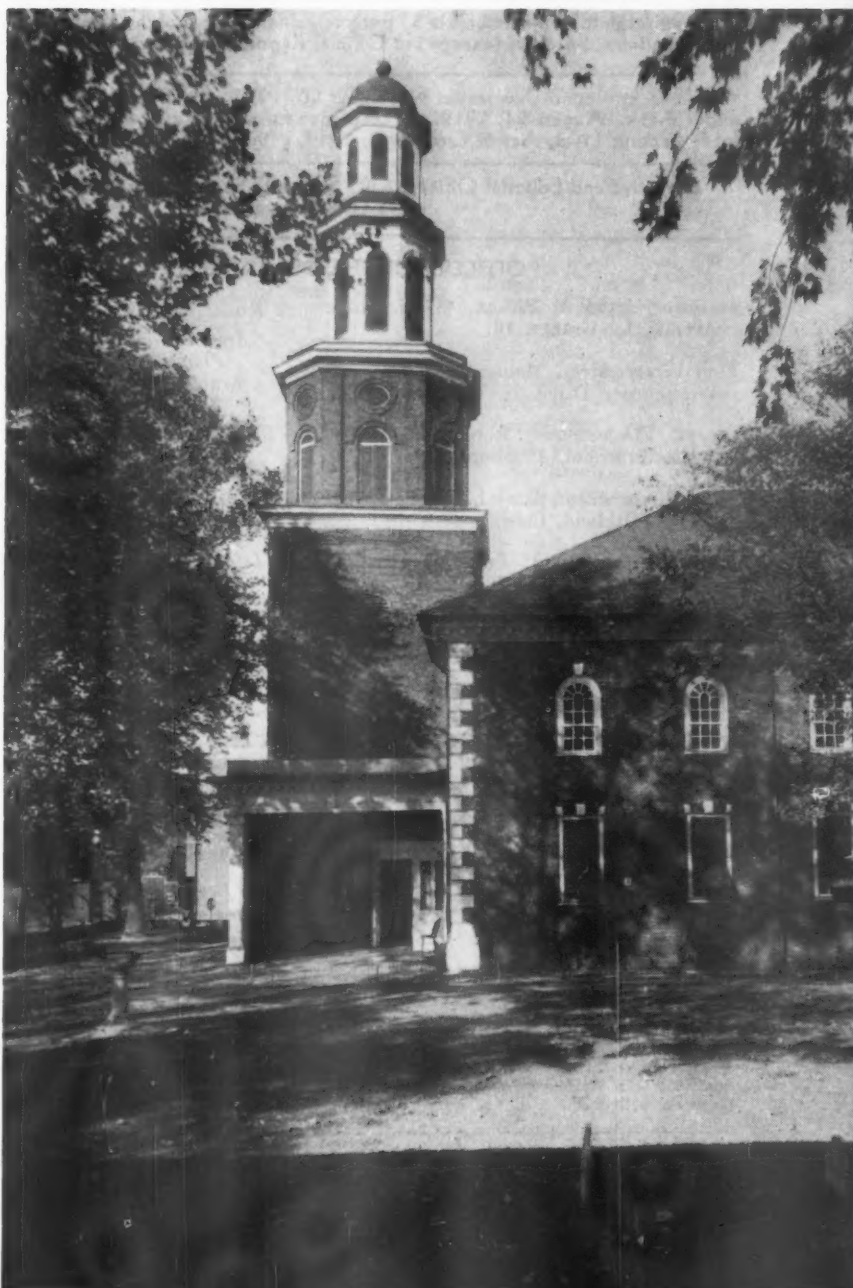


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The NATIONAL ELEMENTARY **PRINCIPAL** ^B 1940

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION



HISTORIC
CHRIST
CHURCH

REVOLUTIONARY
WAR
MUSEUM

July, 1940
Vol. IX, No. 3

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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

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Eva G. Pinkston, Editor.

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The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover is the Christ Church in Alexandria, Virginia, which is just across the Potomac River from the Nation's Capital. This church, built in 1767-73, is of historic interest because it is here that both Washington and Lee attended. The pews they owned are marked and marble tablets commemorate both men.

The National Elementary Principal

Volume XIX, No. 3

February, 1940

On to St. Louis

February 24-29, 1940

D is for Date—February 24 to 29

E is to Enjoy yourself, have a good time

S is for "Showboat" greater than before

P is for Principals—turn out by the score

P. A. J.

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DO YOU KNOW THAT—

DR. BEN GRAHAM, president, and Mr. S. D. Shankland, executive secretary, of the A.A.S.A. are fast completing the program for the St. Louis Convention, February 24-29, 1940. Have you made plans to attend? Reports show that a record breaking crowd of the leaders of education will be present.

* * *

DR. J. W. CRABTREE and his good friend, Mrs. Dorothy Canfield Fisher, will be honor guests at the D.E.S.P. banquet, Monday, February 26, 6 p.m., Grand Ballroom, Statler Hotel. A *Showboat Program* on "Ole Man River" will be the special entertaining feature of the evening.

* * *

PRESIDENT WILSON has chosen for the theme of the Monday afternoon program, *What Good Educational Practices Can Be Found in Our Elementary Schools?* For Tuesday afternoon the St. Louis and Missouri principals have chosen, *The Role of the Elementary School Principal as Director of a Workshop for Citizenship.*

* * *

THE 78TH ANNUAL Convention of the N.E.A. will be held in Milwaukee, Wisconsin, June 30-July 4, 1940.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Convention Program

St. Louis, Missouri

February 24-29, 1940

President, Irvin A. Wilson, Principal, Delano School, Chicago, Illinois
Executive Secretary, Eva G. Pinkston, 1201 Sixteenth Street, N. W., Washington, D. C.

MONDAY
Feb. 26
7:30 A. M.
Parlor A
Statler Hotel

An Acquaintance Breakfast in Parlor A, Statler Hotel. *Hosts*, Frank H. Gorman, President, Missouri Elementary Principals' Association; Robert E. Strickler, President, St. Louis Elementary Principals' Association; and Ida M. Hooss, President, Women Principals' Club, St. Louis, Missouri. Singing will be led by Robert H. Edgar, Principal, Bedford School, Pittsburgh, Pennsylvania; Charles B. Pierce, Principal, Brentwood Schools, Brentwood, Pennsylvania, *Accompanist*.

MONDAY
Feb. 26
2:00 P. M.
Auditorium
Bishop Tuttle
Memorial Hall

GENERAL SESSION

What Good Educational Practices Can Be Found In Our Elementary Schools?

Irvin A. Wilson, President of the Department, *Presiding*
COMMUNITY SINGING—Robert H. Edgar, Principal, Bedford School, Pittsburgh, Pennsylvania, *Leader*
Charles B. Pierce, Principal, Brentwood Schools, Brentwood, Pennsylvania, *Accompanist*

GREETINGS

Amy H. Hinrichs, Principal, Audubon School, New Orleans, Louisiana, and President of the National Education Association

REPORTS OF COMMITTEES

Editorial

Cecelia Galvin, Principal, School No. 3, Indianapolis, Indiana, *Chairman*

Conference on Elementary Education

J. Murray Lee, Assistant Professor of Education, University of Wisconsin, Madison, Wisconsin

Radio

Jane Monahan, Principal, School No. 92, The Bronx, New York, *Chairman*

Visual Education

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

SOME INTERESTING PRACTICES OBSERVED IN THE ELEMENTARY SCHOOLS
Maycie Southall, Professor of Education, George Peabody College for Teachers, Nashville, Tennessee

CURRICULUM AND INSTRUCTIONAL PRACTICES IN THE ELEMENTARY SCHOOL

William H. Burton, Graduate School of Education, Harvard University, Cambridge, Massachusetts

DISCUSSION FROM THE FLOOR

BANQUET

Sponsored by the St. Louis Elementary Principals

Isabel Tucker, Principal, Festus Wade School, *Chairman*

Irvin A. Wilson, President of the Department, *Presiding*

MONDAY

Feb. 26

6:00 P. M.

Ballroom

Statler Hotel

CHILDREN'S CRUSADE FOR CHILDREN

Dorothy Canfield Fisher, Arlington, Vermont

SHOWBOAT PROGRAM

The *Nancy Lee* will dock at the foot of Washington Avenue (Statler Hotel) on "Ole Man River," at 6 p.m. sharp. Melodrama, where the hero is glorified and the villain gets his just reward, will be presented. Deck Hands will render real negro songs and dances. Two sons of the community who have been travelling on the Showboat, Robert E. Strickler, famous travelling bass, and Rogers T. Monagan, an outstanding tenor, will sing and will invite the group to join in songs of Showboat Days.

GENERAL SESSION

The Role of the Elementary School Principal as Director of a Workshop for Citizenship

Sponsored by the Missouri Elementary Principals' Association—Frank H. Gorman, President, *Presiding*

Members of the National Council of Childhood Education are specially invited guests

COMMUNITY SINGING—Robert H. Edgar, Principal, Bedford School, Pittsburgh, Pennsylvania, *Leader*

Charles B. Pierce, Brentwood Schools, Brentwood, Pa., *Accompanist*

THE MODERN ELEMENTARY SCHOOL AS A WORKSHOP FOR CITIZENSHIP

Ola Wickham, Principal, Manchester School, Kansas City, Missouri

A Drama Review—"THE AMERICAN WAY," by Moss Hart and George Kauffman

Mrs. John F. Lilly, Clayton, Missouri

MEETING OF DEPARTMENT REPRESENTATIVES

All State, District, County, and City Representatives for the Department of Elementary School Principals will meet to discuss plans for furthering the work of the Department. Officers of State and Local Principals' Organizations are cordially invited to attend this meeting.

The Department has been invited to participate in the presentation of the Twelfth Yearbook of the Department of Supervisors and Directors of Instruction on Tuesday, February 27, 9:30 a.m., Assembly Hall 4, Municipal Auditorium.

TUESDAY

Feb. 27

2:00 P. M.

Auditorium

Bishop Tuttle

Memorial Hall

WEDNESDAY

Feb. 28

2:00 P. M.

Room 104

Statler Hotel

OTHER ATTRACTIONS AT THE CONVENTION

Musica Americana—St. Louis' welcome to the American Association of School Administrators will be given tangible form on Sunday evening, February 25, in Convention Hall, Municipal Auditorium, when "Musica Americana, 1940 Edition," a dramatic portrayal of American music, will be presented. About 2700 high school children will take part in the production in which the history of American music from Indian dances to the works of Gershwin and Kern will be told in dancing, song, and pantomime. An all-high-school orchestra of 90 pieces will accompany the performance.

The original presentation of Musica Americana was given in March, 1938 when the Music Educators' National Conference held its national convention and music festival in St. Louis. In the audience at this performance were 12,000 music educators from all parts of the country. It was the spontaneous enthusiasm of this group which caused Superintendent of Schools, Dr. Henry J. Gerling to have the production repeated for the superintendents' meeting.

The performance will not only be an interesting educational project but "good theatre" which no visitor to St. Louis will want to miss.

A Mammoth Stage Revue—On Wednesday evening, February 28, 8:00 p.m., there will be presented a modern stage interpretation of the Educational Policies Commission's book, *The Purposes of Education in American Democracy*. An American, "Mr. Chips," known merely as Grandad is a kindly and lovable retired school superintendent, who interprets the purposes of education to his granddaughter, Sally, an earnest and intelligent college girl who wants to become a teacher. Around the thread of this theme are woven colorful and dramatic scenes with tuneful songs, full choral effects, and orchestral backgrounds.

The script and music come from Oakland, California, and the entire production is under the direction of Dr. E. W. Jacobsen, Superintendent of Oakland Schools. The entire cast of players comes from suburbs of St. Louis, from the schools of Clayton, Webster Groves, and University City.

Exhibits—Those of you who have been privileged to attend a winter meeting of the American Association of School Administrators know that the exhibitors who bring their wares and show all the new gadgets for teaching are really doing one of the finest pieces of work in helping us to do ours. We know that you realize the value of spending much time in the exhibit hall.

Those of you who are attending the meeting for the first time, let us urge to plan your schedule so as to spend a great deal of your time with those people who have brought displays to help you in your work. At these exhibits there is always something new, inspiring, helpful, and instructive. Confer with the person who has charge of the booth, for he or she is an expert in his or her line of work. The exhibit at St. Louis is one of the largest ever arranged, and the entire amount of space was assigned sometime ago. Come and learn about the new things!

Secure early your Showboat banquet tickets from Miss Isabel Tucker, Festus Wade School, St. Louis, Missouri. Only reservations accompanied by check will be honored.

Vitalizing the Curriculum in the Rural Schools

Mrs. Mary Yeager Wallace, County School Supervisor, Smith County Schools, Tyler, Texas



MARY YEAGER WALLACE

Rural education is important because of its influence upon such a large proportion of our population in this country today. According to F. J. Lowth,¹ there are about ten million children from rural communities in our public schools. These children come from many homes where the parents are not financially able to do more than send them to the community school. With this condition in mind, and the fact that agriculture is one of the leading industries in our country today, there must be a closer correlation between rural education and community life. It is up to us as teachers to make the rural school as interesting, as attractive, and as

worthwhile as it can be made.

With this introduction an attempt will be made to explain what method was used to vitalize the curriculum for the rural schools in Smith County, Texas, from the year 1936 to 1939. The writer came to this county as supervisor in September, 1936. Very little had been done to make classroom teaching more interesting and more worthwhile. An excellent program of consolidation and transportation had been worked out by the County Superintendent, R. S. Boulter, and the schools were in fit condition for such a program as outlined.

The first year, 1936-1937, was spent in getting acquainted with the county as a whole—learning the financial conditions, meeting the teachers and making friends with them, finding out what equipment was in each school and how much could be obtained, and many other things pertaining to the individual community. Let it here be said that for a county school program to be successful, it is best to proceed slowly. The community must be educated as well as the teachers and pupils. In this county talks and explanations of modern educational practices were made that first year to Parent-Teacher Associations and Community meetings and visits were made into many homes to determine the educational status of the community. Consequently, when the program was begun in September, 1937, the communities, parents, teachers, and pupils cooperated almost one hundred per cent. The following account gives an outline of what has been done to vitalize the curriculum, and to improve classroom instruction in Smith County Rural Schools.

Activity Program—The unit plan of teaching has been the method used in these schools. In this method all subjects were placed under the four well known headings, Language Arts, Mathematics and Science, Social Studies, Creative and Recreative Arts, and the school day divided into four periods. During the Language Arts, period reading, language, spelling and writing were integrated; in the Mathematics and Science period, arithmetic, science, and health were integrated. The Social Studies included history, geography, and civics, while the

¹Lowth, F. J.: *Everyday Problems of the Country Teacher*, N. Y., Macmillan Co., 1936, p. 5.

Creative and Recreative period included music and art. Each school obtained a victrola and many had pianos and radios. If a unit in Social Studies concentrated on Indians, Colonial Life, or Life in the Desert, the Language Arts subjects were correlated with that same subject, and the art and music also cooperated with their songs and paintings. Many times the Mathematics and Science could cooperate, but in most cases a separate unit was carried on in that core area. In the majority of the schools the text books were used mainly as references, that is, they were used as the material was needed. Most of the work was done at school, very little home work being needed.

County School Circulating Library—To supplement the basal texts spoken of in the above paragraph, a county school circulating library was formed. This was financed by including in the school budget ten dollars per teacher per year. This library has grown to about 2700 volumes at the present time, with new books being added each year. There are about 165 teachers in the white elementary schools of the county, and each teacher is entitled to 15 books every two weeks, delivered to the schools. An example: a three teacher school gets 45 books every two weeks. Twenty-eight sets of reference books have been added to the library and placed in schools where they were most needed. Visual aid equipment consisting of 108 pictured teaching units were placed in the library for circulation among the schools. Many schools were able to purchase picture machines and stereoscopes for use in their classrooms.

Work required—Two units of work were asked of each teacher during the year 1937-1938 to initiate the new plan of teaching to pupils and communities. These units of work were to last from four to six weeks, and after completion were written out and placed on file in the supervisor's office to be used as references in the future. As a culminating activity the teachers and pupils held open house, inviting their friends and parents to see the display of work done during that period of time. These exhibits were usually followed by short programs and explanations by the children.

Excursions—Many interesting excursions were made by the teachers and pupils in connection with their units of work. Trips were made to the factories, department stores, bakeries, and newspapers in Tyler, the county seat, and to saw mills, oil wells, refineries, and rose fields in different communities in the county. The local community was stressed in comparison with the industries and activities of other parts of the world.

Exhibits in the Supervisor's Office—To further create interest each school was given the opportunity to prepare an exhibit of work for a week's display in the supervisor's office. These exhibits were prepared in a most satisfactory manner, each one getting better as the year progressed. Teachers and pupils would bring in the material on Friday afternoon, and other teachers and visitors coming in on Saturday and the following week were able to compare their work with that being done in other schools of the county. Thus, the office was a place of exchange of ideas between teachers throughout the year.

Demonstration Days—There are four commissioners' precincts in Smith County, and each year an outstanding school in each precinct is selected as a demonstration school. The other schools in these precincts are dismissed on designated afternoons in order that the teachers may visit the selected school. Some excellent teaching methods are demonstrated and immediately following this demonstration the teachers are assembled into two groups, primary and intermediate, for discussion. Many problems are attacked, discussed, and solved at these meetings.

Practical Arts—Many courses of practical arts are taught throughout the county. The teachers take not only the average children, but those children who are misfits, and try to instruct them in working, playing, and living together today, as well as in teaching them some of the things they will need in making a living in the future.

Meetings and Associations—Meetings of the teachers are held every six weeks for the purpose of discussion of problems. Outstanding speakers and teachers in each field are brought to these meetings, and many problems are discussed.

Ninety-five per cent of the schools have active Parent-Teacher Associations that cooperate in every respect with the new type of work being done. They also assist by buying much needed equipment.

A Smith County Teachers' Association was organized and affiliated with the State Teachers' Association.

Visits to Schools—From Tuesday through Friday were visiting days for the supervisor. Each school in the county was visited at least four times, and many of the weaker schools and teachers much more often. At the end of each visit the supervisor and teacher held a conference and problems were discussed. Teachers were encouraged in every way possible. Many bulletins were sent out during the year containing suggestions for the improvement of work, and other helps for teachers and pupils.

Achievement Tests—In March, 1938, twenty-nine schools were given achievement tests in accordance with the program outlined by the State Department of Education. Of this number tested, seventeen made the required state norm, thus giving them the title of Standardized Schools for the year 1938-1939. One Junior High School affiliated through the ninth grade.

Summary—In summarizing the above article it might be said that the teachers of Smith County Schools are rapidly getting away from the old formal type of merely hearing classes, and are trying to teach children instead of subjects. To be able to give the children of the rural communities the best advantages possible is the ambition of each teacher, and to fit them for places in the social, economic, and political world of tomorrow, where they will compare favorably with the children of the city schools, and with those who have had better opportunities.

All State and Local Principals' Associations should make arrangements to send their presidents to the St. Louis and Milwaukee conventions, February 24-29, 1940 and June 30-July 4, 1940 respectively.

Lest We Forget *

Aaron Kline, Principal, Pullman School, Chicago, Illinois

3. Democracy



AARON KLINE

In our city the announcement has been sent out that we are to emphasize *Americanism* in the schools. The public schools have always taught the glories of our American democracy. It is proper that they should. Now that democracies in other continents are giving way to Dictatorships, it is not only proper but also imperative that the schools emphasize to our future citizens the democratic way of life.

Recently a prominent educator said, "We must make democracy work or we may lose it." This statement must be challenged. The answer is, democracy has worked and is working. If you examine what we call the failure of democ-

cracy, you will find the failure is due to the lack of democracy rather than to democracy. The first thing to teach then is that democracy works.

Our greatest breakdown is in the industrial world. This breakdown has caused about one third of our people to be robbed of a chance to make a living. The industrial group of the United States has never adopted democracy as a part of its management. A few notable examples of industrial plants that tried the democratic way with success are on record. A great shoe company and a great railroad system each found business increased and labor trouble vanished when they substituted a degree of democratic methods for autocratic control.

The breakdown in great cities is not due to democratic methods of control, but rather to the substitute of machine control with its patronage system of ignoring and shortcircuiting civil service with the corruption of the ballot, and the protection of vice and crime.

In the home the patriarchal system is rapidly giving way to the democratic system. Children are now to be heard as well as seen. The change in home attitude toward children is as much due to the democratic way of living as to the advance in child psychology. In the school also dogmatic rule has almost entirely given way to pupil participation. The second thing to teach then is the extension of democracy into other fields.

Third, the place of the expert in a democracy should be clarified. Are there some questions that are not to be decided by referendum but rather to be determined by the opinion of the expert based upon scientific research? If so, the future citizen should be taught about some of the problems not suitable for the referendum, in order that he may not be a victim of the demagog who cries loud and long that the people are losing the right to determine by ballot.

Fourth, teach that if we want intelligent voting we must make it possible for intelligent voters to know more about those for whom they are asked to vote. A short ballot has been suggested as a solution of this problem. Should we elect fewer officials and make more positions appointive?

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

Schools of Today*

Fannie Myers, Principal, Mason School, Omaha, Nebraska

As yet I am unable to fathom just why I was selected to represent the elementary section of our schools before the members of the Omaha School Board when there are so many others on our staff better qualified in every way to do so. Perhaps it is because I began to teach in Omaha back in the "Horse and Buggy" days and have not only seen the changes which have come into our schools and into enlightened schools all over the land, but it has been my very good fortune as classroom teacher, as member of the supervisory staff and as principal of an elementary school to have actually participated in this transformation. There may be another reason too. In the words of a familiar hymn, "I love to tell the Story" because I know so well what this new procedure is doing for the children.

"Why are these changes?" you may ask; "What are they?" and "What reasons have we for believing that the enlightened school of today is doing more for youth than did the school of yesterday?" Before attempting to answer these queries may I be presumptuous enough to ask you a question? Do you believe seriously that the changes in the educational field have been any more drastic than those which have found their way into the business and professional world during the past 25 years?

When I was a small girl my father was a merchant. He operated what was then considered a rather large general store. Today, no doubt, it would be classed as a department store. If I remember correctly, he was his own purchasing agent, his own head of each department, he was his own advertising manager, his own floor-walker, and his own store detective. He personally hired his own employees and, whenever possible, he stepped behind a counter to aid in selling his own merchandise. My father has been gone for 23 years. I wonder what he would think of the changes in the conduct of business, should he return today.

Replying to our first question—"Why are these changes?" I can cite but a few reasons in the brief time allotted. First of all, we know *more* about the learning process than we did when I began to teach. We know more about *how* children learn and under what conditions they learn best; *more* about individual differences in learning ability or in the rate of learning; *more* about what to expect from the average learner, the fast and the slow learner. But the greatest change in our procedure perhaps is a direct result of our gradual awakening to the fact that our chief responsibility to the American child in the public and private schools of this country is to prepare him for life in a democratic society. Unless we do this there may eventually be no democratic society for which to prepare him. We must so educate the children, from the kindergarten level on and up through the University Graduate school, that they will have perfect confidence in their ability and individually to solve the problems peculiar to a democratic form of government. Cramming subject matter down their throats in a highly competitive situation, such as you and I experienced in the classrooms

* Address given recently before the members of the Omaha School Board.

of yesterday, will not give to our children the tools necessary to the solution of these problems.

About ten years ago when the first of our recent cycle of business depressions descended upon us, I asked a prominent civic leader why something was not done to avert it. "Why," said I to him, "don't the big business men, the leading bankers, the Wall Street brokers and prominent professional people of this country get together and halt this avalanche that is threatening to crush us?" "Why, that is just the trouble," he replied. "They don't know what to do about the situation. No one seems to know." To me, as a teacher, his answer was most significant. It was, I thought, a most sweeping indictment against the schools of the nation, against the type of training these intelligent citizens had received in them. Here was a concrete illustration of the fact that the best thinkers in the land had no confidence in their ability to solve together their common problems.

The second question—"What are these changes?" follows close on the heels of that which we have just been discussing.

The wise business man, no doubt, made his changes gradually as he began to learn more about the *needs* of his customers. So we, in the field of education, are making our changes gradually, as we comprehend better the needs of each individual child and understand more fully the place he will occupy and the responsibilities he must assume as an adult living under our form of government and participating in the American way of life.

What are the changes? What do we see when we visit a modern school—a school geared to our American ideology and to our expanding knowledge of the learning process? Although we have succeeded in retaining practically all of the best features of the fine old schools of yesterday, we have found it necessary to discard certain of its methods and so you will not see rows of children sitting like automatons, all studying from the same page of the same book series at the same time. You will not see them close their books at a given signal, stand at their desks and recite back to their teachers, like so many parrots or phonograph records, the words they memorized from a book, as I did when I attended Mason School as a child, and as girls and boys in my own classrooms did when I began to teach many years ago. You will not see that, in spite of the fact that as yet we have not been permitted to banish all the antiquated furniture from our classrooms much as some of us would delight to do. What then will you see? More than likely, if you step into a primary classroom you will see a little group of five or six tiny tots reading from a very simple text-book adapted to their needs; another small group in the same room studying a more difficult book adapted to their needs, and still another little unit in the corner perhaps, learning to read from an entirely different type of reading material suitable to their particular needs.

In compliance with what we are discovering about individual differences in the learning rate among children, we have made these changes in our teaching procedure. In compliance with what we have discovered about the conditions under which children learn most rapidly we have banished to a certain degree at least, much formality from our classrooms and have introduced an atmosphere of informality and interest most conducive to the learning process.

Someone may ask, "Why go to all that trouble?" "Why not serve the majority only and let it go at that?" Well, we must never forget that in a democracy like ours, every child, be he brilliant, average or slow mentally, is a potential voter, and you will agree, I am sure, that he will become a more intelligent voter if given an opportunity to develop just as far as his capabilities permit.

In the Intermediate and Junior High Departments of the elementary school the changes would no doubt be more apparent and more amazing. Here we find groups actually working together on problems or projects which in many cases they have set up for themselves. Imagine that! Children in classrooms choosing their own tasks, setting up their own jobs, so to speak, planning together,—yes, even talking out loud perchance—scandalous as that may seem to some of us accustomed to the old deaf and dumb type of classroom in which whispering must needs mean copying or something definitely worse! Or you may find a group preparing an assembly program, or you may come upon a class meeting in progress—the President in the chair, the Secretary taking notes, and, perchance, a lively discussion going on from the floor on topics such as "How should intelligent children conduct themselves during a fire drill?" or "How do cultured people act in an auditorium?" Or "What about the papers found scattered on the play-grounds this morning?" Or you may see them as they walk naturally through corridors at intermissions, undirected by teachers, talking in low voices as they go, or you may watch them as they dismiss themselves in an informal way at closing time—learning how to become good responsible citizens of their civic community tomorrow by practicing good responsible citizenship in their school community today.

You see, the emphasis has shifted from concentration on subject matter to concentration on the child, yet it is but fair to say that we do a far better job today in teaching the 3 R's than we ever did before, largely because of the added interest our newer methods inspire.

Discussing the third and last question—"What reasons have we for thinking that the school of today is superior even to the fine old schools of yesterday?" I would suggest that our answer is to be found in the changed attitudes of boys and girls toward the learning process and toward life in general. With Robert Louis Stevenson they are beginning to see that "Life is so full of a number of things, I am sure we should all be as happy as kings."

In addition, we are beginning to realize that the whole child comes to school. He brings with him not only his mind, but his body, his moral and civic consciousness as well, and that in ministering to the needs of the whole child, you will agree, we are giving better service to all the children of all the people, which, indeed, is what the schools in a democracy are for. In other words, we are aiming to educate American youth for full, intelligent and happy participation in the American way of life,—that our form of government may endure. This, you will agree, is a large order and we need all the help we can possibly get from parents, boards of education and members of the community at large.

As yet I have not mentioned the part an elementary school principal plays in this new scheme of things. You may be surprised to learn that her work is far more difficult than was that of her predecessor a generation ago, in spite of the

fact that problems of a disciplinary nature have been reduced to a minimum. Believe it or not, sometimes weeks go by without a single case of discipline being referred to the office. That being true, you may wonder just how she spends her time—what are her duties and responsibilities? To what positions outside the school house would her job be comparable? First of all, the principal is general administrator and chief executive of her little school community, and where that community numbers nearly 900 persons as did ours a short time ago, this is no small responsibility. Next, she must qualify as clerk, being responsible for all reports, for monthly pay-rolls, for transfers in and out with all the details attached thereto, for the monthly supply order, for distribution of books and supplies; for records dealing with all financial transactions of the school, for letters to parents, for replies to other school systems seeking information about individual children transferred to them, for keeping office files up-to-date, and a score of other minor and major matters peculiar to a school, which time forbids enumerating.

Then she must serve as community contact officer, and this has become almost a full time job in itself, in spite of the fact that our central office virtually bends backwards trying to protect us from outside interference. Life has become so complex, however, and some of these outside contacts so valuable to us in our educational work that we would not if we could, and could not if we would, exclude them from our doors.

Via the principal come all communications concerning:—City safety regulations, Red Cross and Community Chest activities, P.T.A. programs, W.P.A. projects, American Legion requests, Family Welfare work, Juvenile Court cases, City Health Department rules, Notices from Teachers' Forum, Principals, Clubs, etc., etc., etc. Again, time forbids enumerating them all.

Last to be named but from the viewpoint of the principal, the most important of all her duties is her work as professional leader in her own school domain and community. She wants to be of the utmost service to her teachers and children; to so organize all departments of her school that they will work harmoniously and intelligently together, with a minimum of effort; to study the needs of individual children in the classroom; to study the methods of teachers and their results by visiting them at work; to plan and conduct teachers' meetings; to have personal interviews with members of her faculty, that she may better understand their individual problems, to stimulate and encourage them as they work in overcrowded classroom; to examine new text books; to read widely the fine professional literature that comes to her desk; to evaluate curricula and adjust it to the needs of her particular school; but—alas and alack, where can she find the time, energy and ability to perform these most necessary and important tasks when she has so many other things to do.

At this point I wish to state that this is where our excellent supervisory staff renders invaluable aid to the busy principal. She could not possibly carry on her supervisory program in the school of today without the fine progressive leadership which emanates from the central office and establishes its contacts with the individual school through the members of the supervisory staff. We like to think of these helpful friends as teachers at large, for they aid us all—children, teachers, parents and principals—as they go about from school to

school upon call, diagnose our needs and give us the information and inspiration necessary to carry on. They are of incalculable value to the individual principal and are of the most vital importance to our entire educational system. Every day we feel a deep gratitude for these kindly experts who come to us when we call them and help us with those problems which baffle us when we are trying so hard to help each boy and each girl become what you want your son or your daughter to be.

RADIO IN EDUCATION

"The Implications of Radio in Modern Education" is the subject of the twelfth yearbook of the Michigan Education Association Department of Elementary School Principals. It is expected that the book will be off the press in March or April, 1940.

Historical and social aspects of the radio, its usage as an instrument of propaganda both by democratic and totalitarian states, and its significance as an educational agency, will be considered, leading to more specific effects upon the mental and emotional life, particularly of children. The Yearbook will take the form of a symposium, with write-ups interspersed with bibliographical, and in many cases annotated references to available material. There will be original research on Michigan radio problems, particularly on the listening habits of children.

Teachers, supervisory officers, and specialists in radio education, as well as the elementary principals of the state will contribute.

—November, 1939 *Michigan Education Journal*



At work on the 12th Yearbook of the Michigan Elementary Principals' Association. Left to right: Edna O'Brien, Sherman School, Bay City; Muriel Wilkinson, McKinley School, Wyandotte; Roy Robinson, Liberty School, Highland Park; Arthur H. Rice, director of publications and informational service, Michigan Education Association; H. Earle Correvont, State Department of Public Instruction; and Clarence J. Messner, Gabriel Richard School, Grosse Pointe Farms, chairman of the committee.



W. E. GIVENS



J. MURRAY LEE



WM. H. KILPATRICK



WILLIAM S. GRAY



KATE WOFFORD

Fourth Annual Conference

Sponsored by the Department of Elementary Education

School of Education of the University of Wisconsin
Madison

July 1940

The Department of Elementary School Principals and the School of Education of the University of Wisconsin are cooperating in conducting this special two-weeks' course for which regular University credit is granted.

The Theme. The theme of the Fourth Conference is "Enriching the Elementary School Curriculum."

The Program. 9:00-10:00 A. M. DEMONSTRATIONS AND OBSERVATIONS. Each morning there will be a series of general demonstrations conducted by experts. These demonstrations will deal with: (1) Newer developments in reading; (2) Staff planning of a unit of work; (3) Staff evaluation of a unit of work; (4) A case study conference including the teacher, the principal, psychologist, psychiatrist, and school nurse; (5) Cooperative group work in the social studies; (6) Types of speech difficulties, using actual cases; (7) Rhythmics; and (8) Better uses of the radio.

In addition, the summer elementary laboratory school will be open; and each day there will be opportunities for some to visit at least one of the carefully planned demonstrations under the direction of a staff of outstanding elementary teachers.

10:15-11:45 A.M. THE GENERAL ASSEMBLY

Each session of the general assembly is carefully planned to give a well-rounded presentation of some problem of interest to those in the field of elementary education.

I. THE PLACE OF THE ELEMENTARY SCHOOL IN OUR DEMOCRACY
Dr. Willard E. Givens

THE OUTLOOK FOR URBAN ELEMENTARY EDUCATION
President C. A. Dykstra

II. THE OUTLOOK FOR RURAL ELEMENTARY EDUCATION
Dr. Howard Dawson and
Dr. John Kolb

III. THE CHILD AND THE CURRICULUM
Dr. William Heard Kilpatrick
and panel.

Annual Elementary Education Elementary School Principals

of University of Wisconsin,
Madison, Wisconsin

July 1940

IV. READING AND LITERATURE IN THE ELEMENTARY SCHOOL

Dr. W. S. Gray and
Dr. Bernice Leary

V. EVALUATION IN ELEMENTARY EDUCATION

Dr. J. W. Wrightstone and panel.

VI. PREVENTIVE AND CORRECTIVE WORK IN ELEMENTARY EDUCATION

A symposium, including a speech pathologist, Dr. Robert W. West,
an expert in health corrective work and psychologist.

VII. INTERPRETING THE ELEMENTARY SCHOOL PROGRAM TO THE PUBLIC

Dr. John Guy Fowlkes and panel.

The other three meetings will constitute one of the unique features of the conference. They will be devoted to topics enriching the outlook of the elementary school, and are planned to include a symposium on the arts,—one on the present social scene and one on international conditions.

1:15-2:45 P.M. STUDY AND SEMINAR GROUPS

The afternoon program will include a variety of seminars on the most important problems relating to the enrichment of the curriculum. There will be a prominent educational leader in charge of each seminar. Outstanding specialists will be brought in from day to day as resource leaders to contribute to the thinking of the group. The sections now planned are:

I. HOW CAN CITIZENSHIP BE BUILT THROUGH THE SOCIAL STUDIES?

Modern social studies programs, meeting personal problems, activities to promote citizenship, utilizing the community, the place of geography, developing integrated units, and training teachers.

II. THE USE OF VISUAL AIDS AND RADIO TO ENRICH THE CURRICULUM.

Visual Aids—Types and displays of equipment, sources and types of material, developing materials locally such as files, slides, films, helping the teachers to use materials, and planning and directing a program for a school.

Radio—"Behind the scenes—scripts and studios," types of equipment needed, a study of available programs and manuals, demonstrations of various types of programs, improving listening, and studio visitation.



C. A. DYKSTRA



JOHN GUY FOWLKES



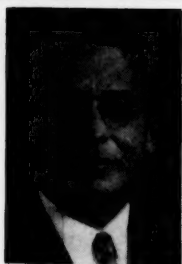
PRUDENCE CUTRIGHT



J. W. WRIGHTSTONE



PAUL E. MIGNEREUX



EDWIN H. REEDER



BERNICE E. LEARY



HOWARD A. DAWSON



ETHEL MABIE FALK



SAMUEL A. KIRK

III. UTILIZING NEW TECHNIQUES IN SUPERVISION FOR CURRICULUM ENRICHMENT.

Developing a philosophy on the part of teachers, developing a democratic school, improvement of teachers in service, improving the selection of learning experiences, evaluating pupil growth, writing of units, pupil and class records, and evaluating instruction.

IV. ENRICHING THE CURRICULUM THROUGH THE LANGUAGE ARTS.

Modern programs of language arts, improving reading enrichment through literature, relating language arts to other areas, diagnosis and evaluation, reading readiness, and improving speech habits.

V. ENRICHING THE CURRICULUM THROUGH SCIENCE AND HEALTH.

Why and what science in the elementary school, helping teachers get ready to teach science, using the immediate environment, including a field trip, and learning difficulties in science.

Modern school health programs, health projects and activities at different age levels, helping teachers develop health work, and developing programs of health service through cooperating agencies.

VI. HOW CAN THE CURRICULUM FOR EXCEPTIONAL CHILDREN BE ENRICHED?

Emphasis will be on the gifted, slow learners, and socially mal-adjusted child with deviation according to the interest of the members of the seminar. Problems treated will be differences in goals, planning the total curriculum, adjusting learning experiences, creative activities possible, providing socializing experiences, and a study of available materials.

VII. HOW CAN THE CURRICULUM FOR RURAL SCHOOLS BE ENRICHED?

Special problems of supervision, organizing the daily program, the psychology of the rural child, enrichment through the radio, free and inexpensive materials available, enrichment in language arts and literature, in science, in social studies and in the creative arts.

VIII. PROGRAM OF EDUCATIONAL INTERPRETATION FOR THE ELEMENTARY SCHOOL.

Meaning of, obligation for, and nature of education interpretation, a technique for determining lay attitudes toward public education; what to tell, what not to tell, agencies and methods of school interpretation, utilizing the press, community agencies, and radio, relation of elementary principal to community, board, other principals, teachers, and school, and criteria for use by the principal.

Seminars VI and VII will be organized for two special interests. The one on exceptional children will be of interest to those interested in elementary education who have the problem of dealing with atypical cases, including slow learners, gifted children, speech defects, hard-of-hearing, sight-saving cases, and personality deficiencies. The other seminar organized for a special group is the one dealing with rural education. This will undoubtedly be of interest to those who have the responsibilities of rural schools.

The evenings have been reserved for a general conference of the group. Exhibits, curriculum materials and libraries will be available.

Recreational Opportunities—There are unusual recreational opportunities, and special trips of considerable interest. The living arrangements of the dormitories on Lake Mendota will mean that the social and recreational opportunities for this conference will be marked. Fishing, swimming and boating will be available.

The Faculty. The course will be under the general direction of Dr. J. Murray Lee, Assistant Professor of Education of the University of Wisconsin. Outstanding leaders who have accepted invitations to participate in the program are:

Dr. W. C. Croxton, Chairman, Division of Science and Mathematics, St. Cloud State Teachers College, St. Cloud, Minnesota; Miss Prudence Cutright, Assistant Superintendent, Minneapolis Public Schools, Minneapolis, Minnesota; Dr. Howard A. Dawson, Director, Division of Rural Service, N.E.A., Washington, D. C.; Dr. C. A. Dykstra, President, University of Wisconsin, Madison, Wisconsin; Mrs. Ethel Falk, Formerly Curriculum Director, Madison City Schools, Madison, Wisconsin; Dr. W. S. Gray, Professor of Education, University of Chicago, Chicago, Illinois; Dr. Willard E. Givens, Executive Secretary, National Education Association, Washington, D. C.; Dr. Carter V. Good, Professor of Education, University of Cincinnati, Cincinnati, Ohio; Dr. John Hansen, Chief, Bureau of Visual Instruction, University of Wisconsin, Madison, Wisconsin, and President of the N.E.A. Visual Aids Division; Dr. C. D. Jayne, Stevens Point Teachers College, Stevens Point, Wisconsin; Dr. William H. Kilpatrick, Professor Emeritus, Teachers College, Columbia University, New York, New York; Dr. Samuel A. Kirk, Director of Education of Exceptional Children, Milwaukee State Teachers College, Milwaukee, Wisconsin; Dr. Bernice Leary, Visiting Lecturer, University of Wisconsin, Madison, Wisconsin; Dr. John Kolb, Professor of Rural Sociology, University of Wisconsin, Madison, Wisconsin; Miss Dorothy La Salle, Director of Health and Physical Education, East Orange Public Schools, East Orange, New Jersey; Mr. H. B. McCarty, Director of WHA, Wisconsin's State Station; Mrs. Lois Nemec, State Elementary Supervisor, Madison, Wisconsin; Dr. Paul Misner, Superintendent of Schools, Glencoe, Illinois; Miss Carrie Rasmussen, Teacher of Speech, Madison, Wisconsin; Dr. Edwin H. Reeder, Professor of Education, University of Illinois, Urbana, Illinois; Dr. Robert W. West, Professor of Speech Pathology, University of Wisconsin, Madison, Wisconsin; Dr. Kate Wofford, Director of Rural Education, State Teachers College, Buffalo, New York; Dr. J. Wayne Wrightstone, Assistant Professor of Education, Ohio State University, Columbus, Ohio; and from the School of Education, University of Wisconsin: Professors C. J. Anderson, Dean, Stephen Corey, Ira C. Davis, A. H. Edgerton, John Guy Fowlkes, R. J. Francis, Kai Jensen, J. Kenneth Little, Gordon N. Mackenzie, Burr Phillips, Clarence Ragsdale, J. W. M. Rothney, Paul Sheats, T. L. Torgerson, Matthew H. Willing.

Registration Fee and Credit—Registration will take place on Saturday morning, July 6. Students completing the course for credit will be allowed two semester hours credit. The registration fee of \$16.00 includes regular registration in the University, the report of the proceedings of the conference which will be made available later, use of the student recreation building on the campus, and the services of the student infirmary in case of illness while in attendance at the conference.



Try Your Luck!

Housing Accommodations—Members of the conference will be housed in three dormitories on the lake front. Meals will be in an adjoining dining room. The meeting places are very near the living quarters. The rooms in the dormitories are all doubles and very comfortably furnished. They are new, having been open less than a year. The housing rate, including room and meals for the two weeks, will be \$25.00. If accommodations are desired in the dormitories, the application blank accompanied by a deposit of \$5.00 *should be mailed to Miss Pinkston before May 25*. The check should be made out to the University of Wisconsin. It is expected that the dormitories will fill early; therefore, you should send in your reservation as soon as possible.

It will be possible to house in the dormitories men and women separately, or families. If there are two of you attending the conference who wish to room together, please make that notation on your reservation blank. The dormitory rooms have shower facilities on each floor. If accommodations are desired in a place other than the dormitories, please write directly to Dr. J. Murray Lee, School of Education, University of Wisconsin, Madison, Wisconsin, stating your desires. If families are coming with children and desire accommodations in the dormitories, please write to Dr. Lee for rates for children, stating the number in the family and the ages.

There will be plenty of space available for the parking of automobiles.

Additional application blanks may be secured from headquarters, 1201 16th Street Northwest, Washington, D. C.

(Tear here and mail)

APPLICATION BLANK

Fourth Annual Conference on Elementary Education
Department of Elementary School Principals
July 6-19, 1940

Department of Elementary School Principals
1201 Sixteenth Street, N. W.
Washington, D. C.

I wish to become a member of this conference

I wish (do not wish) college credit.

Enclosed is \$5.00.* Kindly make a reservation in the dormitory for me.

Name.....

Address.....

Position

* The check should be made out to the University of Wisconsin. Mail application and check to Miss Pinkston.

What Can We Reasonably Expect of Our Children?

Solomon Sacks, Principal, Francis Read School, Philadelphia, Pennsylvania



SOLOMON SACKS

Time and again we have discussed this perplexing problem at our faculty and grade committee meetings. We are definitely conscious of the educational limitations of our pupils. Diagnostic and prognostic tests have shown slight but not significant upward trends. The children are frequently reclassified to greatest advantage. In grades 2, 3, and 4, the children are grouped according to reading levels and reading disabilities. In grades 5 and 6, the work is planned to meet the need of the individual in the skill subjects. The teachers are conscientious and apply themselves diligently to their daily tasks. And notwithstanding this favorable set-up, our

teachers keep constantly in mind the traditional grade standards rather than the pupil's achievement level.

Therefore, we met again to establish objectives which we thought would be practical and attainable. The problem was restated. In the light of former excellent contributions from the staff, the discussion was inspiring. Topics other than academic subjects were given careful consideration. The full and wholesome development of the child was the key note. It was agreed that character development was as important as mere subject matter mastery.

In common, we developed four general headings. The order of these is accidental and expresses no significant importance in rank; namely:

- I. To acquire some command of fundamental skills.
- II. To acquire a fair store of common knowledge.
- III. To acquire and to develop wholesome attitudes expressed by civic-mindedness and social-mindedness.
- IV. To acquire and to develop desirable personal and social habits.

With these as a guide we agreed to "boil down" our suggestions for subheadings until the "residue" expressed our thoughts as succinctly as possible. The contributions were put into writing and sent to the office to be collated and mimeographed.

At the next faculty meeting copies of this outline (Read School Bulletin No. 25, March 1939) with ample space for writing in suggestions, were distributed for perusal and discussion. At this point the group thought that more detail would establish greater definiteness of aim. Using the same technique as before, the outline was expanded into its fuller form (Bulletin No. 25, Supplement, September 1939).

As the keynote for the school year 1939-40, this working philosophy was presented for general consideration. The reaction was amazing. While we all acknowledged that it expressed a summation of practical objectives as we ourselves proposed them, we realized that it was an ambitious program. Our aim was rather high. Such desirable outcomes at the end of twelve years would

be highly acceptable and gratifying. We conceded that for a six grade elementary school, such as ours, we would probably have to modify our expectations considerably.

Here was the challenge: Why shouldn't we "keep our wagon hitched to a star."

We are therefore carefully observing the practicability of our Statement of Practical Objectives. Here they are:

AFTER SIX GRADES IN THE READ SCHOOL, WHAT?

A Practical Statement of Objectives

I. To acquire some command of the fundamental skills

- A. To speak audibly and intelligibly with reasonable fluency using good English
 - 1. At work and at play—using one and only one accepted standard of English
 - 2. Free from foreign expressions and native vulgarisms
 - 3. Free from speech peculiarities—defects and errors
 - 4. In clear sentences using simple language
 - 5. In extemporaneous speech
 - 6. In pronouncing correctly, enunciating clearly, and articulating well
- B. To read orally and silently with a reasonable degree of efficiency
 - 1. Books, magazines and newspapers
 - 2. In comprehending current events
- C. To write legibly and intelligibly with reasonable skill using good English
 - 1. A simple note or letter using good form
 - 2. By expressing thoughts on paper
- D. To spell with a reasonable degree of accuracy the words commonly used
 - 1. In making use of the dictionary
 - 2. In developing a spelling consciousness
- E. To figure simple arithmetic computations
 - 1. In life's problem situations
 - 2. In simple measurements
 - 3. In making change
 - 4. In telling time

II. To acquire a fair store of common knowledge

- A. To have ordinary health information
 - 1. By making evident use of hygienic practices
 - 2. By making dietary use of knowledge of food values
 - 3. By making adequate use of communal health facilities
- B. To be acquainted with simple nature facts
 - 1. By letting love of nature express itself in some visible form

2. By having elementary knowledge of weather, plant, and animal life.

C. To know significance of events and facts of American history

1. Places of historic interest—especially local
2. Significance of holidays
3. Significance of struggle for "liberty and justice for all"
4. Understanding of democratic institutions
5. To appreciate the sacrifices of our forefathers in establishing and perpetuating our type of government

D. To have intelligent command of geographic concepts and the relation of names and places

1. By understanding maps
2. By knowledge of production and occupational areas, and reasons therefore
3. By understanding interdependence as a cause of peace and strife
4. By studying the influence of topography upon life of people

E. To know ordinary facts of governmental set-up: local, state, national

1. In application to current news
2. In associating events, names, places
3. In appreciating responsibility of voters
4. In keeping eternal vigilance as the price of freedom

F. To appreciate cultural values in art, music, literature, etc.

1. For enjoyment and employment
2. For aesthetic development and enriched living

III. *To acquire and develop wholesome attitudes expressed by social-mindedness and civic-mindedness*

A. To accept responsibilities and duties graciously, and perform them cooperatively and congenially

1. By developing habits acceptable to the group
2. By participating actively, sharing in pleasure and profit
3. By learning to make personal sacrifices for group welfare
4. By being a good follower as well as a good leader

B. To be honest, upright, and worthy of trust

1. Fair to all in work and play
2. Needing no incentive of reward
3. Punctual in attendance and completion of assignments
4. Reliable and well-behaved even when unsupervised
5. Of undoubted integrity in homework, recitation, and tests

C. To be loyal and to take pride in the blessed heritage of our country, its flag, its institutions, and its citizenship

1. By knowing the words of our national anthem, and "America"
2. By properly and reverently acknowledging allegiance to the flag
3. By being undivided in allegiance to our country
4. By visiting local historic shrines

5. By memorizing and understanding appropriate excerpts from great historic documents: Preamble to the Constitution, Declaration of Independence, Bill of Rights, Gettysburg Address, etc.
 - D. To respect authority and the rights of others
 1. In the absence of visible authority
 2. In obedience to parents and teachers
 3. In property rights
 4. In care of borrowed property
 - E. To make worthy use of leisure time
 1. In visiting libraries, museums, parks, etc.
 2. In selecting desirable books, radio, and cinema programs
 3. In making and sharing products of hobbies
 4. In developing self-interest
 5. In regard for the peace and tranquility of others
 6. In making a hobby an avocation
 7. In participating in music, sports, club, and church work, etc.
 8. In providing for physical, mental, moral, and cultural development
 - F. To be free from bias, prejudice, and bigotry toward other races or creeds
 1. In seeing the good in others
 2. In appreciating interdependence and differences among people
 3. In a common zeal for the common weal
- IV. *To acquire and develop desirable personal and social habits*
- A. To be clean in mind and body
 1. By attention to personal habits, acts, and conversations
 2. By consideration of feelings of others
 3. By deliberate studied action
 - B. To take pride in work, personal appearance, belongings, and environment
 1. By being neat and clean about person
 2. By care in performance of neat and tidy work
 3. By awakening a neighborhood and community pride
 4. By carrying influence of school into the home
 - C. To be courteous, respectful, pleasant, and unselfish
 1. By being helpful and kind to those about us
 2. By observing the courtesies of the home, the school, etc.
 3. By being considerate of mates in school activities
 4. By having only one code of ethics and conduct
 - D. To speak softly, to work quietly, and to listen attentively and politely
 1. By using conversational tones for conversation
 2. By waiting until the speaker finishes what he has to say
 3. By concentrating attention on work
 - E. To play the game fairly
 1. For the joy of doing right

- 2. By accepting defeat gracefully
- 3. By being a modest winner

F. To have courage to attack new problems and to be rational rather than impulsive in thinking and acting

- 1. By exercising initiative and control
- 2. By learning to work independently
- 3. By developing ability to size up situations
- 4. By refraining from jumping to conclusions
- 5. By making just and equitable decisions

To what extent this Statement of Practical Objectives will successfully motivate our daily work remains to be seen. In June 1940 it will be possible to measure and to evaluate some of the *tangibles* in our program. An evaluation of the subtle *intangibles* will require further study. Perhaps in this area we may call upon the cooperation of the parents and even the pupils themselves. At least we know now the direction in which we are going.

THE N.E.A. CONVENTION

Milwaukee, Wisconsin

June 30-July 4, 1940

All elementary principals should make an extra effort to attend the 78th Annual Convention of the National Education Association, which is to be held at Milwaukee, Wisconsin, June 30-July 4, and give loyal support to the president, Miss Amy H. Hinrichs, who is principal of Audubon School, New Orleans, Louisiana. Miss Hinrichs is a life member of the Department, and for a number of years was our State Representative for Louisiana. She is planning a splendid program. It is one which you will thoroughly enjoy.

The summer meeting is always a very important convention for the Department. It is at this time that plans are made for the ensuing year and it is because of this long time planning by the officers that the Department is meeting the needs of its members.

President Irvin A. Wilson is preparing another outstanding program for the Department on Monday afternoon, July 1, and Miss Laura E. Kellar, president, Wisconsin Elementary School Principals' Association, writes that "the Tuesday afternoon program, July 2, will be just as carefully planned." All contacts which headquarters has had with Miss Kellar and her committee makes us know her statement is true.

All State and Local groups should begin *now* to make plans to send their presidents to conventions. If the entire amount of the expenses cannot be met, then a part should be contributed. These groups will find that the attendance at conventions of their presidents and officers will be of great professional benefit to their Associations and Clubs.

Let's Make Our Resolution Come True!

Eva G. Pinkston

"Whatever is worth doing at all is worth doing well,"—"Hitch your wagon to a star"—"We have made a resolution." All of these maxims can be taken to mean much the same thing, namely, "A person must work (and do lots of it) if he expects to obtain the goal he has set for himself." The Representatives of the Department of Elementary School Principals *have worked and still are working* to obtain the goal they have set for themselves—increasing the membership of their state ten percent or more over the total of last year. They are now entering the homestretch of the race and it is most interesting to watch each one work so earnestly to reach his quota and have his state lead. The race is so close for some that those of us here at headquarters are beginning to watch closely each day's mail to see which state is ahead. A friendly rivalry has developed and it is interesting to look at our record and see that a state which stood *ninth* in October had displaced the state which has held the lead until this month by just a few more memberships. Now, don't you know that the state representative of the state which has been displaced will spur all his group to regain the lead?

A state which stood sixteenth in October made a leap to eleventh place in November, went to second place in December, and is now third at the beginning of the new year. One of the most phenomenal races has been that of the state which, in October stood twenty-seventh in our list, but has climbed to 14th at the first of the year, and we shall wager a guess that this state will continue to work and come in nearer the head of the group when the line is passed. We could continue to give the count and standing of all 56 states and United States possessions, for each one's progress is interesting. All members should help Representatives spread the news of the advantages of being members of the Department of Elementary School Principals—a department which is steadily striving to be helpful in improving the work done in our elementary schools.

One Hundred Percent Records—Since the last issue of *The National Elementary Principal* word has been received from Representatives that the following places are 100 percent in membership: Indiana: Evansville, Indianapolis, and Terre Haute; Michigan: District K and District P of Detroit; New Jersey: Pitman; New York: Scotia; North Carolina: Greensboro; Ohio: Rocky River and Shaker Heights; Oregon: Portland; Pennsylvania: West Chester and Virginia: Charlottesville.

Department Representatives—Below are listed the names of those representatives who have been appointed since the December issue of the bulletin was published:

ALABAMA

County Representative — W. McKay Wright, Birmingham

City Representative—G. T. Rodgers, Montgomery

ARIZONA

County Representatives — Maurice Case, Miami; and Martin C. Tate, Safford

City Representative—Harry C. J. Lennox, Chloride

IDAHO

City Representatives—Anna Johnson and Theresa Bunker, Idaho Falls; and Lillian McSorley, Lewiston

ILLINOIS

County Representative—John A. Hayes, Peoria.

City Representatives—Lester Grant, Decatur; Morton M. Benham, East St. Louis; Mrs. Mary Walls, Elgin; Ruby E. Rowley, Evanston; Mary A. O'Connor, Freeport; E. E. McCoy, Geneva; Clara Tiedeman, Havana; Agnes M. Paxton, Jacksonville; Anne L. Smith, Joliet; Harriet M. Fredeen, Kewanee; Belle Prater, La Grange; W. E. Swarthout, Maywood; James H. Carnahan, Normal; Mrs. Anna N. Headley, Peoria; Rush Corley, Sparta; W. S. Albertson, Oak Park; Lulu E. Barton, Wood River; C. E. Swingley, Lombard; and Carleton W. Washburne, Minnetka

NEBRASKA

County Representative—Charles Davis, Dawson

City Representative—Martha Lotter, Minden

NEW JERSEY

City Representatives—Ralph McConnell,

Atlantic City; E. Wallis McKendree, Camden; and Henry S. Hulse, Jr., Newark

NEW YORK

City Representatives—Ethel Lang, Albany; Eleanor M. Hogg, Amsterdam; Anna K. Ostrander, Auburn; W. S. Cofran, Batavia; Louisa Palen, Beacon; Frances T. Manny, Binghamton; Ella Smallenburg, Buffalo; John Sherrard, Buffalo; Johanna Byron, Cohoes; Helen L. Relihan, Corning; Olive Fish, Cortland; Oscar F. Kerlin, Elmira; Charles J. Otis, Fulton; Katherine Deasy, Glen Cove; Addison Hallock, Hudson; Freda Slater, Ithaca; Stella V. Johnson, Jamestown; Lillian B. Kenyon, Johnstown; L. B. Houghton, North Tonawanda; Pauline Van Aller, Schenectady; Clayton Summer, Syracuse; and Flora E. Steele, Utica

PENNSYLVANIA

City Representatives — Ray M. Cole, Bloomsburg; Mrs. Bessie S. Husted, Elkins Park; W. F. Grunizer, Johnstown; James W. Mates, Pittsburgh; and Elizabeth N. Pierce, West Chester

VIRGINIA

District Representatives — John Marvin Sweeney, Bumpass; and Oscar W. Fary, Jr., Richmond

City Representatives — Florence Buford, Charlottesville; and Katherine Scott, Richmond

WILDLIFE RESTORATION WEEK

March 17-23 will be observed throughout the nation as Wildlife Restoration Week, which will again be sponsored by the National Wildlife Federation, Normandy Building, Washington, D. C. The purpose of the Week is to draw attention to the necessity of conserving America's natural resources, which are fast dwindling.

On March 18-19-20, the Fifth Annual North American Wildlife Conference will be held in Washington, at the Mayflower Hotel. Scientists and wildlife experts from the United States, Canada, and Mexico, from governmental and private agencies, and from private clubs, will discuss ways and means of restoring the nation's Wildlife.

More than apt you have received notices from the Government asking that the wildlife of your vicinity be fed.

What's Happening!!

★ Headquarters was delighted to have a visit from Mrs. Flora A. Ylagan, Executive Secretary, The National Teachers College, Manila, Philippine Islands, on December 7, 1939. We are always happy to have our members drop in to see us.

★ The Tenth Annual Holiday Conference of the New York State Association of Elementary Principals was held at Hotel Syracuse, Syracuse, New York, December 27, 28, and 29, 1939. "A Changing Curriculum for a Changing World," was the main theme of the meeting. The following officers were elected for the year 1940: President, Mary Lawlor, Syracuse; First Vice President, Henry H. Bormann, East Rockaway; Second Vice President, Ada James, Buffalo; Secretary-Treasurer, Walter A. Le Baron, Schenectady.

Again the New York State Elementary Principals have attended a splendid three-day meeting and have gone home inspired to do a much better job for the elementary school child.

★ George W. Coffman has served as an elementary principal in the same school in Ardmore, Oklahoma, for over twenty-six years. On December 15, 1939, the Parent-Teacher Association, former pupils, and the teachers of Ardmore gathered together to honor him. The completion of a beautiful new building furnished the setting.

George W. Coffman's history is a tribute to the teaching profession. He started in Tennessee, went to Oklahoma in 1896, and has been in the Ardmore schools 28 years. His formula for holding a job is this: "Never let

yourself think that they could not get along without you." Mr. Coffman is Representative for the Department of Elementary School Principals in his city.

★ A State Elementary Principals' Association has been formed in Illinois. The first movement toward this formation of an association took place during the summer of 1939 when a number of men interested in the field of elementary education, met informally to consider what means might be adopted to further the cause of the elementary schools of the state of Illinois.

In September the same group that met during the summer, gathered in Springfield to discuss the project with the officials of the Illinois Education Association. At this meeting a committee was appointed to draw up a constitution and to present it at an organization meeting to be held on November 3 at Champaign. Wide publicity was given to the November meeting, at which time the constitution was discussed at length and finally was adopted section by section.

The officers elected for this year are: President, Otis K. McMahon, Carterville; Vice President, L. V. Spriggs, Villa Grove; Secretary, Don D. Shute, East Peoria; Treasurer, James W. Seibert, Taylorville; and Executive Committee: Alice McGinty, Champaign; A. W. Boley, Kewanee; and Everett L. Clinard, Oblong.

Headquarters hopes other states which do not have a state organization of elementary principals will follow the example of Illinois.

★ Mrs. Winona S. Cox and Mrs. C. M. Kendall were members of the Committee to draw up resolutions on the death of Mrs. L. D. Goodwin, principal, Thomasville Elementary School, Thomasville, Georgia. These resolutions were adopted by the Second District Department of Elementary School Principals of Georgia and a copy was sent to headquarters.

★ *Elementary News*, in name, is gone forever! But to take its place, the Princeton Elementary School, Princeton, New Jersey of which Mrs. Helen C. Brearley is principal, presents *Roundabout Our School*. This is not a newspaper, but is a magazine and the first issue was published in December, 1939. It will be published four times a year by the Sixth Grade of the Princeton Elementary School.

The editors of this magazine have produced a publication of which they can be very proud.

★ Each issue of this bulletin carries a list of school newspapers. We try to give a sufficient address, so that anyone desiring to exchange school newspapers, can write direct to the principal. Among those which have come to headquarters during the last few weeks, we find: *Barclay News*, published by the Barclay School, Oregon City, Oregon, Mrs. Gussie Hull, principal; *Bolton Bugle*, published by the Bolton School, Cleveland, Ohio, Martha B. Markowitz, principal; *Fifteenth Avenues*, published by the Fifteenth Avenue School, Newark, New Jersey, Harold D. Steward, principal; *Franklin School News*, published by Franklin School, Eveleth, Minnesota; *Garfield Junior Kyote*, published by the Garfield School, Billings, Montana, Alice Lausted, principal; *The Harding*

Globe, published by Harding School, Detroit, Michigan, Inez Kepperling, principal; *Patterson Booster*, published by the Patterson School, Dayton, Ohio, L. Daisy Hammond, principal; and *The Wright-News*, published by Wright School, Beloit, Wisconsin, Edna E. Mumm, principal.

★ The fifth annual Candle-Light Christmas Carol Service of the Patterson School, Dayton, Ohio, was held in the auditorium of the school, Tuesday evening, December 19, at 7:30. This presentation by the children of the school was given for the members of the Patterson School Association and their friends.

Headquarters received a copy of the lovely program from L. Daisy Hammond, principal of the school.

★ The 1939 Proceedings of the San Francisco meeting of the Department of Science Instruction is on the topic, "How Science Fulfills the Needs of Boys and Girls." This Yearbook is distributed free to members of that Department and sells to non-members for 50 cents per copy. Orders can be sent to Aelfric James, Sr., 801 Spring Garden Street, Easton, Pennsylvania.

★ The Massachusetts Principals' Association made a recent study of the assembly programs in the schools. A questionnaire was sent to about two hundred principals. Milton L. Fuller, Leader of District No. 9 (North Shore) Discussion Group, made a compilation from the questionnaires returned. Headquarters received a copy of the report of the study, which is most interesting.

★ Let us know what your club is doing.

Your Bookshelf

The *Democracy Readers* are splendid books with a great purpose. They constitute the first real step in a program of education for democracy. They lead every child to appreciate the greatness of our country not only as to its natural wealth and beauty but also as to its significance as a land of liberty. By stories, essays, articles, illustrations and activities these books bring home to every pupil in America a consciousness of his great heritage as an American.

The series covers the work of the elementary school from the first through the sixth grade, each book being carefully graded as to vocabulary, sentence structure, style, etc., to meet the abilities of children at the grade level for which each book is intended. The books in order of grade level are: *School Friends*; *Let's Take Turns*; *Enjoying Our Land*; *Your Land and Mine*; *Toward Freedom*; *Pioneering in Democracy*; and *The Way of Democracy*.

These splendid books have been published by The Macmillan Company, New York, N. Y.

★ ★ ★

The first book of its kind to consider problems of the elementary school program in their relations to the child, the way he grows and learns and the way his personality and interests develop, is *The Child and His Curriculum* by J. Murray Lee, and Dorris May Lee. The primary purpose of this book is to help the teacher in the elementary school and the student who is preparing to enter this field of education to handle effectively the modern school programs.

Throughout the book, the authors have given special attention to the practical aspects of their subject. The discussions are well illustrated by descriptions of actual classroom situations and the practices of school systems. It is a useful manual for elementary school principals, supervisors, and teachers.

D. Appleton Century Company, New York, N. Y., has published this splendid new book.

★ ★ ★

First Number Book, a preprimer of numbers for beginners, provides a continuity of activity and experience without which the learning of basic number concepts cannot be

economical, effective, and lasting. It is a planned supplement for the many first-hand number activities which the child engages in during his early school days. The simple directions for interesting things to do give real purpose to beginning reading. The minimum vocabulary has been ingeniously handled. There are 45 additional words—"picture words"—the meaning of which is always obvious from a picture.

This book by John R. Clark, Arthur S. Otis, and Caroline Hatton, has been published by the World Book Company, Yonkers-on-Hudson, New York.

★ ★ ★

There are many very fine professional magazines issued monthly, which headquarters office is privileged to see, but there are three which are most outstanding for their exceptionally fine articles, unit material, creative work, stories, etc. We recommend these three magazines most highly to all who work with the children in the elementary school. They are: (1) *The Grade Teacher* issued by The Educational Publishing Corporation, Leroy Avenue, Darien, Connecticut. The editor of this professional magazine for classroom teachers of all grades is Dr. Florence Hale. (2) *The Instructor*, formerly called the *Normal Instructor* and *Primary Plans*, is published by the F. A. Owen Publishing Company, Instructor Park, Dansville, New York. It is prepared by Helen M. Owen, Editor, and Elizabeth P. Bemis, Mary E. Owen, and W. D. Conklin, Associate Editors. (3) *Children's Activities* is published by the Child Training Association, Inc., 1018 S. Wabash Ave., Chicago, Illinois. Garry Cleveland Myers is Editor of this magazine which is prepared for home and school use.

★ ★ ★

More and more educators are feeling the need for giving children a knowledge of science before they reach the high school. The Macmillan Company, New York, N. Y., has just published new books for junior science courses. These three volumes of *Science in our Modern World* by Ralph K. Watkins and Winifred Perry are: Book One: *Understanding Science*; Book Two: *Science for Daily Use*; and Book Three: *Science for Human Control*.



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HERBERT C. HANSEN, DIRECTOR
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DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

1201 Sixteenth Street, N. W.

Washington, D. C.

EDUCATIONAL OPPORTUNITY

The defense against a bad idea is a better idea; the defense against a half truth is a truth; the defense against propaganda is education; and it is in education that democracies must place their trust. We must not keep our people from reading or listening. We must not censor what they see or hear. The good citizen must know. Then we shall not be seduced by the blandishments of the enemy. The good citizen must answer. Then we can tolerate the abuses of freedom of speech. In modern warfare, with the initial campaigns fought over the air waves and in the press, the first line of defense lies in our schools and in other means of education. Our teachers, and not the marines, will be the "first to fight."

—*William F. Russell*

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