

The NATIONAL ELEMENTARY **PRINCIPAL**

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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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.

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Tulsa, Oklahoma

The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover is that of the New York Avenue Presbyterian Church, which is another "Church of the Presidents." John Quincy Adams was a member of this church and from its pulpit delivered the memorable "Farewell to Lafayette" just before the Revolutionary hero returned to France. Other presidents who worshipped at this church were Presidents Jackson, Harrison, Pierce, Buchanan, Lincoln, Johnson, Fillmore, Cleveland, and Roosevelt (Theodore). This is another historical church in the Nation's Capital.

The National Elementary Principal

Volume XIX, No. 5

June, 1940

Headquarters Wishes You a Fine Summer!!

Sure, this world is full of trouble
I ain't said it ain't.
Lord! I've had enough an' double
Reason for complaint.
Rain an' storm have come to fret me,
Skies were often gray;
Thorns an' brambles have beset me
On the road, but say,
Ain't it fine today!

—Author Unknown

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The articles herein printed are the expressions of the writers and not necessarily those of the Department.

DO YOU KNOW THAT—

NEXT YEAR (1940-41) will mark the 20th anniversary of the D.E.S.P. and to help celebrate this momentous occasion each issue of *The National Elementary Principal* will contain pertinent articles by outstanding leaders in elementary education. A few of these leaders who have accepted our invitation to make contributions are: Mary Dabney Davis, William S. Gray, Nelle Haley, Paul R. Hanna, Maude McBroom, Worth McClure, E. T. McSwain, Beryl Parker, and Edwin Reeder. Of course, there will be others.

* * *

RESERVATIONS for the Fourth Annual Conference on Elementary Education are being received in large numbers each day. Send your application blank to Headquarters soon, for only a limited number can be housed in the dormitories.

* * *

SPLENDID programs and social affairs have been planned for the D.E.S.P. members in Milwaukee. See the complete program beginning on page 196.

* * *

TO HELP celebrate the 20th year of progress of the Department during 1940-41 the officers plan to have ready for distribution to members two monographs—*Radio Education*, Jane Monahan, Bronx, New York, *Chairman*; and *Safety Education*, Mrs. Edith B. Joynes, Norfolk, Virginia, *Chairman*.

Meet Us in Milwaukee!!

June 30-July 4, 1940

The Milwaukee and Wisconsin Elementary Principals have invited the National Department to share headquarters with them at the Schroeder Hotel during the convention of the National Education Association, June 30-July 4, 1940. Let us urge all who attend this meeting to register in this headquarters room and take the opportunity to meet the National Officers and those persons who are doing such a splendid piece of work for the Milwaukee and Wisconsin Principals' Associations. You may use this room as a place to meet your friends and to secure any information desired.

Come to the convention and see what a beautiful city Milwaukee is and enjoy this interesting state of Wisconsin.

General Sessions—President Irvin A. Wilson has chosen two very well-known and outstanding speakers for the Monday afternoon meeting, July 1, and he promises that there will be time for those present to ask questions of both. In the past these discussions have always proven very inspirational and helpful. For the Tuesday afternoon program, July 2, President Wilson has asked the Milwaukee and Wisconsin Elementary Principals' Associations to take charge. Laura Kellar, president, Wisconsin Elementary Principals' Association, and William Buboltz, president, Milwaukee Elementary Principals' Association, together



One of the beautiful gardens you will want to see in Milwaukee. This one is the garden of the Mitchell Park Conservatory.

with their committees, have prepared another treat for that afternoon. The complete programs are as follows:

Monday, July 1, Juneau Hall, Main Auditorium, 2:00 p.m.

Presiding, Irvin A. Wilson, President of the Department

Practices of the Progressive Elementary School

COMMUNITY SINGING

Leader, Robert Edgar, Principal, Bedford School, Pittsburgh, Pennsylvania

Pianist, Edith Knight, In charge of Grade Music, Lake Bluff School, Shorewood, Wisconsin

UNDERSTANDING THE CHILD

Margaret White, Supervisor, Elementary English, Cleveland, Ohio

THE PRINCIPAL AS AN EDUCATIONAL LEADER

Carroll R. Reed, President, American Association of School Administrators and Superintendent of Schools, Minneapolis, Minnesota

DISCUSSION FROM THE FLOOR

Tuesday, July 2, Juneau Hall, Main Auditorium, 2:00 p.m.

Presiding, Irvin A. Wilson, President of the Department

COMMUNITY SINGING

Leader, Robert Edgar, Principal, Bedford School, Pittsburgh, Pennsylvania

Pianist, Edith Knight, In charge of Grade Music, Lake Bluff School, Shorewood, Wisconsin

BUSINESS MEETING

Election of Officers

PROGRAM SPONSORED BY MILWAUKEE AND WISCONSIN ELEMENTARY PRINCIPALS' ASSOCIATIONS

Chairman, Arnold Vieth, Milwaukee, Wisconsin

THE MODERN SCHOOL, A WORKSHOP FOR CITIZENSHIP

E. T. McSwain, Northwestern University, Evanston, Illinois

ADJUSTING THE CURRICULUM TO THE CAPACITY OF THE CHILD

J. Murray Lee, University of Wisconsin, Madison, Wisconsin

DISCUSSION FROM THE FLOOR

Social Affairs—Acquaintance Breakfast—At each convention more and more principals find their way to the breakfast of the Department of Elementary School Principals. This first meeting of the convention gives all an opportunity to meet their friends, make new friends, and to learn about the plans which have been made for the week. This year this affair will be held in the Crystal Ballroom, Hotel Schroeder, Monday, July 1, 7:30 a.m. The price per ticket is \$1.10.

Banquet—Everyone who has attended one of the banquets of this Department will tell you that this part of the convention is a highlight which they would not miss. On Tuesday evening, July 2, in the Crystal Ballroom, Hotel Schroeder, 6:00 p.m., it is expected that over 500 members and friends of this Department will be present to enjoy together the evening's entertainment which has been planned by the host city. Dr. William G. Carr, Director of the Research Division of the National Education Association, and Secretary of the Educational Policies Commission, will discuss briefly the subject of "Public Relations of the Elementary School." Following this splendid address, there will be presented "Dances of Nations" which has been arranged by the Department of Recreation and Adult Education of the Milwaukee Public Schools. Be sure to come, for we know you will "learn lots"! The price per ticket is \$1.75.

Exhibits—Seldom have convention conditions provided more convenient and favorable exhibit arrangements. The ground floor exhibition hall of the Milwaukee Auditorium will be filled with displays that are helpful and suggestive for principals. Since meetings of the Representative Assembly, general sessions and meetings of our department will be held in the Auditorium, our members will find frequent opportunity to browse in the exhibit as it is only a matter of descending a broad flight of stairs or a ramp from these meeting places to the exhibition hall.

The range of display in this exhibit is wide. Leading publishers of reference books and textbooks are represented. Manufacturers of seats and desks and other school equipment will have displays. The demonstrations of visual equipment and material will be especially helpful. In addition there will be found exhibits of sound equipment, duplicating machines, laboratory furnishings and materials, and a great number of things, from school buses to glass blackboards.

The influence of the principal in the selection of school materials constantly increases. The exhibit offers us an opportunity to better prepare ourselves for the additional responsibilities along these lines.

Representatives Meeting—On Wednesday, July 3, at 2:00 p.m. in the Hotel Schroeder, the Department Representatives will meet for an informal gathering for the purpose of making plans for the enrolment campaign for next year, 1940-41. All Representatives are urged to be present, and the Presidents and Secretaries of all Principals' Associations and Clubs are invited to be present.

Hospitality Committee—The very fine arrangements for this convention have been made possible by the members of the Hospitality Committee. The chairmen of these different committees are:

General Chairman—Beulah D. Kobler, principal, Lake Bluff School, Shorewood, Wisconsin

Co-Chairmen—Laura E. Kellar, president, Wisconsin Elementary Principals' Association, 2100 East Capitol Drive, Shorewood, Wisconsin, and William Buboltz, president, Milwaukee Elementary School Principals' Association, 3000 North Murray Avenue, Milwaukee, Wisconsin

Breakfast Chairman—Lillian Thies, 2500 N. Stowell Avenue, Milwaukee, Wisconsin

Chairman, Tuesday Afternoon Meeting—Arnold Vieth, 2727 N. Sholes Avenue, Milwaukee, Wisconsin

Banquet Chairman—Harold Peterson, 1618 W. Keefe Avenue, Milwaukee, Wisconsin

A VACATION WISH

Vacation time is rolling around again and before long principals and teachers will be leaving their schools. We hope each of you will have a very pleasant summer and that you will return in the fall full of enthusiasm for the year's work. We shall be happy to see you at the Milwaukee convention and then have you go with us to Madison for the Fourth Annual Conference on Elementary Education which is July 6-19, 1940.

If your summer trip brings you to Washington, don't fail to visit your headquarters office.

From Milwaukee To Madison

Fourth Annual Conference on Elementary Education

July 6-19, 1940

Does your itinerary for the summer call for attending the N. E. A. meeting in Milwaukee? If it does, it should certainly include the Fourth Annual Conference on Elementary Education which will be meeting at Madison, Wisconsin, the two weeks following the N. E. A. meeting. Imagine the marvelous professional opportunity and the grand times which one can have by attending the N. E. A. and then following it with a two weeks' conference in Madison.

The Conference will be from July 6 to 19. It is conducted as a special two weeks' course for which two units of University credit is granted. A full program of varied professional meetings, including demonstrations, general assemblies and small study and discussion groups, has been planned. In addition to the professional programs, there will be many opportunities for grand times together. Social life in the Conference will center around the dormitories, which are on the lake front, with many trips and tours planned especially for the group.*

The Program

9:00-10:00 A.M. DEMONSTRATIONS AND OBSERVATIONS

Each morning there will be a general series of demonstrations conducted by experts. In addition to the demonstrations, there will be opportunities to visit carefully planned demonstrations in the Elementary Laboratory School. The large group demonstration which will be presented are as follows:

Monday, July 8, Staff Planning of a Unit of Work
Dr. Gordon Mackenzie and staff

Tuesday, July 9, Newer Developments in Reading
Reading Clinic Staff

Wednesday, July 10, Rhythmics
Miss Carrie Rasmussen and class

Thursday, July 11, Health Activities
Dr. Robert Francis and class

Friday, July 12, Staff Conference on Evaluation
Dr. LeRoy Luberg and staff

Monday, July 15, Cooperative Group Work in the Social Studies
Teacher and class

Tuesday, July 16, Types of Speech Difficulties
Dr. Robert West

Wednesday, July 17, Better Uses of the Radio, Featuring "Let's Draw"
Mr. H. B. McCarty, Mr. Schwalbach and class

* Social activities were written up in considerable detail in the April issue of *The National Elementary Principal*.

Thursday, July 18, A Case Study Conference
Teacher, Principal, Nurse and Psychologist

Friday, July 19, Reserved for Summary Reports from Each Seminar

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 topic of interest to those in the field of elementary education. The detailed program is as follows:

Monday, July 8, 1940—*Chairman*, Mr. Irvin A. Wilson, President, Department of Elementary School Principals

"The Place of the Elementary School in Our Democracy"

Dr. Willard E. Givens

"The Outlook for Urban Elementary Education"

President C. A. Dykstra

Tuesday, July 9—*Chairman*, Dr. John Callahan, State Superintendent, Madison, Wisconsin

"The Outlook for Rural Elementary Education"

"Organization and Administration"—Dr. Howard Dawson

"In Relation to Other Rural Forces"—Dr. John Kolb

"Enrichment of Curriculum"—Dr. Kate Wofford

Wednesday, July 10—*Chairman*, Miss Maybell G. Bush, State Department, Wisconsin

"The Child and The Curriculum"

Dr. William H. Kilpatrick and panel

Dr. Matthew H. Willing

Dr. Paul Misner

Miss Laura Kellar

Miss Sallie Marks

Thursday, July 11—*Chairman*, Dr. Matthew H. Willing, University of Wisconsin

"American Life-Significant Movements"

"Historically"—Dr. John D. Hicks

"The American Politician and the American Voter"—Dr. John Thomas Salter

Friday, July 12—*Chairman*, Dr. Gordon Mackenzie, University of Wisconsin

"Evaluation in Elementary Education"

Dr. J. Wayne Wrightstone and panel

Dr. J. Kenneth Little

Dr. T. L. Torgerson

Dr. John W. M. Rothney

Dr. Dwight L. Arnold

Monday, July 15—*Chairman*, Dean C. J. Anderson, University of Wisconsin

"Reading in the Elementary School"

Dr. William S. Gray

"Literature in the Elementary School"

Dr. Bernice Leary

Tuesday, July 16—*Chairman*, Dr. Clarence E. Ragsdale, University of Wisconsin

"Preventative and Corrective Work in Elementary Education"

"From the Viewpoint of a Speech Pathologist"

Dr. Robert W. West

"From the Viewpoint of a Health Specialist"

Miss Dorothy LaSalle

"From the Viewpoint of a Psychiatrist"

Dr. Joseph Pessin

Wednesday, July 17—*Chairman*, Dr. Edgar G. Doudna, Secretary, Board of Normal School Regents, Madison, Wisconsin

"Political Backgrounds of the War"

Dr. Grayson N. Kirk

"Mineral Resources and Their Influence on the War"

Dr. C. K. Leith

Thursday, July 18

"Interpreting the Elementary School to the Public"

Dr. John Guy Fowlkes and panel

Friday, July 19—Closing Meeting in Charge of the Department.

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

The afternoon programs will include a variety of seminars on the most important topics dealing with the enrichment of the curriculum. A list of the problems to be treated in each seminar has been given in the February issue and a list of the leaders of the seminars has appeared in the April issue of *The National Elementary Principal*.

Each seminar will be in charge of a prominent educational leader. Outstanding specialists will be brought in from day to day as resource leaders to contribute to the thinking of the group. An idea of the types of programs to be expected in the seminars can best be obtained from the detailed outline of two of the seminars which follow:

I. How Can Citizenship Be Built Through the Social Studies?:

Leader: Dr. Neal Billings, Milwaukee State Teachers College

- | | |
|--------------------|--|
| Monday, July 8 | What is citizenship?
Making an elementary school social studies curriculum that will build good citizenship.
<i>Resource leader</i> —Mrs. Hazel Ott. |
| Tuesday, July 9 | Planning social studies units.
<i>Resource leaders</i> —Miss Norma Gillett, Miss Rose Parker. |
| Wednesday, July 10 | The use of school activities to build good citizenship.
Types of learning activities valuable in the social studies.
<i>Resource leader</i> —Miss Sallie Marks. |
| Thursday, July 11 | Improving social adjustment of pupils through experience in the social studies.
<i>Resource leaders</i> —Dr. T. L. Torgerson, Mr. John Walecka. |
| Friday, July 12 | Evaluating Citizenship Growth in the Social Studies.
<i>Resource leader</i> —Dr. J. W. Wrightstone.
(This meeting will be combined with the seminar in supervision.) |
| Monday, July 15 | The place of geography in citizenship training in the elementary school.
<i>Resource leader</i> —Dr. Edwin H. Reeder. |

Tuesday, July 16	Developing democratic understandings and habits. <i>Resource leader</i> —Miss Prudence Cutright.
Wednesday, July 17	Contributions of research to the social studies. Helping teachers in service to improve their social studies teaching. <i>Resource leaders</i> —Dr. Kai Jensen, Mr. Burr Phillips.
Thursday, July 18	The utilization of community resources in improving social studies. <i>Resource leaders</i> —Mr. Victor Dawald, Mr. H. T. Ralph, Mr. Bonn
Friday, July 19	Summary.

II. Utilizing New Techniques in Supervision for Curriculum Enrichment:

Leader: Mrs. Ethel Falk, director, Workshop in Elementary Education, University of Wisconsin

Monday, July 8	Helping teachers develop a philosophy. <i>Resource leaders</i> —Dr. Matthew H. Willing, Miss Laura Kellar, Miss Virgie Howard.
Tuesday, July 9	Developing a democratic school. <i>Resource leaders</i> —Dr. Paul Sheats, Dr. Stephen Corey.
Wednesday, July 10	Improving the selection of learning experiences for pupils. <i>Leader</i> —Mrs. Ethel Falk.
Thursday, July 11	Sources of material. <i>Resource leader</i> —Dr. Paul Misner.
Friday, July 12	Evaluating Pupil Growth. <i>Resource leader</i> —Dr. J. W. Wrightstone.
Monday, July 15	In service training of teachers—as part of the city program and the program of your own. <i>Resource leader</i> —Miss Prudence Cutright.
Tuesday, July 16	Helping teachers to prepare units of work. <i>Resource leader</i> —Dr. J. Murray Lee.
Wednesday, July 17	Improving pupil and class records. <i>Resource leader</i> —Dr. John Guy Fowlkes.
Thursday, July 18	Evaluating instruction. <i>Resource leader</i> —Dr. Carter V. Good.
Friday, July 19	Summary.

Registration and Credit—Registration will take place on Saturday, July 6, at the Wisconsin High School, just off University Avenue. Students wishing to take the course for credit can obtain two semester hours credit. The registration fee of \$16 includes regular registration in the University, a report of the proceedings of the conference which will be made available later, and the services of the Student Infirmary in case of illness while in attendance at the conference.

Reservations—To secure accommodations in the dormitory, reservations should be made immediately. There are no single rooms available; therefore,

would be helpful if you indicate the person with whom you wish to room. The housing rate, including room and meals for two weeks, will be \$25. The application blank, accompanied by a deposit of \$5, should be mailed to Miss Pinkston before May 25. The check should be made out to the University of Wisconsin.

It is possible to obtain accommodations in nearby hotels or in private houses. There will be a list of private quarters which will be available on arrival. It will be possible, if one does not wish to room and board in the dormitories, to obtain board only.

Reception—Participants in the conference should plan to arrive on July 6 in order that they may register and be satisfactorily housed. The first meeting of the conference will be a reception for the members sponsored by the Wisconsin Elementary Principals' Association, School of Education and the Summer Session staff of the University of Wisconsin. This will be at 8:15 in the new Memorial Theater, Madison, Wisconsin.

SPLENDID BOOKS FOR ELEMENTARY SCHOOLS

Have you seen the first five books of THE CRABTREE BASIC SERIES by Eunice K. Crabtree, LuVerne Crabtree Walker, and Dorothy Canfield? *Tell Me a Story* is the Readiness Story Book. For the first time a basic series provides a literature book for the readiness level containing delightful stories for the teacher to read to the children in the first grade, kindergarten, or nursery school. *My First Book* is the Readiness Picture Book. This all-picture book presents reading as a thought-getting process through picture interpretation. *Runaway Toys*, the pre-primer; *To School and Home Again*, the primer; *In the City and on the Farm*, the first reader, are full of vital interesting story material that teaches itself because it is so intimately related to children's daily living. Vocabulary load is light and literary quality high!

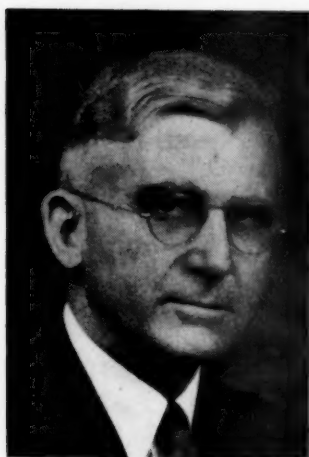
Teachers will welcome the manual which is a hand book and plan book. Workbooks will accompany the pre-primer, primer, and first reader. Throughout the series meaningful illustrations supplement the text in developing concepts of successful living in a democracy. Book by book and grade by grade is developed the theme for the Crabtree readers—"The Art of Living." These books have been published by the University Publishing Company, Lincoln, Nebraska.

Character Education in a Democracy by S. R. Slavson is an important book for Democracy and for Education. In this era of crisis, we need the unified picture of the family, society, education, and of social work that it supplies. This book will help principals and teachers to obtain a perspective and a goal; and to reconstruct some of their practices in conformity with real Democracy. In this volume the author outlines a plan for integrated education, and describes procedures for carrying out such a plan.

This book has been published by the Association Press, 347 Madison Avenue, New York, N. Y.

A Balanced Education For an Unbalanced World

Irvin A. Wilson, Chicago, Illinois, President, Department of Elementary School Principals, National Education Association



IRVIN A. WILSON

(Editor's Note: This splendid address was delivered before the Department of Elementary School Principals, Missouri State Teachers' Association, Columbia, Missouri, April 6, 1940.)

That we are living today in an unbalanced, social and economic world, few of us would attempt to deny. Science has conquered the unconquerable; the impossible of yesterday has become the commonplace of today; the frontier of the unknown in the field of scientific and economic knowledge seems almost to have vanished from the earth. We wonder, almost, whether there is a limit to man's material and scientific successes.

Let us look at the brilliant example of America. Let us recognize and understand the problems and responsibilities which these successes have left in their wake. Less than two centuries ago

this young country of ours was a vast, unconquered, primeval wilderness, with a population of less than three million people scattered along the eastern seaboard. Today that three million has increased to more than one hundred thirty million; our forests have all but disappeared in many regions, the prairies have been tamed, our rivers harnessed, bands of steel and concrete cross and re-cross the land, thousands of great cities, lesser villages, and small hamlets have sprung up everywhere throughout the length and breadth of America. The airplane, the radio, and the telephone have conquered time and eliminated space. The electric light has turned night into day. Medical science has increased the span of human life but, notwithstanding all these examples of remarkable material progress, in our social thinking and political action we seem to have lagged immeasurably behind. Somehow we have not yet learned how to cope with the social and economic problems which science and education have set for us. The very scientific efficiency which has made it possible for America to move so far and so rapidly as compared with the rest of the world, may well result in our eventual downfall unless we, through education and an understanding of the social, human implications and meanings of life, learn how to make our scientific efficiency serve, at the same time, to develop the best and finest types of human beings. What will it profit America if we gain the whole world of scientific efficiency and lose our own souls? We must educate the heart as well as the hand of America, else democracy here will perish from the earth.

It is to a few of these major social and economic problems that I wish to direct your attention and to point out, if I may, some of the implications for education which these social, economic, and political problems present.

Accomplishments of America—Education in the younger days of the Republic was a comparatively simple matter. Under our early agrarian economy, life was plain, human needs were comparatively few, and the problems of education were relatively easy of solution. As the population increased, the distance between homes and villages decreased and our social, economic and political problems multiplied.

Almost over-night, as world time is reckoned, the United States changed from a group of small, sparsely populated economically, socially, and politically independent and self-sufficient states with an unbounded western frontier, to a nation of one hundred thirty million inter-dependent human souls. The economic frontier had completely disappeared. Whereas, in the early history of the nation men were wasteful of both opportunity and resources, now we have entered upon an era which calls for intensive, intelligent, cooperative enterprise and a careful husbanding of all human and natural resources. This change and the many problems which have grown up with it, have given to education a responsibility and a challenge which the teachers and administrators of America must meet intelligently and with a deep human understanding, if our democracy is to endure and America is to reach her destiny as a real leader among the nations of the world.

Public education and democracy in America have gone hand in hand over the years. Any influences which in the least degree curtail or cripple education will eventually result in a lowering of the standard of democracy and of democratic living. Our educational system was set up by our founding fathers as an insurance against the dangers of ignorance and intolerance which beset all group living. While democracy is a form of government it is far more than that; it is an attitude of mind—a way of life! The gravest dangers facing our political life at the present moment are those dangers which grow out of the method of democracy which grants the right of suffrage and with it the right to decide important governmental and economic problems, regardless of the intelligence or prejudice of the citizen. It is not intended that this statement shall be interpreted in any degree as an argument against universal suffrage in a democracy. It is rather intended, on the contrary, to point out forcibly and clearly the fundamental importance of an intelligent, educated citizenry, to the preservation of that democracy which we prize so highly. "Popular government without universal education," says the author of "The Purposes of Education in American Democracy," "is a Prologue to Tragedy."

The inevitable substitute for democracy in any nation where democratic ideals of living and government are not made safe by free, popular, public education of "all the children of all the people," is autocracy, fascism, or the mailed fist. No nation is free, no people can ever be free, where ignorance, intolerance, prejudice or force rule. Democracy attempts to think things through, to arrive at conclusions only after all the facts have been considered in an atmosphere of cooperation and mutual respect and understanding. "We try to settle our differences," continues the author of "The Purposes of Education in American Democracy," "by counting noses rather than by cracking crowns. We try to resolve conflicts by the

(Please turn to page 216)

Cooperation of Teachers and Specialists to Improve Children with Undesirable Personality Traits

James H. Hodges, Principal, Irving School, Tulsa, Oklahoma

We have often wondered what could be done to improve the conduct of children who do not have the proper sense of values, so they could take their places with the normal group. Our first task, we believe, is to understand the child as he comes to us for help. This can be done best by a sympathetic study of each case by all teachers and specialists who are available in the school concerned. We should strive to help and not blame the child.

Doctors in the medical profession do not blame their patients for their illnesses, but attempt, in a most sympathetic manner, to help them. Just as doctors depend upon the case method to improve their patients, so have we for the past several years helped children improve their personality traits by the case study technique. When our study of the case has given us some understanding of it, we then attempt to improve the deficiency. This can best be done by the cooperation of all who are concerned with the welfare of children.

How to Discover the Child with Undesirable Personality Traits—It is not always easy to find all children who need help in improving their personality traits, for often those children who are most agreeable and quiet in the classroom are the ones who need this help. This is probably an attempt on the part of the child to make up for his deficiency in personality by doing more than his part in other ways. Most children have a strong desire for the approval of those in authority as well as members of their own group. We shall give a specific example to illustrate what we of Irving School have done to help understand and improve some children we have worked with for the past few years.

The case that we shall give is one that was discovered because the child wanted to give the teacher a nickel to buy something for the school. Being a very alert physical education teacher, she knew that this child did not have many necessities at home, and he certainly could not afford to give money to buy something for the school. The teacher, being anxious to find out the motive that caused the child to offer the nickel for such a worthy cause, questioned him concerning its source. At first he said that his father had given the money to him, but after further questioning he replied that he had sold bottles and had earned the money. At this point the child whom we shall call "Bill" was sent to us for further consultation and developments.

Bill Tells Many Fantastic Stories—It was found that Bill had 60 cents in his pocket which he willingly gave us when asked to do so. We immediately promised that we would not punish him or turn him over to the police regardless of how he had obtained this money. (Bill was nine and one-half years of age and in the second grade.) During more than an hour of confidential discussion Bill told us many fantastic stories of how he obtained the 60 cents. The



J. H. HODGES

one that interested us most was the story he told about taking the money out of a "drunken man's" pocket down on the railroad track. When he was asked about being afraid to go up to a "drunken man," who seemed unconscious, to take money out of his pocket, Bill replied that he was not afraid because he always looked to see how many empty bottles were lying beside the man. He said, "If there is just one empty bottle lying by the man, I do not try to take his money, but if there is more than one empty bottle lying by the man, I am not afraid to go near him." Bill was decidedly opposed to returning the money to the man. He said that if a man spent his money for whiskey he ought not to get it back. This and many other inconsistencies in the story caused us to doubt it.

Other People Were Called for Verification of the Story—Two older playmates whom Bill had named as being with him on this escapade were called in one at a time. After a long conference they said that Bill stole the money out of the purse of the lady who came by to take him to Sunday School. The mother of these two boys came up later that day and verified most of what these two associates had told. Neither the mother nor the boys knew the others had talked with us that day. We were not able to contact Bill's mother at this time, but the next day we told Bill how disappointed we were that he did not tell us the truth about the money. He promised not to lie to us any more.

He had already told his teacher that he was late in returning from lunch on this same day because his mother was not at home and he had to wait for lunch, but when we asked the question, without hesitation he admitted that he was late because he was listening to a radio program that he especially liked. We felt complimented because we thought surely we were now gaining his confidence, since he seemed to be telling us the truth at last. But, when we asked him where he got the bicycle he was riding that day he replied he had returned it that day at noon. Further check revealed that Bill still had the bicycle. After he had gone back to his room we locked the bicycle in a room and waited for developments. No one ever asked for it, so we sent it to the stolen goods department at the police station a week later.

We Called for Specialists' Help—Tulsa Public Schools do not have a complete child guidance clinic, nor a psychiatrist, but we believe any school should take advantage of any expert personnel available in helping maladjusted children. Many schools similar to ours also have other agencies in town not directly connected with the school that can give assistance in many difficult cases. Many schools have complete guidance clinics and some have fewer people available than we for this type of help.

In our case we called upon Miss Mossie Holmes, director of Tests and Measurements, Dr. Mabel Hart, director of the Health Department, Mrs. John A. Rice, director of Parent Education, and Dr. Muriel W. Brown, child welfare and family education expert for the Tulsa Public Schools and Tulsa University, Miss Louise Pye, a social worker and director of Tulsa Children's Service, Miss Mary Titus, a Recreation specialist and director of Community Centers for Tulsa, and Probation Officer Ben Chapman. The last three were not connected directly with the school. Bill had been picked up by the police; therefore, Mr. Chapman knew him.

(Please turn to page 220)

Another High!!

Eva G. Pinkston

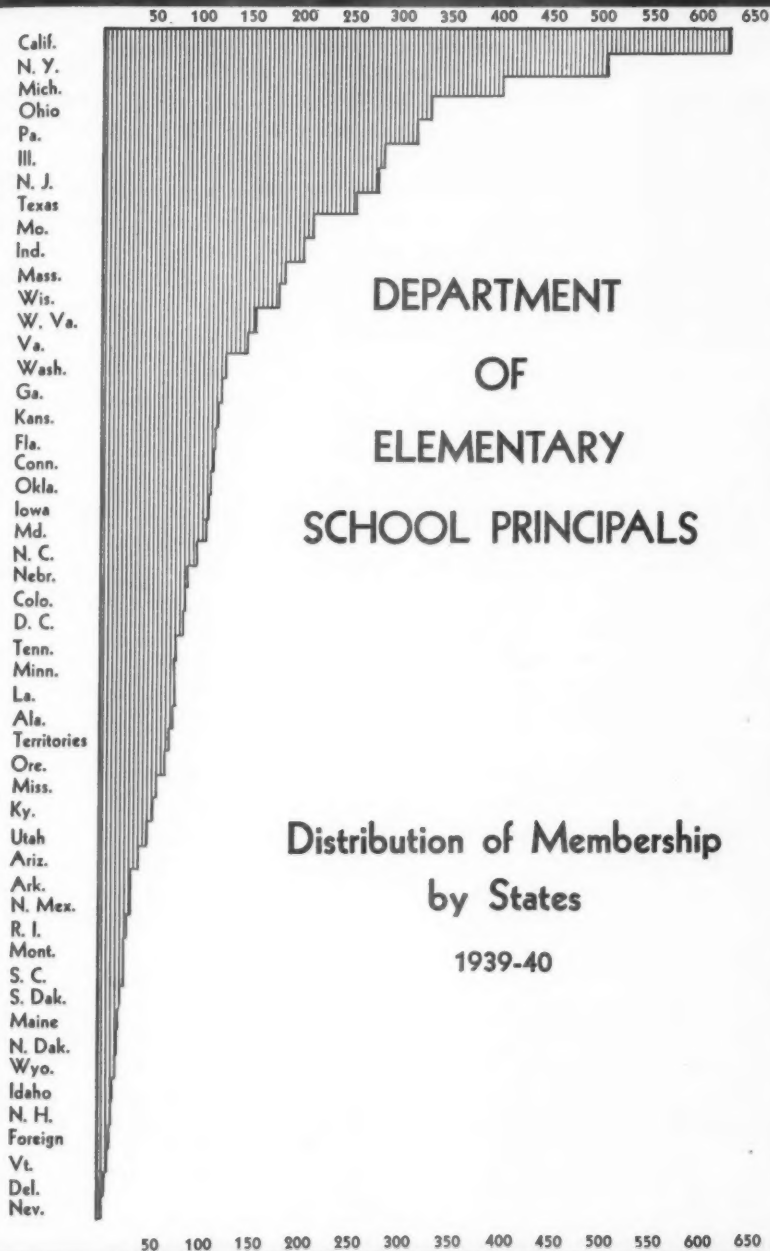
There is both joy and sorrow at the end of a school year and in making a report of a year's record; yet when the time rolls around we have to experience both of these emotions. Our joy at this time is to announce that the Department has reached another new high in membership. Today we have 215 life members and 5991 members, making a total of 6206. This grand record has been obtained through the diligence of our never-tiring Department Representatives.

Two other accomplishments have been made possible this year by this increased membership, namely, sending complimentary to every member the 96-page monograph on Visual Education, which was the report of the Visual Education Committee, and a News-Letter to the President of each club or association listed in the Official Record of the 18th Yearbook.

We are anxious for the membership for 1940-41 to go still higher so that we may give our members the reports of the Committees on Radio and Safety in celebration of our 20th year of progress.

Below is listed the membership of each state as it was on April 25, and the graph on the opposite page shows where each one stands.

STATE	REGULAR MEMBERS	LIFE MEMBERS	STATE	REGULAR MEMBERS	LIFE MEMBERS
Alabama	71	2	New Mexico	25	2
Arizona	34		New York	498	11
Arkansas	29		North Carolina	95	2
California	583	51	North Dakota	15	2
Colorado	82	1	Ohio	325	7
Connecticut	115		Oklahoma	110	2
Delaware	4		Oregon	60	4
District of Columbia	80	2	Pennsylvania	303	4
Florida	104	13	Rhode Island	24	1
Georgia	109	12	South Carolina	24	
Idaho	10	1	South Dakota	19	
Illinois	280	8	Tennessee	73	1
Indiana	187	16	Texas	244	12
Iowa	108	3	Utah	44	1
Kansas	119		Vermont	7	
Kentucky	52		Virginia	143	4
Louisiana	66	7	Washington	123	
Maine	18		West Virginia	151	2
Maryland	105		Wisconsin	168	8
Massachusetts	188	1	Wyoming	11	1
Michigan	394	8	Alaska	12	
Minnesota	70	4	Canada	8	
Mississippi	55	1	Hawaii	38	2
Missouri	208	5	India	1	
Montana	23		Iraq	1	
Nebraska	83	1	Philippine Islands	7	
Nevada	2		Puerto Rico	8	
New Hampshire	11				
New Jersey	264	13	Total	5991	215



DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Distribution of Membership
by States
1939-40

The Responsibility for Leadership Through Democratic Administration—The Key to Educational Reconstruction

R. Heber Richards,* Ohio State University, Columbus, Ohio



R. H. RICHARDS

Democracy, in my conception, is more than interaction and method. It is a way of living. The extent to which democracy functions effectively depends upon the extent to which its members participate in the process of redefining and reconstructing it. The attainment of this ideal requires genuine leadership based on a philosophy which is clear, well-reasoned, and critically formulated. It also requires the ability to translate philosophy into practice if one would be effective in creating and reconstructing a way of life dedicated to the common good. The leader who possesses clarity in philosophy and insight into practice occupies a unique position in relation to education at the present time.

Smith,¹ in discussing the concept of leadership in a democracy, uses the technique of contrast to clarify his point of view. He contrasts the leadership of prestige based upon authority, and the leadership of knowledge based upon facts. The former concept goes along with the notion of a journey aimed at a definite place, with a few who love the goal knowing the way, and confessing the duty of conducting the many willy-nilly to the glorious destination. The latter concept conceives life as worth living in its own right. We are living daily, and our chief need is for such a reformation of the content and conditions of our living that will enable us to appreciate it fully in the here and now. This position would seem to indicate that we need leaders in the process rather than guides to a distant goal.

Brim² has cited the necessity for a reconstruction of the concept of leadership in light of a scientific method and attitude; an attitude and method broadly interpreted to signify a liberated and disciplined intelligence which becomes a "way of life" applicable to all human endeavors. He conceives such a scientific attitude and democracy as being basically the same. The scientific attitude implies "fair mindedness" toward all pertinent facts. Democracy implying "fair mindedness" toward all human interests. . . .³

The elementary school administrator who realizes his responsibility for educational leadership, imbued with the spirit of the scientist, faces the issue with an open mind. Without bias or prejudice, with the facts available, and with due consideration for the values involved, he critically thinks through his problems in advance, in order that he may be able to guide his staff toward a respectful recognition of and insight for the problems at hand. He must see clearly many phases of a problem in a large perspective which considers all pertinent phases of the school program. He must likewise safeguard educational values. Since the

* Now on leave of absence from the principalship of Lincoln Elementary School, Huntington, West Virginia, completing the requirements for a Ph.D. degree.

¹ Smith, T. V. *The Democratic Way of Life*, University of Chicago Press, 1926.

² Brim, O. G. "Reconstructing Our Concept of Scientific Supervision," *Education*, Vol. LIII, June 1933, page 578.

³ Ibid.

school exists first for the children, even a tentative solution to a problem must evolve in a manner that will safeguard those educational values which combine to produce a harmonious, well-balanced, and functionally coordinated program of education.

Many educators believe the school program should be planned beginning with the nursery period to foster investigation, experimentation, research, and an attitude of scientific inquiry. Brim believes ⁴ the atmosphere and conditions most conducive to the development of a scientific attitude and method are indeed the optimal conditions for all learning. In a school where this concept of learning is entertained the teacher plays a vital role. The quality of administrative leadership will in a large measure determine the extent of teacher growth—growth as a person, in vision, in insight, and in skill consistent with the full implications of a scientific way of life. According to Brim, “such teacher growth comes only through teacher thinking.” ⁵ In the modern school abundant opportunities should be provided to challenge and stimulate teacher investigation and research. It is only through maximum teacher growth that we secure maximum pupil growth which is about the only valid justification for a program of public education. Under this concept the administrator becomes responsible for and a leader of teacher thinking concerning problems of education—i.e., problems of life.

One of the first steps in this process is the achievement by the teacher of a feeling of self-respect which is conducive to mental health and stability. This means a democratic atmosphere, or school environment, which surrounds and permeates the entire school organization; a place where teachers are free to exercise intelligent self-direction and responsibility; a situation where initiative, resourcefulness, efficiency, enthusiasm, and self-reliance abound. Classrooms become laboratories where new situations, novel forces, and relative values challenge teacher alertness, sensitivity, and intelligence. Decisions are made by a careful consideration of values, weighing of factors, and experimentally testing judgments. Only a mature, carefully analyzed, clearly reasoned philosophy will enable the administrator to create an environment conducive to such teacher growth. To inspire a teacher to dynamic growth in interest, an improved quality of judgment, adventurousness, sensitivity to values, insight, and in wholesome personality traits without the accompanying traditional approval seeking, commands a rare quality of leadership. It is a leadership which fosters, encourages, integrates and guides group thinking, group executing, and group conclusions in terms of educational values.

The successful administrator becomes a coordinator in cooperatively translating theory into practice. He will continuously, if he be truly successful, focus his best thinking and that of his colleagues, upon common problems and organize the results of this cooperative deliberation into a united program of action. He will, by every act and suggestion, stimulate cooperative thinking and purposeful action in the direction of defining, reconstructing, and realizing concepts of what education is.

(Please turn to page 222)

⁴ Brim, O. G. “Reconstructing Our Concept of Scientific Supervision,” *Education*, Vol. LIII, June, 1933, page 581.

⁵ Ibid. p. 582.



Faculties of Colonial and Siwanoy Schools, Pelham, New York Georgia Avis Coleman, Principal

(Editor's Note: The members of the Third Annual Conference on Elementary Education at the University of California last summer were asked to suggest school problems which they would like to have discussed. In checking the replies we find that 60 percent of the group asked for information regarding *Community Relations*. Georgia Avis Coleman, principal, Colonial and Siwanoy Schools, Pelham, New York, together with her faculties, has done such an outstanding piece of work, that we have asked her permission to present "The Outline for the Study of Pelham.")

Pelham is one of the lovely cities in Westchester County, New York, and Miss Coleman says that they expect within three years to publish a booklet about the town. The outline which follows shows the set-up of the study which is being made. One of the classroom teachers and a group of children took about 500 feet of movies to go with the outline. When the work is finally completed, the lay public will know about the schools; and the schools will know all about the town. There will be no problems in Pelham about *Community Relations*.)

OUTLINE FOR STUDY OF PELHAM

I. HISTORY

- A. Indian life
- B. First settlers
 - 1. Reasons for moving here
 - 2. Lives they led
 - 3. Work
 - 4. Shelter, food, clothing
- C. Gradual growth of Pelham
 - 1. Present day area, boundaries, population (percent of various nationalities)
 - 2. Important factors which hastened or retarded its growth
 - a. Boston Post Road development
 - b. N. Y., N. H. and Hartford R. R., Boston Westchester
 - c. Real estate booms and slumps
 - d. Depression
 - e. Expansion of N. Y. City

- (1) What "metropolitan area" means
- (2) What suburb means
- (3) Advantages of being so near N. Y. City
- (4) Effect on Pelham of such events as the World's Fair
- f. Growth of nearby cities and towns—Mt. Vernon, New Rochelle, Bronxville, Scarsdale, other suburbs. Advantages derived from being near these places
- 3. Future of Pelham
 - a. Apartments being built
 - b. Expansion of N. Y. City
 - c. Zoning and town planning
- D. Historical spots of interest in and near Pelham—Split Rock, Pell Tree, Pell Mansion, Christ Church, Wolfs Lane, etc.

II. FOOD, CLOTHING, AND SHELTER

A. Food

1. Stores supplying food and drink
 - a. How food supplies are brought from their sources to us
 - b. Cost of living
 - c. Chain store vs. independent

B. Clothing

1. Local stores supplying clothing
 - a. Source, manufacture, sales
2. City stores (N. Y. City, and New Rochelle, Mt. Vernon)
3. Kind of clothing needed in our climate

C. Shelter

1. General types of shelter in Pelham
 - a. Private houses
 - b. Community houses and two-family houses
 - c. Boarding houses and rented rooms
 - d. Apartments
 - e. Are all Pelham residents housed satisfactorily?
2. Trend away from big houses to small ones and apartments
3. Federal housing loans and subsidies
4. Building supplies—source, manufacture, sales

III. BUSINESS IN PELHAM (exclusive of that connected with food, clothing, and shelter supply)

1. Gas stations and garages
2. Movie houses
3. Drug stores
4. Stationery stores
5. Book stores
6. Toy and recreation stores
7. Fuel and ice companies
8. Flower stores and greenhouses
9. Dancing schools
10. Music schools
11. Hairdressing and cutting
12. Electrical shops
13. Plumbing stores
14. Hardware stores
15. Sanford Map Company
16. Taxi companies
17. Bank
18. Gift shops
19. Laundry
20. Restaurants
21. Antique shops
22. All kinds of repair shops
23. Paper delivery
24. Pelham Sun (weekly paper)

IV. NATURE

1. General climate

- a. Temperate zone
- b. Length of seasons
- c. Rainfall, soil, etc.
- d. Weather bureau

2. Animals in Pelham

- a. Wild animal life—laws governing its conservation
- b. Domestic animals—laws governing licenses, etc.

3. Birds

- a. All year round birds
- b. Spring and summer birds
- c. Winter birds
- d. Migratory birds

4. Flowers—most familiar types for different seasons

5. Trees—kinds most generally seen

6. Insects—helpful and harmful insects we know

7. Plans for beautifying the town

- a. Private owners' lawns and gardens
- b. Village esplanades and parks, parkways
- c. School planting and that of other public buildings
- d. Club planting (Homes trophy from Garden Section of the Manor Club)

V. GOVERNMENT

1. Village government and its duties

- a. Mayor
- b. Boards of trustees
- c. Village clerks
- d. Treasurer
- e. Police chief and department
 - (1) Traffic rules
 - (2) Safety regulations
 - (3) How to call a policeman
 - (4) Respect for law enforcement
- f. Fire chief and department
 - (1) Hydrant system
 - (2) How to call a fireman
- g. Street commissioner and department
 - (1) Garbage collection
 - (2) Cleaning of snow, leaves, etc.
 - (3) Clean Up Week
 - (4) Incineration
- h. Justice of the Peace—courts
- i. How are these officials paid, and how do they get their jobs?

2. Town government and its duties

- a. Town supervisor
- b. Town Board of Trustees

- c. Town Engineer
 - d. Town clerk
 - e. Tax Collector
 - f. How are these officials paid, and how do they get their jobs?
3. Education
- a. School board—duties
 - b. Superintendent—duties
 - c. Principals—duties
 - d. Teachers and other employees—duties
 - e. Business manager—duties
 - f. School buildings—how are they kept up?
 - (1) Use of building other than for actual classes—Community Singing, Club Meetings, Dramatics, Adult School, etc.
 - g. School budget
 - (1) How the money is raised, and what it must pay for
 - (2) Cost of education per pupil as compared with similar towns
 - (3) State aid.
 - (4) School taxes as related to actual use of school supplies
4. Town taxes
- a. Income, real estate, hidden taxes, gas, tobacco, etc. Compare to county, state, and national taxes
- VI. COMMUNITY ORGANIZATIONS—WHAT DO THEY DO?
- 1. Churches
 - a. Auxiliaries
 - b. Schools
 - 2. Country Club
 - 3. Manor Club
 - 4. Men's Club
 - 5. Lion's Club
 - 6. Charity Organization
 - 7. Woman's Exchange
 - 8. Service League
 - 9. Red Cross
 - 10. Boy, Girl and Cub Scouts
 - 11. Adult School
 - 12. P.T.A. (three objectives of P.T.A.)
 - 13. Holy Name Society
 - 14. American Legion
 - 15. Political organizations—discuss elections
 - 16. How we can help, even though we do not belong to an organization—Thanksgiving baskets, Christmas gifts, etc.
 - 17. Community Chest
- VII. MISCELLANEOUS
- 1. Water supply
 - 2. Electricity supply
 - 3. Telephone
 - 4. Telegraph
 - 5. Transportation
 - a. Trains
 - b. Trolleys
 - c. Buses
 - d. Taxis
 - e. Ferries and boats
 - 6. Post Office
 - 7. Health Services
 - a. Town health officers
 - b. Visiting nurse
 - c. School medical departments
 - d. Nearby hospitals and clinics
 - e. County and state facilities available
 - 8. Courts
 - 9. Places for recreation
 - a. Playgrounds and places nearby for swimming, games, etc.
- VIII. INTERESTING PEOPLE
- 1. Who are some of Pelham's important people?—both in community life and in the world at large?
 - 2. What are their claims to fame?
 - 3. How do they contribute to community life?
 - 4. Private collections and hobbies which would interest us all

WHAT'S IN THE WIND!!

Everyone wants to keep up with our great leaders in education and know what they know. Members of this Department for next year (1940-41) will have this opportunity, for in celebration of the 20th year of progress of the Department of Elementary School Principals, each issue of *The National Elementary Principal* will carry articles by men and women who are well known in elementary education. Some of these leaders who have agreed to write an article especially for us are: Drs. Mary Dabney Davis, William S. Gray, Nelle Haley, Paul R. Hanna, Maude McBroom, Worth McClure, E. T. McSwain, Beryl Parker, and Edwin Reeder.

Lest We Forget*

Aaron Kline, Principal, Pullman School, Chicago, Illinois

5. *The Scientific and the Human in the Teacher-Pupil Relationship*



AARON KLINE

The scientific in education has made rapid strides in recent years. Child psychology, experimental psychology, diagnostic testing, case studies, remedial procedures and adjustment service are a few of the topics now commonly discussed by every progressive teacher. So much emphasis has been placed on the scientific procedure in education that there is danger that the human side may be overlooked.

Child life is not one bed of roses as most writers would have us believe. The fears and worries of childhood are serious and loom large in the children's lives as does business, society, money and war in the lives of adults. The scientific presentation of a reading lesson, or a history lesson may miss its goal with some child because of an emotional disturbance that does not appear on the surface. The teacher who does not realize the importance of the human side of teaching and who does not have the confidence of that child will never know why that child failed to get what was intended in that lesson.

The teacher who is human enough to get the confidence of the children will realize how serious, little things to us, are to the child. A child emotionally upset by some fear whether real or unfounded will not respond to educational activities whether scientific or not.

The teacher who takes time from her scientific teaching to listen to the children's troubles will be remembered in after years by the children. The teacher who dismisses them with a wave of the hand or a sarcastic remark will soon be forgotten. The teacher or the principal who forms a habit of seeing a problem from the child's point of view or from the family's point of view is more likely to decide justly and secure the cooperation so necessary for successful work on the part of the child. "Take time to be human" is a motto that should be hung in every teacher training institution.

To be human is not to be sentimental. It is to be kind, considerate, to help, to encourage. It is to cultivate the confidence that loosens the child's tongue so that the teacher knows what he really thinks. To be human makes teaching a joy to the teacher and a never to be forgotten experience to the child.

All great teachers have been human first and then scientific. They have sought to help, to encourage, to allay fears, and to inspire self-confidence. The greatest teacher of all time spent his time among those whose needs were the greatest. He seldom condemned but first of all showed the disciple that he understood and then helped the faltering to see a better way. He who teaches seeks to guide a human soul. He must not forget that the relationship is first of all human. Two personalities in fellowship, one who has traveled that way kindly guides the other. "Take time to be human."

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

Wilson (Continued from page 205)

process of compromise, conference, debate, search for pertinent facts, plebiscite, and co-operation, as contrasted with the use of force."

Problems Facing our Schools—What are some of the social, economic, and political problems of the twentieth century living in America and the world with which our public schools must be increasingly concerned and for which education must make definite and thoughtful provision? Are the schools as organized today producing the kind of intelligent, tolerant, efficient, fearless, honest citizens which society has a right to expect of them? What is the real function of public education? Is the major responsibility of education to the individual or to society as a whole or to both? How can we best organize our courses of study, our teaching techniques, and our problems of educational administration so as to produce the kind of boys and girls that the ever-changing society of tomorrow will need to build a happier, a saner, a more intelligent, a more human world in which all people everywhere may live and work and play with all their fellowmen at home and throughout the world intelligently, happily, understandingly, sympathetically, helpfully, tolerantly? These are but a few of the grave problems which education and educators must face today and solve tomorrow or else dictatorship, autocracy, ignorance, force, and the worst form of demagoguery may be enthroned in America as it has been in so many other parts of the world, to crush the individual, desecrate human personality, and crucify all that is good, and fine, and human in civilization. Make no mistake about it, "It can happen here." The school teachers of America are the real guardians of liberty and democracy. God help America and the world if we fail in the great task that is before us.

The day has passed when one may interpret education to mean textbook education, classroom education, or even school education. As the circle of contacts has multiplied many times over, we, in the field of education, often find our finest efforts nullified, our school room ideals reversed, our educational hopes blasted, and all that we've tried to build up and develop in our boys and girls torn down and trampled to earth by a society which too often does not seem to understand and at times does not seem to care. The radio, the moving picture, the street, the playground and the "gang", all must be considered an integral part of the problem of education. With a comparatively small proportion of the child's time actually spent in the classroom and under the direct influence of the school, we are coming to a realization of the fact that the scope of the school's interest must widen to include all those activities and contracts of the child, wherever he may meet them, which tend to modify his subsequent behavior and attitudes, whether for good or ill. No longer can we justify the attitude of the old school which took the position that its only concern was with the child while he was within the four walls of the school building. Some of the best and finest lessons learned by the child, are learned from incidental and accidental experiences entirely outside the school. And some of the most damaging and soul-warping influences are those which come to childhood because intelligent adults, our "best citizens," do not take thought of the dangers which lurk, sometimes all too innocently, just around the corner, on the playground, at the movie, or at home sitting quietly in front of the radio.

The School's Concern—The school must concern itself with every influence or experience which would mold the plastic clay of childhood. It must understand and appreciate the fact that no two children—even though they be from the same family—have had or can have identical experiences. Each is an individual, different from all the rest; and, as a unique individual, his reactions will be different; his needs will reflect his individual background of heredity and experience; and the educational plan set up for his personality and intellectual development should be "tailor-made" to the most accurate measure of the individual child, which it is humanly possible for us to make. Whether it be in the teaching of subject matter—the schools of learning, or in the teaching of ideals, attitudes, points of view and interests—the tools of living, the school must recognize and accept its responsibility as the major positive influence in the building of better childhood. We have come to recognize generally in these days, that every child is the product of all his experiences, influences and heredity, good or bad, which have touched him at any point in his life. "The school is not set apart from society on an academic hill," says the "Unique Function of Education." "Teachers are more constantly and intimately associated with, or a least brought into con-

tact with, things great and small in American society, high and mean, than the members of any other profession, public or private. They must grapple with the distempers which society and individual conduct generate, while seeking to preserve and to disseminate the best that is in its culture. The schools deal with the enduring stresses of human life, as well as with its enduring values."

It is a trite saying, but one which those of us in the field of education need to emphasize to ourselves over and over again, that the "business of the school is to teach the child not what to think but how to think." There is no other way to teach children how to think about the problems of life in the world about them except as we make it possible for them to discuss and live these "live" problems in their classrooms. Our children must be made to feel their share in, and responsibility for, the solution of the problems of the school, the community, and the world about them. They learn to become efficient citizens only by exercising their rights and privileges and responsibilities as citizens—now, today. Democracy in America will be safe only so long as its citizens are intelligent in meeting its problems and its issues. America today needs, more than any other one thing now, an intelligent, aggressive, independent citizenry willing and able to think through the problems of government, industry, finance, and personal relationships, as these affect the welfare of the world, and to arrive at sound and sane conclusions regardless of what those particular conclusions may be or how far they may deviate from the traditional thinking of yesterday. We must train our present generation of children and thus bring our citizens of tomorrow up to the point where they will be as willing and as intelligently able to break the shackles of tradition in social thinking and democratic living as they are to discard the old and accept the new in invention and discovery in the field of science. Democracy, here and now, if it is to be saved in our world, needs honest, intelligent, careful re-thinking followed by fearless, courageous, trail-blazing social and political action. The gravest danger to your government and mine today, and the most alarming and menacing influence loose in this war-mad world today, is *not* to be found in the honest citizen who arrives at wrong conclusions as a result of an attempt at intelligent thinking, but the real threat to the ideals of democracy in our nation and throughout the world comes from that citizen who arrives at conclusions (whether they be right or wrong) as a result of no thinking whatever. This, then, will be the major responsibility of the school of the future, to develop an interested and informed citizenry, intelligent enough to think through the problems which the next generation must face, and courageous enough to break the shackles of blind tradition, and blaze new social trails through the wilderness of a highly complicated and unbalanced human society to the end that each future generation may build a better, a finer civilization than any which has preceded.

Unless and until our schools are able to meet this high social challenge, education will "become as sounding brass, or a tinkling cymbal" and civilization and democracy will be recorded as the forlorn hope of a disillusioned people. Education in these days ahead must either improve the quality of human living and build a saner, a more intelligent, a more human world, or it will go down to inglorious defeat in its contest with materialism and scientific efficiency. Man has failed through his own brilliant successes because his social insight and understanding have not kept pace with his scientific successes. Notwithstanding a potential productive power almost staggering to the human imagination, we find more than ten million people in America unemployed. Hundreds of thousands of our citizens are ill-clothed, ill-housed, and ill-fed and all this in a land whose natural resources and capacity to produce the necessities and even the luxuries of life as well as unequalled throughout the entire world. Hungry, shivering children, pale, weak, and wan, sit before us in our classrooms. Poverty, hunger, crime, and disease stalk about our land.

There is a positive and clearly-defined relationship between the social background and family income and the amount of education which the children of a family receive. It has been estimated that 50% of the children born in a recent year (1935) in the state of Michigan were born to parents who were then on relief. The Society for Curriculum Study in one of its recent publications has estimated that the families in the United States having annual incomes under \$2,500—which comprise over 70% of our population—have less than half the medical, dental, and eye care which they actually need. And here is an alarming statement of fact, packed with the most dangerous social dynamite. I quote from page 70, "How Fare American Youth" by Homer P. Rainey: "In New Mexico a third of

the fatally sick die unattended by a physician. — Facilities (health services) and practitioners are distributed (throughout the country) not according to need but according to the ability of patients to pay." This is not necessarily an argument for social medicine. It is a fact with which those of us working in the field of education must be vitally concerned. Make no mistake about it, you cannot educate a sick child.

As a part of this same picture let us consider the educational and social implications of the fact that "Big houses have little families, and little houses, big families." And a corollary of this might be stated somewhat as follows: Low incomes mean large families; large families, on the whole, secure poor education for their children and poor education results, in turn, in low income for the next generation. And here you have a vicious circle of economic and educational determinism, which tends to set a dead-level of educational attainment and economic status. The same gross inequalities of opportunity for education which exist as between individuals born into different economic levels, exist, in a like manner and perhaps to an even greater degree, as between different communities within the Nation, and different nations throughout the world. For example, it has been stated in "Human Resources" published by the American Council on Education, pp. 55-58 that: "In urban areas (1931-32) one school child in four was attending high school, while in rural areas only one in seven of the school population was in high school. The difference is a product primarily of difference in opportunity rather than difference in native ability or even in interest." And here is practically the same statement from the pen of Dr. W. H. Gaumnitz, of the United States Office of Education, published by the Department of Rural Education, National Education Association, February, 1934: "It is believed that for the nation as a whole the figures cited . . . show that nearly half again as large a proportion of the city children are enjoying the advantages of high school education as rural."

"Am I not my brother's keeper?" in the matter of furnishing equal educational opportunity to every child in America? What is equal educational opportunity and how can it be furnished to all the children of our land? We have heard a great deal in recent years and we shall hear a great deal more as time goes on, about the equalization factor in educational finance, Federal Aid to education, and "collecting the taxes where the money is and spending it for education where the children are." It would seem to the writer that no one who contemplates for a single moment the mobility of population could question the soundness of some form of Federal and State aid to the poorer school districts of the nation. We cannot afford to permit local poverty anywhere to cripple education and limit educational opportunity. The welfare of "the least of these" must be made the concern of all. It has been said, for example, that the state of Mississippi would be wholly unable to support a school system remotely approximating that of some of our more prosperous states, even if she were to spend for the operation of her schools alone every single cent of tax money collected within the state and leave all other public governmental and social services entirely without funds to operate. And every single one of us can point to illustrations of like disparity in ability to support education as between different school districts within a single state or even between two different communities within the same county.

And here is one of America's gravest problems. What shall we do about the boys and girls, the young men and women between the ages of 16 and 24, an estimated 20,000,000 of them in 1930, who have completed their formal education and are out looking for jobs which are not to be had? In a recent study of Connecticut high school graduates (1931-34), out of a high school from six months to 2½ years it was found that as high as 58% in some sections had been able to find no job whatever following high school graduation. In an Iowa study of 1,000 rural high school graduates who had been out of school on an average of 3¼ years the report was even more alarming. Fifty-six percent of these young men and women had not yet found any regular employment after 3¼ years of search. What is happening to the spirit and the souls of these millions of hopeful but disappointed youth? Can society afford to let them drift? Can we afford to dismiss them from our thinking and let them shift for themselves? Of a group of 13,528 such youth (age 16-24) studied recently in the state of Maryland and reported in "Youth Tell Their Story," 57.7% listed "economic security" as the major problem of youth today. And what tragedies lie behind these replies no one will ever know. No price, in the opinion of this writer, would be too high for society to pay for the proper economic and social adjustment of this great body of splendid American

youth. I believe the time is not far distant, and may God speed the day, when every boy and girl in our land, regardless of race or creed or economic status, will be offered and it will be made financially possible for him to receive, not only four years of high school training with a curriculum fitted to his own individual needs, capacities, and interests, but that society will assume responsibility for the further education of all youth.

Free Education—We have always referred to our system of public education in America as a system of free public schools. Your speaker has long held that the mere provision of free tuition and even free text books and supplies in our public elementary and high schools does not constitute a system of free public schools but he has hesitated to pronounce such revolutionary doctrine for fear of being accused of economic and educational heresy. How can we say that we have free public schools, when hundreds of thousands of boys and girls—young men and young women, the very flower of American youth—are compelled to drop out of, or are never able to enter, our colleges, high schools, and even our elementary schools because of the cost of other necessities of schooling besides the tuition. Is it Utopian to predict that the day will surely come in America, and come it must if we are to save youth and preserve democracy, when the state, through some form of individual endowment or financial grant, will make it possible for every youth who has the interest and the ability, to complete four years of technical, academic, or professional training beyond the high school? "Effectively free schooling requires more than free tuition," writes Dr. John K. Norton in "Education and Economic Well-being in American Democracy"—the latest publication of the Educational Policies Commission, which the present writer recommends to you as very much worth your reading. "It means," he continues, "that food, clothing, medical aid, and shelter will be provided if the lack of such provision will keep one from school." Nothing short of an educational philosophy as broad and as deep and as human as this can save democracy in America.

May the public schools of tomorrow, your dream and mine, build a bridge safe and sound and true, over which the childhood of the future may travel to a land where there is no poverty, hunger, and crime; a land where tolerance and sympathy and human understanding make all men brothers; a land where the carnage of war shall be known no more and men and nations shall know each other and understand and peace shall reign forever; a land where the unbalanced world shall become balanced and democracy shall guide the hand and heart of all humanity.

Education is always facing the sunrise of a new day, a higher hope, the dream of a finer civilization, a more human world. Let us not forget that the principal holds the key. His is the responsibility and high privilege of a master builder of human lives.

These words from Percy R. Haywood's "I am Tomorrow," summarize in a fine way the spirit with which those in the field of education must face the future, for a balanced world:

"I am Tomorrow.

I belong to the teacher.

I gather up all the mistakes of yesterday and hold them before the eyes of forward-looking men and say, 'Behold, in me all things are to be made new.'

I have tried in many ways to build a new world, but all my plans have failed.

Business and prosperous 'Good Times.'

Wars and Death

Plans that depend upon Force and the thud of the Mailed Fist.

All these have failed me.

But today I look to childhood and youth as my last and

only chance to become what I ought to be.

And to the teachers of the world I turn my face in eager yearning for what they will do for me.

I am Hope.

I am Courage.

I am a new buoyant Faith.

I am Tomorrow."

Hodges (Continued from page 207)

How Could These Specialists Help?—Miss Holmes gave Bill additional tests besides the annual routine ones. On February 13, 1939 she administered the Stanford-Binet test (old form) and checked it by giving the Revised Stanford-Binet test Form L. The results of the two tests were as follows:

	C. A.	M. A.	I. Q.
Old form	9-8	8-5	87
New form L	9-8	8-0	83

Miss Holmes says in part: "I should say that an average of these two is a good measure of that type of intelligence which is measured by this test. From an analysis of the specific responses I should say that Bill is quite typical of a boy with an I.Q. of about 85 and a mental age of 8-0 to 8-5. His responses were fairly normal for his life-age in language comprehension, in spontaneous interest in number and ordinary things in his environment, in form and in rote memory for numbers. At his own age level he comprehends concrete tasks and carries out commands in practical situations.

"He registered at seven and eight year levels in the more abstract situations such as (1) association of ideas on the basis of similarities and differences; (2) comprehension of absurdities; (3) reasoning as to relation of cause and effect even in familiar situations; and (4) association of ideas involving sentences, words and stories.

"He registered above his life-age in situations dealing with special relationships and forms.

"All of this means that Bill probably will make very slow progress in academic work, that he will work best under close supervision and much individual guidance; and that his most satisfactory achievements will be in those fields which require manual manipulations resulting in tangible evidence of accomplishment.

"Other observations resulting from the test situations are (1) that Bill is quite suggestible and inclined to conform to the situation at hand; (2) that he is fond of animals; (3) that he has a fine attitude toward school and teachers; and (4) that he is anxious to please those with whom he is associated at the moment.

"In order to get some idea of Bill's reading status I gave him two types of the Gates Primary Reading Test. His average on these two types was 1.62 with a reading age of 6-9 which is below the expectation for his mental age. My recommendations with respect to reading are (1) that further diagnostic and remedial procedures be applied; (2) that Bill be placed in a group apart from a younger, brighter sister; and (3) that, if possible, he be given opportunities to do worthwhile things with his hands and to care for animals."

Dr. Hart Reports on Bill's Health—"Bill is a moderately well nourished boy of nine years of age. His height is four feet, one inch, with a weight of sixty-four pounds. On first observing him, one notices that he is quite attractive, skin fairly dark, eyes and hair dark; he walks briskly, his eyes are bright, and show an alertness found usually only in normal children. He approaches the examination table without hesitancy, and apparently with no misgivings or fears. He cooperates in answering questions quickly without a lot of unnecessary remarks, as we find in so many children.

"On physical examination, we find conditions normal with a few exceptions, such as: A slight retraction of the left ear drum, a slight hypertrophied condition of the mucous membranes of the nose, moderately enlarged tonsils, and six teeth with definite caries, three of which are abscessed. There are no particular recommendations as to his physical condition, with the exception of the teeth. Three of these teeth were extracted February 7, 1939, and the other three on February 9, 1939. His demeanor in the dental clinic was most outstanding, we felt. Large numbers of children come through our dental clinics, and we feel that when we say a child's demeanor is unusual, it is a distinct compliment to the poise and self control of an individual child. Many adults would have quaked at extraction of this many teeth within such a short interval of time. And it is to be remembered that these were molars.

"It is my opinion that the difficulties arising in the case of Bill are sociological and financial."

The Home Situation is Described—Mrs. Rice visited the mother in the home several times. She became fairly well acquainted with the younger children who ranged in age below

Bill as follows: ages eight, four, three, and one respectively. In addition to the father and mother there was a paternal grandfather who lived in this small and very crowded home. All these people lived in two small rooms.

In substance the mother seemed happy, blames no one for her condition, and is optimistic. Mrs. Rice never saw the father but found that he works intermittently as a truck driver. He seems to love his children but is probably a little harsh in dealing with their misconduct. The family moved from a small town in Oklahoma less than a year before, and Bill has not yet established himself firmly into any social group. He attempts to steal and divide with his associates to establish himself in the group.

Dr. Brown Has a Talk with Bill—We are all anxious to gain Bill's confidence and to give him more confidence in and stability with his group. We make a special effort to speak to him and talk with him often. Dr. Brown, after getting acquainted with Bill gave him some personality tests to learn some of his likes and dislikes as well as some other tendencies in his philosophy of life. The results of these tests indicated that Bill loved and enjoyed his family but feared the wrath of his father on occasions. He respected teachers and thought school was fine but was slow to achieve. He was quick on his responses but not always consistent.

Dr. Brown says finally: "Bill is an example of a child who tries to buy recognition from his teacher and his classmates and evidently feels insecure and inadequate in the school situation." We immediately began to look for possible causes for such feelings in Bill's relations with his environment, and in the child himself. We felt that the thing he needed most was a chance to experience success, and to achieve recognition in some natural way. This, we thought, would be the first step in building up in the child feelings of self-respect and self confidence. Once having these, he would no longer need to lie or steal to get status with his group. We suggested: "(1) that a friendly visitor trained to work with parents call at the home to counsel with Bill's mother about home guidance; (2) that Bill be given an allowance, however small, and taught to use it; (3) that Bill be re-introduced to the Community Center where he would have special opportunities to continue some craft work in which he was interested; and (4) that he have some special help in reading."

We were Assisted by Specialists Outside the School—Miss Pye agreed that children such as Bill must in most cases be given material aid before much can be done that will be of permanent value. We were able to get more food and clothing for Bill, and we did what we could to give him a chance to make his own money. There is not much anyone can do for this type of children's maladjustments in most cases as long as they are hungry and poorly clad.

Miss Titus says that much can be done for such children if we can give them something to do during their leisure time. Bill had belonged to various activities in the community center, but he had had friction because his playmates said he would steal. Miss Titus thinks there is a definite need for parent education in this family, for even the mother shows a tendency of dishonesty.

Mr. Chapman was very understanding and sympathetic at all times and on many occasions attempted to help him. In fact, each member of the group was willing to do anything possible that would help Bill in any way, and the teachers in his school have done every thing in their power to improve his chances in life by helping him help himself. There is much, however, that remains to be done to help Bill return to the activities of the normal group, but we hope we have done a few things that will help him.

What are Some of the Things We Have Accomplished—We have had some of Bill's teeth pulled and are watching for other things to do to keep him in good physical condition. He has been placed in another section of the second grade so he would not be in the same room with a younger and brighter sister, and we have cooperated in getting him a job selling magazines. We give him more attention on the playgrounds and constantly seek chances to cause the other children to accept him as a regular member of their group. We have partially succeeded in getting him to drop his older associates who have encouraged him in stealing because they had received part of the loot, and he is encouraged to come to the office and talk with us at any time.

Bill Must Be Guided Constantly for Many Years—We are optimistic about the ultimate outcome for two reasons. First, Bill is young enough to overcome with guidance his deficiencies in his personality. Second, he has definitely improved up to this point.

Many of you have probably had similar experiences to this one, but maybe there is some idea indicated here that might help some one help some child along the way. These children need some one to love them, work with them sympathetically, and help them with material aid. In most cases they do not need harsh treatment.

Richards (*Continued from page 211*)

Administrators need to be aware of and sensitive to some of the difficulties one encounters in attempting to cooperatively inaugurate a program of democratic leadership. When one considers historically the role of the American teacher, he recognizes the fact that our elaborate systems of administrative organization are indicative of the fact that too little confidence has been placed in teachers and in their ability to assume responsibility for their own activities. Low certification requirements have played an important part in permitting meagerly trained people to assume responsibility for which they were inadequately prepared. An elaborate system of direction and supervision was set up in order that those employed to teach might function at all. And, in many instances, this complicated system of supervision would seem to have been necessary. The principal of an elementary school even today, in many communities, is merely a manager. Too often he has been selected upon the basis of his cleverness in his social contacts; or upon the basis of his willingness "to keep the machine well oiled;" or as a reward for long and "meritorious service." Often he has been a successful teacher in the secondary field for which he had been prepared, and it is assumed that he will be relatively successful as an administrator at the elementary level. The principal, who should become the professional leader, too often becomes a routine organizer depending upon the prestige of his office for authority to manage and direct the activities of the school.

With this heritage in administration and supervision of educational practice, the sincere leader often finds himself surrounded with a group of more mature teachers. As a rule they are admired and respected by the patrons; they have given years of "faithful and valuable service"; they use, in the main, the techniques they acquired in normal school; many of them have secured life certificates; most of them have very little income in addition to a teaching salary; practically all of them have some dependents; they look to and expect the principal to tell them *how* and *what* to do; and, strange as it may seem, they appear, in many instances, to be happy and satisfied with their lot.

Supervisory officers—superintendents and assistants—often present a problem by handicapping the democratically and experimentally-minded professional leader. Courses of study are usually distributed and principals' meetings often consist of a series of routine instructions. One is usually engrossed in a veritable barrage of uniformities to which every unit in a system is expected to conform. One is expected to use uniform textbooks; report cards; promotion policies; standard tests; techniques; even school hours, dismissal times, and tardy bells are often required, as well as uniform crayon, paper, pen points and other educational supplies.

The school buildings themselves, in many localities, retard, if not actually prevent, the use of informal democratic procedures. Built as permanent structures at great expense they have become monuments to an undesirable formal type of education and are a liability from a more desirable point of view.

Dean Melby⁶ in discussing this problem maintains it is probably not an over statement to say that the average American schools are, in practice at least, twenty years behind our most forward-looking theory. Foreign visitors who come here to see the educational innovations in this country have difficulty in finding the features concerning which they have heard so much. We know a great deal about individual differences in children, yet everyone knows that our instruction violates this knowledge in wholesale fashion. We have accumulated a

⁶ Melby, Ernest O. *The Teacher and Society*, Appleton, 1937, p. 122.

considerable body of information concerning child growth and development, yet every one who is intelligent about educational activities knows that our ordinary school practice, on almost every level, is in direct conflict with our knowledge of the child. Taken in the aggregate, this apparent lag between theory and practice in education constitutes a rather severe indictment of our elaborate and expensive machinery for educational administration.

We are no doubt experiencing the most complex and challenging social problems which the world has known. It is unthinkable that the school should continue to ignore social and industrial progress and permit educational progress to lag a quarter-century behind. Yet we see evidence on every hand that education has failed to meet the issue. Dr. Boyd H. Bode⁷ continues to insist that even with its dynamic, forward-looking leadership, the progressive education movement has failed to provide a well-articulated educational program committed to the democratic ideal. And when one surveys the operation of our present plans for effective educational leadership he finds a disturbing, if not alarming, situation. Many are at a loss to fully understand the seemingly apathetic attitude of administrators in general toward a functional plan of action. After critically and carefully searching the educational literature one realizes with even more conviction that pioneering needs to be done in reconstructing a functional educational program.

Many forward-looking and social-minded educators are committed to the idea that the public school will function effectively only to the extent that it becomes an experimental laboratory where children become a part of the democratic way of life through practicing democracy by living democratically from day to day. Many students of the problem are also convinced that it is one to be solved by a more functional type of administration; and administration not only more capable, but one which is more interested and more willing to act. We need to re-examine our educational principles; re-orient ourselves in terms of a functional social philosophy; and re-dedicate our efforts to assist in providing a type of democratic and scientific leadership which harmonizes more closely in character with the accepted purposes of the school in a constantly emerging democratic social order.

NORTHEASTERN REGIONAL CONFERENCE

Classroom Teachers of the Northeastern states will hold their first Regional Conference at Yale University, New Haven, Connecticut, on Saturday, May 25, under the sponsorship of the N.E.A. Department of Classroom Teachers. All teachers, principals, superintendents, members of boards of education, and representatives of the press in the following states are invited to attend: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and District of Columbia.

The general theme will be *Teacher Relationships*. In the morning the delegates will have their choice of six working conferences and in the afternoon they will assemble in famous Woolsey Hall on the Yale campus where a summary of the morning conferences will be presented by the chairman of these discussion groups. Following this a number of outstanding speakers will address the Assembly. Mrs. Mary D. Barnes of Elizabeth, New Jersey, northeastern regional director of the Department, is in charge of the conference.

A printed folder giving further information will be sent upon request. Address N.E.A. Department of Classroom Teachers, 1201 Sixteenth Street, Northwest, Washington, D. C.

⁷ Bode, Boyd H. *Progressive Education at the Crossroads*, Newson, 1938.

Thoughts!!

Do not attempt to do a thing unless you are sure of yourself; but do not relinquish it simply because someone else is not sure of you.—Stewart E. White

Education is: to be at home in all lands and all ages; to count Nature as a familiar acquaintance and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket, and feel its resources behind one in whatever task he undertakes; to make hosts of friends among the men of one's own age who are the leaders in all walks of life; to lose one's self in general enthusiasms and co-operate with others for common ends. . .—William DeWitt Hyde

We should try to succeed by merit, not by favor. He who does well will always have patrons enough.—Plautus

Every man I meet is in some way my superior; and in that I can learn of him.—Emerson

To give birth to an idea, to secretly cherish it, to develop it and live down opposition to it, is a fair life-work.—John Wanamaker

Life is so brief. There really isn't room for bitterness—or time to give it attention. There is everything fine and noble to that adage about its being "divine" to forgive. There is also divinity in just forgetting. We can always, with great safety and dignity, afford to overlook most of the slights, unintended injuries and misunderstandings. It is so easy to be kindly, considerate, tolerant and understanding. Energy is a precious commodity—too precious to waste in ill feeling and imagined injuries. Munch bitterness and you put evil poison into your veins where good clean blood should flow.—George Matthew Adams

I don't believe for one minute that everything we have gained in thousands of years of experience can be wiped out in one disaster. Man has used his ability to think to create the present situation. He has not lost this accomplishment and will, as a matter of course, think himself out.—Charles F. Kettering

In our candid moments we acknowledge that it is most unwise to try to live more than one day at a time, that the best achievements are wrought through patience and application. We see the foolishness of crowding into today the failures of yesterday and the possible disappointments of tomorrow.—Grenville Kleiser

A man is never astonished that he doesn't know what another does, but he is surprised at the gross ignorance of the other in not knowing what he does.—Haliburton

Civilization by now has become the spiritual blood of vast portions of human kind, without which it cannot live. Depression, yes, but not destruction. And when eventually the skies clear again there may well be expected a spiritual rebound that will compensate for the losses.—Dr. Ales Hrdlicka

MEETING SPECIAL NEEDS

OF THE INDIVIDUAL CHILD