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The NATIONAL ELEMENTARY

PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

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

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The Contents of this Bulletin are listed in the Education Index

The picture appearing on the cover of this bulletin shows the Smithsonian Institution where can be found collections relating to natural history, races and peoples, geology of the United States, as well as scientific objects from other countries. This museum is located in the Nation's Capital.

The National Elementary Principal

Volume XX, No. 2

December, 1940

May Christmas Be Joyous!

"A day when cheer
and gladness blend
When heart meets heart—
And Friend Greet's Friend!"

The Officers of the Department of Elementary School Principals and your Headquarters Staff wish for you and yours a most happy and joyous Christmas season. May God in his bountifulness shower rich blessings on you.

Let our aim for the New Year be to bind this nation into an impregnable unit so that every boy and girl in our land will be saturated with America and its ideals.

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COMING EVENTS IN MINIATURE—

TO PROVIDE FOR the Common Defense; To Promote the General Welfare; To Secure the Blessings of Liberty is the theme for the Seventy-first annual convention of the American Association of School Administrators, Atlantic City, N. J., Feb. 22-27, 1941.

MASON A. STRATTON, Director of the Professional Relations Division of the D.E.S.P. and Principal, Brighton Avenue School, Atlantic City, N. J., has charge of local arrangements for the Department breakfast and banquet, Monday, Feb. 24, Traymore Hotel, Atlantic City, N. J. The banquet will feature a celebration of the 20th ANNIVERSARY of the Department of Elementary School Principals.

THE FIFTH ANNUAL CONFERENCE on Elementary Education will be held at Harvard University, Cambridge, Mass., July 7-18, 1941. Two semester hours of credit will be given to all who take the course for credit. All members of the Conference will be housed in the Harvard Business School. Make your plans now to attend the N.E.A. Convention at Boston, Mass., June 29-July 3, and to remain for this two weeks' conference which the Department of Elementary School Principals sponsors.

Is the Intermediate Grade Child "the Forgotten Child?"

It was only a few years ago that school administrators considered the *fourth* grade as the pivotal grade of the school. When a new teacher was elected she was assigned to the *fourth grade*. If she made a success, her position was secure. There were reasons *then* for placing a fine teacher with this group of children, and there are reasons *now*. Has the child in these intermediate grades for the past few years been given the close attention which he should have had? Have we focused our eyes and thoughts more on both the younger and older pupil? Have we forgotten the importance of guiding here? At the beginning of this adolescent period is the development of the gang spirit, the emotions (both social and religious) and the importance of dealing with health problems. It is here that parents and teachers need more patience, love, tolerance, and sympathy, for it is at this time of life youth feels that it *knows* all, can *give* advice, and can *stand* on "its own legs."

The character development of this "forgotten" child is a vital concern to society. Before it is too late, let us reach out our hand to him, and guide him. Let us give him a new record in courtesy, conduct, and citizenship, as well as in the three R's in learning. The stress of our efforts will bring about a mastery, on the part of the child, in simple, fundamental essentials which are so necessary to the development of a splendid man and woman. Let us not forget that many have risen to great heights when guided by a kind word of praise early in life—E. G. P.

The Betwixt and Between Age

Mrs. Mary D. Barnes, Elizabeth, New Jersey, President, Department of Classroom Teachers, National Education Association

"Mother, I am not going down there to be a social success; I only want to play."
(The author's daughter)



MARY D. BARNES

The above admonition came from my own youngster who had just reached the 4-5-6-grade stage! I was engrossed, as I had been for months, preparing my *first* fifteen-minute speech to be delivered before my *first* National Education Association audience. Mary appeared to ask permission to play with a newly-acquired friend, a classmate, who lived some four or five blocks away. Mary loved the good earth and generally carried some around with her. Mother, looking quickly (the precious speech just had to be finished soon) said, "Mary, please clean yourself up a bit before you go to Audrey's." This inspection happened three times, for Mary had cleaned up only a "bit" each time. Then the tears appeared and I was taught one of the best lessons I had ever had in child psychology. "Mother, I am not going down there to be a social success; I only want to play."

With quite a few years of teaching experience and college courses behind me I thought I knew the last word in child psychology. Perhaps I did, but the emphasis must have been on *psychology* and not on *child*. Oh, yes, I knew my child psychology, but my concern about what the neighbors might think of my soil-laden daughter momentarily relegated the child's purpose to the background, just as our concern about what we think the principal and supervisor want to see in our classrooms makes our teaching of Johnnie and Mary of secondary importance. We need to realize that these 4-5-6 graders need understanding teachers and understanding principals; they need finer teacher-principal relationship than do children anywhere along the educational line. This is a rather strong statement. What I want to point out is this: We seem to be less conscious of the needs and longings of the upper elementary children than we are of those on the primary and junior high levels.

Much effort is made to understand the needs of the child during the first years of school. Certainly we know well that much attention is given to the problem of understanding the adolescent. But "betwixt" and "between" stand these very much alive 4-5-6 graders who are not overmuch interested in being "social successes"—they "only want to play." They have successfully weathered the whoop-

ing-cough, measles, and mump days, and they have come through the ordeal of adjusting themselves to the new world of school with its magic keys of numbers and letters. This leveling-off place is very important. They may be exhausted; they are resting hard, storing up energy, getting ready in many ways for the unknown adolescent period ahead. Pedagogically they have arrived. They can read, write, and cipher; but they are not yet interested in being social successes—they only want to play. We must remember that the traces of mud-pie days need not be obliterated too fast. These "betwixts" and "betweens" are not yet ready for curricula with permanent waves, floor-length dresses, long pants, and all the accessories. We try to make research artists of them. They want only to play awhile longer with their new tools of reading, writing, and figuring; to build strong physical bodies; but we rush them so into grown-up-hood. Instead of gaining their confidence at this period we are busy pushing them more and more into an adult-imposed curriculum.

New Editorial Committee Member

Members of this important committee are chosen because of their outstanding records as principals and their knowledge of the many problems which constantly present themselves to administrators of elementary schools. One superintendent has written us: "Your yearbooks carry some of the best professional material of any books we are able to obtain."



MATA V. BEAR

We are delighted that President Isabel Tucker has selected as the new member of the Editorial Committee of the Department of Elementary School Principals, Mata V. Bear, principal, Roe School, St. Louis, Missouri. Miss Bear will serve on the committee for a period of three years, and during the third year will be chairman. This committee, which edits the Yearbooks of this Department, is a rotating committee consisting of three members, and is assisted by Dr. Richard R. Foster, Research Division, National Education Association.

Miss Bear was graduated from the Harris Teachers College of St. Louis, Missouri, and received her Bachelor's and Master's degrees at the University of Chicago. She was a teacher in the elementary schools of St. Louis until January, 1926 when she was relieved from active teaching service to assist

in curriculum revision. In June of that year she became an assistant in the Division of Tests and Measurements, and was promoted later to the principalship of the Roe Elementary School.

Miss Bear will be chairman of the Committee for the 1944 Yearbook. Other members of this committee are: Jess S. Hudson, Tulsa, Oklahoma, chairman for the 1941 Yearbook; Nellie V. Lind, Denver, Colorado, chairman for the 1942 Yearbook; and Walter Jacob, Jr., Jersey City, New Jersey, chairman for the 1943 Yearbook.

Children in the Middle School

Beryl Parker, Editor, Elementary Publications, D. C. Heath and Company, Boston, Massachusetts



BERYL PARKER

At a time when educators and citizens are intensifying their efforts to conserve and develop the human resources of the nation, it is important to realize that one group in the schools has been somewhat neglected. The admission that shortages in education exist is a first step toward the removal of inequalities. Recognition of the special capacities of children at particular age levels is the next step toward better cultivation of their powers.

There is an underprivileged group in every school, if the responses of teachers to three inquiries may be taken as reliable. Ten years ago, five years ago, and one year ago there were independent inquiries made to discover how teachers felt about educational provisions for children from nine to twelve or thirteen years. This age group is found in the middle school, or grades four, five and six. Out of their observation and experience, these teachers reported the following shortages and mentioned some contributing causes, giving emphasis to the larger problems affecting practically all middle schools.

Needed Study—The psychology of later childhood has not been explored extensively by research workers and few studies or records are available for the guidance of teachers and parents. It is noteworthy that foundation grants have been allotted for educational research on infancy, early childhood, adolescence and adulthood, but the period of later childhood has only been served incidentally and with limited results. This gap is a weakness, interrupting the continuity of records on human development. It is particularly regrettable that the period of later childhood is neglected, because at that time social traits function in significant ways. If teachers and parents fail to understand or guide group interests in this period, the problems of youth and adult life may be aggravated.

The curriculum for middle grades has evolved somewhat, but objectives, means and materials would be better adapted to children's needs, if specific attention could be directed to the special characteristics of this age and if school facilities could be improved to serve them. Courses tend to be over-weighted with subject matter and skills that should be selected and reorganized around meaningful centers of interest to girls and boys.

Teachers of older children seldom have the intensive preservice education which has improved primary teaching, or the general education which gives secondary teaching certain qualities of strength. In-service growth of middle school teachers continues under marked limitations. There is no major professional organization and no notable educational journal concentrating special effort on this level of childhood and curriculum. Supervision has been improved, but the programs for middle school teachers seldom include detailed guidance and cooperative enterprises comparable to those developed for primary school

teachers. In the light of these reports, all the more praise is due to the great host of middle school teachers who have worked for years with principals, supervisors, and parents to make the last three years of elementary school a fruitful experience for children. Along with the handicaps reported, some avenues for betterment were recommended by the same teachers on the basis of their own experiences.

Versatile Teachers—In order to understand boys and girls in the middle school some teachers have adapted what they have heard or read about younger children, so far as it is relevant to the older group. Teachers know this is a make-shift, yet they find it helpful both in the guidance of pupils and in the planning of classroom procedures better fitted to children's needs. In this kind of experimental transfer, teachers discover that the principles of child development and curriculum growth may be consistently related at all levels.

Lacking extensive studies of later childhood, some of these teachers have become independent observers with keen appreciation of the special qualities which seem characteristic of boys and girls between the ages of nine and twelve. Their observations are in close accord with those of a few psychologists whose reports are available.

Both teachers and scientists find that the older children are already persons with views of their own and with diminishing dependence on adult authority. A true "child society" is formed in this period when ego-centrism yields place to group-centrism. The social capacity of older children is shown by their power in carrying on work together. Boys and girls are able to organize themselves into groups of moderate size, to make plans, set up rules, and manage their affairs with reason and justice as guides. They have conflicts and difficulties but show skill and sense in handling group situations.

In order that these group undertakings may have worthy purposes and continue until good results are achieved, it is essential that adults understand their value and aid them unobtrusively. In this age period, children continue to develop attitudes favorable to social participation. Those who find group life satisfactory are more likely to become adequate workers in social enterprises. If this period of social development is neglected, the danger to sound citizenship is real.

Interests—Close observers of these children state that the majority seem concerned with objective interests. Along with their interest in the social group to which they belong, they are keenly interested in the material world about them. Their eagerness to explore the mysteries of natural, technological, and social sciences is an expression of this urge. Both boys and girls like to manipulate materials. They accomplish more in arts and crafts where they have some freedom and sympathetic guidance as they experiment with the qualities of things and the creation of effects to suit their own purposes. This becomes an age for wide and independent reading. A variety of suitable books and periodicals should be provided, so that children may choose what they want for vicarious experience. Librarians, teachers, and parents know well the hunger for stories and information which many children show at this age.

These are some of the potential resources for education of boys and girls in the middle school. Every question of program, discipline, or standards should

be answered in the light of the capacities of these children and in terms of the effects upon their development. Does departmental organization benefit children or subject matter? Is behavior better when the control comes from teacher authority or group regulations? Do standards of achievement have sufficient flexibility to fit the varying needs of boys and girls? Many more problems exist and are being solved with considerable satisfaction to children, teachers, principal, and parents. The best results are attained in situations where the special characteristics of later childhood are valued. In home and school situations, favorable to child development, some agreement has been reached on the right of girls and boys to share in discussion and decision about matters within their grasp.

Continuity of experience is the key to sound human development, both in home and school situations. There should be no sharp break between primary school and middle school. Friendly, sincere relations between pupils and teachers will build mutual respect. Pleasant school rooms equipped for varied types of work aid the growth of interest and effort. Gradual increase of responsibility for children should take place as their interest in group affairs is shown.

Transition in every aspect of the curriculum needs to be carefully planned by joint committees of teachers, representing primary, middle and secondary schools. True economy in education requires that gains made for one part of the school system shall be incorporated in all other parts. Proper guidance of child development depends upon considerable continuity in the program. Unity in school policies is essential to citizenship training.

GEOGRAPHIC NEWS BULLETINS FOR CLASSROOM USE

The National Geographic Society is a scientific and educational Society, wholly altruistic, incorporated, as a non-commercial institution for the increase of geographic knowledge and its popular diffusion.

The publishing of the illustrated Geographic News Bulletins for teachers was resumed early in October by the National Geographic Society of Washington, D. C. These bulletins are issued weekly—five bulletins to the weekly set—for thirty weeks of the school year. They contain many pertinent facts for use in the classroom from the great amount of geographic information that is received daily into the Society's headquarters from every part of the world.

All teachers wishing to obtain issues of these bulletins, should send their requests early for the number desired. Only teachers, librarians, and college and normal school students are permitted to obtain them. In these bulletins can be found information about boundary changes, exploration, geographic developments, new industries, costumes and customs, and world progress in other lands. Each application should be accompanied by twenty-five cents to cover the mailing cost of the bulletins for the school year.

Teachers may order these bulletins in quantities for classroom use, but they must be sent to one address and twenty-five cents must be remitted for each subscription.

Who's Your Schoolmaster?

Worth McClure, Superintendent of Schools, Seattle, Washington

The principalship is the product of many years of evolution in the American school for childhood. Originally a kind of educational Pooh-Bah with all the duties thereunto appertaining, including that of lord high executioner, the principal has now become the director of a community educational program. In a very real sense he is the teacher of every teacher and every parent, and the vicarious teacher of every child in his school. He is the chief interpreter of school purposes to his community. So far as his neighborhood is concerned he is the superintendent of schools and the school board miraculously combined in one personality. As a leader he must ever be conscious of the peculiar needs and the more or less inarticulate aspirations of the parenthood with which he is working.

The selection of an individual to assume this strategic and exacting post in each community is one of the most important responsibilities of the superintendent. Whether that selection be by transfer or by promotion within the school system, the importance of the choice is equally vital. Recognizing this, the central administrative staff of the Seattle schools has been formulating standards upon which nominations for principalship appointments and transfers may be based. It would seem at first that this would be a relatively simple task because the functions of the principal are now fairly well known. However, the definition of such standards in terms which admit of objective judgment is difficult and complicated.

In order to meet this difficulty, the present effort, which is receiving the cooperation of the entire principals' corps, follows two lines of endeavor:

1. The statement of a list of standards in terms of observable evidences.
2. The definition of a list of personal qualifications believed to be desirable in any individual who is selected for principalship responsibilities.

Mimeographed copies of both of these lists have been provided to Seattle principals with the request that the various study groups, of which each principal is a member, will consider them within the first few weeks of the school year and make written recommendation to the superintendent concerning desirable revisions.

It has been made clear to the principals that the two lists are intended to be the starting point for cooperative endeavor and in no sense the last word upon the subject. Through suggestions by the principals it is quite possible that new qualifications may be added, some already included may be omitted for sufficient reasons, and that definitions may need to be clarified. It is entirely possible, for example, that the list of personal qualifications is too subjective to admit of fairness in its application because the central office may not be able to know the individuals intimately enough to judge them upon these qualities. What is desired is the point of view of those who are faced with the daily problems of the principalship, so that the standards, when finally adopted, will be feasible of operation and fair and equitable in their application.



WORTH McCLURE

The opportunity to submit these tentative standards in the bulletin of the Department of Elementary School Principals is welcomed. The principalship is without doubt the most strategic post in the school system. It is hoped that principals in various sections of the country will feel like submitting their comments upon the standards that are here proposed for administrative guidance in staffing it competently. Copies of the lists follow:

Tentative Standards for a Principalship

I. Professional Background

Education, including culture and travel.
Experience, lay, and professional.

II. Capacity for Growth

Evidenced by such things as advancement in previous service; successful discharge of administrative responsibility while teaching; acceptance of opportunity to teach in his own school; awareness of new educational movements; study of teaching procedures; initiative in useful experimentation looking toward improvement of personal teaching effectiveness; consistent and purposeful professional study.

III. Community Leadership

Evidenced by such things as firsthand studies of local community problems; acquaintance with constructive agencies in the community; foresight in cooperating with P.T.A.; successful interpretation of city-wide and local school problems and policies to the community; discrimination in the type of problem referred to the central office; courage and tact in interpreting general problems to the community and local problems to the central office; ability to protect the school from unreasonable community demands.

IV. Leadership of Parents

Evidenced by such things as firsthand knowledge of home conditions; success in convincing parents of goodwill toward their children; success in securing parental cooperation in individual pupil adjustments.

V. Leadership of Teachers

Evidenced by such things as familiarity with the classroom life of the school; ability to put teachers and pupils at ease while he is visiting; ability to convince teachers of loyalty and goodwill toward them; success in releasing creative capacity of teachers, in assisting to solve teaching problems, in making good teaching contagious, in adjusting teachers with personal problems; discrimination in referring problems of teachers to central staff, in rating teachers, in asking for teachers to be transferred; courage and tact in standing for reasonable standards of efficient service.

VI. Leadership of Pupils

Evidenced by such things as pupil acceptance of principal's leadership; participation in—as distinguished from suppressive domination of—pupil affairs;

individual knowledge of exceptional pupils; success in adjusting exceptional pupils; continuing friendship of pupils after leaving the school; conduct of pupils at public events and away from school generally.

VII. School Leadership

Evidenced by such things as utilization of all the specialized resources of the system and the community for assisting pupils to succeed; successful adaptations of the school program, including organization, subject content, specialized services like guidance, and student activities to meet local community needs; studies of local conditions with faculty and student cooperation; spirit of the school; constructive loyalty shown by the faculty and operative corps; capitalization of school activities for educational purposes; ability to capitalize difficulties as opportunities.

VIII. Successful Management

Evidenced by such things as familiarity of the teachers with superintendent's bulletins, with new curriculum materials; expeditious handling, accuracy of annual inventory, requisitions, and office reports; ease with which lunchroom and student accounts may be audited; promptness in getting school under way at beginning of semester; smooth organization of the program without sacrifice of individual adjustments needed for some students; efficient scheduling and administration of student activities; collection, arrangement, and circulation among his staff of helpful books and articles.

IX. Professional Vitality

Evidenced by such things as consistency of attendance at professional meetings and conferences, membership in professional organizations; acquaintanceship with up-to-date literature in his field of education; recency of professional study; visiting of other schools in Seattle and elsewhere; quality of contribution made on curriculum and other professional committees; participation in professional organization activities and programs; contributions to professional writing; travel and other activities for personal growth and improvement.

Personal Qualifications for a Principalship

The following personal qualifications should be sought in anyone who is selected to interpret the policies of the administration to children and parents and to apply these policies in the management of his school:

I. Attitude

He should possess first of all:

- a. An optimistic confidence in the value and integrity of the service in which he is enlisted. His duty is to inspire confidence, which he cannot do unless he has it himself.
- b. An habitual inclination to look for, and to give genuine support to, the larger purposes of the administration. He should identify himself as a part of the administration commissioned to give confidence to his community in the reasonableness of well-considered school policies and aims.

- c. A readiness to subordinate personal inclinations and minor interests to the promotion of the more important administrative purposes, and to recognize that some mistakes and irritations are incidental to the prosecution of any large undertaking.
- d. A disposition to be independent in thought but constructive and cooperative in criticism. A person given to carping antagonistic criticism is unsuited to share administrative responsibility.

II. Background and Training

He should have:

- a. The culture necessary to meet people, young and old, with tolerant, friendly understanding of their motives, prejudices, and points of view.
- b. The open-mindedness to profit by his own mistakes.
- c. The training necessary to discriminate good teaching from mediocre, an insight sufficient to diagnose the cause of difficulties, and the resourcefulness and judgment required to suggest suitable remedies.
- d. Ability to make constructive suggestions frankly and definitely but impersonally and helpfully, and to stimulate growth in teachers both in technique and in attitude.
- e. A sense of responsibility for the quality of service in his school, and for reporting definitely to the Central Office the value of each teacher's contribution.

III. Social Understanding

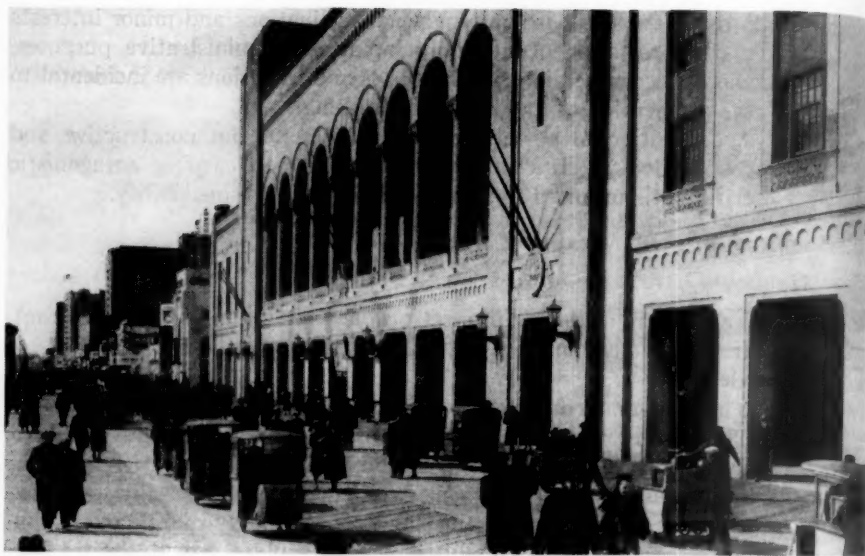
He should have:

- a. The social insight necessary to develop community and pupil pride in the accomplishments of the school.
- b. A sufficient understanding of public relations to see the advantage of centering community interest in the school by presenting school activities and achievements to the community in ways that will make their values understood and appreciated.

THE MODERN ELEMENTARY SCHOOL

Have you seen Personal Growth Leaflet No. 141, entitled, "The Modern Elementary School"? This new leaflet gives a vivid picture of the good practices in our elementary schools today. It will be of interest to principals and teachers, and will interpret the schools of today to the parents of this nation. You will want to see that each member of your faculty and parent-teacher association has one of these.

Personal Growth Leaflets are published for sale at cost by the Hugh Birch-Horace Mann Fund. They are sold at a price of one cent each in quantities of 25 or more, cash with order. Send your order to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.



On the Boardwalk in front of the Convention Auditorium, Atlantic City, New Jersey. Next to the Auditorium can be seen the Crane Building, the D.E.S.P. Hospitality Headquarters.

Convention Time in Atlantic City

February 22-27, 1941

There is something about having a convention in Atlantic City which makes it different from all others. That something is not always easy to find, for it may be hiding its light under the good times we have, the fine programs presented, the splendid housing facilities which make for a happy time, or it may be in just a group of fine people getting together—but it's there and this is a sincere invitation to you to come and join with us in celebrating the 20TH ANNIVERSARY of the progress of the Department.

S. D. Shankland, executive secretary, American Association of School Administrators has assigned us again to the lovely Traymore Hotel as our headquarters, and this means really our *headquarters*. Our Acquaintance breakfast will take place Monday morning, February 24, in the Belvedere Room, Traymore Hotel. Come and bring your friends. Our banquet which will be one of the "high spots" at the convention will be held Monday, February 24, 6 p.m., American Plan Dining Room, Traymore Hotel. Because the Department of Elementary School Principals was born at Atlantic City, New Jersey, February 28, 1921, plans have been made for a real celebration. An evening's entertainment, unique in every detail, is being prepared. You will enjoy viewing the pictures from "Education's Album" for both the "headaches as well as the frills" which have taken place, will be shown. There will be few serious moments. The scenes which will take place will show that "It Can Happen Here" or "It Did Happen There." Prominent educators throughout the United States have enthusiastically agreed

to render their services in this portrayal. All who are charter members of the Department are urged to let Headquarters know, for special arrangements at the banquet will be made for this important group.

The general sessions on both Monday and Tuesday afternoons, February 24 and 25 respectively, will be held in the Rose Room, Traymore Hotel. We urge you to come to these meetings—be there at the beginning and stay to the close—for besides the Department celebrating its 20th year of progress, this convention will be history making. With national defense fast getting underway, we who have charge of administering to the needs of our elementary schools, must be prepared to meet the emergency. Many decisions will be made as to how best we can help. President Tucker is planning the Monday afternoon program around the topic, "National Defense versus Our Elementary Schools." The Tuesday afternoon meeting will be an Open Forum on "The Elementary School versus the Curriculum." On Wednesday, February 26, plans have been made for a luncheon in the Club Room, for all State, District, County, and City Representatives of the Department. If any presidents of principals' clubs are at the convention, we invite you to come and enjoy this "Dutch Lunch" with us. This luncheon will take the place of the Wednesday afternoon meeting of representatives and has been arranged at the request of representatives who attended last winter's meeting at St. Louis, Missouri, and the summer meeting at Milwaukee, Wisconsin.

Ralph Scull has again graciously offered the beautiful reception room of the Crane Building which is situated next to the auditorium, as our hospitality headquarters. Plans are fast being completed for registration to begin on Saturday morning, February 22, and for all to return to this beautiful edifice on Sunday afternoon for tea. Mr. Scull asks that we enjoy ourselves—so come and meet your friends.

Since you will be registering at our hospitality headquarters, the Crane Building, which is situated immediately next to the auditorium, be sure not to miss visiting the exhibits. Those who have made a systematic up-and-down-the-aisle trip to every exhibit, have found many things which are helpful in their work when they return to their schools.

Mason A. Stratton, principal, Brighton Avenue School, Atlantic City, Chairman of all local arrangements, and his committee tell us that plans are fast being completed for one of the finest conventions the Department has ever had. We are listing below the names of his helping committee members:

Mrs. A. Virginia Adams, Vineland	Charles Kresge, Northfield
Mrs. Helen Brearley, Princeton	Ralph McConnell, Atlantic City
Margaret Buchanan, Atlantic City	Elizabeth McNulty, Ventnor City
Francis H. Budd, Newark	Raymond Michael, Trenton
Mabel Castle, Atlantic City	Mrs. Mary V. Peters, Ventnor City
Mrs. Verna Dowling, Penns Grove	Floyd Potter, Atlantic City
James R. Floyd, Plainfield	Guy Quinn, Neptune
Ethel Hammell, Atlantic City	Lucyan T. Taistra, Hoboken
Albert L. Hartman, Upper Montclair	Ann Troy, Nutley
Alberta Johnson, Atlantic City	Anna C. Scott, Englewood
Elizabeth Yeager, Atlantic City	



View of Harvard College about 1770. The engraving is by Paul Revere, Boston silversmith of "midnight ride" fame. Four of the buildings shown in this view are still standing.

Fifth Annual Conference on Elementary Education

*Sponsored by the Department of Elementary School Principals at
Harvard University, Cambridge, Massachusetts,
July 7-18, 1941*

Dean Francis T. Spaulding, School of Education, Harvard University

Time and Place—*Harvard University, Cambridge, Massachusetts.*

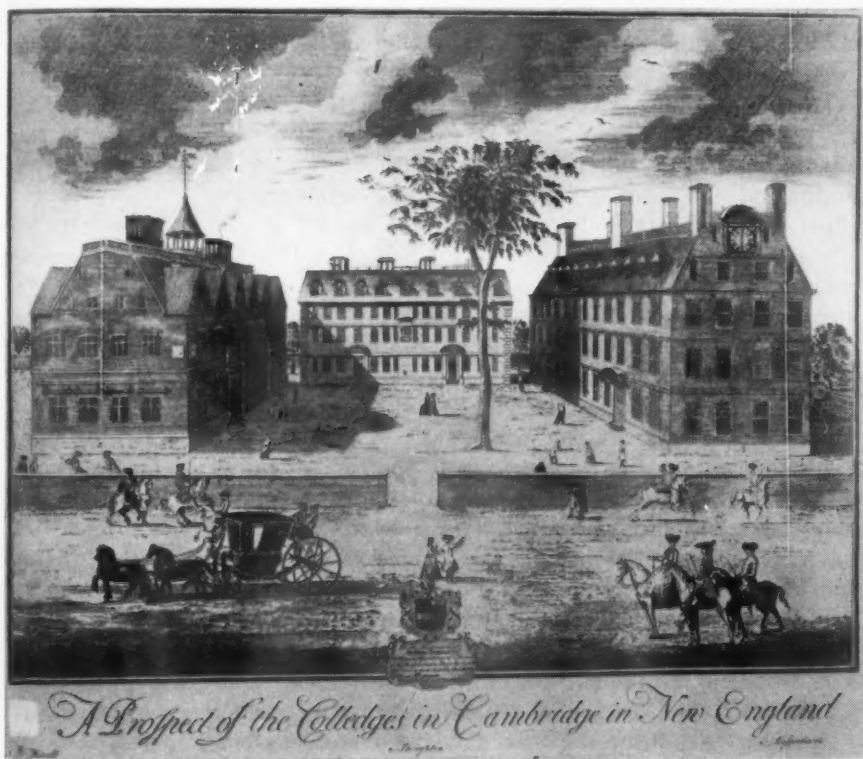
University of Michigan, New York University, University of California, University of Wisconsin: these great universities have housed the four conferences of the Department of Elementary School Principals of the National Education Association. Now one of the great mother universities of this continent has the honor and bestows the honor of opening its ample doors to the elementary school principals of the nation and to all others interested in elementary education for their Fifth Annual Conference on Elementary Education to be held for two weeks, from July 7-18, 1941.

Harvard University is rich in tradition. "Whereas our wise and pious ancestors, so early as the year one thousand six hundred and thirty six, laid the foundation of Harvard College, in which University many persons of great eminence have, by the blessing of God, been initiated in those arts and sciences which qualifies them for public employment, both in church and state . . ." so runs the Constitution of Massachusetts, adopted in 1780. From century to century the little college has become great, adding to its "Yard" and "houses," and

opening one after another of its famous libraries and museums. The visitors will want to see the magnificent Widener Memorial Library, with its unusual collections of books and manuscripts, the William Hayes Fogg Museum of Art, the great University museum where the famed collection of glass flowers is displayed, and as many of the other attractions as possible.

Cambridge itself, and nearby Boston, offer innumerable walks, drives, and bus trips to places of historical value and intrinsic beauty. The River with its fine bridges, and the bordering malls and buildings new and old; the many monuments, like Bunker Hill, the Old North and the Old South Churches, Faneuil Hall ("The Cradle of Liberty"), King's Chapel, the Old Granary and the King's Chapel Burying Grounds, Boston Common, the birthplaces and later homes of Benjamin Franklin, the Cambridge Poets, and many others—all of these will teach history at first hand to the members of the conference. Other places of interest, such as the Museum of Fine Arts, the State House, the Public Library with its well-known murals and the Gardner Museum, may be seen.

If one finds time for longer excursions, the beautiful and historic cities and towns of the North Shore, the South Shore, and the Cape offer endless opportunities. Special mention should be made of Plymouth and Duxbury, Quincy,



The earliest contemporary view of Harvard College, 1726, from an engraving drawn by William Burgis. Photograph from Harvard College Library.

Sudbury ("Tales of a Wayside Inn"), Gloucester, Marblehead, and Newburyport, all within easy distance from Boston. To the inland dweller, the many beautiful beaches and coast-lines will be of special interest.

In fact, Harvard University and its vicinity offer nearly every variety of beauty and charm. "Excursion Country" would fittingly name the whole region. And let no one think that these opportunities will be stale to those who live nearby. It will be a fine thing for many New Englanders to make acquaintance with spots to which visitors from far away make eager pilgrimage.

Nature of the Conference—The general theme of the yearbook of the Department of Elementary School Principals is "Meeting Special Needs of the Individual Child." This furnishes the theme for the conference, and the program will be built around special needs of children both as individuals and as members of groups.

The program will include in the morning a series of lectures, panel discussions, and observations concerning the "workshop" as a technique to be used in the in-service training of teachers. Those attending will be given the opportunity to visit the summer workshops for teachers which are being carried on in the School of Education.

There will also be lectures given by outstanding leaders in elementary education, alternating with lectures given by leaders in other fields. The policy of providing the opportunity to hear men and women who are nationally famous in subjects other than education will be continued.

The afternoon program will include a number of seminars dealing with problems related to the special needs of children, some of which are: personality problems of normal children, individual instruction for regular class groups, rapid learning and slow learning children in heterogeneous groups.

Instructional Staff—Instructors in the general session and seminars will include the regular staff members of the School of Education, visiting summer session professors, and other leaders in the field of elementary education. The Director of the course will be Dr. William H. Burton, of the Harvard School of Education, and Miss Alice B. Beal, State Supervisor of Elementary Education will act as Associate Director.

Tuition and Credit—The college will give two units of credit for this conference. The fee for tuition will be \$18.

This special course offers exceptional opportunities for elementary principals, supervisors, and all who are interested in elementary education to have another interesting and unusual professional experience. Those who have attended one or more than one of the previous conferences have commented favorably on the great helpfulness of this two weeks' meeting. Because of the practical set-up of the conference and opportunities to receive help, registrations are beginning to be received at Headquarters at this early day. If you wish to register now, send a \$5.00 deposit to the Department of Elementary School Principals, 1201-16th St., N. W., Washington, D. C. and we shall see that you are properly housed.

Housing Accommodations—The members of the conference will be housed in several dormitories connected with Harvard University. The fee for two weeks including room and meals will be approximately \$28.

School Broadcasts—An Outcome of Our Elementary Science Program

**John F. Potts, Principal, Waverley Elementary School,
Columbia, South Carolina**

In keeping with the modern trend in education of enriching the curriculum so that the pupils may experience and learn more about those things with which they come in contact in every day life, the writer has added (along with Music and Physical Education) Elementary Science to the curriculum of the Waverley School this term. In addition to the usual outcomes of such a course, a school broadcasting system developed, which not only increased pupil interest in science but met one of the school's most pressing needs.

The way in which the system started and steadily developed is as interesting and important as the use we now make of it.

In one of the sixth grade science classes taught by H. W. Webber the children were studying a unit on electricity and magnetism. They learned that electricity was used for many things, such as making motors run, doors bells ring, and radios play. Some of the children wanted to know more about the way radio programs are put on the air. The next day the teacher brought to the class a transmitter with a microphone and answered questions by having a demonstration. He asked a girl to stand in the rear of the room and talk into the microphone and he picked up her voice on the radio in the front of the room. This caused the children to ask if a voice could be picked up from the adjoining room. Investigation proved that this could be done. They were so elated over finding that they could be heard over the radio in the next room that they asked the teacher to allow them to have a radio program on the following Friday (this was a Wednesday) with the pupils in the adjacent room as an audience. They invited the principal to the program. Although it was hastily prepared, the first program was a success.

Every Friday thereafter during the home-room period we have listened to our own school broadcasts and every broadcast has been in some respects an improvement over the preceding one. Two weeks after our first program, twenty-six of our twenty-eight home-room classes secured radios, tuned them to station "W.E.S." and listened attentively to the voices of their schoolmates. Some of our best programs have been: (1) A Negro history program presented by the social science and music departments of the fifth and sixth grades; (2) A program centered around the life of George Washington, presented by the reading and music departments of the fifth and sixth grades; (3) An original "Safety" playlet with sound effects presented by the physical education department; and (4) An Easter program presented by the children of the second grades.

After our first broadcast, we moved the "studio" from the science room to the music room so that the piano and victrola could be used when necessary. Our little microphone has been attached to a stand which can be raised or lowered like those in real studios, and three big letters, "W.E.S.," have been placed on it. The principal no longer has to go up to the studio to make his remarks. He has bought an additional transmitter and microphone, and speaks to the entire

student body from his office. These are a few of the outstanding improvements made in the six weeks during which we have been experimenting with these broadcasts. There still remains a great deal more to be done.

Now let us consider the educational values of this project. In the first place it serves to help unify and coordinate the school. Unfortunately a few years ago the increasing need for classrooms caused the school board to partition the auditorium of the school into smaller rooms to be used for classroom purposes. Consequently, the principal could not contact the pupils "en masse" except to have them assemble occasionally on the school ground (a very poor arrangement, especially when one is addressing almost 1300 children). Now by using our broadcasts, we can build school spirit, school pride, and give all the pupils some idea of what is going on in the school. Their activities are no longer restricted to their home rooms. While this arrangement does not take the place of an auditorium, it does provide some of its advantages until one can be erected.

Since the programs are an outgrowth of the classroom work, these broadcasts offer an additional incentive for the best work of the pupils. Their original poems, playlets, reports, songs, and dramatizations may be heard by the entire school. Creativeness and originality are thus greatly stimulated and encouraged.

These weekly broadcasts also offer a splendid opportunity for speech correction and improvement. Correct pronunciation, clear enunciation, and proper articulation are all necessary if the program is to be heard, understood, and appreciated.

Finally, with the radio playing an ever increasing part in every day life and with a larger number of people participating in radio programs, the school broadcasts will help those pupils, who may sooner or later have to appear before a microphone, to overcome "mike fright" by having poise and composure.

Our interest in the radio as an aid to teaching was stimulated by school broadcasts, but we have by no means limited the use of our radios to our programs at school. The members of the faculty now realize more than ever what an important place in education the radio has. We can now motivate our reading, experience history in the making, make geography real, develop an appreciation for good music, and in general help make our pupils more discriminating listeners so that they will get enjoyment from those radio programs which have cultural and educational value.

"Listen Mr. Speaker"

Dan Gilson, principal of Horace Mann School and D.E.S.P. Representative of Oakland, California, had the lead in "Listen, Mr. Speaker" an educational revue, written by Jean Byers Medley, and given by the Oakland Public Schools, October 16. Mrs. Medley wrote "On Our Way," which was produced at the A.A.S.A. in St. Louis. Other Thespians among the Oakland Elementary Principals are Fred Zimmerman, Immediate Past President of the California Elementary School Principals' Association and A. G. Starr of Lockwood School, who were members of the cast presenting Maxwell Anderson's "Star Wagon" under the direction of the Recreation Committee of the Oakland Teachers Association.

A Co-operative Program in Action

Lillian Nussbaum, Principal, Massie School, Savannah, Georgia

The idea of co-operation as a part of democratic living has been for some time a topic of primary importance in the discussion and thoughts of school people. This has been mostly *talk* about what we hoped to do, rather than a *definite accomplishment* of this idea. In many schools, teachers and principals planned one type of program, while the parent-teacher association, the parent-study group, and the students planned others.

The faculty of Massie School made a comparison of several types of school programs, which revealed not only different objectives, but in some cases opposing objectives in the minds of the people who made them. Groups had worked independently and without much regard for what the others were doing, thus, there was a lack of responsibility for the whole educational process. In club programs or other functional school groups certain plans may not have been so far apart, but at the same time, they were carried out as unrelated activities. A joint venture was needed!

At the beginning of the school year, (1939-40) the teaching staff at Massie School felt a definite need for a co-operative program. We began to consider a plan whereby the parent-teacher association, the faculty, student council and parent-study groups could work on the same related theme in their activities for the year. A co-operative program, in which every part of each program of one group had some bearing on the programs of other groups, seemed to be a solution. We felt these problems could be better solved if we could awaken an interest in parents, teachers and pupils all to work on the same related theme. The president of the parent-teacher association and the program chairman consulted with each other and seemed to think the idea a good one. The children of the student council were equally interested and began making plans for the year. Various themes were suggested and discussed by the different groups, and "Growth In Living Today" was chosen; therefore, all began organizing their programs at once.

The following general objectives were decided upon by the groups for the suggested theme "Growth In Living Today": (1) Be more dependable; (2) Exercise better self control; (3) Make wiser use of time; (4) Learn appreciation of public and private property; (5) Be more responsible citizens; (6) Promote health standards, and (7) Create an improvement of reading. Later the problem of making specific objectives which would carry out the same theme was outlined. The committee for each group submitted definite things to be considered and discussed at each monthly meeting.

In order to illustrate how our plans were developed for the year, the program for the month of November is given in detail.

The Faculty—The meeting was held on the first Monday at four o'clock. One of the teachers introduced the theme, "Democratic Living in a Classroom"



LILLIAN NUSSBAUM

and reviewed *The Progressive School* by Lane. The teaching staff attempted to evaluate our school with the progressive ideas discussed by Dr. Lane, and the democratic practices in use in our classrooms were reviewed.

The Student Council—The president presented the theme "Sharing With One Another" in a short talk on the topic "Be Glad to Give". A poster showing a group of children sharing their "Book Friends" was displayed, and the "Book Lovers" Club gave a short play about "Our Book Friends". One poster showing "The Care of Books" was explained. The Librarian gave an interesting account of the main library, and answered many questions on the arrangement of books. The school had been asked to take part in a program for American Education Week, which was to be later broadcast over the Savannah Radio Station, WTOG.

The Parent Teacher Association—The theme "Education for Living in a Democracy" and its subtitle "The Home Builds for Democratic Citizenship" were discussed by one of the mothers. A teacher told how the school builds for democratic citizenship by the actual living that goes on in the classroom.

Since American Education Week and Book Week occurred in November, the meaning and reasons for observing these periods were also considered. A book exhibit planned by teachers, pupils, and mothers was attractively arranged in the assembly room. In one corner there was a display showing the topics for American Education Week. There were several box and table scenes showing "The Three Bears", "Little Black Sambo", "Jack and the Beanstalk", "The Goose Girl", "Alice in Wonderland", "Black Beauty", "Pinocchio", "Tom Sawyer", "Robinhood", "Heidi" and "Hiawatha". The assembly room seemed to be turned into a fairyland of books and book friends. Many new books were purchased with the money made from a cookie sale, and a mother called attention to the book display from each class.

The Parent Study Group—This group took for its topic, "Democratic Family Living". The importance of harmonious family relationships was stressed. It was found that in a true democracy (a) Every member of the family contributes and receives according to his needs and capacity; (b) Every adult who resents authority has had an unpleasant experience with authority in his family life; (c) If the child could be helped to understand that laws are made to add happiness rather than interfere with it, he would be prepared to accept and share group responsibilities better, and (d) There must be a genuine regard for the needs and rights of others in all human relationships.

This co-operative plan has meant a great deal to all groups. There has been greater willingness to consider the common good of all. The teaching staff, parents, and principal, have been brought into closer contact and the objectives have been understood. The children have had splendid training in co-operative planning, not only among themselves, but through working with adults on a common program. It is generally believed that the first venture in planning and putting into action a co-operative program has been a success and that it has made a definite contribution toward living on a higher plane for children, parents, and faculty members.

Plan now to send the president of your group to the Atlantic City meeting, February 22-27, 1941. You come too.

Brag About Your Own!!

Eva G. Pinkston

Did you ever hear the story of how W. Atlee Burpee, the seed magnate, apologized to his customers because the picture on the cover of his seed catalog showed that the "Matchless" tomato was fully five and one-half inches across? No sooner had the postman begun to deliver catalogs, than customers bragged that they had many times grown tomatoes bigger than that. As a result the Burpee Company had the biggest tomato season in its history.

Honesty is important in a seed producer, because he is in a peculiar position of trust. Honesty is also important for those of us who are entrusted with the education of our boys and girls of this land. A little "bragging," though, about the services which our members are receiving this year in celebration of a 20th ANNIVERSARY, would let your Department have "the biggest membership year that it has ever had." Try telling your friends about the benefits you receive. Did you know that each member will receive this year \$5.50 worth of publications for only \$3.00, besides being allowed to purchase Yearbooks—fifth through the eleventh—at fifty cents per copy?

Let our members become ardent "fans" for the Department, and let's continue to increase our membership, for the larger our number becomes, the more services we can render. For your information we are over 300 ahead of this same date last year. Help your Representatives make it 1000 ahead!! Brag about your own!!

All representatives who will be in Atlantic City for the meeting in February, should plan to attend the "Dutch Lunch" at the Traymore Hotel, Club Room, Wednesday, February 26, 12:30 p.m.

At this early date we have a number of cities which are already 100 percent in membership. Those which have been reported to us are: ARIZONA: Flagstaff; CALIFORNIA: Petaluma; ILLINOIS: District 75, Evanston; KANSAS: Kansas City, Pittsburg, Salina; MICHIGAN: Hazel Park and Holland; MISSISSIPPI: Meridian; NEW YORK: Batavia, Gloversville, Mt. Vernon, Milton and Troy; NORTH DAKOTA: Fargo; OHIO: Lakewood; OKLAHOMA: Bristow; PENNSYLVANIA: Indiana; and VIRGINIA: Lynchburg. If you know of others, be sure to let us know.

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

ALABAMA

County Representative—Glenn Barrow, Irondale.

City Representatives—R. Voyt Hill, Birmingham; G. T. Rodgers, Montgomery.

ARIZONA

County Representatives—F. J. Benedict, Benson; Thomas Weitzel, Flagstaff; Edwon L. Riggs, Peoria; Clint Rollo, Tucson.

City Representative—H. F. Bradford, Phoenix.

ARKANSAS

County Representative—Fred Moore, Pine Bluff.

CALIFORNIA

District Representatives—Guy Holliday, Mrs. Rose Mann Smith, and Mrs. Marie Thornquist, Los Angeles; Mrs. Edna Van Dyke, West Los Angeles.

County Representatives—Mrs. Erma B. Reese, Acampo; Isabel Cook, Anselmo; Pauline McDonald, Danville; B. J. Davis, Lake-

port; Norma Kitto, Napa; John I. MacGregor, Newark; Jane B. Burns, Petaluma; Lois Montgomery, San Bruno; M. F. Susanj, San Jose; John MacArthur, Tuolumne.

City Representatives—Lowell Mell, Alameda; Robert N. Rushforth, Berkeley; Robert T. Elliott, Modesto; John L. Horning, Napa; Dan H. Gilson, Oakland; Lester G. Gregory, Palo Alto; Maurine Eccleston, Piedmont; Elizabeth E. Mennie, San Francisco; Frances Lanyon, San Jose; Edward Esser, Stockton; Carl B. Manner, Vallejo; Roby T. Elwood and Mary Mullen, Alhambra; Wilbert Bonney, Anaheim; E. F. Hinds, Azusa; Mrs. Dorothy Deeming, Baldwin Park; George A. Priest, Bellflower; Reylas Perry, Buena Park; Virgil R. Kindy, Burbank; Mrs. Hazel Erickson, Calexico; Leonard Hummel, Chino; Paul J. Rogers, Colton; Mrs. Susan Hedrick, Compton; Gladys Kimbell, Corona; Mrs. May A. Brownfield, Covina; Fred M. Sparks, Cucamonga; Guy Weakley, El Centro; Charlotte Smith, El Monte; Ernest O. Steimle, Fontana; Russell Parks, Fullerton; Dorothy Morris, Garvey; James F. McMaster, Glendale; Mrs. Margaret Sellers, Glendora; Oliver McCammon, Hawthorne; Everett V. Adams, Hermosa Beach; Mrs. Betty Finley, Inglewood; C. J. Brower, La Habra; Cyrus F. Quick, Long Beach; Judson Wray, Lynwood; Chester Sproule, Monrovia; Harold W. McClellan, Montebello; Theo. Mizony, National City; Neva Caroline Haggaman, Needles; Gladys Hohl, Ontario; Carl J. Thomas, Orange; Bernice Curren, Oxnard; George N. Boone and Mrs. Rena M. Davidson, Pasadena; Howard Nordstrom, Placentia; Grace M. Mishler, Pomona; Pearl M. Pillsbury, Redlands; Stewart McCoomb, Redondo Beach; Nellie McCleish, Riverside; Melvin Meeker, San Bernardino; William J. Hawks, San Diego; Naida G. Brimmer, San Gabriel; Mrs. M. Fannie Bragg, Santa Ana; Samuel O. Weldon and Douglas White, Santa Barbara; Brett Deveng, Santa Maria; Thelma Bedell, Santa Paula; Ruby B. Cleaver, South Pasadena; Ada Hand Quick, Upland; Clophine Dooley, Ventura; Eugenio Karl Bishop, Whittier.

COLORADO

City Representatives—Lila M. O'Boyle, Denver; Edna Hellstern, Pueblo.

CONNECTICUT

City Representatives—Margaret M. Dorsey, Bridgeport; Caro Gray, Bristol; Mrs.

Ethel Burt Young, Hamden; O. Ward Saterlee, Old Greenwich; Anna A. Condon, Stamford; Julia M. McDonnell, Torrington; Ralph W. Carrington, Waterbury.

DISTRICT OF COLUMBIA

City Representatives—Mrs. B. W. Cramer, N. J. Hiscox, H. B. Jones, Margaret Patterson, Roberta Shumaker, and M. H. Stohlmann, Washington.

ILLINOIS

City Representative—Claude Williams, Chicago.

INDIANA

District Representative—E. M. Lenon, Evansville.

City Representative—Mrs. Vivian S. Rankin, Indianapolis.

LOUISIANA

City Representatives—Fanny V. Rives, Mansfield; Edna G. Brumerhof, New Orleans; Rita M. Roger, New Orleans; Walter Richardson, Crowley.

MARYLAND

County Representatives—Mrs. Marion Nelson Riffin, Crisfield; Mrs. Catherine Reed, Riverdale; Mrs. Rosena C. Jones, Salisbury; Anna G. Shepperd, Upper Falls; Mrs. Hazel McNamara, Montgomery County.

City Representative—Annie Lee Manning, Baltimore.

MASSACHUSETTS

City Representatives—Vivian A. Dingley, Cambridge; Louise Wingate, Fitchburg; Agnes H. Hedburg, Norwood; Ruth E. Annis, Revere; Margaret J. Davidson, Springfield; Ellen M. Murphy, Lawrence; Bertha S. Davis, Melrose.

MICHIGAN

City Representatives—Martha Hale, Alma; Winifred Gibbons, Ann Arbor; Ethel Grishow, Battle Creek; Elizabeth Seebeck, Bay City; Magdalene Frederick, Birmingham; Lyle Hotchkiss, Dearborn; Howard L. Parker, Dearborn; Urban Hartung, Jr., Detroit; Jessie Munroe, Ecorse; Lee Clark, Ferndale; Florence Robertson, Flint; Stephen Mead, Grand Haven; Cleo Hoyt, Grand Rapids; Clarence J. Messner, Grosse Pointe; Boyd E. Nixon, Hamtramck; William C. Miller, Jr., and Roy Robinson, Highland Park; Carolyn Hawes, Holland; Marie Eng-

ler, Lansing; Lyman Galloway, Lincoln Park; Viola Perdue, Midland; Rose Shafer, Monroe; Jessie Albert, Muskegon; Gladys O'Bierne, Petoskey; Glenn O. Lockwood, River Rouge; Lena M. Fee, Saginaw; Myrtle A. Elliott, Sault Ste. Marie.

NEBRASKA

County Representatives—A. J. Nehelsut, Auburn; Dale E. Best, Bridgeport; Leonard Payne, Erison; Frances Burtner, Hartington; Maud Curley, Wayne.

City Representatives—Sadie Morrison, Broken Bow; Vivienne Ward, Fairbury; Ada M. Wilbans, Fremont; Ida Fitzgerald, Fullerton; H. C. Marcellus, Gering; Mabel Jackson, Lincoln; Elizabeth M. Downey, Nebraska City; Edna Kayton, North Platte; Bessie B. Weston, York.

NEW JERSEY

County Representative—Mrs. Myrtle H. Simons, Burlington.

NEW YORK

District Representative—Mrs. J. A. Corbin, Albany.

City Representatives—Bessie Norris, Batavia; Louisa Palen, Beacon; Ella Smullenburg, Buffalo; Hazel A. Wolverton, Canandaigua; Emma Kingsley, Elmira; Charles J. Otis, Fulton; Mrs. Sara W. Lawrence, Glens Falls; Mildred Benedict, Gloversville; Lillian B. Kenyon, Johnstown; Harley A. Miner, Kingston; Mrs. Velma Hendrickson, Long Beach; Leola D. Weed, Mt. Vernon; Caroline M. Bullock, Niagara Falls; LeGrand Houghton, North Tonawanda; Bess L. Chisman, Oneida; Anna Kuhl, Port Jervis; Earle W. Nash, Rochester; W. A. Le Baron, Schenectady; Mary Lawlor, Syracuse; H. D. Vincent, Troy; Anna Dano, Watertown; Sophie S. Sievers, Yonkers.

OHIO

County Representatives—Henrietta McKinsey, Ashtabula; Kate M. Offerman, Pomeroy.

City Representatives—Jennie Adams, Akron; Enola Bailey, Bay Village; O. C. Martin, Cincinnati; Ruth Robinson, Cleveland; Helen C. Kennedy, Columbus; J. A. Conger, Delaware; Eleanor Jones, East Cleveland; Wilbur Yauch, Euclid; Anna L. Sigler and Flora J. Wilcox, Lakewood; Edna Tefft, Marietta; Alice L. Dombaugh, Marion; Glenna Alberts, McDonald; Susie McCreery, Parma; Bertha Egan, Steubenville; Hazel Oechsler, Toledo; Amelia E. Moss, Willoughby; Helen D.

Palmer, Wooster; Eleanor F. Tannehill, Zanesville.

OKLAHOMA

City Representatives—Mrs. Jessie W. Bagley, Ada; George Coffman, Ardmore; Isabel Watson, Bartlesville; Mildred Berkey, Blackwell; Linnie Wood, Bristow; Pearl Head, Drumright; Harrell E. Garrison, Durant; Etta D. Dale, El Reno; Lulu Moorhouse, Enid; W. W. Daniels, Hominy; Ellis B. Richie, McAlester; Mary Shirley, Muskogee; Ethel M. Liebhart, Oklahoma City; Lena Pitts, Okmulgee; Eva Smiley, Ponca City; R. G. Wilson, Sand Springs; A. J. Smith, Shawnee; Willis B. Bailey, Tulsa; Mrs. Agnes Mayo Drewry, Wagoner.

OREGON

County Representatives—G. T. Crews, Coquille; C. M. Quicksall, Gresham; John C. Johnson, Lapine; K. R. Ferguson, The Dalles; W. A. Johnson, Toledo; Ralph Peters, Astoria; John Leonhardt, La Grande; Augusta Parker, Klamath Falls.

District Representative—Mrs. Tressa Blackburn, Milwaukie.

City Representatives—G. E. Richards, Albany; Edith L. Bork, Ashland; Cecil R. Holloway, Baker; T. J. Gary, Bandon; Albert W. Nelson, Bend; Howard Eccles, Canby; R. L. Houck, Corvallis; Walter Kraxberger, Gladstone; Cecil L. Roberts, Grants Pass; Ernest Caldwell, Lebanon; Grace Bridgefarmer, McMinneville; Anna Clinkinbeard, Marshfield; J. C. Tucker, Medford; Lloyd Girod, Salem; Gaile Good, Eugene; S. W. Babcock, Seaside.

PENNSYLVANIA

County Representatives—Ray M. Cole, Bloomsburg; Harold Marburger, Evans City; Ira Y. Baker, Gettysburg; John A. Neill, Lewistown; Joseph M. Dunleavy, Scranton.

District Representatives—T. Russell Frank, Abington; Celia J. Blake, Ambridge; James C. Craig, Bellevue; John A. Muscalus, Bridgeport; Jane L. Stanley, Butler; C. B. Sollenberger, Carlisle; Mabel Beacham, Chester; Edward B. Deery, Darby; Karl M. Brewer, Dubois; Frank M. Miller, Erie; David H. Porter, Harrisburg; Helen E. Schifflay, Hazleton; Mary L. Carlin, Houtzdale; Mary L. Russell, Indiana; Alfred Thomas, Lancaster; Jennie A. Watson, McKeesport; Zura E. Raup, Milton; Marguerite Tennis, Upper Darby; Homer M. Lowry, Washington; Elizabeth N. Pierce, West Chester; D. J.

Mahoney, Wilkes-Barre; Roland T. MacLaren, Williamsport; Jane F. Kell, York.

City Representatives—Samuel Berman, Philadelphia; Irene Thompson, Pittsburgh.

SOUTH CAROLINA

District Representatives—Lila Connor, Chester; Guy L. Varn, Columbia; J. R. Orr, Westminster.

TEXAS

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

City Representatives—Mamie Boone, Dallas; Ella J. Smith, Ft. Worth; Mrs. Mabel

T. Woods, Houston; Bess Moynahan, San Antonio; Mrs. Maureen Johnson, Waco.

VIRGINIA

District Representatives—Mrs. Elsie B. Ellis, Arlington; Madge Leonard, Bristol; Paul G. Hook, Clifton Forge; Bettie Jones, Harrisonburg; R. O. Edgerton, Portsmouth; Oscar W. Fary, Jr., Richmond; Annie Hancock, Salem; William J. Jones, Whaleyville.

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

WASHINGTON

State Representative—Howard Erickson, Seattle.

City Representative—Isabelle C. Parker, Spokane.

Additional names of Representatives will appear in the February issue of *The National Elementary Principal*.

In Memoriam

Early in October Headquarters office wrote to each president of the state and local principals clubs listed in the directory of the Nineteenth Yearbook, "Meeting Special Needs of the Individual Child" and asked for the names of those members of this Department who have passed away during the past year. Below are listed the names received to date (Nov. 8), of those who have served the schools of our nation and during the past year have crossed the great divide:

CALIFORNIA—Jessie B. Wickersham, Los Angeles; Ellen Driscoll, Oakland; Charlotte Estes, San Francisco, and J. J. Finney, Suisun; CONNECTICUT—Ada Gray Bennett and Agnes Dennis, Bridgeport; Clinton F. Hasbrook and Nellie C. Smith, Hartford; Mary M. Blatchley and S. M. Celestine Wall, New Haven; ILLINOIS—Roy M. Poust, Cicero; IOWA—Harry S. Voris, Sioux City; MASSACHUSETTS—Flora E. Fuller, Arlington; Arthur W. Murphy, Brookline; Susanne Center and Katherine J. Fardy, Gloucester; and Mary T. Ronan, Revere; MICHIGAN—Mae B. Carroll, Margaret McDonald, Lotta V. McGregory, Dora R. Teagan and Charlotte A. Willits, Detroit; Mary Kelly and Helen A. Moss, Flint; and Alice B. Shattuck, Pontiac; MINNESOTA—Mrs. Sara Brown, Hennepin County; Lucia M. Binet and Joseph E. Reinke, St. Paul; MISSOURI—Mathilda Imhof, Kansas City; and Minnie Nelson, St. Joseph; MONTANA—Mary McHugh, Anaconda; NEBRASKA—Mrs. Elsie M. Smith, Omaha; and Bertha Enyeart, Tecumseh; NEW JERSEY—Margarette E. Howard, Summit; NEW YORK—Carolyn D. Hulse, Middletown; Mary A. Gillen, New York; and Clara Corey, Rochester; OHIO—O. H. Patton and R. C. Schlotman, Cincinnati; Vievea Deike and Mollie Ryan, Cleveland; Jacob Bowers, Columbus; and Helena Cox, Warren; PENNSYLVANIA—Ralph S. Hood, Ambridge; WASHINGTON—J. Lee Palmer, Spokane; WEST VIRGINIA—G. W. Hogg, Charleston; WISCONSIN—Frances R. Dearborn, Stevens Point; and INDIA—Rev. G. D. Josif, Burma.

What's Happening!!

★ A special committee of the West Hempstead Public Schools, West Hempstead, New York, of which Reinald M. Stinebrickner is chairman, has prepared a manual entitled "Our Community" to be used by both pupils and teachers in connection with the social studies course in that school system. This 98-page manual contains many fine illustrations and photographs representing facts about the community.

★ The Pennsylvania Elementary School Principals' Association, of which D. J. Mahoney, Wilkes-Barre, is president, will hold its annual meeting on December 27. At that time Dr. William L. Connor, superintendent of schools, Allentown, will discuss with the group "Recent Trends in the Promotion of Elementary School Pupils," and Dr. V. C. Arnsperger, vice president and research director of the Erpi Classroom Films, Inc., will present a demonstration and address on, "The Function and Use of Motion Pictures as Instructional Material in the Classroom."

★ The general theme of the 1940-41 program for the Elementary School Principals' Association of Nassau County, Long Island, New York, is, "Life, Liberty, and the Pursuit of Happiness." Miss Grace E. DeKay, Glen Head, New York, has sent a copy of the very attractive printed program to headquarters. Excellent speakers have been chosen to take part on the program at the different dinner and discussion meetings.

★ Over one hundred principals attended the elementary principals banquet during the recent Utah Education

Association meeting, Friday, October 11. The elementary principals of Utah, under the leadership of their president, Frank Stevens, have become more conscious of the importance of their profession and are doing a fine piece of work for the children in the elementary field, and education as a whole.

★ *The Seattle Principals' Exchange*, the official organ of the Seattle, Washington Principals' Association, is issued monthly for members. Through this fine publication, principals exchange ideas and express their views. This is the beginning of the fifth year for the publication, and headquarters is delighted that it has been kept on the mailing list.

★ All members of the Bergen County, New Jersey Principals' Association will participate in a series of panel discussions, held throughout the year on "The Elementary Curriculum." Dr. Arthur V. Linden, Mrs. William Sinnigen and Dr. William P. Patterson will coordinate the eight sessions so that there will be a continuity during the series, and the findings will be translated into practices in the schools and classrooms. A copy of the outline of the meetings was sent to headquarters by J. Harold Straub, Ridgewood, New Jersey.

★ Linnie Wood, principal, Bristow Elementary School, Bristow, Oklahoma, was recently elected president of the Oklahoma Department of Elementary School Principals. She has already set the machinery in operation for making the current year another good one for that state group. The first meeting over which she presided was

held November 16 at the State University in Norman. Headquarters wishes Miss Wood much success in this new honor.

★ The honorary degree of doctor of laws was conferred upon the Alaskan Commissioner of Education, Anthony E. Karnes, by the trustees of Washburn College at Topeka, Kansas, on June 3, at the 75th Annual Commencement of that Institution. Mr. Karnes has been the Alaskan Representative of this Department for several years, and a life-time friend of elementary education.

★ The fall meeting of the Elementary Principals' Association of District H, Virginia, was held on October 18, with the president, Mrs. J. N. Howdershell of Annandale, presiding. As its guest speaker, the association had the pleasure of having Dr. Robert W. Eaves, principal, Thomson School, Washington, D. C., and assistant professor of education at George Washington University. He gave a most inspiring talk on "The Principal and His Community."

The discussion part of the program was in charge of the Arlington County Principals' Association, with Mary Barbour, principal, John Marshall School, as leader. The subject of the discussion was "The Principal in Respect to Human Relations." The following committee was appointed to arrange for the mid-winter meeting: Mrs. Ossie Tipton, Manassas; Robert Myers, Lovettsville; Mrs. Lillian Noland, Alexandria; Ethel Sims, Fairfax; Eleanore King, Arlington; and Mrs. J. N. Howdershell, Annandale.

★ Mrs. Pauline H. Gorham, principal, George Mason School, Alexandria,

Virginia, was chosen to be the delegate to represent the District H, Elementary Principals' Association of Virginia, at the state meeting which was held in Richmond, November 19 and 20.

A copy of the excellent program was sent to headquarters by J. E. Bauserman, Fairfax, president of the Department.

★ The Leo County, New Mexico, Elementary Principals' Club, of which Raymond H. Robbins is president, meets on the first Friday of each month. The principals visit each school once during the year for at least the full afternoon and occasionally for the whole day, holding their programs and business sessions the latter part of the afternoon. This permits them, by observation, and later by discussion, to share experiences that tend to improve their schools.

★ Howard C. Rasch, principal, Franklin School, Ottumwa, Iowa, was elected president of the Department of Elementary School Principals of the Southeastern Iowa Teachers' Association, at its meeting on October 11, which was held in Davenport. Mr. Rasch succeeds Arthur C. Hall, principal, Hayes School, Davenport, who has done an excellent piece of work during this past year. The program of the October 11 meeting was most outstanding.

★ The Fort Worth, Texas, Principals' and Vice Principals' Association, of which Jessica Lloyd, principal, Alice Carlson School, is president, will hold five meetings during this school year. Each of the programs for these meetings will have a few minutes devoted to democracy. It may be a song, talk, or reading. The program committee

consists of: David Sellars, Jean Hightower, and Millicent Keeble.

★ A Conference of Elementary School Principals was held for Alabama principals at the Jefferson Davis Hotel, Montgomery, Monday, September 2. Glenn Barrow, president of the Elementary Principals' Association, presided. The theme for the morning session was "Home, School, and Community Cooperation in the Education of Children," while the afternoon program was on the subject of "Individual School Programs Related to Child and Community Needs." H. B. Norton, Birmingham, sent a copy of the program to headquarters.

★ The Colorado Education Association meeting was held in October. At this time the Elementary Principals' Association held luncheons or dinner meetings in all three divisions of the state. In the Southern Division F. Leo Durkee, Lake View School, Pueblo, was elected director for a three year term. At all three divisional gatherings in Denver, Pueblo, and Grand Junction, respectively, plans were discussed relative to the Mid-Year Conferences on Elementary Education, to be sponsored by the Colorado Association of Elementary School Principals for the third consecutive year. These conferences are fast becoming the big affair of the school year. Headquarters appreciates receiving this news from V. H. Volgamore, Pueblo.

★ The Faculty of Central Beach Elementary School, Miami, Florida, honored its principal, Katie Dean, at a reception, Wednesday evening, November 6, Pancoast Hotel, Miami Beach. This was in recognition of the twentieth anniversary of her principalship. This

fine gesture shows that Miss Dean has been a leader, has been sympathetic, has cooperated, and has had the social understanding which is so very necessary in making friends.

★ At a largely attended luncheon meeting of the Elementary School Principals' Association of Connecticut, held recently at Hartford, Thomas H. Patterson, principal, Thomas H. Patterson School, Hartford, was presented with an honorary membership in the Association. Mr. Patterson has been a member and a regular attender at all of the meetings for many years and has served the Association in many of its offices, including that of President. He is dean of the elementary principals of that state and in June will have completed 50 years of continuous service as principal of the school, which on June 29, 1932, was given his name.

This news item was sent to headquarters by Elizabeth Malcolm, New Haven, Connecticut.

★ Fred H. Duffy, principal, George Washington Elementary School, Kenmore, New York, has completed his *Teacher's Handbook* for 1940-41. Each year Mr. Duffy prepares an excellent handbook to be given out to his teachers. This includes a calendar for the year, teachers' assignments, a list of some helpful books, films available, assembly seating, playground assignments, etc. In fact, it gives all the information which a teacher needs to know for the school year. This new edition is just as fine as the others have been in the past, and headquarters appreciates its copy.

★ At the meeting of the Wyoming Education Association, held in Casper, October 17-19, the elementary princi-

pals organized as a state group. The following officers were elected: President, John Goodman, Riverton; Vice President, Paul Stauffer, Lander; and Secretary, Margaret Chambers, Casper. Headquarters wishes much success for this new state group, and hopes that other states which do not have a state principals' club will soon follow the example of the Wyoming elementary principals.

★ R. H. Robbins, principal, Lovington, New Mexico, gives to his teachers each Monday morning a mimeographed bulletin containing the announcements of the week and information of interest to the teachers. A copy of the very attractive booklet for the week of September 16-20 was sent to headquarters by the principal, and it is a very unique piece of work and one which should be of much value. We hope he will put us on his mailing list for each week's issue.

★ Headquarters has received so many fine school newspapers that space will not permit listing the names. If you are publishing a newspaper, will you place the D.E.S.P.—1201 Sixteenth Street, N. W., Washington, D. C.—on your mailing list, for we use these to send to principals in other cities who are wanting to start such a publication. We appreciate having the many copies which have come to us this fall, and we take this opportunity to thank each and everyone for sending them.

★ The Kenmore Public Schools, Kenmore, New York, have published a bulletin entitled, "Sweeping Tides." This is an anthology of original verse by girls and boys of that city. The selection of poems in this bulletin are

among the very finest. It shows an unusual talent among the school children of that city. Fred H. Duffy, Principal, George Washington School, Kenmore, kindly sent a complimentary copy to headquarters.

★ R. H. Richards, formerly of Huntington, W. Va., and later a member of the teaching staff of the Ohio State University, where he has just received his doctor's degree, has accepted the position of director of the Stanley Laboratory School, and professor of education at the Teachers College of Connecticut, New Britain, Connecticut. Headquarters wishes Dr. Richards much success in this new undertaking.

★ The new officers of the Utah Elementary Principals' Association are: President, Glen R. Winn, Cache County; Vice President, A. O. Clark, Salt Lake City; Secretary-Treasurer, Victor J. Bott, Box Elder County; and Directors, Drayton B. Nuttall, Payson, and Moroni Jensen, Salina. Thanks are extended to Frank Stevens, former president, for this news.

★ The Elementary Principals' Department of the Northwestern Ohio Education Association held its meeting at Warren School, Toledo, with K. S. Clem, Findlay, president, presiding. An interesting talk on the "New Type of School" was given by Edgar G. Doudna, secretary, Board of Regents, Wisconsin Normal Schools. Following the speech a short business meeting was held, and the following new officers were elected: President, Harold Shane, Ottawa Hills; Vice President, L. E. Doty, Lima; Secretary, Myrtle Van de Water, Toledo; and Treasurer, G. Scothorn, Findlay. Thanks to Hazel Oechsler, Toledo, for this news.

Your Bookshelf

"Can talk but not do" is an old Chinese proverb. How aptly it describes some who today talk glibly about democracy and our schools. It is a relief therefore to find a book that presents genuine illustrations of what can be done. The new publication—*Learning the Ways of Democracy*—has been issued recently by the Educational Policies Commission. Attractively bound and tastefully printed, its 486 pages present a satisfying antidote to loose thinking.

True the volume deals with educational practices in ninety American high schools. But that will not deflect the interest of elementary-school principals, for many of the best things in this book follow the "activity" pattern which has for long been familiar in elementary schools.

Chapter I wrestles with the problem of how to recognize the democratic spirit in action, particularly as it is found in school processes. Wisely the authors who prepared the book were not misled by window dressing. They delved deeply into real school situations and turned up a neat array of brief descriptive statements revolving around the four major headings: the course of study, classroom teaching, out-of-class school activities, and school activities in the community.

Recognizing that school administration may help or hinder learning processes space was given to trends in developing and executing administrative policy. Attention is given to some unfinished business with reference to civic education and, finally, a brief guide to the improvement of a specific school is outlined. Fact is piled on fact; case upon case; example upon example—that the schools are teaching the ways of democracy. It is upon such "wings of deeds the soul must mount."

If you are anxious to have a book which will give you a simple, non-technical survey of general psychology, we recommend *You Yourself* by Anne Bryan McCall. Its chief aim is to help you, who read it, to understand yourself better, and to help you to get an increasingly clear and practical insight into your own powers and possibilities. The book is intended to be only the merest introduction to this vast subject. Each chapter deals with facts concerning human nature

about which there might be written hundreds of volumes. Two other books prepared for use along with the study of *You Yourself* are *Psychology Work Book* and *My Own Book*.

The Treasure-Tower Publishing Company, Garrison-on-Hudson, New York, has published these fine new books.

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A series of three bulletins dealing with units in safety education has been released recently by the National Education Association Safety Education Projects. Other bulletins deal with topics in safety education, teacher liability for accidents, and safety checklists. If interested, address inquiries to the Research Division of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

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Have you seen *Subject Index to Books for Intermediate Grades* by Eloise Rue, and published by the American Library Association, Chicago? This book is planned to meet the needs of grades 4-6 and constitutes a guide to subject material in trade books as well as in texts. At this grade level there are not only more books, but more in the books which the pupils themselves can read. It is expected to be equally helpful to principals, teachers, and librarians. While it is primarily an index, it may also serve as a buying guide.

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Audio-visual Aids to Instruction by Harry C. McKown and Alvin B. Roberts, is an up-to-date, practical book which shows the teacher and administrator how to select, organize, and utilize audio-visual aids of all types, in all subjects, and at all levels, from kindergarten through the twelfth grade. Primary emphasis is upon actual practice, and every effort has been made to include specific information and advice which will be most helpful in the classroom.

This excellent new book is published by the McGraw-Hill Book Company, 330 West 42nd Street, New York, N. Y.

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A selected list of 25 Personal Growth Leaflets for elementary schools can be obtained for 25¢ from the National Education Association.

KINDNESS IS POWER

A little word in kindness spoken,
A motion or a tear
Has often healed a heart that's broken
And made a friend sincere.

A word, a look, has crushed to earth
Full many a budding flower,
Which, had a smile but owned its birth,
Would bless life's darkest hour.

Then deem it not an idle thing
A pleasant word to speak;
The face you wear, the thought you bring
A heart may heal or break.

—Whittier.
