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The NATIONAL ELEMENTARY

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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.

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The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover of this bulletin is the beautiful statue of John Marshall, former Chief Justice of the Supreme Court of the United States. This statue is situated in back of the United States Capitol Building.

Education
direct

The National Elementary Principal

Volume XX, No. 1

October, 1940

COMING EVENTS IN MINIATURE—

PRESIDENT ISABEL
TUCKER, St. Louis, Mo.,
has asked that the 1940-41
programs celebrate the De-
partment's Twentieth Year
of Progress.

DR. CARROLL R. REED,
President of the A.A.S.A.,
is preparing an outstanding
convention program for
the Atlantic City meeting
—Feb. 22-27, 1941.

AS AN ANNIVERSARY
offer the officers of the
D.E.S.P. are allowing
Headquarters to sell, to
1940-41 members *only*, the
Yearbooks of the Depart-
ment, from the 5th through
the 11th, at 50¢ per copy.
There have been many re-
quests for Yearbooks so as
to complete professional
libraries. Here is a real
opportunity! First come,
first served, for we have a
limited supply.

"EDUCATION FOR
COMMON DEFENSE" is
the theme for the American
Education Week—Nov. 10-
16, 1940.

"RADIO IN THE
SCHOOLS", a report of
the Radio Committee of
the D.E.S.P. of which Jane
Monahan, Public School,
No. 92, The Bronx, New
York City, is chairman,
will be sent complimentary
to all 1940-41 members of
the Department as soon as
it is completed.

What Shall I Wish Thee?

What shall I wish thee for the coming year?
Nine months of dream-like ease? no care? no pain?
Bright autumn, mild winter, spring without rain
Of bitter tears? Wouldst have it thus, my friend?
What lesson, then, were learnt at the year's end?

Ah, would my wishes were of more avail
To keep from thee the many jars of life!
Still let me wish thee courage for the strife—
The happiness that comes of work well done—
And, afterwards, the peace of victory won!

—Anon.

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necessarily those of the Department.

National Defense

Begins in the Kindergarten

"As the twig is bent so the tree will grow" is an adage centuries old but it is as true today as the day it was written. As the school doors swing open and children enter, it is the duty of every teacher and principal to see that the cultivation of enduring loyalties, mental attitudes, and spiritual values, as they affect every aspect of our American life, are taught. Love of American ideals is of major concern. Educators have a moral as well as a patriotic obligation in seeing that the children of our elementary schools of these United States love their country; in providing experiences to honor the American flag; and in redoubling their efforts to teach enduring loyalties which will help preserve the fundamentals of democracy.

Let's teach democracy as we have never taught it before! Let's teach patriotism as it has never been taught! Let's make the children of these United States of one mind and let that be preservation for this beloved land of ours now and forever. This can be done and the elementary school principals can and will do it!!

Good old-fashioned hard work *now* by every one of us will make this nation secure; for besides teaching our youth to read, write, spell, and "figure" we must also teach him to be a useful citizen with Christian ideals.

Our Country — Our Flag

Isabel Tucker, President, Department of Elementary School Principals,
and Principal, Festus J. Wade School, St. Louis, Missouri

The Star Spangled Banner
O long may it wave
O'er the land of the free
And the home of the brave.

Sir Francis Scott Key.



ISABEL TUCKER

What a hectic beginning for our school year 1940-1941! Never before in the history of education have we embarked on the good ship "Education" into a sea filled with so many social, economic, and political problems.

True, citizenship has been a significant part of all elementary school curricula. Most of the teaching of the subject in the past, however, was the organization, management, and interpretation of government. This year it is a more active citizenship that *must* be taught and thus into our educational vocabulary enters "A Citizenship Workshop." In this workshop the youth must get a deeper understanding and love of the fundamental principles of a society in which the government has its source in the people, conducted by the people, and is for the welfare of the same people.

Teaching the American youth, from Kindergarten through the grades, what our fine institutions and our individual liberties mean to our welfare, and how they are guaranteed to us, is far more vital today than the teaching of structures or mechanics of government.

Public schools are the only places our citizenry knows. Look at the place designated for the people of the community to register—the school; where do they go to vote—the school; what divisions are made of a city or county—the school district. The school functions in almost every conceivable way with regard to our people.

The elementary principal must be aware of the dangers to this citizenry of these United States of America and plan the curricula that the youth will not be carried away by propaganda, slogans, shibboleths, but in this curricula there will be developed in each individual inner defense of the American way of government and life.

Let the principals of this vast country reaffirm their faith in our democracy, be outstanding democratic leaders and, most of all, see that those pupils who are under their guidance are imbued with enthusiasm for rational liberty so thoroughly enjoyed by us in America. Let them see that this liberty is continued to be enjoyed for many years to come so that the youth of this country, by the fruits of their own efforts, will make the United States of America a land of intelligent, healthy, happy, and patriotic citizens.

"From the mountains, to the prairies,
To the oceans white with foam,
God bless America,
My home sweet home."

Irving Berlin.

THE TEST OF AMERICANISM*

"The time has come when we must make a choice. We can either resolve to protect our temples of liberty, or we can go blindly along believing that all is well. If we follow the latter course, we will some day find our liberties suddenly blacked out by the tyranny of a foreign dictator."

"Mere lip service to the letter of our democracy will not suffice. We need understanding and we need a renewed dedication to the spirit of liberty. This will not be easy to do. For a people to remain free, they must be courageous, self-reliant, willing to face the storms of life. Liberty is for the strong in spirit—not for the weak."

"The American way of living will endure only if it is proved to be efficient. The beauty of its ideals and the wisdom of its conduct will be safe only when we demonstrate the ability to function better than bloody-handed dictators. This we can do only through self-sacrifice and a dedication to the common cause of protecting that which we love. America can endure only if we prove ourselves to be stronger than our enemies. We must demonstrate unmistakably our efficiency in government by a willingness to abide by our laws."

"A vital test of Americanism is the revival of the pioneer spirit of our ancestors. As a people, we have become soft. Modern science has poured the fruit of its inventions into our laps. Physical effort has been minimized. We have been led to believe that struggle was not an essential part of our environment."

"Let us then dedicate ourselves to the preservation of the heritage of the American way of living. Let us accept the sacred trust which has been placed upon us by other generations who have shed their blood to fulfill their obligation to America. Already the enemy is gnawing at the vitals of our American institutions. To counterattack, let the call of Americanism sound from coast to coast. Let us unite in dedicating our lives and energy, our efforts and aspirations in a crusade for America."

* Excerpts from an address delivered by J. Edgar Hoover, Director, Bureau of Investigation, to the American Legion, September 23, 1940.

Needed Emphases in the Teaching of Reading to Prepare for Intelligent Participation in Democracy

William S. Gray, Professor of Education, University of Chicago, Chicago, Illinois



WILLIAM S. GRAY

At various periods in the history of America, reading has served unique and significant purposes in the lives of its people. It has also had directive aims of a corresponding character in classrooms. This situation also prevails today.

We are now passing through a stimulating but perilous era in our national development. As in the past, the dominant needs and problems of society are influencing to a large extent the purpose and nature of reading activities both in school and in adult life. In seeking to define such motives attention is directed instantly to the need for social understanding and enlightenment, for wise social planning

and the preservation of the democratic ideal, for the development of a vital American culture, and for the wise use of the greater leisure which is a product of recent technological developments. Such needs suggest criteria for use in determining the social worth of the reading experiences provided in school.

As we study current social needs it becomes clear that the reading experiences provided in school should promote highly important types of growth or changes in the learner. For example, he should grow rapidly in his understanding of himself and his physical and social environment, in his sensitivity to and concern about the welfare of people, in his understanding of and loyalty to the democratic way of life, in ability to organize his experiences into sound generalizations, in the cultivation of attitudes, ideals, and appreciations that are the product of deliberate choice, in ability to adjust himself to changing conditions and to chart new courses of action, and in the development of broader interests, increased capacity for enjoyment, and richer and more stable personalities. These and many other values are inherent in reading as a means of preparing boys and girls for effective participation in democracy. The responsibility for identifying the values that merit greatest emphasis with given groups of pupils rests heavily on teachers at every level of general education.

Efficiency in Reading—If pupils are to acquire clearer understandings, broader interests, and deeper appreciations than in the past, it is imperative that they develop greater efficiency in reading. To this end systematic guidance in reading should be provided throughout the period of general education. Furthermore, the reading materials used and the training given should be adapted to the needs, attainments, and capacity of the pupils taught. As pointed out repeatedly at the recent Conference on Reading held at the University of Chicago, failure on the part of many schools to provide such a program is the chief cause for unsatisfactory progress in learning to read and lack of interest in reading among many pupils.

But what phases of reading merit increased emphasis at the elementary school level? In seeking an answer to this question attention is directed first to the

fact that careless, inaccurate reading prevails all too widely today among both children and adults. Under these circumstances reading can have only limited value in meeting individual needs and in promoting social progress. It follows that teachers throughout the elementary grades should devote themselves with increased vigor to the task of promoting greater accuracy and thoroughness of comprehension. Among the steps that are important in this connection are: cultivating strong motives for reading from the beginning; directing attention to the content of what is read; training pupils to attach to words meanings that are appropriate to the context; stimulating pupils to anticipate the meaning of a passage and to fuse the meaning of separate words into a chain of related ideas; checking on the accuracy of the meanings or new experiences acquired; and aiding pupils in recognizing and correcting their errors in comprehension. As accuracy is attained at a given level wide opportunity for growth through reading should be provided before introducing more difficult material.

But comprehension alone is inadequate. In addition it is necessary for pupils to react to and interpret the ideas acquired through reading. As pointed out frequently by I. A. Richards, Magdalene College, Cambridge, England, pupils should not be permitted to accept what they read unthinkingly. They should learn to use their past experiences in judging the worth and significance of the ideas acquired. It is possible, he states, to teach pupils to accept blindly the conclusions of others through a simple system of drill accompanied by quick rewards and sharp punishments. Or by training them to reflect and to accept or reject deliberately we may educate them to be free citizens. The first of the two alternatives is by far the easier; the latter requires patience and expert guidance. It gives promise, however, of developing citizens capable of wise discrimination and intelligent choice. Obviously, the issue with which we are here concerned is fundamental to the preservation of democracy.

The foregoing statements imply that pupils should devote themselves increasingly to the deliberate study of the meaning and value of what they read. The facts presented should be related to familiar experiences and interpreted in the light of them. This involves much weighing of values and critical thinking both as they read and subsequent to reading. As a result the content of the page should be more fully appreciated and more wisely used because its value, significance, and implications are better understood.

As pupils apprehend clearly and interpret critically they should integrate what they read with previous experience in order that new viewpoints, improved ways of thinking, and better guides to behavior may result. All too frequently boys and girls read widely without seeing relationships and integrating the ideas acquired with what they have learned otherwise. It follows that teachers should often raise questions and stimulate discussions that will aid pupils in organizing their ideas into more mature thought patterns. In this connection frequent group activities have distinct advantages which are not inherent in a highly individualized reading program.

Applying Wisely the Ideas Gained—If pupils acquire adequate power of self-direction and ability to aid in solving social problems, they must learn also to apply wisely the ideas gained through reading. The fact is widely recognized that there are two levels at which pupils can apply what is read to advantage.

At the first level they learn to apply the information secured through reading in the study of problems which are challenging to the pupils and the answers which can be definitely checked. Three important obligations of teachers in this connection are to help pupils to discover problems that are significant and worthwhile, to provide guidance as needed in applying what they read in solving problems, and to aid them in checking the accuracy of their answers or conclusions. As pupils grow in ability to apply what they read wisely they usually develop the initiative and imagination necessary in solving increasingly difficult types of problems.

At the second level the pupil applies what he reads in new ways, to new areas of interest and ultimately to hitherto unsolved issues. As a result he gains rapidly in ability to attack complex problems and controversial issues independently and in ability to plan, to discover, and to invent. Only as pupils acquire these qualities to at least a reasonable degree can we hope for intelligent social reconstruction in the future. It is doubtless true that only the more capable pupils will rise to distinction in the study and solution of new problems. It is essential, on the other hand, that all pupils be stimulated and provided with opportunities as they read to cultivate the spirit of inquiry and self-direction.

Inherent in the foregoing discussion is the assumption that reading is a purposeful activity. It follows that the ends to be attained through reading should be clearly recognized by the reader. Furthermore, he should assume large responsibility for defining the purposes for reading on given occasions and should grow in ability to recognize the purpose or purposes that might be served in reading different types of material. The additional fact should be pointed out that the processes involved in reading vary to a significant extent with the purpose. Indeed, the depth and clarity of understanding, the reader's reactions to the ideas acquired, and the use which he makes of them varies with the purpose of reading on given occasions. It follows that teachers should study carefully the demands made on pupils when reading for given purposes and provide them with the guidance needed in achieving the purpose for reading.

If reading serves its highest purpose in contemporary life it should modify helpfully the personality of the reader. One of the vital needs today is social rather than selfish personalities. Some of the more obvious values of reading in this connection are that it broadens and deepens the interest of the reader, develops ideals and appropriate attitudes, and elevates tastes. This list of values may be greatly extended. The fact is widely recognized that teachers should plan definitely to help pupils acquire new and compelling interests as they read and to develop high ideals and appropriate attitudes which will modify conduct. In these and other ways reading may aid materially in developing a generation of citizens with social, stable, and enriched personalities.

A Complete Set of Department Yearbooks for Sale!!

Earl E. Bovee, 4315 Orleans Avenue, Sioux City, Iowa, has retired and writes:

"Do you know of anybody who would like to purchase a whole set of the Elementary Yearbooks beginning with No. 1? I think I also have, with one or two exceptions, every bulletin published since the organization began."

If you are interested in this set, be sure to contact Mr. Bovee.

CONVENTION PROGRAM—JULY 1, 1940

Practices of the Progressive Elementary School

ON MONDAY AFTERNOON, JULY 1, the Department of Elementary School Principals held its first general session in Juneau Hall, Main Auditorium, Milwaukee, Wisconsin. For several years the afternoon general sessions of the Department programs have been preceded by community singing and the meeting at Milwaukee was outstanding in this feature, for that particular section of our country seems to develop or give to both men and women exceptionally fine voices. With Robert Edgar, principal, Bedford School, Pittsburgh, Pennsylvania, leader, and Edith Knight, in charge of grade music, Lake Bluff School, Shorewood, Milwaukee, Wisconsin, accompanist, the welkin rang.

The distinguished speakers were selected by President Irvin A. Wilson, because of their exceptional ability in their particular line of work, and their knowledge of the problems of the elementary school. Miss White is nationally known in the field of remedial reading and has had remarkable success in her work as Supervisor of Elementary English in the Cleveland, Ohio, schools. Dr. Carroll R. Reed, president, American Association of School Administrators is one of those genial, fine superintendents whose school system in Minneapolis, Minnesota, is considered one of the very finest in the United States.

Understanding the Child

Margaret L. White, Supervisor of Elementary English, Cleveland, Ohio



MARGARET L. WHITE

I believe in organized and planned subject matter. I wish to emphasize this point since the major portion of my talk will be devoted to the other factors—integrated experiences and integrated personalities. However, I feel that we begin our organized and formalized subject matter too early for some children, in fact for the majority of children. The school is a new environment for the child, with numerous and strange experiences to be assorted and digested. We need a longer period of adjustment and growth in interests and experiences such as are so ably begun in the kindergarten, rather than a shortened period, which plunges a child so hastily into various organized subject matter fields. A child's personal habits need to be established; growth in self-control, confidence, cooperation, curiosity, and powers of observation need to be developed before he becomes an innocent slave to formalized subjects.

One basic philosophy does not *necessarily* eliminate the other—we should have both. We want organized subject matter *and* the integrated personality. In fact there cannot be a well integrated personality unless the individual has information and facts. My plea is for a reversal of approach and emphasis, namely, that the child is more important than any single fact or group of facts

or skills. The child, his interests and needs, should be our guide in planning school activities. We should delay formal progression of subject matter until a child has had a period of maturation in his newer and wider school environment and experiences. This point of view is ably stated by Lee Edward Travis of the American Speech Correction Association in regard to speech correction:

The primary concern of speech correction is the person. It is not enough to know what sort of *speech defect* a person has. In addition, one should know *what kind of person* has a speech defect. The speech defect has no particular meaning apart from the person who presents the defect. We are not interested in speech defects alone but in speech defectives.

In order to understand the child, one must have some understanding of the environment in which the child lives, as well as the problems which he will be required to face.

Dr. William H. Kilpatrick said at the time of his retirement from Teachers' College, Columbia University, New York City:

The education of the future will more and more consistently consider the "whole child"—partly because only thus can we take adequate care of all the simultaneous learning effects that all the while are building themselves up, partly because only thus can we care properly for personality adjustment. Mental hygiene, under that name or a better, is here to stay, and on far stronger terms than we have yet known.

Also, the education of the future will still more consistently respect child purposing as the strategic manifestation of child personality—partly to make it the basis of school activity, partly because it alone can give point and meaning both to life and learning, partly because it alone can take care of child personality.

And still further, the education of the future will put *first*, before learning, the improving of life qualitatively conceived. The necessary learning will follow this almost inherently. The central aim and focus will be to make life good for all, always ever better than otherwise it would be. This must be the school's inclusive aim.

Analysis of the Problem—One reads similar thoughts expressed over and over in a variety of ways in all types of literature—professional, philosophical, and religious. The changing social order is a part of every discussion.

Too much of the literature dealing with mental hygiene and personality development is devoted to a discussion of "problem" children. Perhaps this is due to the fact that clinics have given more attention to abnormal children than they have to children who have not as yet shown strong tendencies toward anti-social behavior. It is different with the schools. The schools should be concerned with conditions that are favorable to wholesome development. They must ask: "What are the conditions and experiences which children need in order to mature with adjusted wholesome personalities? What do children need in the way of things, activities, experiences, and relationships in order to attain functional effectiveness in our society and, at the same time, be reasonably happy? Instead of presenting the negative picture of the unwholesome conditions which are at the root of much present maladjustment with the admonition to school people that they avoid these conditions, we should undertake a more positive statement of what children need for the promotion of their mental health and for the development of normal adjusted personalities."

Children's Needs—Children's needs fall naturally into three classes representing three major aspects of the life of a person. These needs can be called: physical, social, and personality or integrative needs.

Since the physiological needs of growing children are a phase of the subject too lengthy to discuss at this time, I shall only mention this phase as an important factor in behavior and emotional stability. May I stress only these points, that activity must be followed by rest and that a proper balance and rhythm between the two be preserved. This is vital to emotional adjustment as well as to physical health.

The social needs of the individual grow out of the fact that life must be lived in contact with other people. As a child establishes himself with his classmates, teachers, and other social groups, he realizes his own abilities and faults. Through these experiences he must learn to adjust and modify his own behavior. He must live in an environment of kindness and fairness, for only in this way can the child have the feeling of security which is essential to personality development.

He must also have the experience of belonging and contributing to the group with which he works. If he is to learn to respect the rights and opinions of others he must realize his own value to the group. It is entirely possible that the group or the teacher with whom a child works is more important for child development than is the subject matter itself.

The story of Nancy which appeared in the journal, *Understanding the Child*, April, 1937, tells of one little girl who was given the feeling of not belonging:

Nancy is in the second grade. She is buoyant, healthy, happy, full of imagination, above average in intelligence, pretty. Her mother is terribly proud of her, spoils her, makes her the center of attention, waves her hair, laughs at her remarks. Her teacher is plain, intellectual, emotionally aggressive under a quiet repressed exterior. The children like Nancy who is full of fun, always has ideas for playing, is sometimes too bossy, but who has ways of "making-up" when she finds she can't have her way. When the seven-year-olds began to learn to read, Nancy took it none too seriously. She played around on the edge of the group, looked out of the window, thought about a lot of interesting things, giggled now and then. Day by day most of the group learned more and more about reading. Nancy and three or four duller children began to be left behind. A cold kept her out of school three weeks. When she returned, most of the other children could read. Nancy could not. The teacher called on her and she failed. The teacher told her that she couldn't read because she didn't pay attention. The teacher was not surprised. Nancy, certainly to her, was an unattractive child whose activities were a nuisance in her school. Gradually Nancy did not want to go to school in the mornings. She talked about hating school and hating "old Miss Brown". In school the children reflected somewhat the teacher's attitude: Nancy was in disgrace because she could not read. In school the old Nancy was gone; in her place was a quiet, withdrawing unhappy little girl who thought nobody liked her.

This is an example of a school situation wherein the teacher was teaching reading, rather than teaching children to learn to read. The methods she used were all right for some of the children, but they did not work at all for Nancy. This teacher acted as if she thought that the way to cure a little girl of expecting all the attention in school was to give her none at all, that the way to teach a little dawdler how to study was to shame her because she was behind the group, and that really a buoyant, imaginative child like Nancy deserved to be made ashamed before her peers and to be unhappy if she could not settle down and work. Interestingly enough, the teacher did not really think this way at all; she acted

in this way because she was primarily interested in reading, was in fact a specialist in reading methods, and because she understood very little about the growing, developing personalities of children.

This points to our need for adapting subject matter and school routine to meet the needs and personalities of children. An individual wants to feel that he is like other members of his group. It is largely through comparing himself and his accomplishments with other persons about him that the individual learns his own strength and develops confidence in himself. Rich and varied experiences are the best means for developing social behavior and attitudes.

As the child progresses through school, he learns the inevitable results of causes and effects. He can use this knowledge if he learns to make his own behavior harmonize with the laws of cause and effect. Unfortunate indeed is the child, or adult, who has not learned to adjust to changing environment and conditions and who continually fights the necessity of conforming when conformity is desirable.

Gradually children should be given more and more responsibility for their own conduct. They should depend less and less upon other persons for their decisions. Naturally, this ability comes slowly and grows as a child develops standards and the ability to judge. These abilities develop only through practice in self-direction.

Learning to Value—In the final analysis an individual learns to value himself and earn the respect of his associates by the ability he displays in meeting situations. The ability to meet new and challenging situations is developed through meeting familiar situations successfully. For this reason a child needs to be successful in learning the things he has seen other children learn. He needs to experience a fair balance of success and failure in order to gain confidence in himself and feel that he is respected and valued by others.

Often, in the primary stages, at least, one can help a child more effectively to learn to read, not by teaching reading, but by giving him experiences and developing abilities which in turn will make him feel the need for reading, and the acquiring of skill in reading a real thrill and pleasure, rather than a dull, uninteresting, and unintelligible experience.

Many of the schools and courses of study have been organized to teach subject matter, based upon the logical arrangement of the subject rather than upon children's needs and personalities. If we are to plan for individual differences in children, we must vary the content of subject matter as well as the amount and method of presentation.

The schools will need to reorganize very thoroughly, with the child and his need for rich experiences the primary concern of all activities in the school. The integration of personalities and child development should be the major objective in education, and teachers should experiment until they determine what experiences and environment are vital to children in developing normally. Specifically, how do we start? May I offer a few practical suggestions?

In any philosophical material in the field of education, one reads that education is life, that the schoolroom situation and the curricula should be as life-like as possible. Let us examine a life-like situation.

Each one of us is an individual who is living in an environment which is made up of organized activities and experiences. In Cleveland, for instance, we have the Symphony, The Playhouse, picture shows, department stores, an elaborate park system, and many other activities all of which are completely organized. Any individual in Cleveland may choose, from time to time, any one or several of these activities and experiences, but no one of us would wish to engage in or follow all of these activities all the time.

I wonder if this is not one of the fallacies in our organized subject matter and curricula for the primary grades. In our eagerness to surround the child with interesting experiences and a rich environment, perhaps we confuse him. Would it not be better to pursue one interest or experience more fully, and then go on to another interest? For example, the class might engage in an experience or activity with Science as the center of interest. Most of the subject matter in the classroom would center around this particular interest or experience which might be carried on for two weeks, four weeks, or even six weeks. Naturally, during this time other activities such as singing, physical, and manual activities, should be carried on sometimes with the large unit but most generally not. These subjects have a place all their own in the lives of children. After the completion of this stimulating and intensive period of Science, the group might turn its attention to Social Studies which again could be carried through for a period of three or four weeks, and thus go through all of the various subject matter fields if we must think of them as separate subjects in the primary grades. The primary curricula would be a series of vital and interesting experiences which build definite and live concepts for children. Naturally, this program would be somewhat more difficult to carry through in the upper elementary grades, but in the primary section at least we could expose children to these various centers of interest or experiences, one after another, arousing their curiosity, their interest, and their desires to learn more, and later, giving them an opportunity to pursue, under proper guidance, the experiences and activities which are of the greatest need to them. This should be carefully organized.

Still further, I wonder if it would help to think of the child and the organization of subject matter in the primary grades as a wheel. The child is the hub or the center. Each subject radiates from the hub as do the spokes in a wheel. Following this analogy through in the primary grades, the subject matter should be very closely related to the child and his environment. The spaces at the hub dividing one subject from another are so small that they are scarcely recognizable. As the lines radiate from the hub, the subject matter lines become farther and farther apart.

We should be concerned with keeping these spaces small in the beginning in order that the hub may be strengthened for its trip over rocky roads as well as smooth pavement.

Perhaps this is a suggestion for the organization of our subject matter for the primary grades.

As long as schools have been organized, society and tradition have dictated that a child should learn to read the first year he is in school, or the first year

after he leaves kindergarten, if he is fortunate enough to have attended kindergarten. I am not arguing that this procedure should continue. Personally, I think many children learn to read too early. In general I think most children would be far better off if the formal phases of reading were delayed until they were seven years old or at least until the gap between the home environment and the school environment has been bridged and the child has more ideas, concepts, a larger oral vocabulary, and experiences to bring to his reading. But if we must teach children to read shortly after they enter the primary department, then I feel that, in justice to the child, during the initial stages of carrying this rather complicated schedule, other formalized subject matter activities should be postponed.

I am not suggesting that other subjects should give way to reading, for after all, preparation for reading and reading itself is an essential part of other activities. I am making a plea for the child, because I am sure that positive harm is done when many complicated activities are given to him simultaneously. Psychologists go so far as to say that teachers should not attempt voice placement or voice training in connection with reading, that this brings about a nervous tension which complicates the learning in both situations. May this not be equally true of children who are struggling with the first stages of reading? Perhaps these conditions may be the cause of some of the stutters and emotionally upset children which we have in our schools.

Possibly we are concerned *too early* with the growth and development of the child in a particular subject or skill. I remember an illustration which I heard years ago. A mother is perfectly willing to see her baby kick without wondering how far he has got in his kicking but with confidence that through this kicking and the use of his muscles the child will eventually learn to walk. But not so with educators. I am afraid we would immediately begin to analyze and check to determine just how far the child had got with his kicking and to urge him to begin to walk.

Checking and analyses are essential in education as in any activity, but do we begin this too soon?

FIFTH ANNUAL CONFERENCE ON ELEMENTARY EDUCATION

Harvard University
July 7-18, 1941

President Isabel Tucker and the officers of the Department of Elementary School Principals are delighted to announce that plans are fast being made to hold the Fifth Annual Conference on Elementary Education at Harvard University, Cambridge, Massachusetts, July 7-18, 1941, immediately following the National Education Association's convention at Boston, June 29-July 3, 1941.

Dean Francis T. Spaulding has selected Dr. William H. Burton, as our contact man, and those who know Dr. Burton realize that we shall have another *superb* program.

Watch for further announcements of this conference in *The National Elementary Principal*.

The Principal as an Educational Leader

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



CARROLL R. REED

I thought it might be best to talk to you about the principal by beginning with a story of one of our very fine elementary principals who went into the kindergarten the very first day of school last fall and met the problem of the little boy who came with his mother and persisted in crying just as soon as his mother left. He was in tears and the principal went in and said, "What's the matter?" He said, "I am afraid, I want to go home with my mother." The principal told the little boy to come with her and she took him with her as she went around the building doing various things. Every fifteen minutes or so she would bring him back and try to leave him but when she left he would set up a howl again, and she would take him by the hand and take him with her wherever she went. Finally, after this had been going on for two or three hours, she took the boy back into the kindergarten and said, "Now, sonny, what is the matter, what are you afraid of?" He answered, "I am afraid of the principal."

A good many people are afraid of the principal, but I have never been able to be afraid of principals, for I was a principal myself once. I was in a town in New England where, due to circumstances, I became elected superintendent of schools when I was 23 years old. It seems I was pretty young but I stayed superintendent for two or three years. I went up to Newton, where Frank Spaulding was superintendent and I confessed to him that I was superintendent of schools but I didn't know enough to be superintendent of schools, and I wanted to be an elementary principal for five years. We talked the matter over and I became an elementary school principal in Newton and was there for five years before I started on the superintendency again. I feel whatever insight I have into the problems of the elementary school goes back to those five very happy years that I spent as a supervising principal in the schools of Newton, Massachusetts.

National Emergency Affects Elementary School—During the last four or five weeks I have been in Washington four or five times and in New York two or three times on this problem we are facing, characterized by our President as a temporary emergency. Those of us who live out in the middle west do not realize the hysteria which has developed east of the Appalachian Mountains. When you go to New York, Boston, or Washington, you find a tense situation. When I look back to 1917 I can see a resemblance in the way people are thinking and the way they talked and thought in 1917. We are in a national emergency and it doesn't do any good to underestimate the kind of opposition we are having. I say "having" for we are already in that contest and have been for several years. It is a contest of two great ideologies—whether the citizen lives for the state or whether the state exists for the citizen. I want to mention one or two fundamental points we could keep in mind at a time like this. It is true education will have to help, and education can help in two ways. It can help by cooperating, and it can help by

encouraging our program of vocational education. It can help by assisting in the cataloging of our man power, our personnel, and find out what our people can do best. We have been doing that under the name of *guidance* a good many years, but we have to speed it up.

We have the great problem of consequences of education. It is very easy in a time like this for us to lose our sense of proportion and to interfere very largely with some of the educational values that are being developed day by day in the school. One of the best means of public differences is education as it is, and as it has been in this country for the past twenty years. There will be all kinds of demands—they are being made already for more flag salutes, more slogans, and patriotic demonstrations—but in a last analysis, we have to keep on teaching children to live together, to work together cooperatively, to abide by the opinion of the majority, to respect each other's opinions, all kinds of opinions, to be willing to discuss questions where there are differences of opinion, and having discussed those questions, to agree to either disagree or to agree to abide by the opinion of the majority. These are the fundamental things that are going on in our schools day by day, year after year, and these are the things about which a layman does not know, and when a parent like this comes, he wants to do something quickly and the trouble is we are apt to upset the routine by which we are doing things correctly in building for American citizenship through the years. I want to leave this with you as a note of warning in a time like this.

Qualities a Principal Needs—The most important qualities a principal can have are those qualities of personality, sympathy, and understanding. These are very difficult to measure but we all know when we see them, and we all realize they are absolutely necessary—at least those of us who have had any experience of being a school principal.

One of the problems we have been facing in Minneapolis, and I know you have in other cities, is the very difficult problem of promotion of teachers to the position of elementary principalship. We have been working on it for several years. We have tried examinations, requiring courses, inquiry blanks, years of experience, yet in all of our studies and all our plans and attempts to measure those qualities we come back always to the fact that you have to have some things for some schools and you have to know what those things are. I think I would mention sympathy, understanding, approachability, the qualities of making other people feel at ease, the quality of cheerfulness and the development of an atmosphere of happiness in teachers and pupils—all those things are necessary in a successful principal, yet they are difficult to measure. We are trying to measure them by opinions of various kinds, by watching the development of those qualities in the principal.

I maintain that if we are going to discuss the subject of the principal as an educational leader, we should first start with the fundamental thesis that the school exists for the children and that the communion between the teacher and the child is after all the reason for this complicated modern school system. The elementary school principal who protects and improves this relationship between pupil and teacher is making the most effective and important contribution to the school system. In accepting this task the principal must have large responsibility and limit it to work out a program accepting these fundamental objectives.

Let me give you an outline of my idea of the qualities that make an elementary principal a real educational leader and I would like to divide this outline into five main headings.

Organization of the School—Good school organization includes the problem of the assignment of teachers, of analyzing the load and of giving to each teacher the maximum opportunity for carrying on in the classroom according to her ability and interest. This would include classification of pupils on the basis of ability and interest, together with a close check on progress of the pupil. Special attention must be given those who have difficulty in adjusting themselves. In accepting these aims the principal must be acquainted with modern education and must be able to keep records.

I am going to depart a moment from this paper and talk for just a few moments about this matter of records. I suppose there is nothing that causes any more irritation and discussion in an elementary school than records, but personally I am convinced you cannot run the school successfully without them. It seems to me an effective record system is absolutely important, and necessary for the functioning of a modern elementary school. Now, I know what the teacher says, "How can I teach and how can you maintain the communion between the teacher and child, if you are going to ask the teacher to spend a lot of time making out records?" The teacher is right and yet wrong. I consider it is possible to ask a teacher to spend too much time on records, yet a certain amount of bookkeeping about this pupil or that pupil helps us, as teachers, to form an opinion and to evaluate the abilities and interests of each particular child. I think the teacher may be right in this extent that in most elementary schools we do not have enough clerical work, and I am convinced we could spend more money to hire clerks, for it takes away some exceedingly valuable time from the teachers. We do need records, but we should have more clerks' assistance for making them available for the visiting teachers, counselors, and high school principals later on.

Administration—The word "administration" is mighty big, for a multitude of duties consume a great deal of time and also interfere with other duties which have to do with the improvement of instruction. A few years ago in Minneapolis we made a careful study of the time consumed by principals in various duties and discovered about 40 percent of the total time was used for administrative duties. This raises the suggestion which has been much discussed as to whether the principal shall be an educational leader or just a trouble "shooter." This problem has to do with maintaining of school buildings, discussing problems with the janitor, administration of attitudes, problems of discipline, safety measures, school patriotism, making a schedule for the visiting teachers, disposing of health problems, cooperating with the charity societies and relief of needy families, and financing equipment—motion pictures, athletic supplies, art supplies, and other things the Board of Education cannot or will not buy. It is in this field that the principal needs clerical assistance. There is no use expecting the principal to have background, and personal qualities and then ask that person to spend the majority of her time in clerical work. If this help cannot be secured, then the only solution is in carefully budgeting the principal's time. Although every superintendent of schools realizes the difficulty of following a set schedule, it is helpful for the superintendent or principal to have such a schedule. One which was worked

out in Minneapolis was: 8:30-9:15 a.m.; 12:00-1:15 p.m.; and 2:15-4:00 p.m. were the office hours and during those hours the principal had conferences with parents, pupils, teachers, or whatever clerical duties or work was necessary. The hours 9:15 to 11:45 and 1:15 to 2:15 were hours for supervision. During these hours the principal visited classrooms and spent this time for the improvement of instruction and had no conferences with parents. In other words she tried to get away from the telephone during those hours. If you start on that plan, you may be able to do it part of the time.

Supervision—Supervision has to do with the improvement of instruction and to my mind this is the duty which is of paramount importance. To return to this problem of the promotion of teachers to the principalship, the first question we ask on our application blank is, "What contribution do you feel you could make to the field of the principalship in working out a program for that building?" In every school system of the country we are facing the problem of decreasing income. In attempting to adjust school expenditure for this decreased income, the question of reducing supervision from the central office is always questioned. This expenditure, while it is of the utmost importance and is visioned very highly to the layman, has been called overhead cost and seems to be a legitimate place for making a saving. After a careful study of the situation, we have been able to reduce central supervision by eleven people. It has been a question of meeting an emergency which has been faced in our city and is being faced in every city. We have tried to justify these reductions, for principals can accept this responsibility of supervision of their teachers. I realize that is not done in every city. There are cities where principals have very little to say about supervision of the building. I maintain the principal should be and could be responsible. A certain amount of supervision is necessary in order to provide unity in the school system. In most schools they believe in line staff organization. The school principal is the line officer in the school system and as such should be held responsible. He is in command of the building, and he should keep his thoughts in accord with the modern educational theories of the superintendent and his central staff. He is directly responsible for the educational campaign in his district. Supervisors are special officers of the superintendent in making policies relating to the superintendent. They are experts to whom the superintendent must look for assistance in the matter of advice, but when the supervisor enters the school building, he comes under the jurisdiction of the principal of that school, and should not change any of the policies without the knowledge and consent of the principal. On the other hand the principal has no right to thwart the policies in a school system. Common sense and the understanding of teamwork must be present. The purpose of supervision is the improvement of instruction and in bringing this about the principal should accept the responsibility for discussing the places where improvement is necessary and then call upon the supervisor for assistance. Of course, beginning teachers need more than the usual amount of help. Recently we questioned a group of teachers as to whether they welcomed supervision. The replies were: "Supervision has helped me." "It has pointed out the weak places in my teaching." "It has cured me of talking too much." Then we asked a group of beginning teachers what were their difficulties and we received the following

replies: "I don't know how best to proportion time and make my teaching efficient." "I am expecting too much from my pupils and not getting the results I desire." "I find it hard to get children to take responsibility and do things for themselves."

The principal who accepts this responsibility must visit the classes and must know what is going on in his school. In my early days as principal I used to spend most of my time making rating sheets for my teachers. It cannot be done and I think we all realize it. It is very difficult to put in a rating for teachers. Surely we can rate them as poor, indifferent, good, and some as superior, but it is difficult to put it on a qualitative basis. I think we have arrived where supervision is an attempt to help the teacher and of course it must make use of all the agencies—teachers' meetings, visiting classes, curriculum planning, standard tests, and every other known device that comes along to make supervision more efficient.

The principal may accept the problem or solve the problem of lightening the teaching load by (1) taking care of discipline cases promptly and (2) preventing or reducing interference of daily routine of teachers. Teachers must be protected from the unwarranted attacks of unreasonable critics.

Friendliness and Teamwork Among Teachers—This can be promoted by making arrangements for hall duties, lunchroom duties, and by distributing student activities so that the work may be clearly divided, and by avoiding long, uninteresting teachers' meetings at the close of a day's work. I am going to mention two other fields in which I think the principal can prove himself an educational leader. (1) The principal and teacher should be willing to contribute to the professional growth of the school system. It means a certain amount of school studying and reading. It means joining a professional organization or organizations and giving some time to them and to the development of its policies. If there is ever a time when teachers should be organized, it is right now and this National Education Association and the Department of Elementary School Principals, and Classroom Teachers are right now in a position to do a real work in this problem of national work. (2) In the school system and community there is need for developing responsibility for the whole school system. All principals should loyally accept and support any measure that brings a gain for the system as a whole, even if it means a loss for his own school. Every principal is faced with this vital problem of a decrease in the schools' enrolment. Such problems must be faced and solved for the benefit of the boys and girls. That is a problem we are all facing and we have to face it together. The real, true, educational leader is willing to cooperate in solving these problems and in forgetting his own school's problem and working for the school system as a whole.

Principal as a Public Relations Expert—You know we talk a good deal about public relations. We hire reporters and write newspaper articles, but the greatest and most effective advertising is the efficient elementary school principal, for you are right there in the district. The system is made up of a collection of districts and if you can make your people happy about the school and look to the school as a center of their life in the community and if you can become the judge, the policy maker, and in some cases the clergyman of the district, then you are doing the most effective job that can be done for your school system.

CONVENTION PROGRAM—JULY 2, 1940

THE SECOND GENERAL SESSION of the Department of Elementary School Principals was held Tuesday afternoon, July 2, Juneau Hall, Main Auditorium, Milwaukee, Wisconsin. With Robert Edgar as leader and Edith Knight at the piano the group again thoroughly enjoyed thirty minutes of community singing. President Irvin A. Wilson held a short business meeting at which William F. Buboltz, president, Milwaukee Elementary Principals' Association, welcomed the principals to Milwaukee; Laura E. Kellar, president, Wisconsin Elementary Principals' Association, gave a welcome for the state of Wisconsin; Cecelia Galvin, Indianapolis, Indiana, *chairman* of the 1940 Editorial Committee, gave a report of the new Yearbook, "Meeting Special Needs of the Individual Child"; Sarah L. Young, Oakland, California, gave the report of the Necrology Committee, of which she is chairman; and the officers of the Department were elected for the coming year. President Wilson then asked Arnold Vieth, principal, Twentieth Street School, Milwaukee, Wisconsin, and chairman for the afternoon session, to take charge. He asked the other members of his committee to stand. They were as follows: Thomas Boyce, principal, Cass Street School, Milwaukee; Marguerite Cleary, principal, Washington School, West Allis; Albert W. Krueger, principal, Jefferson and Wilson Schools, Wauwatosa; and Barton Rogers, principal, Lincoln School, Oconomowoc. The delightful program was sponsored by the Milwaukee and Wisconsin Elementary Principals' Association.

All who have ever had the great pleasure of hearing such eminent leaders as Drs. E. T. McSwain, Northwestern University, and J. Murray Lee, University of Wisconsin, know that the afternoon meeting was thoroughly enjoyed and highly instructive. The group sponsoring the program could not have chosen two educators more thoroughly versed in the problems faced by our elementary schools, or more capable of telling how these problems may be solved.

The Modern School—A Workshop in Democratic Citizenship

E. T. McSwain, Associate Professor of Education, Northwestern University, Evanston, Illinois

I desire to make one statement in the beginning in order that our communication may be comparable in purpose and intellectual choice. My remarks shall be based on my interpretation of democracy, the needs of children, the learning process, and the purpose of the elementary school. I recognize that there is more than one concept regarding the factors I have mentioned. Each of you is entitled to his own point of view. If we all thought alike we would lose the benefits of growth through reflective conflict. We are under obligation to examine our views and practices in terms of new evidence and recent research findings. The application of the scientific method requires continuous examination of assumptions



E. T. McSWAIN

and conclusions in light of new data. Reflective appraisal of one's concept and understanding of the child, the learning process, and the obligations of the school is a responsibility no principal can evade without serious consequences.

Citizenship—First, I desire to call your attention to the communicative symbol, citizenship. As a symbol it possesses no meaning. The meaning and value of the word, citizenship, emerges out of the accepted learning and organization of meanings from past experience. In reality, each of us brings our interpretation to the word when we use it. In fact, there are as many interpretations of *citizenship* as there are individuals in this room. We communicate effectively when using the term, only as there is similarity in our past experiences. I say this in order that we may direct our consideration to the social bases underlying citizenship. Each person reveals the social meanings of words used, not by the exercise of our vocal chords but by applied meanings in our inter-actions with others. The genuine concept of citizenship is revealed in one's association with children, fellow-teachers, parents, and others. One difficulty in America today is that we find so many people ready to talk at-length about patriotism and American citizenship but are unable or unwilling to live democratic citizenship in association with others. Genuine democratic citizenship presents important privileges and requires mutual responsibilities. Are we courageous enough to strive to live the basic meanings inherent in democratic citizenship? The answer presents an imperative challenge to each of us.

The moral function of the school is to help boys and girls learn how to live more adequately with others. Building the desires and procedures to seek continuous improvement in social living is, as I see it, citizenship. We cannot teach citizenship by the direct method. Our errors in character education should reveal the shortage in teaching by imposed patterns and requirements. Our job is to strive in every way to provide a school environment of social experiences out of which each child interprets, learns, and applies the values in democratic citizenship. Dr. Kilpatrick has helped us to see that the child learns as he lives. The quality and meanings of the child's citizenship represent the accepted learnings found in school and home life. The child learns his citizenship as he lives it and observes it lived by us. Ritualistic patriotism provides a faulty foundation for democratic citizenship. To force a child to salute the flag does not guarantee intelligent citizenship or patriotism. We must help the child learn to respect and be loyal to the flag and our American way of life by demonstrating the cherished values of each in our daily living. No individual or nation can rise higher than the quality of citizenship lived daily in association with others.

Behavior—I think it essential that we consider another factor related to citizenship. As we face physical or social danger or as we are required to experience complex problems and tensions in social living, we tend to increase our concern about the behavior or citizenship of other people. Today, we are discouraged by the fall of democracies in many countries in Europe. Should we not give reflective attention to what may be emerging in America by our failure to seek solutions to many crucial social problems in America? The failure of democracy in certain European countries can be traced to the low quality of democratic citizenship practiced by all persons. The chief enemy to American democracy is home grown, not a foreign variety. We can be influenced to use

the tragedy in Europe as an escape for facing social reality at home. Internal disintegration comes more from malpractice in democratic citizenship than from foreign invasion. Our best defense for American democracy is a united, intelligent attempt to solve our internal problems and conflicts.

Today, we are witnessing the extensive development of a military program for defense. Enormous appropriations are being made for instruments of war. Citizenship must be built from different material—improved social ideals, values, and the desire to live democratically. As educators, should we not concern ourselves with the probable consequences of an extensive, expensive military program for children, citizens, and education? What are the inevitable outcomes of a military environment? War fear, war practices, and war instruments may produce significant changes in our concept of democratic citizenship. The role of the soldier may be accepted to be more important than that of the teacher, or the citizen. In no way do I wish to reflect upon the value and importance of our army or navy. Honesty demands that we view the relations and effects of the interrelated institutions in our society. It is my conviction that the real dangers to American democracy are internal in origin, rather than invasion by foreign foes. The strongest "fifth columnist" in our country is the complacent, uninformed citizen who fails to practice the quality of democratic citizenship he professes. Problems are emerging more rapidly than we are able to find adequate solutions. We cannot use *fear of invasion* as an escape from facing the demand to seek a solution to such problems as unemployment, social and racial intolerance, unjust economic inequalities, and selfish individualism. Social intelligence and applied democratic citizenship are the most effective weapons to safeguard and extend democracy as a way of life in America. Are we strong enough to endure the struggle and big enough to pay the cost?

You and I as educators have a moral obligation to help seek adequate solutions. We must teach citizenship. However, we must remember again we teach it only as we demonstrate its values. Therefore, as teachers may we strive to help prevent social ignorance of boys and girls by helping them develop ability by which to distinguish truth from propaganda, to understand the working of the vested pressure groups. We can help boys and girls see the effects of social ignorance and racial intolerance in this country. Why do we have so much of this? We have had public education for over a century. We have been so concerned about teaching content and skills that we have not had time to help boys and girls acquire the techniques, ideas, and understandings that will help them build a new culture. You and I are under obligation to help them build this new culture. The best way to make democracy work in America, according to Thomas Jefferson, is to make it work at home. The best way to help pupils see the value of citizenship is for the school to serve as a laboratory in citizenship. I call your attention to the July issue of Harpers' *M-Day and The Business Man* by Leo Cherne. What is the status of the teacher? We are listed among the non-productive group. In times of stress those who are giving their every thought and energy to improve the mind and character of future citizens are classified as an unproductive group. The army and the navy of America can defend democracy against foreign invasion. Only one institution can build democracy and that is education.

Human Relationships—The school is more than a physical institution. It's in reality a system of human relationships. I think it is unfortunate that we have failed to help parents understand the important features of the school and its program. Parents and laymen in many communities take you to the best physical plant when showing the school. Take the school report prepared by many principals or superintendents and examine it. Does the report reveal the total school? I think not. Too many reports show the best front of the school system. Then we talk about individual honesty! If you and I give the physical side of the school, many will say progress is being made. Let us give both sides of the picture. Incorporate unfavorable working conditions as well as favorable working conditions. Let us help laymen see that the quality of the school is no higher than the quality of the relation practiced between the teacher and child. Do not stay in the area of assets. Go into the area of human relationships. What is the attitude of the child, the teacher, the parent? Are they developing a sense of belonging? These are fundamental questions. Too many children conceive the school to be a great climbing process. They start in the kindergarten and if they are promoted, there is something socially important about it. If they are retained, there is the stigma that goes with it. The higher they go the more education becomes a process of accumulated social practice. Have you ever examined the American culture? We must place education above the ritual approach. I am urging that we help children conceive the school to be a social family in which the welfare of all members is as important as the welfare of individuals.

On the other hand we have the question of environment. Did you ever examine an organization of the school in terms of the side of the track children come from? Examine your school. Promotions—we won't go into that. Commencements—I saw in the Chicago Tribune this spring a picture of a kindergarten class all dressed up, even a diploma. Citizenship? No! Exploiting the children to meet the desires of parents and some teachers. You and I in the classroom are not offering the school for the children. We are trying to re-live our lives through our children. If it were not true we would not be so concerned about imposing standard patterns upon them. If school is the laboratory for citizenship, the development of creative minds must come before subject matter mastery. I challenge principals to consider the question, "What is scholarship?" The learning of factual information so you can give it back on paper when somebody asks you? Scholarship is social, not symbolic in terms of grading. Children are born into this world without a mind, with potentialities to discover a mind. Here is a child. What kind of mind does he possess? Do you and I sit around and let him seek for the truth? Or do we help him to find under guidance the solution to his problem or the truthful answer to his questions? Let us see what we are doing in developing a creative mind. What do children know? Important? Yes. But more important is what are children working toward. Yet you will find a standardized course of study and it tells you what a child in the fifth grade will do unless a change is made in the course of study. How can this group of principals say we are interested in the development of democratic citizenship and yet buy a copy of the same book for a group of forty children in one room. I believe in textbooks, but not in the

way they are used. If they cause a child to feel that he gets his education out of a textbook, something's wrong.

Social responsibility and authority are essential elements in intelligent living. Democracy demands that each individual recognize and respect the function of authority and social responsibility. We cannot give children freedom. We have talked too much about freedom in education. Children and individuals have to earn their freedom by demonstrating their ability to exercise responsibility. The more education we have the less freedom we possess to consider our acts apart from the welfare of others.

Anyone who does not see it this way is not thinking of democratic education. You may be thinking of a type of laissez-faire philosophy of education and social living. How can children learn responsibility if they are not given a chance? So many times we have let them work in the area where we have decided they can work best. Examine the conditions in halls—we march them in and march them out. Who is the most important individual of the school? Where does the authority come from? Don't misunderstand me. There is a growing of importance regarding the place of discipline. However, it must emerge from group thinking under teacher guidance. We must help children to learn that authority is a fundamental part of education. It takes an artist teacher for a group of children to learn that responsibility and social authority emerge from group endeavor. The test of a teacher's contribution in the area of authority is not what happens when he or she is in the classroom. What happens when the teacher leaves the classroom, is the test. Try to make some arrangement by which the teacher can get out and give the children a chance to take care of themselves. We are afraid to leave children alone.

The principal is a leader not an administrator. Why have we put administration above teaching? Teaching is far more important. Unfortunately, in too many schools administration is considered more important. I am not criticizing the principal. I am criticizing the concept. The principal is a teacher first and then an administrator. The principal tries to encourage through leadership, tries to lead by helping each individual—teacher and pupil—feel a sense of belongingness. When a principal practices democratic citizenship with teachers, we shall have a different situation in the classroom. When the community grants to teachers the right to live citizenship, we shall have boys and girls ready to apply this concept in their daily lives. The child is the only reason for your work or my work. He lives in his world and we can only help him build a better world as he listens through our actions rather than through our words. A child thinks what he accepts inside and he accepts what he finds to be valuable in terms of his goal. As the school serves as a laboratory in applied democracy, the child or pupil will be encouraged and properly motivated to learn through living democratic citizenship.

It is a fine thing to have just the right tool for one's task. But if you do not have the perfect tool, use the tool that you have. Better be carving with love and a jack-knife than wait discontentedly for a sculptor's chisel. Anon.

Adjusting the Curriculum to the Capacity of the Child

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



J. MURRAY LEE

There are two ways to plan a curriculum. We can start it with subject matter which we think can be considered by the child as a progression from grades one to six, and take that subject matter and break it up into six pieces—one to be covered in each grade. Then if we look over different courses of study and piece them together we shall have a sort of crazy quilt pattern which will represent the curriculum. The second approach is to look at boys and girls, find out what we can about the way they grow, about the way they develop, and about their social and personal needs, and then we can select activities and experiences which will aid this process of development.

We have done a lot recently in looking at boys and girls and finding out what they need and in modifying our school practices. For instance, in our first and second grades, we realize growth in quantitative thinking does not come about in memorization of hundreds of educational facts. We have moved those out of the grades and have substituted *thinking* for boys and girls. We have postponed reading for many boys and girls and as Miss White said yesterday, "You have to do something or other about it." It seems to me it is the need of the boy and girl which should determine what should be done in the school.

This afternoon I am starting with the second method of constructing an elementary school curriculum and looking at the needs of the boys and girls and asking you to think about the implications of the statements you naturally have practiced in your own school. As an elementary school principal I remember my day was made up of so many demands, I never reached the point where I thought about the program or what I was trying to do. What do we know about boys and girls? This process of growth is one of continuous development and that exists in all phases. We want to keep that in our thinking as a primary principle which will guide us in planning learning experiences for boys and girls.

Implications for Physical Growth—The size of a boy or girl is apt to affect personality. A very thin boy or a very small boy will react in certain ways because of his size. You heard Miss White say that a youngster needs a balanced program of rest and exercise, yet, in how very few schools we provide for that. In the kindergarten we do a grand job, but when the child goes into the first grade he is in a different world and we forget that he needs rest and exercise. How can you arrange your daily program to take care of that? There are several patterns of growth which we need to take into consideration. We know the youngster is farsighted until about age seven (7) and has not reached his full development until that time, yet we start him out on the very closest job of reading. We also know certain facts about muscle control. Up to the second grade the youngster should be using his large muscles and should not be endeavoring to use very fine muscles, which usually develop from grades three to six. Yet, look at the activities

you require of the boy and girl in your school and see how you are violating this rule of health.

We seldom think about the differences in the growth patterns of children. Our authorities tell us by the end of the second grade the girl is actually one year older than the boy, for she is a year closer to her final development, and by the end of the eighth grade she is two years older. What are the implications of that? We are continually placing boys and girls in competition and expecting the same type of performance from them. You would not think of expecting the same type of performance between a six year old and a seven year old. What is the difference?

Intellectual Development—You are very familiar with the facts about intellectual development. Let us discuss the problem of growth and reasoning ability. What do we know about that? We know there is considerable reasoning ability in evidence when the youngster enters kindergarten. Those of you who deal with boys and girls of that age know that they have the ability to reason. What things condition the reasoning ability? Recent research has shown that reasoning ability increases with age. Increased background, experience and training, is more important than maturation and intelligence. What type of challenge is that to your school program? It is your problem to provide instruction and experience which will lay the foundation of reasoning and thinking.

Development in Language—In general the advisability of language, and amount of vocabulary depends on the child's environment. Our problem in the elementary school is one of increasing that vocabulary—the number of words he uses and the number he understands. The number he uses in his talking, reading and writing, are very closely related. Studies have shown that with very young children the factor which has the greatest relationship to the size of the vocabulary is the composite of the environment in which the child operates. The school must give a wealth of concrete experiences. It must furnish the child with sufficient opportunities and motivation so that he has a real experience in using language to the best of his ability. Language must be recognized as a unit. How foolish it is to discuss diagnosis in reading, language, and spelling, as separate problems to be studied in their own areas. It is easy to show that there is a vast amount of relationship between these phases of language and that more frequently than not the student's difficulty will lie in the elements common to all phases of language rather than being due to the mechanics which are unique to one phase. The language development of the individual certainly should revolutionize our practice in educational diagnosis. We try to increase the youngster's reading ability through mechanical means, when the thing that youngster needs is a rich environment in which to live.

Social Development—What are some leads to the social development of the child? The instant the youngster enters school he has a totally new situation to which he must adjust. He has to become adjusted to other boys and girls. We recognize that in our kindergarten program. In many cases when the boy enters the first grade without kindergarten we pay no attention to that. Our gap between kindergarten and first grade is entirely too wide. See what is happening to boys and girls and see what type of social difficulties are developing in the first grade which did not exist in the kindergarten. When my own youngster passed from kindergarten to first grade, I began to learn some things about the effects of

school programs upon the child. Personally as a parent I want my youngster to come from the elementary school as a well-adjusted individual. That is much more important to me than if he learns certain facts or skill. And I think every parent will feel the same way. I would much rather see my youngster in the first grade making good social adjustment to the group than seeing him able to read ten words a minute more than he would have if the program had stressed some other factor.

What are some other leads for planning experiences in the social field? What do we know about developing group life of boys and girls? In the first grade they work in small groups which change from time to time. By the fifth grade it is possible to develop an allegiance to the class as a whole, and the gang now forms an important part in his life. We can so plan our activities, that we plan that ability of the youngster to participate as a member of the group. The school has the responsibility of filling in and completing what environment lacks. What can you do in your elementary school to provide for a rich social institution where the youngsters will find that it is important to participate as a member of the group.

Moral Judgment—Moral judgment develops more at the elementary school age than any other age. The boys and girls are beginning to develop a sense of fairness and fair play. Boys and girls are reaching high school age with no civic consciousness. This result cannot be laid at the door of the high school solely. We must realize that moral judgments develop gradually as do all other phases of growth and that in the elementary school we have a responsibility for providing for these. As you heard Dr. McSwain stress today, we should develop that type of behaviour in boys and girls. Yesterday we heard Miss White stress clearly the basic needs for boys and girls and I would like to quickly review some of the things she said. She pointed out that the school must organize its curriculum so that basic needs can be cited. The child has need for valuable recognition, social approval and a feeling of belonging and likeness to others. They must feel they have a place with others and that they are a member of the group. They must join the group approved for them. How can a school plan its curriculum that these needs can be met?

Another need is that need for every child to have success of some form. Too easy and constant success is a danger as is constant failure. The curriculum must be so constructed that it can provide for the child that is not keeping up with the rest of the group. Many people who term themselves realists say that if a child cannot successfully compete in school with his classmates neither will he compete with life, so he may as well learn to face failure in school. The first fallacy in this point of view is that failure begets failure just as success begets success. Another fallacy is that while the business world does far from a perfect job of vocational guidance, by and large, people land in jobs fairly well suited to their abilities and the day laborer might be well able to successfully compete with his fellow laborer on the job.

Another factor is related to the need of increasing self-direction and independence of action. These are necessary to give self-confidence and to help the child establish himself in his own eyes, really to feel himself, to be a personality in his own right. We must plan our school program so we can provide some measure of success in those activities that children term worthwhile, so that we

can provide for friendship and develop increasing self-direction and independence of action.

We stressed the need for providing for social development, and for providing for physical development, taking into consideration what we know about the child. You know several years ago much more credit was given to environment than to sciences. That is the challenge for our schools. We have heard this afternoon Dr. McSwain stressing the need for the modern elementary school to be a workshop in citizenship. I should like to leave the child a minute and stress again the thing which you have already heard stressed at the convention—that our race to preserve democracy within our country needs to be as rapid as our race to protect democracy from foes without our country. We have seen the world over, people trading freedom for security. In the last month we have seen our own country suddenly become defense conscious. We cannot wait in this country for a gradual evolving program to develop which will better meet our needs. The program must be speeded up. Work needs to progress along two lines. First, we must improve the problems or subject matter to be studied. Second, we must change the technique of learning and the method of teaching. It is necessary that children have an opportunity to practice democracy in the classroom, to develop responsibility and a willingness to share common interests and concerns and that they have opportunity to apply intelligence to the solution of their most pressing problems.

These beginnings of democratic understanding and democratic participation must begin in the elementary school. Growth in these factors is of the same type as other factors. It is gradual and expanding. To begin it is the job of the elementary school. The elementary school must be set up as a democratic institution. It is no longer the beautiful line and staff organization.

As we have looked at the child this afternoon and have studied his needs we have seen no conflict between the type of program which we need to provide to meet his needs and the type of program which a democratic system requires us to provide to attain its goals. It should be very clear that attempting to meet better the needs of children will provide for much better training in democracy than has our traditional classroom which is concerned solely with the mastery of fact rather than development of understanding and participation.

RADIO MONOGRAPH WILL BE SENT COMPLIMENTARY TO 1940-41 MEMBERS

The monograph "Radio in the Schools" is fast being completed and as soon as the Chairman of the Committee, Miss Jane Monohan, principal, Public School No. 92, Bronx, New York City, New York, completes all details, it will be published and sent complimentary to all members of the Department of Elementary School Principals for 1940-41. This monograph will be of very practical value to all school people interested in radio for school use.

Just Another Day

Elmer A. Henderson, Public School No. 101, Baltimore, Maryland



ELMER A. HENDERSON

The sun peeped its head over the eastern horizon causing the shades of the night to disperse just as frightened chicks scamper from an approaching animal. The radio announcer sounded his regular time of clock calls to sleepyheads. The dreamer roused from her slumber, slowly opened her eyes, glanced at the nearby clock and arose with a yawn. For her another morning had come, another day had been ushered in. She fell upon her knees, first thanking her God for protection through the night, and then realizing the tremendous responsibility ahead of her, invoked His promised blessings for the day. After this communion she arose refreshed, ready for the many problems which the coming day would hold.

The yesterday had passed; the present lay before her as a beautiful view greets a traveler who pauses upon the brink of a mountain to scan the outstretched plain below. Breakfast over, she hastened to her waiting coupe and guided its passage with skillful hands through the busy traffic. Passersby nodded to her with a smile, obviously sensing the purport of her journey. Acknowledgments were readily made and the jovial expression on her face extended to all a hearty salutation.

E'er long she parked her car near the entrance to a public building. To her it was familiar and even its inanimate structure apparently said "good morning." Scattered about were young and older children waiting the opening of the door that they might enter. Their faces were expressions of hearts that loved her for she was their friend, their sister, and even their mother. The greetings were courteous and cordial and many edged closer that they might hear, without trouble, her, "How-do-you-do? I am glad to see you. You look fine this morning. I missed you yesterday. We needed you so much." The tiny ones in the crowd touched her with their little fingers as did the Woman of Old who touched the Master and caused Him to exclaim "Virtue hath gone out of me."

Reaching her office she beheld a beautiful flower waiting her arrival. Each morning, sometimes a tulip, oftentimes a lily, sometimes a pansy, oftentimes a rose, was placed there by different unseen angels. The fragrance from this flower spoke, in language not made up with words, the affection of her co-workers. She smiled and paused to inhale the fragrance.

After a brief span she began her tour of inspection,—for rooms must be adequately lighted, and equipment in order. To her the comfort of her fellow-laborers was of extreme importance. Exchanges of salutations, informal comments both humorous and serious, took place in rooms and corridors, and the building atmosphere thus was made more wholesome and buoyant. Even the employees were included, for they looked forward to her coming with pleasurable anticipations.

Her rounds were made and she returned to her office. On the desk before her lay the morning mail. Each letter was opened with care, for it represented in her

estimation a professional and confidential communication. The messages they contained dealt with various subjects—registration of occupational pupils, conservation of natural resources, promotions to high schools, Red Cross assemblies, radio programs, recreation schedules, summer school bulletins, community solicitations, and the sort. To each she gave her attention and placed them where they would receive due consideration.

Her daily plan called for an observation and though the visit was unannounced she sensed a welcome, for the purpose of her coming was to stress the desirable and to offer suggestions. She noted the lesson's purpose and evaluated the technique utilized. The responses and reactions were carefully diagnosed. Her recollection carried her back to the time in her career when she stood before a group of learners and endeavored to bring about certain inculcations. She recalled her resolution never to forget what her own emotions were when under observation. The lesson ended. A smile greeted the teacher, an encouraging word was spoken as she left the room. Later in the day she participated in lessons sitting among the pupils as they discussed a topic, sang a song, dramatized a story, constructed a project, and solved a problem. To these eager, anxious boys and girls she was one of them, their pal, and co-worker.

The conference periods proved intensely interesting,—those with teachers and those with pupils. Frankness and sincerity were the outstanding factors. Contributions were exchanged and they closed with mutual advantages. During these periods pupils unfolded their innermost feelings and laid bare their very souls, for to them a balm of Gilead would be forthcoming with its healing position. She talked with teachers as participants in a common cause and kept uppermost the fact that the advancement of their interests was her highest ambition.

Regardless of her schedule interruptions were numerous and emergencies arose that needed attention and questions were asked which demanded answers. Unannounced visitors occupied part of her time, and problems so pressing and matters so important, utilized her energy to such an extent that her physical self tempted to become weary. Ruffled parents, problem children added to her numerous perplexities, while understanding superiors and co-operating supervisors recompensed her with pleasure.

E'er the day was done, all records were recorded. Standing on the steps of the building outside she waved good-bye to the departing children and deep down in her heart realized that they had left in better condition than when they came. When the last one passed out of her sight she looked up to the blue heaven above her and thanked the Almighty that she had been spared to give another day's service to the uplift of her people and the brothers and sisters of her profession. Departing co-workers paused to wish her a pleasant evening.

Glancing at the flower which greeted her in the morning, clearing her desk in front of her, glancing out of the window beside her she recalled the words of Longfellow, and applied them to herself—"Something attempted, something done, has earned a night's repose." Passing out of the door which had admitted her in the morning a public school principal returned to her home and family.

No nation has a right to dream of peace that is not prepared to go out and defend it. *Anon.*



Members of the Fourth Annual Conference on Elementary Education, which was sponsored by the Department of

THE FOURTH ANNUAL CONFERENCE

University of Wisconsin, Madison,

The campus of the University covers a wooded hilly area along the shore of Lake Mendota and the 675 members of the Fourth Annual Conference on Elementary Education, housed in the Kronshage group of buildings, spent two ideal weeks at this wonderful spot. All are still wondering how Dr. J. Murray Lee, assistant professor of elementary education, and chairman of the University Conference committee, with his helpers, Professors Gordon Mackenzie and Paul Sheats, could induce the weather man to concede to his demands too. All soon realized that everything which his "magic wand" seemed to touch came at his "beck and call," but how he and his committee could talk the elements into obeying is more than anyone can understand. Two ideal weeks—ideal weather, excellent program, eminent speakers, fine meetings, lots of fun, splendid trips, delicious food, and grand folks.

Committees—The committee of the Department of Education of the University had cooperated with the National Department of Elementary School Principals in formulating the program. The arrangements for the conference had been made possible through the cooperation of the Wisconsin Elementary School Principals' Association, Dean Goodnight and the Summer Session Staff, and the Dormitory and Commons Staff.

Members of the Wisconsin Elementary School Principals' Association, functioning as a Hospitality Committee and as official hosts and hostesses during the Conference were: Mrs. Alice Rood, *Chairman*, Madison; Annie Axtell, Madison; Josephine Benson, Superior; Alice M. Byrne, La Crosse; Laura E. Kellar, Shorewood; G. Leistikow, Winneconne; Velmar Pratt, Madison; Barton Rogers, Oconomowoc, and Fred Schnell, Sheboygan. Besides all these folks whose names have been mentioned there was another very charming gracious lady who efficiently tied the ends of any details which were found dangling.



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

CONFERENCE ON ELEMENTARY EDUCATION Madison, Wisconsin, July 8-19, 1940

She was Mrs. J. Murray Lee, the attractive wife of our Chairman of Affairs.

Completeness of Program—From the moment of arrival, July 6, things started to happen—registration was expedited, for Dean Goodnight spent the day at Kronshage signing cards. A printed program was given to each member of the Conference as he left the Rose Taylor room. As one member expressed it, "This program is absolutely fool-proof." The answer to every imaginable kind of question was found therein, for it not only contained the program for the conference, but gave in minute detail information about general topics, dormitory schedules, recreation information, what to do on arrival, the lovely reception on Saturday evening, Sunday church programs, map of the University campus, the social program, and campus events of general interest.

With all of these things to do packed into two short weeks each member realized the theme of the Fourth Annual Conference on Elementary Education had been aptly stated—"Enriching the Elementary School Curriculum."

States Represented—Forty-one states were represented at this Fourth Annual Conference on Elementary Education, as follows: Alabama (4), Arkansas (1), California (10), Colorado (6), Connecticut (2), District of Columbia (8), Florida (2), Georgia (19), Idaho (2), Illinois (52), Indiana (18), Iowa (41), Kansas (13), Kentucky (4), Louisiana (1), Maine (1), Massachusetts (9), Michigan (33), Minnesota (16), Mississippi (6), Missouri (39), Nebraska (15), Nevada (1), New Hampshire (2), New Jersey (4), New Mexico (1), New York (23), North Carolina (4), North Dakota (10), Ohio (69), Oklahoma (2), Pennsylvania (11), South Carolina (1), South Dakota (10), Tennessee (4), Texas (21), Utah (6), Virginia (12), Washington (1), West Virginia (8), and Wisconsin (148). This does not include the 35 principals who were registered in the summer school.

Volume of Proceedings—So that every person at the conference could have a report of each general assembly meeting, each seminar meeting, and each evening meeting, a Volume of Proceedings has been prepared. This valuable compilation of 196 typewritten pages is another milestone in the progress of the fine work done for elementary education throughout the United States. The price of this volume was included in the registration fee. Extra volumes may be secured by writing to the Dean of the Summer Session, University of Wisconsin, Madison, Wisconsin. Price \$2.00.

Conference Reminiscences



The above pictures, taken at the conference, represent: 1. Views of the receiving line at the Saturday night reception; 2. Members of the Fourth Conference who were also members of the First Conference; 3. Present and past officers of the Department attending the conference; 4. The people who made the wheels go 'round at the Milwaukee Convention, and attended the conference; 5. Those people who have attended all four conferences of the Department; 6. Dr. Lee unwrapping the gift presented to him and Mrs. Lee by the conference members, while Robert Edgar and Mrs. Lee watch; and 7. Entertaining a few of the dignitaries at luncheon.

"Another Convention Marathon"

Milwaukee, Wisconsin

June 30-July 4, 1940

Folks came by plane; by train; by bus; by car; and it was reported that several "hitch-hiked" their way so as to be at this gala affair. The convention distances from meeting to meeting were just right. The ideal weather conditions which Wisconsin gave, caused one to enjoy a brisk walk from the hotel to the auditorium, but those who scheduled themselves to "see all" and "do all" realized they were soon whirling here and turning there in a regular "Convention Marathon." It was simply impossible to go fast enough to partake of all the delightful entertainment which had been planned by the Milwaukee and Wisconsin principals. Hospitality reigned. Cars were ready for any who wished to go—anywhere. But best of all was the group of fine men and women found playing and working together, whose ability, efficiency, and desire to please made the convention the very grand success that it was.

Hospitality Headquarters—The 212 elementary principals and their friends who registered at "Headquarters for all Elementary Principals" followed the arrow to Parlor H, Schroeder Hotel, July 1, 2, 3 and 4. The Milwaukee Club, the Wisconsin Association, and the National Department of Elementary School Principals had made arrangements for a headquarters room for local, state, and national guests to register and meet friends. Those who reached this beautiful room a wee bit early had the delightful pleasure of meeting the local and state groups working as chairmen, co-chairmen and helpers, and watching them check final plans. Let us depart from the usual routine of reporting a meeting to express our great appreciation for the very able manner in which each assignment was checked, and the efficiency with which each problem undertaken was solved.

Acquaintance Breakfast—"There is no tonic so stimulating, so fine for the system as one of these Department breakfasts. Boy! I wouldn't miss one of these for anything." This comment was heard as two gentlemen entered the Crystal Ballroom, Schroeder Hotel, Monday, 7:30 a.m., July 1, 1940. And there were 131 others who must have felt the same way, for within a very few minutes after the signal was given to "Go" the dining room was filled with a happy throng. Each person had been given a ticket upon entering the room and the persons holding the lucky numbers received a pair of Nylon hosiery or a pound of Gargoyle coffee. One of the interesting facts about the *whole* Milwaukee convention was that even though some *one* person was designated as chairman of some particular function, you looked around and found *everyone* there helping as if it were his own job to do. The teamwork was most noticeable and what fun all seemed to have in seeing the job splendidly done. As the result of this cooperation, each guest found at his place a bag of souvenirs representing products of Milwaukee, and the peals of laughter when some one found a "surprise" were most contagious. Who could help be happy when such delightful hostesses and hosts as Beulah Delight Kobler,

general chairman, and her co-chairmen for the breakfast meeting, Lillian Thies, *chairman*, Peter Stormonth, and Ethel Gardner, had made the arrangements.

After a delicious breakfast, President Irvin A. Wilson welcomed all; introduced Laura E. Kellar, president, Wisconsin Elementary Principals' Association, who announced the week's events; invited groups to see a Workshop being held by the University of Wisconsin, the American Council on Education, and the Milwaukee State Teachers' Association, at her school in Shorewood; called attention to the beautiful dioramas which surrounded the breakfast room; introduced charming Beulah D. Kobler; presented "Bill" Buboltz who at the urgent request of the group sang, "The Bells of St. Mary's" and "My Wild Irish Rose"; and asked that Lillian Thies "say a word or two."

After welcomes, introductions and announcements, the group was led in singing by Robert Edgar, principal, Bedford School, Pittsburgh, Pennsylvania, accompanied by Edith Knight, in charge of grade music, Lake Bluff School, Shorewood, Wisconsin.

President Wilson asked J. Murray Lee, assistant professor of education, University of Wisconsin, Madison, Wisconsin, who was the guiding spirit behind the conference on elementary education at the University of Wisconsin, to tell the group assembled about the last minute details for the conference and to answer any questions pertaining to this two weeks' course.

Two committees were appointed at this breakfast meeting by the president, namely, the *Nominating Committee*: Maude Rhodes, Atlanta, Georgia, *chairman*; Cassie Roys, Omaha, Nebraska; William Buboltz, Milwaukee, Wisconsin; Margaret Foristel, St. Louis, Missouri; and Elizabeth Malcolm, New Haven, Connecticut; and the *Necrology Committee*: Sarah Young, Oakland, California, *chairman*; J. D. Williams, Birmingham, Alabama; and Bess Rogers Clement, Clarksdale, Mississippi.

President Wilson then asked those present to stand as the name of the state from which they were, was called. The roll call showed that thirty states were represented.

This very enjoyable breakfast meeting closed with a final song by the group, led by Robert Edgar, accompanied by Edith Knight.

Banquet—The beautiful Crystal Ballroom, Schroeder Hotel, was again the place in which the elementary principals assembled Monday evening, July 1 at 6:30 p.m. Another enjoyable semi-annual banquet of the Department of Elementary School Principals was held. Nearly four hundred persons were on time to enjoy an evening of entertainment and to listen to one of the finest addresses of the convention, for William G. Carr, secretary of the Educational Policies Commission of the National Education Association and the American Association of School Administrators, is an authority about the numerous problems which public education is having to face today. He is also a most excellent speaker. The committee, of which Beulah D. Kobler was general chairman and Harold Peterson, principal, Keefe Avenue School, Milwaukee, Wisconsin, was banquet chairman, had spent many long hours making preparations for this occasion. Again each person found at his plate a bag of favors, representing products of Milwaukee, and nylon hosiery and Gargoyles coffee were again given away to the persons holding the lucky tickets.

President Wilson requested all to stand while Agnes Samuelson, executive secretary, Iowa State Teachers' Association, asked the blessing. She gave the following:

"Our heavenly father, our master teacher, we bow to thank thee for the blessings we enjoy and to pray for strength to face our task. We dedicate ourselves and this occasion to thee and the children, and pray for guidance that we may direct their steps throughout an abundant life. Amen."

A most delicious meal was served, after which President Wilson introduced the distinguished guests who were seated at the head table, and asked a few words of greeting from Amy Hinrichs, president, National Education Association and principal, Audubon School, New Orleans, Louisiana; Willard E. Givens, executive secretary, National Education Association; S. D. Shankland, executive secretary, American Association of School Administrators; and Carroll R. Reed, president, American Association of School Administrators, and superintendent of schools, Minneapolis, Minnesota.

At the request of President Wilson, J. Murray Lee, assistant professor of education, University of Wisconsin, Madison, Wisconsin, again made the announcements about the Fourth Annual Conference on Elementary Education, which was to be held for two weeks at the University of Wisconsin immediately following the convention. President Wilson then presented the speaker of the evening, William G. Carr, secretary, Educational Policies Commission, National Education Association, who gave a most outstanding address on "Public Relations of the Elementary School." *

Following this very stirring address, Harold Peterson, chairman of the banquet committee was asked to take charge. He presented the members of his committee who were: Carrie Schwartz, principal, Humboldt Park School, Milwaukee; H. T. Ralph, principal, Washington School, Waukesha; Adelbert Peck, principal, Siefert School, Milwaukee; R. J. Stewart, principal, Union School, Waukesha; and Annette Kottbauer, principal, Vieau School, Milwaukee. A most enjoyable program was presented, consisting of selections by Norman Clayton, a baritone soloist from Milwaukee; splendid singing by the A-cappella Choir of the West Division High School of Milwaukee, under the direction of Gola Coffelt; and a presentation of "Dances of the Nations" portraying the Modern Dance, the Russian Quadrille, the Hungarian Folk Dance, the Polish Folk Dance, and the Creation Folk Dance, under the very able leadership of Dorothy C. Enderis, Department of Municipal Recreation and Adult Education, Milwaukee Public Schools. Every person present thoroughly enjoyed the attractive and unique entertainment presented. The program was another evidence of the very fine work which the Milwaukee and Wisconsin principals did in making preparations to entertain their guests during the convention week.

* Dr. Carr's address may be found on page 38.

If you have not yet sent in your dues for 1940-41, please do so immediately, for the new membership year started on September 1.

Public Relations in the Elementary School

William G. Carr, Secretary, Educational Policies Commission,
National Education Association, Washington, D. C.



WILLIAM G. CARR

The current situation of American education might well be compared to that of a boat in a heavy sea which has just been battered by one overwhelming wave of depression. The crew are hard at work bailing the salt water out of the engine room. Now they see approaching them another wave of a magnitude even more frightful than that from which they are just recovering. There remains little time to size up the situation, to prepare for another extended period of struggle and to pull their forces together for a supreme effort. Before the turbulent waters break over the endangered craft, let us see if we can discover anything that may be helpful in determining the

size and speed of the wave and the forces back of it as well as the possibilities of remaining afloat on the surface of the financial waters without losing vessel, crew, and cargo.

It is never a grateful task for anyone to assume the role of a gloomy prophet, "Cassandra-like prognosticating woe." Nevertheless, if one is candid in facing the future of the financial support of American education, he must report that problems of a serious magnitude lie ahead and not very far ahead.

In the first place, American education has not yet recovered from the heavy blows dealt to it during the period of depression. The professional equipment of teachers and the morale of the teaching profession generally were badly shaken and the few years of semi-prosperity in which we have been living have not been sufficiently encouraging to restore that morale and equipment to first-class condition. The schools have been caught in a giant pincers-attack, with increasing demands for service and decreasing funds and personnel pressing in on them from opposite sides.

The second feature which is not encouraging for the future is the fact that our national economy is not in good shape. During the years of 1928 and 1929 the national income of the people of the United States was estimated at approximately 90 billion dollars. During the depression this fell to approximately 50 billion dollars or less. More recently we have seen a gain to about 70 billion dollars. If we could restore our national income to 90 billion dollars a year instead of 70, we could increase the American standard of living, expand our educational program, and retire the national debt within a few years.

Not only are the schools and the general economy still suffering from the depression period, but there are additional forces which threaten education with grave difficulties within the next few years. We have, for example, the pressure which is being exerted on all public budgets due to the great increase in the functions and cost of government. During the past decade America has embarked on a series of social reforms of a costly nature. I am not for a moment questioning the value and importance of adequate relief, old-age security, unemployment compensation, and the like. I am merely trying to point out in a realistic way

that these additional public services have made it increasingly difficult to secure adequate funds for the more fully established, long-time educational and other services of government. During the depression, for example, when educational costs were declining, all the other costs of government were going up. The proportion of municipal expenditures set aside for education last year was less than it had been at any year since we began to keep our records on this subject.

Now a new force enters into these calculations; namely, the demand for vastly increased expenditures for national defense. Again, one need not decry or minimize the importance of making these expenditures, but if one is honest enough to face the facts, he will have to admit that the making of these expenditures will place great burdens on the other functions of government and that there will be an effort to finance national defense out of money which is in part saved by drastic curtailments in education and the other social services.

The financing of education under these circumstances suffers from several special types of handicaps. The services of education, as far as many people are concerned, appear to be remote and impersonal. Unless he happens to have children in the public schools, the ordinary citizen is scarcely aware of the service that is being rendered. Furthermore, public education by its very nature is a quiet, orderly process with little of the spectacular and attention-getting qualities of some of the other types of public activity. Again, public education is directed, almost wholly, to the service of a group of our citizens who have not yet achieved the full status of adult voters, and who, therefore, have little or nothing to say with reference to the public activities which they would like to see supported. All of these facts suggest that only the greatest vigilance can prevent unfortunate raids on education, and it may be that they will occur in spite of anything that we or anyone else can do.

But my catalog of danger is still incomplete. For many years the declining birthrate and the lowered rate of immigration to this country have been reducing the number of young children. This reduction has begun now to make itself felt in public school enrolment. The elementary school enrolment has already passed its peak. There were more children graduated from our public schools last year than may ever be graduated again in a single year. The cry is already being raised that since total school enrolments are declining, or about to decline, the funds for education ought to be decreased.

One more point before I conclude this review of the forces which, in my view, are threatening the financial support of American education as it has never been threatened before. The whole tendency of public finance in recent years has been to shift burdens from local governments to state governments and from state governments to the federal government. This shift has been due in part to the greater ease and, in many ways, the greater equity, of collecting funds by state and federal governments as opposed to the local governments. Local government, by and large, has only one important source of revenue—a tax on general property—and it is universally admitted by students of taxation that exclusive reliance on the general property tax is not sound financial policy. Now, with all of the other functions of government gravitating toward state and federal support, it is natural that those functions that are left for the local revenue system to carry may have a very difficult time of it. This appears to be exactly the situation in

which the schools are finding themselves. While it is true that state aid has increased, it has not increased nearly enough in most parts of the country. As far as federal aid is concerned there has been no success whatever, as yet, in securing constructive attention to this problem by the Congress or by the other officers of the national government in Washington.

Now let us call the roll of the defenses that we can summon to meet this situation.

1. As far as logic and common sense are concerned, the public schools in the country have an air-tight case for escaping these dangerous conditions. Education, as we all know, is the very heart of the democratic process and he who endangers our system of universal education endangers democracy itself. Furthermore, education is a service which cannot be postponed. Children grow up into enlightened citizens or into ignorant citizens. There is very little we can do to remedy the situation if we neglect their education while they are young. The schools also have a strong support from the rank and file of the American people, a support which grows in part out of their inarticulate faith in the value of education and in part out of the natural concern of any people for the welfare of its children and youth. All of these assets of education in logical argument and in emotional attachment are valuable and should be conserved. Yet we have always had these assets and they have not saved us from very difficult problems in the financing of education. I do not think that these circumstances alone will suffice to protect the schools in the future.

2. In the current situation we have a new and very telling argument to add to our case for public support for education. We have every reason to go before the public and to say: "If you fail to support these schools, you will have less money to spend for other things than if you do support them." We can make a case of great strength for the sheer dollars and cents value of an educational program. We can make such a case, I say, provided we have the materials at our disposal with which to reinforce it. Until a few months ago those materials were not available. They were scattered in books on economics and school finance and the data were hidden away in dozens of obscure investigations. Today, thanks to the efforts of the Educational Policies Commission, we have available the first comprehensive analysis of the effect of education on economic well-being that has been published.¹ It is my judgment that if we had a few hundred thousand teachers in this country who were ready to rehearse the argument for education in terms of its economic values, we might succeed in staving off most of the serious difficulties which are going to confront us.

Now this argument for education in terms of its dollars and cents value is not an easy one to trace. It requires close application to master it and it requires application of a kind which school people are rarely willing to make. We all like to think of education in idealistic terms as something which has values of a different order from the financial values which we attach to many other things in our daily lives. There is no denying that the supreme values of education are not economic. They are spiritual and moral in nature. Nevertheless, we are tossing aside very

¹ National Education Association and American Association of School Administrators, Educational Policies Commission. *Education and Economic Well-Being in American Democracy*. Washington, D. C.: the Commission, 1940. 227 p.

valuable defensive weapons if we fail to equip ourselves with a thorough knowledge of the effects of education on the national economy.

The report by the Educational Policies Commission which explored this whole topic is readily available to anyone who wants to get it and there is not time now for me to rehearse in detail the arguments which that volume contains.

3. I would like to urge you to broaden educational opportunities beyond your school by cultivating effective relations with the public. You should make it your business to see, if it is humanly possible for you to do so, that everyone who comes to your school leaves that school with an enhanced appreciation of what it is doing. Don't you sometimes feel a little bewildered and confused and vaguely resentful when you visit some relatively unfamiliar institution, a hospital perhaps, or a court room, or even a bank? Most people feel just exactly that way about a school. The class schedule, the arrangement of rooms, all the things that you, through long familiarity, take for granted are strange and therefore vaguely irritating to others. You should help to bridge this gap. Couldn't you prepare a neat little folder for visitors, mimeographed, perhaps, to keep the cost down, with a cordial greeting on the front cover and a simple, direct account of what you do in your school and how people can help you do it better? I know that too many parents go to school only to beam at commencement or to protest at report-card time. But whenever they do come, smile at them! Make them welcome within the walls of their own schools.

I know that my counsel is not entirely agreeable. I know that it means hard, and sometimes unpleasant work. We *must* work hard at building up favorable public attitudes toward education and at breaking down bad ones already established. The American people must be shown again the splendid vision of how a democracy could lean and grow upon a dynamic system of education. Out of such understanding will come a new kind of public support—a public support which is not expressed merely in dollars in school budgets and legislative appropriations. Beyond and above financial support are moral support, public sympathy, appreciation for what the schools are doing, intelligent cooperation between schools, homes, churches and other educative agencies, and public assistance in removing from the community environment of children those influences which destroy the best educational efforts that you can make.

4. A promising field of public relations activity in which elementary school teachers could engage more generally outside of their classrooms would be the development of mutual understandings and various kinds of cooperative relationships with the other social services which meet the needs of children in your classes. I wonder how many teachers, for example, are acquainted with the librarian in charge of the children's section in their public library. Do teachers know what the librarian's professional problems and needs are? I wonder how many teachers have become familiar with the work of settlement houses and other social agencies in their community. How many teachers know what forms of public health service are available to the children in their classes? How many teachers are aware of the recreational opportunities or the lack of opportunities in the neighborhood in which their school is located? The time has come, I believe, for much closer coordination among the various services for children than has

existed before. Let me make it crystal clear, however, that I do not think that such collaboration should mean the abdication of responsibility for education on the part of school people or the subordination of the educational function to any governmental agency.

These other services to childhood, however, are facing difficulties just as education is. A united front against a common enemy is called for. It would seem to be the part of wisdom, for reasons of self-preservation if for no other, that all related social services get together and give whatever understanding, assistance, and support they can to one another's program. More fundamental than this, however, is the fact that as we come to understand what other agencies are doing to help children, we can make our own work, and theirs, much more effective. This cooperative spirit is strongly emphasized, and ways of making it effective are suggested, by the report of the 1940 White House Conference on Children in a Democracy² and by the Educational Policies Commission's volume on

*Social Services and the Schools.*³

Most people, I am convinced, want to help the schools. They believe in education, but they are uncertain of what education is and of how it is conducted. Just a little more consideration, explanation, and guidance by each teacher in the United States would soon change the public from wavering neutrality into cordial allies in the war against ignorance and evil which every good school is constantly fighting.

5. Finally we can and should challenge very sharply the efforts of certain individuals to place the schools in an unfavorable light before the court of public opinion.

We hear a good deal of jittery talk these days about subversive activities and subversive agencies. Some ill-informed people have even called the schools subversive.

A beautiful illustration of confused thinking about education is provided by an article in the current issue of *Nation's Business*, official organ of the U. S. Chamber of Commerce. I cannot give you all the article, but I shall read a few sentences which, I believe, give a fair picture of its general level and tone. The article is illustrated by a cartoon which depicts an American school child, communist textbook in hand, trembling under the tutelage of a Russian bear, thinly disguised as a school teacher. You have to see that cartoon to appreciate to the full the savage nature of this attempt to smear the good name of our schools. Now, for the excerpts:

Have you noticed how little present-day children know of American history and the basic reasons for the liberties we enjoy? . . . There are reasons for this. . . . The main reason is that our entire educational system has been "reconstructed" in several vital particulars. Textbooks and complete courses teaching that our economic and political institutions are decadent have been placed in public schools in more than 4,200 communities in the United States. . . . That's what has happened in little more than a decade, while you and I and others have been too much engrossed in our own affairs to look between the covers of our youngsters' textbooks. It has come about through the widespread teaching of "Social Science."

² White House Conference on Children in a Democracy. Preliminary General Conference Report. Washington, D. C.: Children's Bureau, U. S. Dept. of Labor, 1940. 50 p. (Mimeo.)

³ National Education Association and American Association of School Administrators, Educational Policies Commission. *Social Services and the Schools*. Washington, D. C.: the Commission, 1939. 147 p.

What a climax! The American people are first asked to believe, without a single morsel of evidence, that our children do not know much about "the basic reasons for the liberties we enjoy." And then they are gravely advised that this evil day has fallen upon us because of that wicked "Social Science." And the editor of the magazine takes pains to explain in the foreword that these conclusions are based on two years of research by the author.

What is subversive? If we recall our Latin derivatives, we quickly see that this adjective applies to the process of "overturning from the foundation." What is the foundation of the future of our democracy? Does it not rest, finally and completely, on educated citizens? I conclude, therefore, that the noisy minority who attack or weaken the public schools are attacking the foundations of democracy. And they who dare to do that are the real subversive agents, in whatever disguise they may appear. Yes, even though they carry banners inscribed with the magic word "economy"; even though with the grand gesture of patriots they wrap themselves in the folds of the flag itself; even though they burn incense before the most conspicuous altars of jingoism; still they remain under every disguise the enemies of that evolving democracy which we wish to insure for ourselves and our posterity.

If you seek the Trojan Horse of democracy, look no further. Those who oppose public education ignorantly are weakening democracy inadvertently. Those who hamper public education deliberately are flagrantly disloyal to the ideals of equal opportunity and an educated citizenship on which our way of life rests.

Some people are indifferent to public education; let us eagerly inspire them. Some are ignorant about the work of the schools; let us patiently enlighten them. Many people have sincere and helpful comments and criticisms to make regarding the public school system; let us encourage them and give their views careful consideration. And some few are opposed to public education for selfish reasons; let us fight them to the last ditch; let us expose them as the enemies of democracy that they are.

Report of the National Elementary Garden Committee

Gardening as an elementary school activity is rapidly being developed in numerous rural and city districts throughout the United States. The demand for information on organization has been such, that a garden committee has been appointed by the Department of Elementary School Principals to make a study of existing projects, namely: Hattie Rainwater, J. Allen Couch School, Atlanta, Georgia, *Chairman*; J. F. Moore, Brookline School, Pittsburgh, Pennsylvania; Lyle E. Hotchkiss, Salina Junior High School, Dearborn, Michigan; and Ida B. Helpinstine, School 72, Indianapolis, Indiana.

The committee would like to contact every elementary school principal, but finances will not permit such an extensive study. It is, therefore, requesting that any person who knows of a school that is sponsoring a gardening program, no matter how small, kindly notify one of the members, giving the name and address of the school. A contribution from you will help solve the gardening problem of other schools.

Our Anniversary Year!

Eva G. Pinkston

We are all starting a new year. Perhaps you have changed schools and the new (or different) school brings new plans, new folks, added responsibilities; perhaps you have accepted a position in another city; or perhaps you have been given new teachers to supervise. There is not one of us but what this new year brings the challenge to do our task better than we did the year before. We can win if we do not worry but *work*. This new year *must* be our best.

Headquarters is enthusiastically entering its 1940-41 year's work, for two reasons: (1) The whole world is so topsy-turvy that the burden of keeping things straight is fast falling on our schools, therefore, we who have been placed in strategic positions should keep ourselves abreast of the best educational procedures; and (2) The Department will be celebrating its Twentieth Year of Progress and the officers have made marvelous plans for this ANNIVERSARY. This year is really going to be a "whale of a year" for our members. The \$3.00 membership dues will entitle *all* to the following:

1. The 19th Yearbook, "Meeting Special Needs of the Individual Child." (Study Guides have been prepared for this new Yearbook by the Chairman of the 1940 Editorial Committee, Cecelia Galvin, Indianapolis, Indiana—25c.)
2. Five issues of *The National Elementary Principal* containing articles written by eminent educators. (a) October issue—DEMOCRACY—Dr. William Gray, contributor; (b) December issue—LATER CHILDHOOD PROBLEMS—Dr. Beryl Parker and Dr. Worth McClure, contributors; (c) February issue—EVALUATION—Dr. Paul Hanna and Dr. Helen Heffernan, contributors; (d) April issue—FUNDAMENTAL SKILLS—Dr. Edwin H. Reeder and Miss Nelle Haley, contributors; and (e) June issue—LEARNING TO LIVE—Dr. E. T. McSwain and Dr. Mary Dabney Davis, contributors.
3. "Radio in the Schools," a one hundred page monograph, prepared by the Department's Radio Committee, of which Jane Monahan, principal, Public School, No. 92, The Bronx, New York City, is *chairman*, will be sent complimentary to all 1940-41 members.
4. The fifth through the eleventh Yearbooks of the Department may be purchased by 1940-41 members at 50c per copy as long as the supply lasts.
5. Two ANNIVERSARY Convention programs, (a) Atlantic City, N. J.—February 22-27, 1941; and (2) Boston, Mass., June 29-July 3, 1941.
6. The Fifth Annual Conference on Elementary Education, which will be held at Harvard University, July 7-18, 1941. Two credits will be given by the University to those who attend.
7. Services of the Department.

You know that a celebration of any kind brings extra services and that is exactly what will happen to all who are members of the Department of Elementary School Principals this year. Let all principals know we are going forward

and invite them to come along and join in the profits and fun. Two cities have already come in one hundred percent—Ft. Smith, Arkansas, and Boulder, Colorado.

The following persons have accepted the responsibility of being State Directors in their individual states. We hope you will give them your co-operation in your particular city or county:

- ALABAMA—Robert C. Johnston, 2030 Magnolia Avenue, S., Birmingham.
- ARIZONA—Howard Soule, 3999 Cleveland Road, Phoenix.
- ARKANSAS—Mollie Williams, Belle Point School, Fort Smith.
- CALIFORNIA—Sarah L. Young, Parker School, Oakland.
- COLORADO—Jessie K. Fitzpatrick, 936 Mapleton Avenue, Boulder.
- CONNECTICUT—Elizabeth R. Malcolm, Truman Street School, New Haven.
- DISTRICT OF COLUMBIA—Robert W. Eaves, Thomson School, 12th and L Streets, N. W., Washington.
- FLORIDA—Mrs. Mary Kent, 2802 Sitios Street, Tampa.
- GEORGIA—Mary Standard, Moreland School, Atlanta.
- IDAHO—Coral M. Norton, 406 Franklin Street, Boise.
- ILLINOIS—Kenneth E. Vayette, 204 N. Perry Avenue, Peoria.
- INDIANA—Carl W. Lemme, 1820 Bayard Park Drive, Evansville.
- IOWA—Murva R. Kelly, 1671 Main Street, Dubuque.
- KANSAS—Myrtle M. Evans, 15th Street and Troup Avenue, Kansas City.
- KENTUCKY—E. E. Gotherman, 750 South Limestone Street, Lexington.
- LOUISIANA—Florence Dixon, 3821 Franklin Avenue, New Orleans.
- MARYLAND—Mrs. Anna P. Rose, Chevy Chase Elementary School, Chevy Chase.
- MASSACHUSETTS—Raymon W. Eldridge, Lawrence School, Brookline.
- MICHIGAN—Arnold Gregory, Raupp School, Lincoln Park.
- MINNESOTA—James F. Lichtenberger, Windom School, Minneapolis.
- MISSISSIPPI—Gabriel Houston, 111 W. Second Street, Clarksdale.
- MISSOURI—Emma O. Mumm, 1027-A Felix Street, St. Joseph; Genevieve M. Turk, Scarritt School, Kansas City; and Euris J. Jackson, 2616 Cora Avenue, St. Louis, Co-chairmen.
- NEBRASKA—Mrs. Mae T. Clark, Hotel Yancey, Room 1017, Grand Island.
- NEVADA—Mary S. Black, Battle Mountain.
- NEW JERSEY—Guy L. Quinn, 2106 Bangs Avenue, Neptune.
- NEW MEXICO—Stella Kiker, 240 S. Fifth Street, Raton.
- NEW YORK—Florine H. Howes, Central School, Mamaroneck.
- NORTH CAROLINA—J. E. Miller, John H. Small School, Washington.
- NORTH DAKOTA—Mrs. Sadie A. Walker, 303 Eddy Court, Fargo.
- OHIO—L. Daisy Hammond, Patterson School, Dayton.
- OKLAHOMA—Ralph H. Kennedy, 1908 W. 41st Street, Tulsa.
- OREGON—W. C. Painter, 425 S. E. 45th Avenue, Portland.
- PENNSYLVANIA—William J. Laramy, Oakmont School, Haverford Township, Upper Darby.
- RHODE ISLAND—Herman G. Patt, John Clarke School, Newport.
- SOUTH CAROLINA—Simon Fogarty, 151 Moultrie Street, Charleston.
- TENNESSEE—Thomas N. Johnston, 226 Keith Avenue, Knoxville.
- TEXAS—W. L. Darnell, Palm School, Austin.
- UTAH—Lois Anderson, Uintah School, Salt Lake City.
- VIRGINIA—Lillian M. Johnson, 404 Chestnut Street, Norfolk.
- WEST VIRGINIA—Rachael E. Wilson, 621 First Street, Huntington.
- WISCONSIN—Barton Rogers, 26 South Locust Street, Oconomowoc.
- WYOMING—Margaret Chambers, Grant School, Casper.
- ALASKA—Anthony E. Karnes, Territorial Schools, Juneau.
- HAWAII—John Luiz, Pohukaina School, Keawe and Pohukaina Streets, Honolulu.
- PUERTO RICO—Mrs. Julia M. Velazquez, Box 748, San Juan.

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

ATLANTIC CITY MEETING

February 22-27, 1941

"Flight 20"

The Department of Elementary School Principals of the National Education Association was created by vote of the Representative Assembly at the Des Moines, Iowa, meeting, July 8, 1921. The movement which led to this action began in Dean W. P. Burris's (a visiting professor) class at the University of Chicago, summer of 1920. He was offering a course in supervision and administration of elementary schools. A committee from this class was selected to contact elementary principals throughout the United States and to plan a program to be given at the winter meeting of the Department of Superintendence, which would be held at Atlantic City in February, 1921.

President Isabel Tucker, St. Louis, Missouri, has issued a decree that the 1940-41 year of the Department be an ANNIVERSARY year, and that celebrations be held in accordance thereof. With the first meeting which the Department ever held, being at Atlantic City and the American Association of School Administrators choosing this same city twenty years later in which to hold its convention, President Tucker has asked that a real celebration take place. She has selected Mason A. Stratton, member of the Executive Board, a past president of the Department, and principal, Brighton Avenue School, Atlantic City, as General Chairman of all functions for this important meeting. The Department's Twentieth Year of Progress meeting at Atlantic City will be a "high-spot" in its life history.

The plans for the banquet are unique and you will enjoy them. The Acquaintance Breakfast will be another festive occasion. The two afternoon general sessions will be splendid, as always.

Those of you who have been privileged to attend any or all of the meetings of the Department of Elementary School Principals, which have been held at Atlantic City, New Jersey, know how splendidly the local and state committees have entertained their visitors; how the functions for the Department have been for many years held at the Traymore Hotel—at which lovely hostelry we shall again have our breakfast, banquet, and perhaps our programs this coming year; and how the beautiful Crane building, which is next to the auditorium, has been the headquarters for the Department so many times. Not only has the genial manager, Ralph Scull, displayed a sign to welcome us, but he has offered the lovely parlors on the second floor for us to use as a place to register and meet our friends.

Carroll R. Reed, president, American Association of School Administrators, has selected for the convention theme, "To Provide for the Common Defense; to Promote the General Welfare; to Secure the Blessings of Liberty."

The Atlantic City meeting is one you will want to attend and one you will long remember after the convention. The December issue of *The National Elementary Principal* will give further details of the meeting. Put these dates down—February 22-27, 1941, Atlantic City, New Jersey.

AMERICAN EDUCATION WEEK 1940



The twentieth annual observance of American Education Week, November 10-16, 1940, will be built around the general theme, "Education for the Common Defense." The daily topics are shown in the accompanying illustration.

The basic purpose of American Education Week is to help inform the parents and citizens of every community regarding the achievements, the objectives, and the needs of their schools.

The theme, "Education for the Common Defense," is of universal interest at a time when the nation is embarked upon a tremendous national defense program in terms of armament, conscription, and the training of personnel. If democracy is to be safeguarded we must also mobilize our intellectual, moral, and

spiritual resources as well as build armaments. The school's responsibility for this task begins with the elementary school child.

Our system of universal public education, constantly adapted to changing needs and problems, is the greatest common defense the American people have erected or can erect. American Education Week 1940 is the opportunity of a generation to carry this message to the American people by vigorous, concerted effort throughout the entire nation. It is of the utmost importance that this be done. Other demands for public funds make it increasingly difficult to finance education. Meanwhile, new problems confront the schools as the nation moves into a new period of world history.

The National Education Association has prepared materials to assist you. These include posters, leaflets, stickers, a Handbook, an illustrated booklet "Education for the Common Defense," and a folder "Things To Do, American Education Week in the Upper Elementary School." A classroom supply of these materials may be secured in the Elementary School Packet which is available at 50 cents per packet.

If you are interested in the kindergarten-primary grades another folder "Things to Do American Education Week in the Kindergarten-Primary School" is available. The Kindergarten-Primary School Packet carries this folder and the other materials listed above. It also sells for 50 cents.

Address your order to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Make American Education Week count in your community.

The Emerging Design of the Elementary School Curriculum *

J. Harold Straub, Willard School, Ridgewood, New Jersey, and
State Teachers College, Paterson, New Jersey

Would you agree that a new design of elementary education is emerging as we experiment and play with old and new patterns of education? And would you be willing to go along with the thought that an educational design is an ever-changing, ever-growing, undetermined, dynamic process of growth, and not a static, fixed, finished, model pattern to be followed? And then, would you accept the thought that the emerging design of elementary education is the cooperative, full, democratic, happy living of children and teachers in and about their in-and-out-of-school experiences?



J. HAROLD STRAUB

Curriculum: It has been said that the curriculum of the school is what the children are actually doing in school, and not what they are supposed to be doing according to some predetermined, printed course of study or program of activities. The curriculum of any school is the every-minute interacting of the child with his environment while he is in any way connected with the school. The curriculum of every school is the school living going on in and about the school. It is the sum total of the child's school experiences both desirable and undesirable, both academic and non-academic, and both known and unknown.

Hence, curriculum really is the school living of the child. This raises the question, how much real, true, child-like living do children really experience in school? Do they live uninterrupted child lives, or do they live predetermined, patterned, adult-planned school lives? It would be the opinion of the writer that present-day school curriculums very much set a general pattern of life to be lived by all children regardless of individuality and differing personality. Children, in the eyes of our present-day curriculums, are expected to be one-like-the-next when really no two are alike, nor could they be alike. It is true that individuality and differing personality have been given some curriculum consideration, and it is likewise true that attempts are being made to somewhat individualize school instruction; however, our schools are still mainly organized and planned in terms of the pattern child, and not in terms of the different individual child.

Have you ever watched children lock-stepping aimlessly, and without interest, through a predetermined adult multiplication-table desire? Have you ever been in the presence of young children full of life passing from kindergarten to whether-you-like-it-or-not, whether-you-are-ready-for-it-or-not first grade reading? And have you ever tried yourself in the shoes of the one, two, three, or four years retarded child? And the question again flashing before us is, though questions might be many at this point, do children live child lives in school, or do they lock-step through predetermined school patterns?

* Part I of an article "The Emerging Design of Elementary Education" by J. Harold Straub.

Hence, it appears that the emerging teacher must be interested in something more important, something more vital, in the personal life of the child than mere subject matter and mere pattern lock-stepping. The teacher must be interested in the child and in all of his problems. The teacher must be interested in an in-and-out-of-school learner. Thus, the allowing of the child to grow and develop with the help of understanding teachers, and according to their differing personal life experiences becomes the primary concern of the school curriculum. Schools are built for children. Children are the prime factors in any and every classroom, and the continuous development of these children still remains the paramount goal of the school and the emerging teacher.

The subject matter of such an emerging school program must emerge out of the activity of the school living. As children experience they will meet many types of subject matter integrated within various different larger problems of life. Subject matter will be neither wholly academic, nor wholly non-academic; but rather, it will be all that goes to make up the integrated experiencing necessary for the solution of real, life problems. Subject matter must lose its decided academic characteristic, and must emerge from life's experiences. It must be found in the going. It must be liberated with the unfolding of experience. And it cannot be picked out of the larger problem for isolated study and consideration, for such cuts its vitalizing blood stream of relationship within the larger problem and entirely changes that part so isolated.

Subject matter must not, and cannot, be mechanically planned in advance. The definite and mechanical subject matter plans of the teacher never so unfold in the larger life problem except as this larger problem is the personal problem of the teacher, and not the personal problem of the child. The problems must be the personal problems of the child. All subject matter must unfold from the problems, or life experiences, of the child. Children "learn by doing". The doing only remains the interest of the child as he feels his results helping him to approach his own personal goal. Thus, it becomes more and more evident that definite subject matter must not be set up in a printed course of study, or school program. And, it seems to follow, that such definite subject matter cannot be distributed to teachers for teaching according to a rigid schedule.

The solving of personal problems, the guiding of personal experiences through to the goal of the individual, the managing of one's experiences through the larger life problem to a satisfactory personal result, and the integration of experiences through personal problem solutions emerge in the design of education. Training to match set patterns, the development of skills in isolation, isolated drill for habit formation, the acquiring of isolated facts and information, and the sectional part-building of education fade in the passing design of education. The emerging design is one of relationship. The final result of any problem finds its balance and weight in the relationship of the parts. Parts integrated within the total whole bearing relationship to all of the others, as well as weight within the whole, make up the problems of life. Parts only have meaning in relationship, and parts taken out of their natural wholes lose their related meaning, and take on new and often entirely different meanings. Therefore, thinking of one's life as a whole, it becomes evident that all things are learned

in relationship, and that new learning gets its meaning from the total of one's past total experiences. Hence, all learning and all value are relative.

It is evident that meaning is by far the most important element in any experience. The important element is not skill, it is not habit formation, and it is not the acquiring of facts and information. Meaning, resulting from the relationships of all of the elements within the larger experience, has true and permanent learning value. What, for example, is the meaning of the word, boat? What is the meaning of pleasure? What is the meaning of Civil War? What relative values do you attach to these terms? They take on meaning only as one is able to give them relative interpretation in terms of the depth and breadth of his total of past experiences. Of course, no two people attach the same relative values in interpreting; hence, no two people give identical meanings. If an individual has no background for the interpretation of such words, meaning is impossible. Have you ever watched a child try to color and relate a new word when he had nothing in his past experience with which to color and to which to relate? Have you ever seen a child seemingly learn something one day, and not know any of it the very next day? Have you worked with children who, after listening to the same explanation of a word or thought, use this gained learning to greatly varying degrees? Such, if answered, are examples of the depth and breadth of meaning.

The individual child emerges more and more in the design of education. The day of the lecture type of classroom procedure is fast passing. The day of large group instruction has already given way to small group instruction, and in some cases individual instruction. The design clearly and definitely indicates a closer and closer approach to individual instruction. Children cannot be taught the same things in the same ways. Children should not be given one same, over-all educational exposure. Children should be exposed to different things at different times and in different ways. Such exposure must be guided by the personal patterns of the children as individuals. Differing personalities must be recognized.

The freedom of individual creativity, the escape from force and pressure, and the respect of child personality flash as elements of new design. Children must be allowed and helped to express their individual personal life patterns. Biologically, they must be free. They must create for themselves their own individual life designs as they freely live their own lives. Naturally, such a creative life design embodies, and continually uses, the sum total of the experiences of the child. Regardless of how small, or how big, every new experience reshapes this sum total. Some of this reshaping is immediately noticed through the outward reactions of the child, but much of this changing is never in evidence. Hence, the child is always changing though we may never see any signs of a changing individual. This changing, or creating, can be done only by the child. No one can create his changed self for him. He designs his own life pattern in response to his interacting with his environment, and in terms of his sum total past. This, we have failed to appreciate in our educational designs. Evidences of our failures are all about the school and classroom. Curriculum evidences, teacher method evidences, pupil procedure evidences, and many others all failing to appreciate

that all learning is an internally child-controlled process, and not an externally teacher-controlled method. All learning is internal. And the design of life is an ever-changing, ever-growing, undetermined, dynamic process of whole development.

Conclusion.—Thus, it seems rather true that a new design of elementary education is emerging as we experiment and play with new and old patterns of education. It also appears sound to say that the new educational design of elementary education is an ever-changing, ever-growing, undetermined, dynamic process of growth, and not a static, fixed, finished, model pattern to be followed. And finally it appears that we must accept the statement that the emerging design of elementary education is the cooperative, full, democratic, happy living of children and teachers in and about their school experiences.

Report of the Necrology Committee

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

DEATH IS A DOOR

Death is only an old door
Set in a garden wall.
On gentle hinges it gives, at dusk
When the thrushes call.

Along the lintel are green leaves
Beyond, the light lies still.
Very willing and weary feet
Go over that sill.

There is nothing to trouble any heart
Nothing to hurt at all.
Death is only a quiet door
In an old wall.

—Nancy Byrd Turner.

Mr. President and friends: It is most fitting that we pause a moment at this busy convention to pay tribute to the memory of those of our group whom death has called during this past year. It is not possible to name them all at this time, but as complete a list as can be compiled will be printed in the December issue of *The National Elementary Principal*.

While we listen to quiet strains of music, let us stand as we pay tribute to those who have gone.

(Everyone arose and remained silent for a few minutes while music was played.)

SECRETARY'S REPORT

Milwaukee, Wisconsin

June 30-July 4, 1940

The semi-annual meetings of the Department of Elementary School Principals were held on Monday and Tuesday afternoons, July 1 and 2 respectively, in Juneau Hall, Main Auditorium, Milwaukee, Wisconsin. Several hundred principals and others interested in elementary education arrived early so as to enjoy the splendid community singing led by Robert H. Edgar, principal, Bedford School, Pittsburgh, Pennsylvania, accompanied by Edith Knight, in charge of grade music, Lake Bluff School, Shorewood, Milwaukee, Wisconsin. We are grateful to Miss Knight and Mr. Edgar for the splendid contribution which they made to each afternoon program.

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

First Session—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

Second Session—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

Report of Committees

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

Breakfast—One hundred and thirty-one elementary school principals and friends gathered together in the Crystal Ballroom, Schroeder Hotel, for the first meeting of the convention, Monday morning, July 1. This *Acquaintance Breakfast* proved to be one of the most unique affairs which the Department members have had the privilege to attend. Due to the splendid work of the Local Committee, of which Beulah D. Kobler, principal, Lake Bluff School, Shorewood, Milwaukee, Wisconsin, was general chairman, and Lillian Thies, principal, McKinley School, Milwaukee, Wisconsin, was chairman for the breakfast meeting, each person present found at his place a bag of souvenirs representing products of Milwaukee, Wisconsin. All enjoyed this innovation and were more than glad to carry these favors home with them.

After enjoying a most delicious meal and having an opportunity of making new acquaintances, President Wilson welcomed all those who had come to this meeting of the Department.

Laura E. Kellar, president, Wisconsin Elementary Principals' Association, introduced Beulah D. Kobler, who in turn, told about the favors at each place and extended a welcome to all visiting principals.

At the request of President Wilson, Miss Kellar made the announcements of the events of the week, urged all principals to register in Parlor H, Schroeder Hotel, the Headquarters room for all elementary principals—local, state, and national—and invited all to visit her school in Shorewood, where a Workshop is being held by the University of Wisconsin, the American Council on Education, and the Milwaukee State Teachers Association.

Attention was called to the dioramas which surrounded the breakfast room representing twenty-five industries for which Wisconsin is famous. These had been prepared by the W.P.A. Handicraft Project.

Each person present had been given a ticket upon entering the room, and the persons holding the numbers drawn received either a pair of Nylon hosiery or a pound of Gargoyle coffee. Harold Peterson, principal, Keefe Avenue School, Milwaukee, Wisconsin, and chairman of the banquet arrangements, announced that twelve more pairs of hosiery would be given away at the banquet.

At the urgent request of the group, William Buboltz, president of the Milwaukee Elementary Principals' Association, rendered two lovely vocal solos, after which the entire group was led in singing by Robert H. Edgar, principal, Bedford School, Pittsburgh, Pennsylvania, accompanied by Edith Knight, in charge of grade music, Lake Bluff School, Shorewood, Milwaukee, Wisconsin.

President Wilson introduced those persons at the head table; asked J. Murray Lee, Assistant Professor of Education, University of Wisconsin, Madison, Wisconsin, to make the announcements about the Fourth Annual Conference on Elementary Education which was to be held immediately following the convention week; and announced the appointment of the following committees:

Nominating Committee—Maude Rhodes, Atlanta, Georgia, *chairman*, Cassie F. Roys, Omaha, Nebraska, William Buboltz, Milwaukee, Wisconsin, Margaret Foristel, St. Louis, Missouri, and Elizabeth Malcolm, New Haven, Connecticut.

Necrology Committee—Sarah L. Young, Oakland, California, *chairman*, J. D. Williams, Birmingham, Alabama, and Bess Rogers Clements, Clarksdale, Mississippi.

It was found that thirty states were represented as President Wilson asked each person to stand to represent his state when the roll was called. In closing this delightful get-together meeting all stood and sang "God Bless America."

Banquet—Before a most appetizing meal was served to the 389 persons gathered in the Crystal Ballroom, Schroeder Hotel, for the semi-annual banquet of the Department, Tuesday evening, July 2, President Wilson asked all to stand as Agnes Samuelson, executive secretary, Iowa State Teachers Association, asked the blessing.

Again each person found many favors and souvenirs of products of the host city and state at his plate, and more Nylon hosiery were given away to the persons holding the lucky numbers.

After partaking of the delicious food, President Wilson introduced those distinguished guests who were seated at the head table and asked Amy Hinrichs, president of the National Education Association, and principal, Audubon School, New Orleans, Louisiana, Willard E. Givens, executive secretary of the National Education Association, S. D. Shankland, executive secretary, American Association of School Administrators, and Carroll R. Reed, president, American Association of School Administrators, and Superintendent of Schools, Minneapolis, Minnesota, to "speak their minds." J. Murray Lee, Assistant Professor of Education, University of Wisconsin, Madison, Wisconsin, invited those who had not already registered for the Fourth Annual Conference on Elementary Education to be held at the University immediately following this convention, to do so.

The banquet committee, of which Harold Peterson, principal, Keefe Avenue School, Milwaukee, Wisconsin, was chairman, had worked diligently to prepare the outstanding program of the evening. Norman Clayton, a baritone soloist from Milwaukee, rendered several beautiful selections. Only time prevented him from answering the many encores which he received. William G. Carr, secretary, Educational Policies Commission, National Education Association, gave a stirring address on "Public Relations of the Elementary School." Still another outstanding feature of the evening's program was the excellent singing by the A-cappella

Choir of the West Division High School of Milwaukee, under the very able direction of Goh Coffelt. These boys and girls showed that very splendid work is being done in the Milwaukee schools.

Most interesting was the presentation of "Dances of the Nations" representing American Dancing, under the direction of Dorothy C. Enderis, Department of Municipal Recreation and Adult Education, Milwaukee Public Schools. The first section of this part of the program represented the Modern Dance, which was interpreted by Nancy McKnight and her pupils; next was the Russian Quadrillo, presented by the Happy Hour Folk Club of the Siefert Social Center; the Hungarian Folk Dance was given by the Badger Folk Club of the Siefert Social Center; the Polish Folk Dances by the Marshall Pilsudski Folk Club of the Forest Home Avenue Social Center; and the Croatian Folk Dance by the Eagle Folk Dance Club of the Siefert Social Center. The boys and girls participating in these dances all have foreign-born parents, and they are being taught patriotism and citizenship through the work in these different clubs. Orchestra selections were given by the Blue Danube Orchestra. The climax of this lovely program came when a pageant of the American Flag, given by the Evening Girls' Clubs of the Siefert Social Center, representing "United All" was shown as the orchestra played "The Star Spangled Banner."

We are deeply indebted to those persons who made it possible for us to have such an excellent presentation.

Executive Meeting, Sunday, June 30, 1940

The officers and executive committee of the Department of Elementary School Principals met in the Private Dining Room E, Schroeder Hotel, Milwaukee, Wisconsin, at 1:30 p.m., June 30, 1940. Those present were: Irvin A. Wilson, president; Maude A. Rhodes, first vice president; Robert H. Edgar, second vice president; Sarah L. Young, third vice president; Lester J. Nielson, fourth vice president; Marjorie Walters, fifth vice president; Arnold Gregory, Isabel Tucker, and Elizabeth Malcolm, members of the executive committee; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary.

President Wilson called the meeting to order and expressed his pleasure that so many found it possible to be present, and expressed regret at the absence of those members who had found it impossible to attend.

A motion was made by Mr. Hansen, seconded by Mr. Gregory, that the reading of the minutes of the St. Louis meeting be dispensed with, since they had been approved by each member of the executive committee and had been printed in the April issue of *The National Elementary Principal*. Motion carried.

The secretary had prepared detailed reports of the progress of the Department during this past year, as well as a résumé of the steady growth of the organization during its 19 years of existence, a copy of which was presented to each person present. At this time the President asked the Secretary to present her report. All were enthusiastic about the splendid progress which was shown by the Department since its organization.

It was suggested by Miss Young that some plan be made whereby publicity of the Fourth Annual Conference on Elementary Education which was to be held at the University of Wisconsin, Madison, Wisconsin, July 8-19, 1940, be given in the different professional magazines in the fall so that people throughout the country may know of the fine work done in this two weeks' course.

A motion was made by Miss Rhodes, seconded by Mr. Edgar, that the regular fall broadcast letter be sent only to principals of the 100 percent schools of the N.E.A., principals of cities; and principals of schools having five or more teachers. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Malcolm, that Dr. Givens be asked to include in his broadcast letter which is sent to all elementary school principals in the early fall, a sentence inviting them to join their own Department—the Department of Elementary School Principals. Motion carried.

A motion was made by Miss Walters, seconded by Mr. Gregory, that the state representatives of the Department be asked next year to endeavor to find out how many elementary principals there are in the state which they represent. All believe this to be a splendid idea and the motion was carried.

A motion was made by Mr. Hansen, seconded by Miss Young, that the secretary be instructed to send a message from the executive family to W. T. Longshore, a past president of the Department, expressing very deep regret for his illness and the hope that before long he will be restored to perfect health. Motion carried.

A motion was made by Mr. Gregory, seconded by Miss Rhodes, that the secretary's report be accepted. Motion carried.

A motion was made by Mr. Nielson, seconded by Miss Tucker that the meeting recess until 9:00 a.m., Monday, July 1. Motion carried.

Executive Meeting, Monday, July 1, 1940

On Monday morning, July 1, the officers and executive committee met in Private Dining Room E, Schroeder Hotel, Milwaukee, Wisconsin, at 10:00 a.m. Those present were: Irvin A. Wilson, president; Maude A. Rhodes, first vice president; Robert H. Edgar, second vice president; Sarah L. Young, third vice president; Lester J. Nielson, fourth vice president; Marjorie Walters, fifth vice president; Arnold Gregory, Isabel Tucker, and Elizabeth Malcolm, members of the executive committee; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary.

President Wilson called the meeting to order. A motion was made by Miss Young, seconded by Miss Tucker that the reading of the minutes of the June 30 meeting be dispensed with at this time, since a copy will be presented to each member of the official family later. Motion carried.

The problems presented in the secretary's report were discussed at length. Several plans were proposed for improving the publications of the Department and suggestions were made as to how to interest supervising principals, teaching principals, vice principals, and other persons who have charge of our elementary schools in becoming members of this Department and working together for the betterment of elementary education.

A motion was made by Miss Tucker, seconded by Mr. Gregory, that members be offered the Fifth through the Eleventh Yearbooks of the Department at fifty cents per copy as long as the supply lasts, so that their libraries may be completed. Motion carried.

A motion was made by Miss Rhodes, seconded by Mr. Nielson, that the secretary present to the president of the National Education Association a suggestive list of the names of principals to be used on its programs during the 1941 meeting. Motion carried.

Tentative plans for a Fifth Annual Conference on Elementary Education were set up. This two weeks' course is to be held at Harvard University which is near Boston, the convention city of the National Education Association in 1941, provided facilities were adequate for caring for the groups' needs.

Ways of creating more interest in the Department Representatives' Meetings at the conventions were considered. It was recommended that this meeting be held from 3:00 to 5:00 p.m. on Wednesday afternoon and that some light refreshments be served.

Plans for the Atlantic City meeting which will be held in February, 1941, were discussed. Suggestions were given for ways of celebrating at the banquet the twentieth anniversary of the Department. It was the consensus of opinion that the Department should take charge of both the Monday and Tuesday afternoon meetings. Suggestive themes were presented for these two general programs.

At 12 o'clock the meeting recessed until Tuesday morning at 8:30.

Executive Meeting, Tuesday, July 2, 1940

The officers and executive committee of the Department of Elementary School Principals met in Private Dining Room E, Schroeder Hotel, Milwaukee, Wisconsin, Tuesday, July 2, at 8:30 a.m. Those present were: Irvin A. Wilson, president; Maude A. Rhodes, first vice president; Robert H. Edgar, second vice president; Sarah L. Young, third vice president; Lester J. Nielson, fourth vice president; Marjorie Walters, fifth vice president; Isabel Tucker, and Elizabeth Malcolm, members of the executive committee; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary. The meeting was called to order by the President.

The discussion of plans for the Atlantic City meeting were continued. Additional suggestions for the banquet program and suggestive speakers for the afternoon programs were presented. Following this, tentative plans for the summer programs of this Department at the convention of the National Education Association at Boston in 1941 were made.

The Department received the very great honor of being asked to prepare a Personal Growth Leaflet on the work of the elementary school. This challenge was unanimously accepted and it was recommended that President Wilson and Miss Pinkston prepare the contents of this leaflet.

Mr. Hansen, Chairman of the Budget Committee, presented the following proposed budget for 1940-41:

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

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

Dr. Frank Hubbard, director of research, National Education Association, sent a memorandum to Miss Pinkston, executive secretary, asking that the Department of Elementary School Principals participate with his Division in undertaking a study to find out the number of supervisory officials of various types in the United States and to get some indication as to whether there has been an increase or a decrease in numbers. In this connection President Wilson has been asked to appoint three consultants from among the active members of this Department. A motion was made by Miss Tucker, seconded by Miss Rhodes that the Department thank Dr. Hubbard for allowing it to cooperate in this study. Motion carried.

A motion was made by Mr. Edgar, seconded by Miss Walters that the secretary be instructed to write to all who had a part in making the fine arrangements for this meeting and express to them the very great appreciation of the officers and executive committee. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Tucker that the officers express their deep appreciation to the executive secretary for the splendid work she has carried on for the Department. Motion carried.

Miss Pinkston expressed her appreciation to all the members of the official family for their splendid cooperation during the past year.

Meeting adjourned.

Business Meeting, Tuesday Afternoon, July 2, 1940 Juneau Hall, Main Auditorium

President Wilson called the group to order and held a short business meeting before the presentation of the afternoon session which was sponsored by the Milwaukee and Wisconsin Principals' Associations. He asked Sarah L. Young, Oakland, California, *chairman* of the Necrology Committee, to give her report. This report is printed in the October issue of *The National Elementary Principal*. Cecelia Galvin, Indianapolis, Indiana, *chairman* of the 1940 Editorial Committee, gave an excellent report of the 19th Yearbook. Maude A. Rhodes, Atlanta, Georgia, *chairman* of the Nominating Committee, gave the report of that Committee. Miss Rhodes presented the following report: President, Isabel Tucker, St. Louis, Missouri; First Vice President, Irvin A. Wilson, La Grange, Illinois; Second Vice President, Marjorie Walters, Cedar Rapids, Iowa; Third Vice President, Lester J. Nielson, Salt Lake City, Utah;

Fourth Vice President, Laura E. Kellar, Shorewood, Milwaukee, Wisconsin; Fifth Vice President, Florine Howes, Mamaroneck, New York; Member of the Executive Committee to finish the unexpired term of Isabel Tucker, Sarah L. Young, Oakland, California; and Member of the Executive Committee for a four year term, Robert H. Edgar, Pittsburgh, Pennsylvania.

A motion was made by Miss Rhodes, seconded by William Buboltz, Milwaukee, Wisconsin, that the report be received. Motion carried.

A motion was made by Mrs. A. Virginia Adams, Vineland, New Jersey, seconded by Arnold Vieth, Milwaukee, Wisconsin, that the nominations be closed and that the officers recommended by the committee be elected. Motion carried. The above named officers were elected.

Department Representative Meeting, Wednesday, July 3, 1940

The following people met in Parlor D, Schroeder Hotel, Milwaukee, Wisconsin, on Wednesday afternoon, July 3: *Alabama*—R. Voyt Hill, Birmingham, and H. B. Norton, Birmingham; *Arkansas*—Mollie Williams, Fort Smith; *California*—Ida F. Coleman, Los Angeles, Mrs. Howardine G. Hoffman, Pasadena, L. G. Hummel, Chino, C. W. Preston, Los Angeles, and Sarah L. Young, Oakland; *Connecticut*—Elizabeth R. Malcolm, New Haven; *District of Columbia*—Eva G. Pinkston, Washington; *Georgia*—Louise Connally, Brunswick, William A. Eyler, Jr., Savannah, Maude A. Rhodes, Atlanta, W. B. Trammell, Columbus, and Lila Stallings, Brunswick; *Idaho*—Anna Johnson, Idaho Falls, and M. Lillian McSorley, Lewiston; *Illinois*—Joseph Murphy, Peoria, Roe M. Wright, Robinson, and Irvin A. Wilson, Chicago; *Iowa*—Marjorie Walters, Cedar Rapids; *Missouri*—Isabel Tucker, St. Louis; *Mississippi*—Gabriel Houston, Clarksdale; *New Jersey*—Mrs. A. Virginia Adams, Vineland; *New York*—Florine Helen Howes, Mamaroneck, Mary Lawlor, Syracuse, and Jane E. Monahan, New York; *North Carolina*—J. E. Miller, Washington; *Ohio*—L. Daisy Hammond, Dayton; *Oregon*—L. E. Rinearson, Milwaukee; *Pennsylvania*—R. H. Edgar, Pittsburgh; *Texas*—Mamie Boone, Dallas; *Utah*—Lois Anderson, Salt Lake City, James L. McDougal, Wallsburg, and L. J. Nielson, Granite District, Salt Lake City; *Virginia*—Hensel Eckman, Pulaski, and Mrs. Edith B. Joynes, Norfolk; *West Virginia*—Edna B. Preston, Huntington, Dora W. Scarff, Huntington, and Rachael E. Wilson, Huntington; *Wisconsin*—William F. Buboltz, Milwaukee, Elizabeth Flanagan, Milwaukee, and Laura E. Kellar, Milwaukee.

These leaders in the Department of Elementary School Principals came together for the purpose of discussing ways and means of increasing the membership, the enthusiasm, and the services of the Department to the people out in the field. They realize that the success of any organization in the long run, after everything else is said and done, depends upon the service rendered by that organization to the people out in the field who are interested in the organization. For more than two hours these people discussed plans and procedures which were found to be successful in their own communities, and they presented helpful suggestions for the officers to consider. It was the consensus of opinion that each one should strive to promote the work of the local, state and national organizations of elementary principals. All were urged to feel free to use the National Headquarters as a clearing house for problems which might arise out in the field.

Plans for the twentieth anniversary of the Department were most enthusiastically received. The officers of the Department are anxious to review in retrospect the progress made in elementary education during the past twenty years, and especially will it be apropos for elementary principals to participate in this great feat.

Miss Monahan, who is chairman of the Radio Committee of this Department, told those assembled about the splendid monograph, which will be ready for distribution to members this fall, as an extra service.

Each person asked questions and told about the particular problems in his individual city and state. Many questions were answered, and those present left the meeting with a better understanding of the National Department of Elementary School Principals and with increased inspiration to go back home and tell others about the worthwhileness of holding a membership with this important group.

Respectfully submitted,

EVA G. PINKSTON, *Executive Secretary.*

Financial Statement

Year Ended May 31, 1940

Permanent Fund:

Securities	\$9,856.48	
Cash	985.14	\$10,841.62

Balance as at May 31, 1939

6,613.84

Receipts:

Current Year—6043 members at \$3 each	\$18,129.00	
Arrears—15 members at \$3 each	45.00	
Advance members—55 at \$3 each	165.00	
Adjustments	38.50	
Sale of Yearbooks	7,782.73	
Interest on Bonds	288.75	
Travel Expense and Honorarium to Eva G. Pinkston ..	78.65	
Sale of Study Outlines	144.50	
		<u>26,672.13</u>
		33,285.97

Disbursements:

Printing:

Yearbook, Sept. 1939	\$3,517.26	
Yearbook, Reprint 16th, Oct. 1939	875.00	
Yearbook, Reprint 15th, Jan. 1940	941.22	
Yearbook, Reprint 17th, Mar. 1940	945.70	
Yearbook, Reprint 18th, Apr. 1940	1,680.34	
April, 1939 Bulletin	398.07	
June, 1939 Bulletin	253.01	
Oct. 1939 Bulletin	507.74	
December, 1939 Bulletin	233.87	
February, 1940 Bulletin	286.41	
April, 1940 Bulletin	486.62	
June, 1940 Bulletin	237.14	
Visual Education Monograph, April, 1940	512.25	10,874.63

Printing—Leaflets, Cards, etc.	1,129.13	
Services in Typing Section	1,336.56	
Services in Multigraph Section	209.00	
Services in Mailing Section	47.40	
Services in Addressograph Section	246.14	
Postage	2,687.76	
Insurance, Stationery and Supplies	1,962.10	
Stenographic, Clerical Services and Salaries	7,727.53	
Telegrams and Express	100.92	
Miscellaneous	110.95	

Convention Expense:

San Francisco	\$164.16	
St. Louis	177.52	341.68

Conference Expense

97.91

Travel Expense:

Maude A. Rhodes	225.00	
Eva G. Pinkston	456.98	681.98

Editorial Committee:

Jess Hudson	150.32	
Cecelia Galvin	96.43	
Nellie Lind	199.85	
Walter Jacob	125.04	571.64
		<u>28,125.33</u>

Balance as at May 31, 1940

\$ 5,160.64

What's Happening!!

*Dr. Lester B. Sands, formerly principal of Channing School, and Coordinator of Curriculum, Palo Alto, California, has accepted the position of Assistant Professor in Education at De Pauw University, Greencastle, Indiana. In his new position, he will offer courses in Elementary Education, Secondary Education, Philosophy of Education, and Psychology of Education. Dr. Sands is editor of the thirtieth yearbook of the California Elementary School Principals' Association. Headquarters wishes to thank Sarah L. Young, Oakland, California, State Representative for the Department of Elementary School Principals, for sending this news item.

*Two Seattle, Washington, principals retired from active service in the elementary schools this past June. For sixty years, Anna B. Kane has taught school, and since 1912 has been principal of Colman School. Before going to Washington, Miss Kane was a teacher in North Dakota, Minnesota and Montana.

Frank Farrar, principal, Adams School, Seattle, who hasn't been tardy or absent in forty-five years as a school teacher and principal in Washington State, leaves his position, with the comment, "I'll miss the children, and I'll miss their parents. School teaching today is a matter of knowing the parents as well as the pupils; sometimes you can help a whole family, if you've taught school forty-five years and liked it."

Earl M. Towner, principal, Stevens School, Seattle, Washington, sent word to headquarters about the retirements of these two fine principals.

*Under the direction of District Principal, James Baird, the schools of District F, Detroit, Michigan, used a novel method to bring to the attention of the parents and the general public the value of public school music. This was done by presenting a free concert at the Belle Isle Shell at 7:30 p. m. on Wednesday, June 5th. Belle Isle is a famous city park and the Shell is ordinarily used for presenting concerts during the summer months by the Detroit Symphony Orchestra.

About 150 children from fifteen different schools participated in this one-hour concert. The orchestra was directed by Duane Van Orden, assisted by George Danz, Lloyd LaVerne, Clarence Gadde, and Ralph Banta.

Thanks to Urban Hartung, principal, Scripps School, Detroit, Michigan, for sending this interesting piece of news to headquarters.

*Among the retirements from active school service in Detroit, Michigan, we find three excellent elementary school principals listed: Esther Hamilton, who has been principal of Pattengill School since its opening; Frank Steele, who was successor to Frank Cody as principal of McMillan School; and Nora L. Egan, who has been a principal for many years in Detroit.

These principals leave their school work, knowing that they have accomplished a job well done. Headquarters wishes them much happiness.

*Knowing the new Waring School, St. Louis, Missouri, would be completed by June, 1940, the principal, M. J. Gilliam, felt that the June graduating class could do no finer piece of work

than to write the life of Oscar Minor Waring, a great negro educator of St. Louis. Fired by this challenge, the class entered wholeheartedly into this adventure, and now there is a copy of the booklet on "The Life of Oscar Minor Waring" at headquarters. This is an exceptionally fine piece of work.

*For the third consecutive year the sixth grade class of Jefferson School, Port Angeles, Washington, has prepared an annual, giving a record of the class. A copy of the 1940 edition was sent to headquarters. This very attractive book, entitled *Jeffersonian*, is prepared in the class colors and each member of the group contributed in some way to it. The principal of this school is L. W. Sharnbroich.

*Through the combined efforts of many classroom teachers and supervisors of primary reading throughout the state of West Virginia, there has recently been published, "A Curriculum Study—A Handbook for Teachers of Primary Reading." This bulletin was prepared under the direction of the Division of Elementary Schools, Department of Education. Superintendent W. W. Trent says, "This Handbook follows the same general principles and ideals followed in a former handbook, 'Organization and Procedure for One-Teacher Elementary Schools.' For the energetic and aggressive teacher, it will be a source of inspiration and guidance. It will confirm her theory that out of the interest of the children and activities comes growth. It will guide her in the use of more material centered around the child's life. It has value in itself because it came out of the experience and activities of teach-

ers in active service. It will have value to others as they make it a part of their own experience."

*The D. S. Wentworth School, Chicago, Illinois, of which Claude L. Williams is principal, celebrated its 50th anniversary on May 9, 1940. On this occasion there assembled the largest number of people ever housed in the school building. Many graduates of the school came back for the celebration. The program was dedicated to the principal, teachers, pupils, Parent-Teacher Association, and friends of the D. S. Wentworth School who have contributed to the principles of Democracy for which that school has ever stood.

A copy of the Golden Jubilee program was sent to headquarters by the principal.

*Atwater School, Shorewood, Milwaukee, Wisconsin, of which Laura E. Kellar is principal, is working this year to make a complete democracy of the school in the form of a "Student-Teacher Self-Government Association." Officers of this organization were elected September 18. Miss Kellar sent to headquarters a copy of *Atwater News*, the regular "Monday Morning News," which contains much information about this new organization.

*Send to Headquarters any news item which is interesting in your city or state. For the December issue of *The National Elementary Principal* please report the deaths of any principals during the past year. You do not want the name of any of these loved ones from your state not to be included in the list.

Your Bookshelf

Principals and teachers all over the country will welcome *Subject Index to Children's Plays*, compiled by a sub-committee of the American Library Association Board on Library Service to Children and Young People, of which Elizabeth D. Briggs is chairman. It will simplify to a great extent their task of finding program material suitable for every occasion. Whether it is a scene for Armistice Day that is needed, a Book Week festival, an outdoor play for a boys' camp, a radio or puppet show, the teacher will now find what the preliminary search has done for her, so that, instead of having to read scores of plays to find the one which meets her needs, she may consider only the ones which are listed under the desired subject.

A copy of this splendid new Index can be obtained from the American Library Association, 520 North Michigan Avenue, Chicago, Illinois.

★ ★ ★

A little book which will be of special interest to the elementary school group has been published by McKnight and McKnight, Bloomington, Illinois. *Is Your Face Red?* by Ruth L. Millett and Margaret B. Stephenson, contains lessons on manners for the very young child. Children will delight not only in doing the handwork called for, but by so doing will learn the difference between right and wrong manners.

★ ★ ★

Elementary Education—What is it? by Helen K. Mackintosh, Senior Specialist in Elementary Education, U. S. Office of Education, had its inception during a conference on elementary education held at the Office of Education in June, 1938. Subcommittees of the conference stated their points of view concerning the problems of elementary education, the curriculum, school administration and organization, and teacher education. An editorial committee which met in October, 1938, to discuss outgrowths of the conference outlines a series of four publications in the field of elementary education based upon reactions to the first committee reports. This bulletin, the first of these publications, is planned to give a bird's eye view of elementary education—its nature and importance,

together with its relation to and contribution to the whole process of education.

Copies may be secured from the Superintendent of Documents, Washington, D. C.

★ ★ ★

Human Nature and the Social Order, by E. L. Thorndike, is just off the press. It is the purpose of this book to present students of government, law, economics, business, social work, and education some facts and principles of the basic sciences of man, especially of psychology, which may help them to advance knowledge and avoid error in their several fields. These facts and principles should help all thinking men and women to choose more wisely among doctrines and policies for the management of human affairs.

The Macmillan Company, New York, New York, has published this fine volume:

★ ★ ★

The reading program, begun in the Primary Readers of the *New Work-Play Books*, is continued in the Intermediate Readers, *Let's Look Around*, *Let's Travel On*, and *Let's Go Ahead* by Arthur I. Gates and Jean Ayer. The vocabulary of each book has been checked against the Thorndike Word List. A preparatory book accompanies each reader and is used in preparing children for reading a selection or a group of selections, in the reader. A teacher's manual accompanies each reader and provides a full explanation of the method of instruction.

The Macmillan Company, New York, New York, is the publisher of this new series of books.

★ ★ ★

Improvement of Basic Reading Abilities, by Donald D. Durrell, is in reality a description of methods and instructional devices that have been found useful for improving the reading of children in elementary classrooms, remedial classes, and reading clinics. Its purpose is to help the teacher observe children's needs and provide suitable instruction in the classroom.

This book has been published by the World Book Company, Yonkers-on-Hudson, New York.

Study Guides

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GET UP AND GET OUT

Don't you think some people in this
land have talked too rough?
Don't you think the time has come to
call their little bluff?
Ask them—What's the matter?
Make them can their chatter,
Then proceed to make the party rough.
Tell them they're a menace to the land,
Tell them in a way they'll understand.

Get up and get out, if you've got any
doubt about this U. S. A.
If you don't like it here—
there's a boat going home every day.
Now, we don't want to brag
But there's only one flag,
The flag that will never fall,
Lay your life down for that,
If you won't, here's your hat,
Just Get Up and Get Out—that's all.

Geoffrey O'Hara.
