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# The NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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# THE NATIONAL ELEMENTARY PRINCIPAL

## BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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

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

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Eva G. Pinkston, Editor.

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*The contents of this Bulletin are listed in the Education Index*

The picture appearing on the cover is a scene taken in Potomac Park. This park is situated south of the White House, along the Potomac River.

# The National Elementary Principal

Volume XV, No. 4

April 1936

## Official Report of the Convention

This issue of the Bulletin is devoted primarily to the publishing of the second official report of a winter meeting of the Department of Elementary School Principals which was held at St. Louis, Mo., February 22-27, 1936.

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## THE

THE N. E. A. Convention will be held in Portland, Oregon, June 28-July 3, 1936. The D.E.S.P. will have two general sessions—July 1 and 2. The Department breakfast will be Monday morning and our banquet will be Tuesday evening.

## PORTLAND

CHARLES H. BOYD, principal, Highland School and president, Oregon Elementary School Principals, and C. E. Perry, principal, Lents School and vice-president, Portland Principals Association, have been appointed as chairmen of affairs for the Portland meeting and our Conference.

## MEETING

THE Conference on Elementary Education, sponsored by the D.E.S.P., will be conducted at and by the Extension Center of the University of Oregon, Portland, Oregon, July 6-17, 1936. Registration and tuition fee will be \$12. This amount includes a syllabus. Board and room will be independent. Advise Dean Alfred Powers, director of summer session, University of Oregon, Extension Center, Portland, Oregon, if you plan to attend. He wants to make arrangements for you.



*The group assembled for the semiannual banquet of the Department of Elementary School Principals, Big Ballroom, Statler Hotel, St. Louis, Mo., February 24, 1936*

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## GENERAL SESSION, FEBRUARY 23, 1936

### *Home and School Contacts*

THE FIRST SESSION of the St. Louis meeting of the Department of Elementary School Principals convened on Monday afternoon in Assembly Room 4, Municipal Auditorium, Edythe J. Brown, principal, Kaley-Marquette Schools, South Bend, Indiana, presiding. This session was opened with four songs rendered by a group of St. Louis elementary pupils, under the expert leadership of Eugene M. Hahnel, supervisor of music, St. Louis, Missouri.

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### Greetings

**Willard E. Givens, Executive Secretary, National Education Association,  
Washington, D. C.**

I am glad to be here, this afternoon, to bring you greetings from the Officers of the National Education Association. We are very much interested in all of the departments, and we are particularly interested in the Department of Elementary School Principals, because its offices are with ours in Washington. Miss Pinkston works with us there as one of our fellow workers, trying to carry forward the work of public education in this country.



W. E. GIVENS

I think I can say everything I have to say upon the elementary principalship in one sentence: The elementary-school principal has every responsibility that a city superintendent has; he has it in one section of the city. You know what all those responsibilities are, all important; you cover the whole phase of life, all phases, your public relations, your instruction, your administration, morale, and all the rest. I know of no bigger job or no bigger responsibility than that of doing the work of an elementary-school principal and doing it well.

We are living in an age when sane constructive leadership is vital. The elementary-school principal influences children at a time in their lives when it counts tremendously. He is a wise guide and friendly leader for teachers when classes are large, salaries small, and supplies scarce. He must be a builder of morale for his teaching force; one who encourages thinking and initiative; one who praises good work done regardless of who did it; one who criticizes, if criticism is necessary, helpfully but never spitefully; and one who encourages growth and makes his school a happy place for all.

It is a pleasure for me to bring you greetings and to have the opportunity of sitting in on part of your program, this afternoon. Thank you.

# The 1936 Yearbook

## *Personality Adjustment of the Elementary-School Child*

Maude McBroom, Principal, University Elementary School,  
University of Iowa, Iowa City, Iowa

I am not sure that I know why I have been chosen to make this report from among the group of people who might have made it. I have a question in my mind, possibly it is comparable with the story I heard of a young English lord, who had a very wonderful estate in England.



MAUDE McBROOM

He had gone on a scouting trip to get some materials, equipment, plants, and animals for his marvelous gardens. He gathered, in his wanderings, a pair of peafowls. He was very eager to bring these birds home and have them in his gardens, and, if possible, propagate their kind. He gathered his servants together and told them that, whatever happened, in case the hen laid an egg, that egg was to be taken care of so it could be hatched.

He had occasion to go down to London on a business trip, and while he was gone, the event happened—the hen laid an egg. The servants gathered together and wondered what to do about it. Finally they sent this message to his lordship: "The peacock has laid an egg. In his Lordship's absence, we have set it under the largest goose on the place."

I have often wondered why anyone would accept an invitation to help edit a yearbook, the writing of which puts the "wreck" in "recreation." This I have found to be true, but let me say, I really have had a lot of fun helping to put together this yearbook and I have enjoyed immensely working with the other members of the Committee.

We have a yearbook which you are going to have in your hands by the first of September, and it is going to be on a topic in which you, who are working in elementary education, will be intensely interested—The Personality Adjustment of the Elementary-School Child.

For a good many years, it has been conceded that we need to know a great deal about arithmetic, if we are to teach arithmetic; we must know penmanship, if we are to teach it; and we must know a great deal about reading, if we are to teach reading. But, strange to say, we have been permitted to teach children without knowing a great deal about their natural drives. We are now coming to feel a new stress in education toward child development. We have begun to find out that we must know the nature of the child, know his drives to action, know the things he

NOTE: Miss McBroom made this report for Dr. Samuel Berman, chairman, who was absent, due to illness.

is thinking and know what accounts for his behavior. Consequently those of us who are interested in elementary education, are forced to find out about child adjustment. This yearbook is going to help take care of some of these problems.

It must worry you, as it has me, to read the statistics of the large percent of adults who are maladjusted and we know that this maladjustment was acquired somewhere along the line. Again we become concerned when we read the statistics of the large percent of people who are in psychopathic hospitals for mental disorders, and we know we must do something in school about the question.

I am sure that a few of the questions which naturally confront you are the same that have confronted others. What are the natural drives which a child has? Which ones are back of making him think and act the way he does? What factors outside of the school are helping to make a child's adjustment? What kind of a school should we be running? Who is to blame for maladjustment—school or home? Why call in specialists? Upon what do we actually have careful experimental evidence? What has actually been done, on the practical side, about these maladjusted children? What communities have had different enterprises that have helped to mend matters?

These questions cannot be answered by those of us who are busy in the school-room, therefore the Editorial Committee has asked specialists in the different fields to help solve these problems for us.

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## Today's Program of Elementary Education from the Standpoint of the Home

A. F. Harman, President, Alabama College, Montevallo, Alabama

In order that this discussion may be thoroly understood, it seems well, at the outset, to express the considered judgment that the best teaching in American schools at any level, at this time, is being done in the elementary schools. If scientifically trained and inclined persons are disposed to challenge this sincerely expressed judgment, we will maintain our composure and hold tenaciously to our opinion until such time as documentary evidence shall have been presented to prove to the contrary.

Because the good and commendable work of the elementary school is readily recognized, it seems that there should be no bar to the utmost freedom of expression with respect to its program from the standpoint of the home. It is doubtful that the average American home maintains any well-defined, carefully thought-out or conscious conclusions as to the program of the elementary school.

It is pedagogically platitudinous to speak of the indifference of parents with respect to the work of the school. None the less, we must keep well in the forefront of our thinking the lack of information, the



A. F. HARMAN

indisposition, and the indifference of the average American home. We must remember the tragic ignorance of tens of thousands of them. We must recognize, too, the operation of the principle of division of labor in the business of education; certainly, in its more technical or professional aspects.

With respect to these professional aspects of education, we may raise with dignity the question of the relation of the teacher to the average home. The case of the school is not the same as the relation of the surgeon to the average patient in the case of an operation. Undoubtedly, however, the inclusion of this topic in your program contemplated a waiver, *pro temporary*, of the professional claims of those who are responsible either for making or for the execution of today's program of elementary education.

In the absence of any well-defined demand on the part of the average American home, we turn to Dewey's famous dictum: "What the best and wisest parent desires in the way of education for his child, that the community should desire for all its children." From this point, therefore, we ought to look at today's program of elementary education, not from the standpoint of any home, not from the standpoint of the American home, but from the standpoint of the wisest and best parent.

Obviously, it is difficult to know what the wisest and best parents, scattered over the vast stretches of our country, are thinking about education. In the face of this difficulty, our best recourse is to the thinking of organized, non-professional or, at most, quasi professional groups.

I always come back to the first sentence of Section 3 of the great Ordinance of 1787: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools, and the means of education, shall forever be encouraged." The ultimate end of government, education, morality, and religion, is always the same—the happiness of mankind. Our quest for happiness may be only a vague searching, but the wisest and best parent looks to the program of the school for attainment by his child of this noblest of objectives. However worthy its interests and however wise its activities, no non-professional organization can preempt the services of the school, for which professional people are trained and employed.

About the philosophic aspects of the program of the elementary school, I am not so certain. With respect to education, not all the lovers of wisdom are to be found among those of us who are professionally trained for, and professionally engaged in, the work of the school. The hopes and aspirations of the wisest and best parents are to be reflected in the program of the school. The working out of ideals of character and culture is the privilege and the responsibility of the whole of society. The problem of the relationship of gainful occupations to culture should not be entrusted to any restricted or professional group. Great folk movements do not necessarily originate in or with the school.

If my assumption is correct, that the National Congress of Parents and Teachers provides the best organized expression of the attitude of the wisest and best parents to the program of the elementary school, it is because that composite expression is philosophical rather than professional. This brings us to the obvious

inference that the home looks to the school for the placement of proper emphasis on the scientific aspects of education.

Now, science always has its face to the future. Science does not fear the discovery of new truths. It demands the laboratory, it resorts to experimentation, it keeps company with congenial and mild mannered progressives; it does not turn a scornful eye upon rugged and hardy frontiersmen. But better than all this, when science speaks or acts, it speaks or acts with authority.

The best and wisest parents expect the program of the elementary school to be executed by persons trained professionally for the business. They apply the principle of the division of labor to the school. They recognize their own limitations. They wish for their children scientifically trained teachers, who possess scientific attitudes toward the program of the school. They are subservient to the power of authority. Authority is assured to him who is certain of his facts.

Many years ago, at the feet of a great teacher, I listened to lectures on the subject, "Contribution to the science of education." Over the years, I have lived very closely with one sentence from those lectures: "Science gives versatility to art." I am sure that the wisest and best parents would have the scientifically trained teacher of their child be not merely a scientist but also a versatile artist.

We parents would have you who work in the schools emulate the virtues of the artists, whose lives are devoted to beauty of sound, of form, of color. We would have you delve to their spiritual depths if you would, but love your art for art's sake. We would expect you to be temperamental. We would wish you to open the eyes of little children to the beauty of blue skies and placid lakes, of gray mornings and golden sunsets, of the evening star and silver moon, of a flooded stream in springtime, or of brown autumn leaves. We would have you attune their ears to the loveliness of nature at work, the hum of bees, the song of birds, the chattering of squirrels, the dog's bark, or the roll of distant thunder; to the music of their own voices; and to every kind of beauty of sound that the artist is able to produce. We would have you open their hearts to feminine grace and masculine strength; to the beauty of motherhood and the glory of fatherhood; and to the stern voices of truth and duty. All this, we parents know can be done by no rule of thumb.

Fifteen years ago, I wrote a sentence (you may make of me a heretic for repeating it), "Give me for the teacher of my own child one of those choice and noble spirits who allure to brighter worlds and lead the way, and I do not care what she teaches him or how she teaches it."

The wisest and best parent is looking for a versatile artist to execute the program of the elementary school. If the program of the elementary school is at all in danger, I do not think that it is due to loftiest tendency of the progressives so much as to the smugness and complacency of conservative reactionaries.

Some months ago, I was asked to speak to a Women's Club on the subject, "New Things in Education." I presented to them a conclusion already expressed to you, namely, that (all the controversial possibilities admitted) the ends of education are finally to be summed up in the noble objective of human happiness. If we are wise and good, we love and long for a balanced program of living befitting human beings.

I also reached the conclusion that there is little or nothing new in the content of education. When Adam and Eve in the Garden sewed their fig leaves together, we had our first lesson in household arts. There are times when I doubt that we have made very much progress since that day in the matter of costume design.

In the morning of the world, the younger generation was having its lessons, crude tho they were, in cooking. A cave man sketched on the walls of his primitive home; he cupped his ears to the notes of the drum and shell in that far-away day.

Then in the modern days of old Greece, Socrates, surrounded by the youth of Athens, having convinced them that education was essential to the ideal state, said, "Let us begin with education of the traditional sort, namely, gymnastics for the body and music for the soul."

Almost five hundred years ago, Martin Luther was taking his stand for music and the tournament, with fencing and wrestling, saying, "Unless a schoolmaster sings, I think little of him." And again, "Let no man think himself so intelligent that he can despise children's play."

There is but one conclusion: Let the elementary school of today be not troubled as to the end of education. Let it not be taxed with the content aspects of curriculum making. Let it be held to a strict accountability for procedures that shall be everlastingly new. Let it shun the besetting evils of shut-mindedness. Let it nourish and foster the cardinal virtue of receptivity to change. Let its progress be founded upon the authority of science. Let its work be perfected thru the skill of artistry.

If the authority of science is to dominate the program of the elementary school, if the school's program is to be modified and refined and perfected by the skill of artistry, inevitably we shall come upon a new philosophy of procedure. We shall still develop in children skill in handling the tools of knowledge, but mere corrective processes will make way for influence. Formation—not reformation—will be the order.

Readjustment for individual children will continue to be, but the adjustment of children by wholesale to a defective society will cease to be. Instead, we shall have in the elementary school the beginnings of a society befitting human beings—a balanced program of living.

If we of the home have hitched our wagon to the star of idealism, let me say that we lack no faith in you of the elementary school. We are in earnest. We are mindful of a passage from the address of Matthew Arnold, at the dedication of the memorial window to Milton, in St. Margaret's Church:

"A lady in the State of Ohio," said Mr. Arnold, "sent to me, only the other day, a volume on American authors. The praise given thruout was of such high pitch that, in thanking her, I could not forbear saying that for only one or two of the authors named was such a strain of praise admissible, and that we lose all real standards of excellence by praising so uniformly and immoderately. She answered me with charming good temper that, very likely, I was quite right, but it was pleasant to her to think that excellence was common and abundant."

But excellence is not common and abundant. On the contrary, as the Greek poet long ago said, "Excellence dwells among rocks, hardly accessible, and a man must almost wear his heart out before he can reach her." Whoever talks of

excellence as common and abundant is on the way to lose all right standard of excellence, and, when the right standard of excellence is lost, it is not likely that much which is excellent will be produced.

We of the home should hitch our wagon to the star of idealism. We are in earnest. We would have you go to your task of executing the program of the elementary school with your hearts overfilled with the enthusiasm of John Ruskin for education.

"Education does not mean teaching children what they do not know; it means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to rot and their literature to rust. It means, on the contrary, training them in the perfect exercise and kingly countenance of their bodies and souls."

It is a painful, continuous, and difficult work, to be done by kindness, watching, warning, precept, praise, and, above all, by example.

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## Parent Education as Supplementary to the Modern Elementary-School Program

Miss Willie A. Lawson, Secretary, Arkansas Education Association,  
Little Rock, Arkansas

My talk, in its major premises, is very much like the one you have just heard. I know you are saying, "Why not hand it to the secretary and quit?" But I have two or three good stories that this speech is wound around and I cannot pass up the opportunity of telling them.

About three months ago I was riding with a friend of mine when she reached over and turned a button on the dashboard of the car. We heard a voice say, "The President of the Radio City Corporation will now speak to us. He is 975 miles out in the middle of the Atlantic Ocean." We gasped at the thought of it. In a moment we heard a voice in New York City say, "Madam Jeritza, who is in Austria, will sing for us." And we heard it. Then, this same voice said, "Walt Disney in California will present Mickey Mouse, after which we shall return to New York to hear Paul Whiteman and his orchestra." I kept shrinking and shrinking at the thought that I, a mere human being in this great world of science, could ride along in a Ford, on a country road in south Arkansas, and hear a man out in the middle of the Atlantic Ocean make a speech, listen to a lady in Austria sing, visit California for a presentation of Mickey Mouse, and next hear music in New York. It did not seem possible.

Not long after that, I visited a fifth-grade physiology class. It went something like this:

Teacher: "Bill, what is a bandage?"

Bill: "It is a cloth of certain materials made for surgical dressings."

Teacher: "All right. John, what are the kinds of bandages?"

John: "A circular, a spiral, spiral-reverse, figure eight, recurrent, four-tailed."

Teacher: "All right. Sarah, what is a circular bandage?"

Sarah: "It is one that encircles a part of an affected area, each layer overlying the layer beneath." (Sarah was very original.)

Teacher: "Tom, where is a circular bandage used?"

Tom: "On the neck."

This kept on and on. The only difference in that physiology lesson and one in which I sat as a pupil some thirty or forty years ago, was the fact that the children had the books open just about as often as they had them closed. I might have been the valedictorian if the books could have stayed open. It seemed that the one who found the answer first was the smartest. Another thing, the children sat instead of standing to recite and the teacher's voice was a little bit more informal than it used to be.

From that school I went to another. Before I got there, I saw what seemed to be a great deal of confusion on the school ground. As I looked more closely I saw a boy stretched on the ground and another standing over him, one child had on a recurrent bandage and still another had a bandaged forearm. Thinking aloud, I said, "Shall I go for a doctor, or turn at this corner and not go to that school today?" I felt it was one of those community feuds and I was arriving on the scene just in time, not to save the day but to be a witness in a case.

The teacher was leaning nonchalantly up against a post and of course I wanted to know what on earth had happened. He said, "Bill cut his arm on a wire and Tom got snake bitten." Hurriedly I asked, "Have you sent for a doctor?" Then I saw the twinkle in his eye. That fifth-grade class was having a lesson on bandages too.

What is modern progressive education? In some places children are still carrying books home—*thirteen* books! We used to have geography so we could name Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. We did not know if Maine was north, east, south, or west, but we knew it was in the right-hand corner of the map. Some of you learned the same way. Now we have geography in its relationship to man and the world in which he lives.

The child in the modern elementary school is promoted by subjects; he works with others and progresses at his own rate. Two-fifths of the time is given to individualized subjects, three-fifths to socialized subjects; and he gets help from the teacher as he needs it.

I never make a talk to a parent-teacher association and say anything about home work, but what some father will say, "I long for the day when the modern elementary school will be put into practise, so that the parents will not have to teach the children at home." This home study program is still in vogue in many places. What is the modern elementary-school program? The average legislator thinks that lessons should be heard at a specified period each day; the apathetic and indifferent teacher thinks her principal "an old bear who's gone modern" if he insists on a study of and trial of curriculum revision plans. The principal would be called a poor administrator, if he should force his teachers to teach a certain way; and some superintendents spend much time in deciding what should be taught. There is a definite trend toward the practical or utilitarian instruction. Useless material in the curriculum must go.

A school is just as surely a place where children may live together, learn and develop naturally under the normal conditions characteristic of the age level as a municipality or state is an institution where adults may live, learn, and develop naturally at their age levels. A school should be set up as such, because in your elementary school there are potential bankers, carpenters, dressmakers, scientists, draftsmen, clerks, social workers, and federated club presidents. I have seen them at the age of six. They are just as surely there in the children's group as they are developed individuals in society. Your school program should be one in which each child may find his job, learn it, and live it under the best and happiest environment. This program should not be patterned after some adult situation.

Is it not interesting to hear people talk about education in this day and time? There is not a public man who dares stand before an audience and deny a worthy interest in education. We had one governor in the United States, who said, "I believe in education. I think it ought to be taught in all the schools."

One very important part of an adult education program is to take down from the educational altar the old idol of extensive information and successful memorization marked "education"; to remove from the minds of a deluded public the fantastic notion that there are shortcuts marked by credits and culminating in degrees; and to establish in the minds of people a clear notion that an educated person is not merely a person who can say the answers and work the problems, but one who knows and practises the principles of adjustment to society, who knows why he does certain things, who "talks about" events and ideas, instead of quoting continuously what someone else has said about them.

Are you turning out children who do not know how to follow the traffic laws but merely quote them? I was parked, the other day, against the curb, and when I had gotten into my car and started to pull out, a very well-dressed, intelligent looking man drove up in front of me, saw the situation, parked his car in front of mine, so it was impossible for me to get out, and walked off. Even tho he may have had a number of academic degrees, he was not educated, because he did not know how to adjust himself to a society in which he was living.

There was a doctor down in Arkansas who had a hurried call to a little village nearby. It was during the flood season, and when he got to the stream the bridge was washed away and he did not know what to do. He looked up at a cabin on the hillside and saw a negro boy sitting there, and he called to the boy and said, "Has anybody around here a boat?" He said, "Yes, sah. There's one tied to the bank." He saw the skiff and said, "Can you row?" He said, "No, sah, I can't row, but there's a boy about a mile down the river that can." The doctor trudged down and got the boy and brought him back, and when he came down to untie the boat, the boy on the hill said, "Mister, you meant could I paddle. I thought you meant could I roa' like a lion."

You see the gist of this whole situation. We must know what the other person is talking about. When elementary schools and parent education programs supplement each other we shall have a utopia. Supplement means to supply a lack, and any plan which proposes modern elementary procedure for the education of children certainly stands incomplete if it does not include the *mamas* and *papas*.

## The Portland Meeting

Soon after the organization of the Department of Elementary School Principals, it became the custom for the Department to have two general sessions, a get-together breakfast, and a banquet to be held when at the convention with our parent organization—the National Education Association—and when we are invited guests at the meeting of the Department of Superintendence each February. These four meetings at Portland will take place on Monday, June 29, and Tuesday, June 30.

**The Get-together Breakfast**—This happy occasion always takes place at seven-thirty o'clock on Monday morning of the convention week. This time it falls on Monday, June 29. Those who have attended these lovely affairs have said that this breakfast of the elementary-school principals starts the convention. It is here that old friends meet old friends, new friends are "taken into the bosom of the family," memories are reviewed, new plans are aired, and songs tie the hearts together. Come and join us.

**The Two General Sessions**—Agnes Samuelson, president of the National Education Association, has chosen as the general theme for the Portland convention, "Education Moving Forward." She has chosen subtopics for each day's programs and has asked all allied organizations to build their programs around these theme topics as the central idea. For Monday the topic is "Gaining a New Perspective," and for Tuesday, it is "Building a Stronger Foundation."

President Harley W. Lyon is now planning his Monday afternoon program. He has invited the principals of Portland to sponsor the Tuesday afternoon program and they have accepted. These complete programs and other activities of the Department will appear in the June issue of the *National Elementary Principal*.

**The Banquet**—This momentous occasion each year is one of the high lights of the convention. This delightful occasion will take place Tuesday evening, June 30, at 6 o'clock. President Lyon has chosen one of the most outstanding educators of the country as the speaker of the evening. Be sure to make your plans to attend.

**Meeting of the Enrolment Chairmen**—One of the most vital and important meetings which was held at the St. Louis convention was the meeting of the Enrolment Chairmen. At Portland this group of distinguished people are asked to assemble again on Tuesday morning in the parlor of President Lyon's suite, Multnomah Hotel. We are very anxious that every state in the Union be represented. This does not mean just State Enrolment Chairmen, but it includes City, District, and County as well. Please make arrangements to come, or send someone to represent you.

**Chairmen of Affairs**—Charles H. Boyd, principal of Highland School, Portland, and president of the Oregon Elementary School Principals Association, is chairman for the Tuesday afternoon program, which is being sponsored by the Portland and Oregon principals. C. E. Perry, principal of Lents School, Portland, and vicepresident, Portland Principals Association, has been selected as our local chairman for the Conference on Elementary Education.

## Has the Public Accepted the New Elementary Education?

John A. Sexson, Superintendent of Schools, Pasadena, California

It is, of course, impossible for me to know exactly what those who phrased this question had in mind. What does "new elementary education" imply for them? In recent literature, there is such general use of the terms "progressive school" and "conventional school," that, for the purpose of laying a broad basis of distinction, we may use these terms with the following meanings:

The "conventional elementary school" may be thought of as a formal, "vernacular school," devoted to skill and knowledge mastery with respect to the fundamental tool subjects. It is, in better-understood parlance, the typical American elementary school—best illustrated by the one-room rural school, as conducted at thousands of American crossroads, before the influence of Harris, Dewey, and others was felt—say, prior to 1900, or thereabouts.

Critics of this school have devised a long list of descriptive adjectives and appellatives which they have applied to it with rather more enthusiasm than discrimination. A list of examples will illustrate: "repressive," "depressive," "conventional," "disciplinary," "unmotivated," "cloistered," "deadening," "unrelated to life," "unserviceable to society," "extrinsically motivated," "knowledge-centered," "a drill mechanism," "a training agency (animal level implied)," etc. These and other adjectives and phrases more or less significant, and all implying grave deficiency and unserviceableness, are scattered copiously thruout our professional and lay publications, and are heard with monotonous regularity from the platforms and about the tables where education "as it has been going on" is systematically "paneled" or "pommeled."

Unfortunately, most of the discussion deals with broad generalities, rather than with specific practises, with the result that one must be content with a rather vague, or blurred, impression, both of the school and of the aspects of the school about which its critics most complain. It is a bit significant that those who know this school best, namely, those who teach or who have taught in it, or those who, in earlier years, have passed thru such a school, are less sure at just what these criticisms are really aimed than are those who, standing far off, direct their darts at everything they observe, good and bad impartially. When pressed, the worst objectors to the "conventional school" do not bar the teaching of reading, they even accept (a bit enthusiastically) conventional spelling and legible penmanship. The fostering of high ideals of citizenship, character, ambition, initiative, honesty, and decorous behavior, is not singled out as an objectionable goal; nor is it ever quite alleged that even the most conventional or traditional of these schools ignored or neglected such outcomes. As was implied earlier, those who have known the traditional American elementary school find themselves, at best,



JOHN A. SEXSON

NOTE: Paper read for Dr. Sexson, by Percy Davis, Superintendent of Schools, Santa, Monica, California. Dr. Sexson was ill.

a bit at a loss to understand how any social institution as wholeheartedly dedicated to the outcomes to which our schools have traditionally adhered could justly be characterized in such scathing terms as some of its more violent critics are wont to employ.

If the phrase "Has the public accepted the new education?" involves a concurrence with some of the more undiscerning criticism current in the screeds of the advocates of educational reform, I would be compelled, in defense of a lifetime of service to the conventional school, to offer an ineffective, perhaps, but none the less vehement defense.

Now, a word as to the "new elementary education," if by the term the so-called "progressive education" is meant. One finds many descriptive words and phrases, tomes of definition and description, and an equal amount of vagueness as to specific details. Superintendent McGinnis, of New Jersey, in a recent magazine article, defines the new school as:

... a school in which as many as possible of the pupils' needs and interests are provided for, a school in which the total learning effects receive attention. It is a school in which it is recognized that freedom under guidance is helpful in producing desirable outcomes in the learning process, and it is a school in which the propaedeutic function is recognized in the light of the needs of the pupils but never ignored or left to chance.

Superintendent A. J. Stoddard, of Rhode Island, in an article in the *National Elementary Principal*, has this to say:

One of the most significant differences between progressive education and that of the more formal education of the past is the recognition of what has been called "an estate of childhood." That is, the school procedures and curriculum are based upon the fact that childhood has certain inalienable rights separate and distinct from mere preparation for adult life. It is the right of the child to live fully and richly at each age level and to participate in the school, home, and community life as a person.

The recognition of these rights changed disciplinary practices both in the school and the home. It resulted in a discontinuance of the cruel disciplinary procedure followed in the past, and substituted therefore a humane consideration of the child's right to be treated as an intelligent being. It brought a new emphasis on a child environment in which it was possible for childhood to have those experiences peculiarly benefited to it.

I have selected my definitions from the angle of the public school, preferring to accept, for the purposes of this paper, a popular and comparatively simply worded concept, rather than one of the many more involved and technical definitions, or even one of the more enthusiastic paeans of elusive terminology customarily employed by the extreme progressive left-wingers, such as, "an education built upon the quest for happiness, . . . of such nature that indifference, sloth, and carelessness bring no unhappy consequences," or "a school organized for children who can look forward to a life of leisure and comfort, a kind of school calculated to hinder rather than help the development of children."

Of this school, the hostile critics are by no means charitable. "Soft pedagogy" heads the list of minor epithets ranging up toward such characterizations as "intellectual discipline," "mad-houses," "crime-breeders," "time-wasting," "fad and frill ridden," "pupil dominated and controlled," "undisciplined," "undirected," "ineffectual," "non-functioning," "destructive of scholarship and a re-

spect for scholarship," "non-factual," "deficient in training," "unproductive of measurable results," "forgetful of the fundamentals and dangerous for the institution of education and inconsistent with the American ideal of training for character and citizenship." One gets a bit dazed in the face of a dilemma such as is created by these widely divergent viewpoints, and, looking questionably from one to the other, is prompted to inquire, in the words of the befuddled inebriate, "Ish we you and me or two other gentlemen?"

It seems quite safe to say that in the case of this new school, or progressive school, however one may choose to term it, those closest and most familiar with it would be most surprised that such preposterous criticisms and characterizations could be made by either its proponents or its opponents. They are forced, as I was for the conventional school, to present a defense based upon what most thoughtful persons will recognize as a thoroly factual contention—that the school as it has been going on is neither as bad nor as good as the extremists contend. They will point out certain basic and fundamental adjustments of curriculums, method, and accepted outcomes, but they will emphasize the continuity and the similarity of these new concepts with those of the old conventional school, and will base their defense much more upon the similarities than upon the dissimilarities between the two schools—the new and the old, or the progressive and the conventional.

Since my audience today presumably is familiar with the literature of the advocates of both schools, I shall now turn my attention to the public reaction, first, to the schools themselves and, second, to this fiery controversy raging in the fields of philosophy and theory, which is, in my opinion, far more indicative of the state of mind of the combatants than revealing of educational practises in America. In short, those who point with pride at what they claim to be a progressive school, have, in fact, made minor, but admittedly significant, changes in method, with little real change in curriculum or objectives; while the conservatives, who take their comfort in their adherence to the fundamentals, have, in most cases, of necessity shifted considerably with respect to these same factors, and are today adjusting their schools to new conditions, yet are the while disclaiming any progressive taint. Meanwhile, the lay public looks on a bit confused and, without either quite accepting or rejecting the claims of one or the other, inquires querulously what it is all about.

In the meantime, things are happening to our schools that speak eloquently as to public attitude. Since I do not have at my disposal such means of exploring public opinion and public reaction as were recently utilized by a periodical of nationwide circulation which polled the country as to its attitude, I am compelled to interpret the state of the public mind by mentioning the utterances of those who, presumably, reflect public opinion or who may, by the expression of their opinions, contribute much toward the formulation of public opinion.

Have you read H. G. Wells' series of articles which appeared in *Collier's Weekly* in May and June of last year? Mr. Wells, after a careful survey of what is going on in the United States during a period of recovery, sees, as the most ominous picture in the American scene, the neglect of public education.

Turning to the pages of the *Atlantic Monthly* for June 1935, one finds William Orton, a professor of economics in a private school, and one who, presumably, could not be accused of speaking from the standpoint of any vested interest, with respect to public education at least, speaking in a language descriptive of what, to him, seems to be the attitude of a portion of the public toward public education.

Along the same line as revealed by Mr. Orton, one finds, in the *Nation* of April 1934, an editorial discussing closed schools and diminishing school revenue.

Again, on turning to the *Country Gentleman*, we find an editorial by Philip S. Rose, in which he discusses conditions in the country, and which may, for our purposes today, be put over against the quotation from the *Nation*, which reveals the situation in a typical city.

If these conditions reflect accurately the state of the public mind and its present attitude toward public education, it is safe to conclude that, if the public has accepted either the conventional school or the new education, it has done so with controlled enthusiasm. It might salve our consciences a bit if we could explain that the reductions in the revenue for the support of public education have been due to the economic crisis and not to any dissatisfaction with the program. During that period of our history when the economic depression was at its height and there was an admitted shortage in public revenues, such a rationalization would have some basis; but in the last three or four years when the public income has admittedly increased, when recovery is everywhere evident in our economic and industrial life, and when public expenditures for various and sundry services of government are being increased at an unprecedented rate, it is increasingly difficult to explain why our people, if they were enthusiastic about our program of public education, did not demand that education should share, to a larger degree than it has, in the redistribution of our social income.

Not only has there been no appreciable increase in the revenues available for the support of our program of public education, but there have been, during the last three or four years, unmistakable evidences that, if the public is disposed to increase the revenues to be devoted to public education, it is not disposed to entrust the expenditure of those moneys to the now-constituted agencies of public education. What federal support has come to education in the period of the emergency, what federal subsidies have been granted, have gone, for the most part, to the creation of entirely new agencies of education—agencies set up, administered, controlled, and directed by persons, not part of, or party to, any of the controversy that is raging about the conventional or the progressive school, but who have been recruited from an entirely different walk of life, approaching the problem of education apparently entirely oblivious of what the professional educators seem to think is a basic and fundamental issue.

If these tendencies and trends represent what the people want in the way of public education, it would seem to be fair to conclude that they had not accepted either the old program or the new—either the conventional school or the progressive.

When one comes to discuss, specifically, the attitude of the public toward the progressive school, as contrasted to the conventional, and to confine one's attention to the issue of whether the public would advise rapid progress in the direc-

tion of, and in conformity with, the philosophy advocated by either the progressives or the conservatives, it is more difficult to get specific material. Most of the utterances are from the pens of professional educators or from those who speak out of the frame of reference of one or the other of the two schools mentioned and who are, to this extent, partisans of the viewpoint presented.

An article by Rolla G. Reynolds, principal of the Horace Mann School, Teachers College, Columbia University, writing in the *New York Times Magazine* in May 1934, is in defense of school fads and frills. While it may not be specifically a defense of the so-called progressive education, or new education, it presents a viewpoint which seems to me to be interesting and instructive. It reflects an opinion to which I personally subscribe, namely, that these changes which are admittedly going on in our schools, and which are generally referred to as progressive tendencies, do not, in fact, originate in the minds of schoolmasters; nor are they definitely based upon abstract, or abstruse, educational theory. They are, in fact, symptomatic and reflective of great fundamental changes which have their roots deep down in the society, and are, therefore, largely the outgrowth of the influence of this society upon the institution of public education, which is, in fact, an expression of that society.

A similar interpretation of the new education, altho approaching it from an entirely different angle, is voiced by Claude M. Fuess, headmaster of Philips-Exeter Academy, Andover, Massachusetts, writing in the *Atlantic Monthly* of June 1934.

Mr. Fuess observes that modern schools are making it easier for teachers and pupils to know one another as personalities. Only recently have the schools begun to abandon the plan of education in which the teacher was a drill sergeant. The modern technic has given the real teacher a chance. The curriculum has been modernized and enriched. Pupils are regarded as individuals. Schoolmasters look upon themselves as physicians of the mind, whose duty it is to discover differences in personality and to make allowances for them. Teaching methods have been informalized; discussions are encouraged. The modern school is a friendly place.

In sharp contrast to these opinions, Bruce Barton, writing in the *Woman's Home Companion* of June 1934, registers his disapproval of modern schools. He acknowledges their theory that the purpose of education is to draw out the personality of the child, to produce interesting individuals rather than standardized types. But he insists that without discipline and accuracy life holds only disappointment for all except an occasional genius.

Mr. Barton eulogizes the old education, supporting it largely in terms of the old psychology based on a transfer of training. He commends Greek and mathematics because it gave background and perspective. As an outgrowth of these two characteristics of the old educational program, he names a third, which seems to him directly and logically connected with the two, namely, a love of books. Mr. Barton neglects to point out exactly how the old education brought him to this happy state, gives no data as to the number of cases in which this outcome was the result, makes no comment upon the fact that a tremendous number of graduates of institutions of higher learning, admittedly products of

the old school, leave their books never to return, and concludes his article with a statement which I think may very fairly be regarded as much the expression of an extreme progressive as that of a reactionary conservative.

In an address delivered at the opening of the City and County Institute in San Francisco last fall, C. Harold Caulfield, president of the San Francisco Board of Education, made the statement that, while it is not his contention that the development of the educational program should stop, he does believe that it is time to check the effect of the modern process of education and to determine the soundness not only of the program but of its trends.

I am convinced in my own mind, that there is no possible answer to your query, Has the public accepted the new education? There is no way available to collect any objective data on the attitude of the public, and, even if I were able to collect it, I think I have presented enough evidence today to convince anyone that these data would not all point in any single direction. It is even doubtful whether one could find, in the present confusion, many definite and specific trends, either in public school practise or in public reaction to that practise, to which many of the data collected could be related.

It is apparent that our program of public education has been subjected to criticism so general and so vociferous that no one could ignore the wide differences of opinion that exist within the public mind. The few rather definite sources of criticism that are easily identifiable may be named, roughly, as follows: taxpayer leagues, politicians seeking an issue upon which to base an appeal for votes, reactionary boards of education, and many conscientious and honest citizens who have not taken the time to understand either the practise or the purposes of education, and who, because they do not understand, are loud in their criticism.

Some of the groups named above are tax-conscious. They recognize a period of economic retrenchment, world-wide in its operation. They have been reminded continuously that public education represents a large part of every public budget and, since they are seeking economy, and economy only, they naturally turn to education as a possible area in which public moneys may be saved. They realize that in an earlier and simpler civilization we did not spend so much money for other services of government either. But since they were educated in these simple schools, and since their education has brought them thus far, they substantiate their claims of possible economies by condemning all changes in the schools, and elsewhere, as fads and frills, and characterize them as ways of giving teachers an easy life or of wasting the taxpayers' money.

Without having any information to guide them as to what the school program has been, either in the past or in the present, they characterize all of the school activities which have to do with health, music, art, or any other constructive and creative activity, as originating in modern theory and as being detrimental to their concept of education; and pick them out as targets for criticism without making it clear whether or not they would, if they were given an opportunity to do so, greatly alter the program of public education and drive their own children reluctantly to a school of Spartan simplicity, military discipline, and skull drudgery.

Persons who seek economy at any price agree with these people that the whole program is bad, but disagree with them that the new program would remedy its defects. By taking this position, they see a possibility of escaping the paying for any education at all. Persons who are parents of children—who have something at stake with respect to public education—listen first to those who argue for the new school, and seem a bit unwilling quite to accept either extreme position. They are satisfied if we proceed to modify and adjust the old conventional program in the light of new situations and new conditions. But most of us are disposed to believe that the future safety and security of our institution of public education rest with persons who belong to this group. They do not quite discard the old; nor do they wholly accept the new. They recognize the fact that a public school system, with its host of teachers, its strong traditions, and its well-established practises, cannot be changed over night. They sense the fact that even those who advocate the new education are not agreed among themselves as to what they want or as to how they are going to get it. Consequently, they resent and wholly disapprove of mere change as a solution to educational ills.

The honest conservatives who sincerely believe in the old school, and who philosophically support it in their thinking, are equally unwilling to recognize the fact that the movement toward the new education has not, when administered by thoughtful persons, hampered or hindered the mastery of the fundamentals on the part of the children. Their contention that, to be progressive, one has to proceed in utter disregard of facts, and without a knowledge of fundamentals, is a defense mechanism which they have built up quite outside the realms of reality.

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### Two Kinds of People \*

There are two kinds of people on earth today,  
 Just two kinds of people, no more, I say;  
 Not the saint and the sinner, for 'tis well understood  
 The good are half bad, and the bad are half good;  
 Not the rich and the poor, for to count a man's wealth  
 You must first know the state of his conscience and health;  
 Not the humble and proud, for in life's little span  
 Who puts on vain airs is not counted a man;  
 Not the happy and sad, for the swift flying years  
 Bring each man his laughter, and each man his tears.  
 No, the two kinds of people on earth that I mean  
 Are the people who *lift* and the people who *lean*.  
 Where'er you go you will find the world's masses  
 Are always divided in just these two classes;  
 And, oddly enough, you find, too, I ween,  
 There is only *one* lifter to *twenty* who lean.  
 In what class are you? Are you easing the load  
 Of overtaxed lifters who toil down the road?  
 Or are you a leaner, who lets others bear  
 Your portion of labor and worry and care?

\* This poem was given on the Neighbor Nell program, National Broadcasting Co., Sunday morning, March 15, 1936, by Nellie Revell. Miss Revell's programs are rich in thoughts which are helpful in everyday living.

## BANQUET, FEBRUARY 24, 1936

**T**HE SEMIANNUAL BANQUET of the Department was held in the big ballroom of the Statler Hotel, on Monday evening. Earl R. Laing, member of the Executive Committee and district principal, Detroit, Michigan, was master of ceremonies for President Harley W. Lyon, who was ill.

The rainbow decorations in flowers, candles, and programs; the genial and informal introductions of the toastmaster; the lovely music rendered by a string quartette from the Cleveland High School; the songs of R. E. Strickler's rich baritone voice, accompanied by Miss Gene Meenach; the delightful surprise which Dr. Gerling gave by asking Miss Elda Vettori of the Metropolitan Opera to favor the group with a few of her choice selections; and the splendid and enlightening address of the speaker of the evening created an atmosphere of congeniality and friendliness which will long be remembered.

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### The Influence of Education on the Motion Pictures

Colvin McPherson, Dramatic Critic, St. Louis Post-Dispatch

In the beginning, I would counsel you not to pay too much attention to the title, or the announced title of this address, for, in my capacity as an observer of the motion pictures, I have often found that original titles do not hold good. I think, myself, that a subject like "The Influence of Education on the Motion Pictures" has very little box office, or whatever it is that got you to send in your reservations.



COLVIN McPHERSON

Titles, you know, are used to attract the trade, and I find in the movie titles today the plainest evidence that something has happened in motion pictures, in the last ten years. Looking back a little, I found such classics as *The Admirable Crichton* offered to the movie-going public under the title of "Male and Female"; *Madame Govary* was "Unholy Love"; *The Man Without a Country* was "As No Man Has Loved"; and *Anna Karenina*—well, they achieved a gem of simplicity in that one, and just called it "Love."

This year, the American public is being invited to see pictures such as *The Story of Louis Pasteur*, *Green Pastures*, *Dodsworth*, *Anthony Adverse*, and *Romeo and Juliet*.

Not only titles change. You can remember back when much of the screen's talent was recruited from the collar advertisements, young ladies who "ankled" down the Boardwalk in Atlantic City, and society people who went into the movies just for the "heck" of it.

There was a day when the movie publicity agents thought it was a great stunt to tell you that Theda Bara used skulls for party favors, and Nazimova wore a ring with poison in it. Now they brag about Shirley Temple's I.Q. I suppose nothing is thrown at us so constantly as this publicity about motion pictures. I would not be at all surprised if you were entirely sick of it. I get very sick of it, myself, sometimes. I know sometimes I have an impulse to flee to the utter ends of the earth to get away from it.

I heard of a gentleman who did that. He was very much opposed to motion pictures, at least that sort of publicity; he fled to the Sahara Desert, was heading for it in terror. Just as he was about to board his camel, he thought it might be well to ask what the camel's name was, and the camel driver said, "Oh, that one—that's Greta Garbo."

The impression persists, as a result of these many tall tales, that Hollywood is a colony to which the benefits of education have never been extended. The stories are often good for a laugh, in fact two plays this season poke delightful fun at Hollywood.

We who have a sort of naive faith in motion pictures will concede that most of those stories are true. We know that our favorite art has a lowly past. Its pioneers were pants-pressers, glove salesmen, penny arcade men, clothing makers, and concessionaires, who made movies only to make money. Many of those pioneers remain, today, and we can be amused by stories about them.

But that is not the entire picture. You know, Hollywood's staff has education, too. Among the executives of the studios, I find one man who has five college degrees. It might interest you to know that two of last year's "Ten Best" pictures, that is *David Copperfield* and *Anna Karenina* were produced by David O. Selznick, who was educated at Columbia University. Producers of two others of those same "Ten Best" were educated at the University of Arkansas and Dartmouth. And a fifth, "Broadway Melody of 1936" a very sparkling, gay musical picture, was produced by no less than a Ph.D., John W. Considine, Jr., who, by the way, was educated at Stanford, Yale, Oxford, and Heidelberg.

*Mary of Scotland* now going into production, was written by Maxwell Anderson, B.A. of North Dakota and M.A. of Stanford, and is being adapted to the screen by Dudley Nichols, University of Michigan; directed by John Ford, University of Maine, and its stars are Katharine Hepburn, a Bryn Mawr girl, and Frederic March, who looks back to college days at the University of Wisconsin.

Last fall, when I spoke at the Columbia University alumni dinner here at the Statler, I was pleased to announce that there were many Columbia men in Hollywood, and of all things—you Columbia people try to laugh this off—those tough guys of the screen—Jimmy Cagney and Nat Pendleton.

If you wish to be informed further, just haul out the Motion Picture Almanac. You will find producers, directors, and actors, educated at New York University, Southern California, the University of Chicago, Tennessee, Missouri, Texas, Cornell, Cambridge, Berlin, and Moscow.

Hollywood, in the past, has thought it had to talk down to its audience, had to write down to its audience. They tell of a producer who called in a script writer

and said: "Here, this script will never go. In the first paragraph, you have used the word 'optimist' three times. I know you mean an eye doctor, but not everybody does."

When I started into inquiring into the movies, I was told that the average mental age of movie-goers was fourteen. At that time, I did not see how that quite could be figured without Dr. Thorndike's aid. But since then I have wished, as I have often wished in intelligence tests, that they might be taken over. I think the average intelligence of the audience, today, would be greater.

Peculiarly enough, the motion pictures of today have to be educational to exist, especially since the decency drives, in which we have lost many themes of novelty in pictures. We have been thrown to the background of history, biography, and science, and—wonder of wonders—they have all been good box office. Box office because people of all degrees of education found something to interest them.

There used to be a day when anything done in costume was "poison." But nowadays, producers do not hesitate to make a costume picture. Along with that, the studios have a perfect passion now for authenticity. In the old days, movie men did not care for details. They could use a broomstick to represent an ostrich. But, today, technical experts have become important persons. And they range from, "Sourdough Bill," who can tell how Yukon was in the old days, to the two Harvard and Cornell professors who are out in Hollywood to see that Shakespeare's bones are not scattered to the four winds after *Romeo and Juliet* is made.

A little inexpensive film that costs only \$125,000 can be made with what we call common knowledge. I daresay there are many of us here who could tell how to handle a machine gun, or give our advice on hitch-hiking, which seem to be very important subjects in Hollywood. But when a million dollars is involved, research departments, that would put several graduate schools to shame, get busy.

Nobody can say, after seeing *David Copperfield*, that it did not truthfully depict England in Dickens' day. The studio had spent two years getting ready. They sent camera men over there and they even photographed doorknobs and wallpaper of the era. *Lives of a Bengal Lancer* required camera crews to be sent to India. *Romeo and Juliet* will show more of the actual Verona of the fifteenth century than Shakespeare ever dreamed of.

Cost is no item. If you need His Majesty's ships, "Bounty" and "Pandora," build real ones that can be taken over to Catalina and run on the reefs. If you need a schooner for *Captains Courageous*, have one sailed around from the Atlantic Ocean.

They tell of a producer who was out swimming with one of his actresses, and she got caught in the riptide, poor thing, and was carried away out and swallowed a great amount of water. They got her in to the beach, tossed her down on the sand, truly unconscious. A Boy Scout dashed up and said, "Somebody give her artificial respiration!" The producer said, "Artificial respiration nothing—give her the real thing—I can afford it."

Motion pictures, as Mr. Will Hays has often pointed out, are three things—art, science, and industry. I think probably most people will disagree with me on the first thing, that they are art. That seems to attract most objections, and there is where I would have to go to the mat with anybody who disagrees, altho

certainly not this evening and here. But when eighty million people attend motion pictures in the United States, every week, eleven million of those under fourteen years of age, we may look upon movies as pretty much of an industry, to begin with, and beyond that, pretty much of an educational question.

We cannot prophesy with any degree of certainty what direction motion pictures are going to take in the future. One thing is certain, that for the last twenty years, they have existed as the entertainment for the masses of the people, and any artistic progress must be predicated on that fact.

As a dramatic critic, I am constantly impressed with the age limits in attendance at the movie theaters. Most striking is the absence of the younger generation. Income, I strongly suspect, is a factor, but most certainly times have changed and the growth of a generation in those times has something to do with it.

Today, the motion pictures have come to be recognized as an entity in American society. Recognition has come from quite dignified sources. In the last year, one hundred thousand good Rockefeller dollars went to the formation of the Modern Art Film Library in New York. That organization has shown itself to be very capable in assembling all the notable films of the past, and they are released to schools and colleges for showing. The reaction on that evidence must necessarily have much to do with the direction of the motion picture in the future.

Public libraries over the country are assembling scenarios, as they might copies of plays or novels. Universities are offering courses in motion picture writing, directing, and acting. More than two thousand high schools in the country, I am informed, have motion picture appreciation courses, either in connection with the study of English or a separate study.

In many schools of the country, high schools particularly, there are motion picture clubs in which the boys and girls write their own plays, film and project their own movies. It is an expensive plaything compared to other diversions, but an interesting development when viewed by anyone who takes the motion pictures seriously.

I have inquired, for the purpose of this address, into the extension of visual education, or what is superior, audio-visual education. That, I believe, is being discussed at other sessions.

Considerations of the social effects of motion pictures offer also a different and specialized field for investigation. Yet developments attendant on the "decency drive" of a year ago last summer, do concern some of us.

Next to government, I suppose the movies offer the surest target for any group wishing to "clean up" conditions at random. The very nature of the industry establishes it in that position.

The movies have held open house to all the uplift societies ever since Will Hays was called in, some fifteen years ago, to devote his time to the tone and morale of the cinema. The interests banded together in the "decency drive," including the Legion of Decency, got just about what they wanted.

So the situation, today, is that we feel that motion pictures are more or less under the influence of a mental attitude of what is good for the children—

a situation which we think cannot last; a situation which is directly traceable to the interests which you represent. We should like to see some differentiation.

We know that children like pictures like *Sequoia*, the Frank Buck pictures, Charlie Chan mysteries, and aviation melodramas. They would not trade Joe E. Brown for all the Noel Cowards in the world. If you could have sat with me at a screening of the Admiral Byrd picture, you would have known, as some of you probably do, that the icy grip of the Antarctic is much preferred to all the clinches of Clark Gable and Jean Harlow. We have no quarrel with that. I should like to see pictures made that would treat of more mature themes, which we, ourselves, might enjoy, without children. I should like to see the intelligence level, maybe the age level, raised, but any of us who trust in the motion pictures are quite willing to wait for that. It will come. Eventually, we shall distinguish between children's movies and adults' movies.

Realizing the power of the screen, we wish sometimes that it could do more in shaping opinion. We regret to see sometimes that a story like *Paths of Glory* cannot be filmed for fear of hurting France's feeling—altho I think they would probably change the locale to Russia. We would like to see a book like Sinclair Lewis' *It Can't Happen Here*, and I understand that is held up now for reasons which both sides deny.

Perhaps, the best thing we can say about motion pictures, today, is that they do offer little enlightenment for adults. Nevertheless, I have found this, and I hope you will bear it in mind, that those people who are most bitter toward motion pictures, those people who call them stupid, see very few motion pictures.

If we are to make the movies intelligent, we must favor them with our presence. Otherwise, Joe Doakes and his girl friend, who go every week, are going to out-vote us at the box office and we are going to get shoddy motion pictures. I have no sympathy with anybody who goes to a motion picture, I mean an intelligent person, not knowing what he is going to see, and then comes out and says the picture is bad. You must pick your movies like you do your clothes. If you do that, you will be safe. If you do that, we will be saved.

We critics perceive an intellectual growth in the movies up to now, one which I think we may attribute very correctly to the schools. You have taught youngsters and you have taught adolescents to be smarter, and these Hollywood people cannot get away with what they once did. I wish, therefore, that we might go just a step farther and, by a little more serious study of the motion picture, chart its course for the future and for education.

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### An Invitation from Portland

(Sent to Group at St. Louis)

Greetings to the Department of Elementary School Principals from Portland, Oregon, "City of Roses." It won't be long till June, and we're looking for you. Now that we can speak of the depression in the past tense, we're anticipating with assurance that the Portland meeting will be the best in many a moon. Come, help make it so. Can we get the word to every principal in America? We would like to.—CARL S. ZOOK, Oregon State Enrolment Chairman for D.E.S.P.

## What "Specialists" Say

I am delighted that this dinner is so great a success. I happen to know the effort that has been put on it by your local committee and your headquarters office, for a long time. Their picture has been a picture of this room, with a long table, ladies in beautiful dresses, gentlemen with stuffed shirts, candles along the fringe, and eight people at a table, just as thick as you could get them in. Their dreams have come true.—S. D. SHANKLAND, executive secretary, Department of Superintendence.

Mr. Lyon sends his greetings to you, and we will tell him what a lovely banquet it is and how well the Toastmaster presides.—GEORGE H. MEREDITH, deputy superintendent, Pasadena, Calif.

It gives me pleasure to express appreciation not only for the kindnesses shown here this evening, but for the kindnesses shown to me during a long period of service as secretary of the National Education Association. I owe the success which you are attributing to me largely to the work of the elementary principals of the United States.—J. W. CRABTREE, secretary emeritus, N. E. A.

I understand that the elementary principal is the key to the school situation; therefore, I am very happy to be so near the key.—AGNES SAMUELSON, president, N. E. A.

The elementary principalship is one of the most important positions in education. Its possibilities are large enough to challenge the very best in our wisest and ablest educators.—WILLARD E. GIVENS, executive secretary, N. E. A.

Of course, one never expects a woman to rise without saying a word, so I do wish to express the one word in hearty thanks.—MRS. ELIAS MICHAEL, member, Board of Education, St. Louis, Mo.

The St. Louis Club wishes to express our welcome, and we are very glad to have you meet in the city of St. Louis. We have attended so many of the Superintendence meetings, most of the women principals have, and we are glad to be hostess to you in the city of St. Louis. Anything you want, just ask the women principals, and they will certainly be glad to take care of it for you.—MARGERY GRIFFIN, president, St. Louis Club of Women Principals, St. Louis, Mo.

A very special privilege and honor comes to me, this evening. We have with us a true daughter of St. Louis, one who is a great artist, a member of the Metropolitan Opera, who has achieved great distinction in our country. In her, we also have one whose talent is joined with rare gifts of the heart. I happen to know that is so. I am not going to make a long speech to you about her, because she will deliver far better than I could hope to deliver even my small part. I do want to introduce to you, present to you our very distinguished—may I say—citizen, child of St. Louis, who, I believe, is willing to sing to us this evening, Miss Elda Vettori of the Metropolitan Opera.—HENRY J. GERLING, superintendent of schools, St. Louis, Mo.



*The Mitchell  
Point Tunnel  
hewn out of  
solid rock—  
part of the  
Columbia  
River Highway*

## **Conference on Elementary Education**

**Extension Center, University of Oregon, Portland, Oregon**

*July 6-17, 1936*

**Why have a conference?**—The pendulum of public opinion is again pointing its needle of interest towards the needs of the elementary school. The past few years have brought home to many of our citizenry the fact that the education obtained in the elementary school is the only type of education which many of the boys and girls of our country ever receive. Those who man our elementary schools have been growing more and more conscious that the changes which have taken place in the world outside the school have had a very decided effect on the school world as well. Headquarters has received letters and requests from teachers, principals, and superintendents asking that the Department of Elementary School Principals sponsor a meeting at which discussions on these various problems would take place, and a choice could be made as to the best ways and methods to follow. Those interested in elementary education are eager to give to this vast army of boys and girls the very best training for life and the Department is anxious to help.

At the Denver meeting a committee was appointed to arrange for a conference to follow the National Education Association convention at Portland. The Committee is greatly in debt to Fred M. Hunter, chancellor of Higher Education, University of Oregon, and Willard E. Givens, executive secretary of the National Education Association, for the valuable assistance they have given in making plans for the meeting.

**Why choose Portland?**—The Officers of the Department chose the Extension Center, University of Oregon, Portland, as the institution at which to hold the conference. This selection was made because of its many advantages. Below are listed a few.

1. Many teachers, principals, and superintendents will go to the N. E. A. convention, and a conference in the same city gives them the advantage of attending both at a *minimum* cost.

2. School systems requiring those connected with them to secure a certain number of advance credits over a certain period of time. (This conference gives two credits of work at the University of Oregon.)

3. The instructors are being chosen because of their ability to bring a message and much help to the group.

4. The "City of Roses" has an ideal climate; its nearness to both the mountains and the ocean makes it accessible to each or either; its beauty is unsurpassed. Many will drive to Portland this summer. Therefore, the scenes along the Columbia River Highway will be an education.

**What are the facts?**—PLACE—Extension Center, University of Oregon, Portland, Oregon; TIME—July 6-17, (two weeks or 10 days); CREDITS—Two credits of work at University of Oregon; TUITION AND REGISTRATION—\$12 for the two weeks (this includes a syllabus).

All who are interested in elementary education are invited to attend. The last page of this bulletin carries more information about this great meeting. Let Dean Alfred Powers, director of summer session, University of Oregon, Extension Center, Portland, Oregon, know if you plan to attend, so that he may make arrangements for all.

MRS. EDITH B. JOYNES, *Chairman*  
MASON A. STRATTON  
EDYTHE J. BROWN

*This scene  
is from  
one of the  
yards in  
the "City  
of Roses"*



## GENERAL SESSION, FEBRUARY 25, 1936

### The Elementary Principals Develops

**John L. Bracken, Superintendent of Schools, Clayton, Missouri**

I do not think there is any place that anyone can have more genuine joy than in dealing with young children. Some of my most interesting experiences have occurred in elementary schools.

One of our most treasured possessions in Clayton is a big bus which we use to take the children into the community, to see how people work and what they do. The very first journey this bus made was to take a group of kindergarten children from one of my schools over to the St. Louis Zoo. In order to see what happened, I drove along after the bus, but was back in the kindergarten room when they returned. After they had struggled out of their outer clothing and had occupied their little chairs, I ventured to ask, "Did you enjoy your trip, this morning?" I got an enthusiastic, unanimous response.



JOHN L. BRACKEN

I ventured a little farther and said: "Possibly, there are some other things we ought to go to see. What do you think we ought to go to see, next?" I waited for a perceptible space of time and then a little blonde girl in the second row, arose, stood on one foot, put one finger guilefully at the corner of her mouth, and said, "Well, how about going out to dinner sometime?" I am certain that young lady will get along.

I have an idea that there is not any place in all the world that you can mirror the changes in our social existence any better than you can in the lives of the children who occupy the little chairs, such as on the platform here, today. I would like to give you an example of this, which is perhaps meaningful.

I recall that I learned my letters in the most beautiful room I can remember. You might not think it was a beautiful room, because it was my mother's kitchen. I learned my letters from the gleaming letters on my mother's stove. I can see them as clearly as I did long years ago, a thousand miles away, "Buck's Stoves and Ranges, St. Louis." Youngsters do not do that any more.

Youngsters came into the kindergarten, a few years ago, and the teacher, trying to find out what the children knew, said, "Is there any little boy or girl who can read?" No one could. Then she said, "Is there any little boy or girl who knows his numbers?" One little fellow put up his hand and said, "I know my numbers." "Can you count?" "Yes." "How far can you count?" He said, "I can count all the way." "What do you mean 'all the way'?" "Why, I can count all there is." "That is interesting," said the teacher, "I want you to come right up in front and stand by me and count for all these other boys and girls." And he came, pulled himself proudly erect, and began to count to the peculiar rhythm of threes, in this fashion, "One, two, three—four, five, six—seven, eight, nine—ten, Jack, Queen—King, Ace."

Civilization has changed almost out from under us, and other things have been changing than the elementary-school principalship. I have an idea that many of you people would find it difficult to imagine the world of education in which there existed no Department of Elementary School Principals, and because of my patriarchal position, I wish to speak about the trembling, faltering beginnings of this Department, which seems now to be depression proof, which raises the total number of its membership even thru the difficult years thru which we have been passing.

In the year 1921 there was no National Organization of Elementary School Principals, but I think this movement was on the brink of occurrence in every part of our country. I do remember that we discussed this in a class of W. P. Burroughs in a University of Chicago summer session. This course was devoted to the problems of the elementary principalship.

When we came to that final session which precedes the final examination of the course, it seemed to me that something ought to be done about it, and so I arose, and suggested that we should form an organization of elementary-school principals, that would look forward to becoming a department of the National Education Association. You know how motions are easily picked up and carried without any opposition in classes, just before the final examinations, so there was no difficulty.

They appointed a committee, at once, with Leonard Power, who was then at the Franklin School in Port Arthur, Texas, as chairman, and myself as secretary of this organization, which we ventured to call the National Association of Elementary School Principals. We set about organizing our very first program for the Atlantic City meeting the next winter.

One of the interesting things that I recall from the early days has to do with a Des Moines meeting the next summer, which Leonard Power and I had organized. When we arrived at the church where this meeting was to be held we found a meeting that filled a fairly large auditorium, comfortably, already in progress. Believing that we had come to the wrong place, we immediately retired to the sidewalk for a conference. We checked the program and found to our amazement that we had come to the right place, and that the meeting was a live organization of elementary-school principals that had already established the precedent of beginning programs on time, whether the officers were there or not.

During the years that have followed, the elementary-school principalship has developed an organization which today takes its place in the family of the National Education Association subsidiaries, one of the lustiest of its children. Many fine things have been done. I know that your programs are outstanding, your bulletins are much sought after publications, but perhaps your yearbooks are, to date, your outstanding contribution.

I recall during those early days that it was difficult sometimes to secure proper subjects for discussion. The following question was seriously proposed for discussion in one of our first general meetings: "What are the best ways to get the lines of children in and out of the school building?" I submit to you that we have traveled a long way since those days.

You recall Dr. Judd's incident, describing as he does his visit to an elementary school, that needed many, many things that were not discerned by the people who were in it. When he talked to the principal at the close of his visit, he said, "Is there anything that you need here?" She looked about the office, blankly, for a moment and then said, "Well, I have thought some of requisitioning a new rug for the office." That happened many years ago, but it is not happening now to the type of principal who has charge of the elementary schools of America.

You know the source of elementary-school principals. We do not know where in the world we get them, they come from almost every other type of service; and the crossing over from one field to another is difficult. The adaptation must be made, but it presents stubborn difficulties. There is always the difficulty on the part of us who have to make the appointments of principals, to determine whether or not a good teacher will of necessity become a good administrator.

There is not an answer to that question, but if you will look in the Seventh Yearbook, and some of your more recent publications, you will establish the fact that only in recent years has there been a bridge of dependable sources over which an individual can come from the training and experience which has been his into the domain which belongs of right to the elementary-school person.

I have decided that the elementary-school principalship, which contains the utmost in possibilities, can, in a large mechanized school system, become the most deadening job in all the educational field. One reason I decided I ought to be a superintendent instead of a principal is because I looked about me and saw some of the older elementary-school principals and said, "I don't believe I wish to get old in that fashion." But that was before I had observed groups of superintendents, in any large numbers.

I have an idea that it is possible for principals to get into ruts, but it is easy for them to get out. You know, when you stand away from yourself, you can see things that you did not know were there, and as I have looked about me in recent years, I have found several types of principals.

I have seen principals who seemed to be secretaries of their schools, instead of being actual principals. They enjoyed making requisitions; all the reports had to balance. I think some of them had to rhyme before they were complete. They were tremendously interested in keeping records in connection with the work, and became secretarial-principals.

On the other extreme, there is the administrative principal, who regards his school as a going institution, who wants things to run smoothly, who is concerned with the things that can be handled, and who wants his institution to be recognized. It is a going concern, it is a thing which he is directing.

I have seen a few teaching principals, people who have not been able to forget the fact that they came from the teaching profession and have assumed a somewhat different position, and they have found it impossible to generalize on the teaching which they do to such an extent that they can control the entire situation. And yet, I have an idea that it is an excellent thing for every principal of schools, where it may be possible, to teach an occasional class, just to find out how resistive the young mechanism can be to the intrusion of new ideas and new learning.

Then there is a supervisory principal, who marks out all his time for visitation, conference, and follow-up work, who is concerned with this sort of thing and allows other people to see that the building is a going concern.

I used to see the kind of principal who was a sort of grandfather or grandmother to the entire community, and just kept everything going, because the principal knew everybody and his children and some of the grandchildren, and it was just a nice community atmosphere; the kind of an atmosphere in which many things in education could be lost.

But the thing that has come out of that is a composite which selects here and there those component elements that can go together best, and will make the kind of principal that will fit into the present day. Instead of being a secretarial person or driver, instead of being a teacher who attempts to generalize, instead of spending all time in supervision, we have, today, the composite principal.

These elementary-school principals have learned to coordinate the activities which make an institution, today, instead of spending their time regarding merely the things that represent them. And they have learned how to lead in their community, without bothering to get off of the campus. They have begun to treat their schools as a central organism, as one of the nerve centers of a responsive community, and, by directing the development of this institution, they have made the community more the kind of a community that it ought to be.

The elementary-school principal of today is able to energize and to vitalize the school until it has become an organization that we were just beginning to vision back in the ancient days when this organization had its trembling beginning. The elementary-school principalship has developed.

As I close, let me mention the thing that must always be uppermost in our mind: The elementary schools of America still develop all of America's children. It is to the elementary schools, it is to the domain of the elementary-school principal that little youngsters, five and six years of age, first direct their steps in a journey that is longer, a journey that takes them farther away from home than any other journey of the same length can ever do. These folks come in, all of them, to our schools. The high school is still a selective institution in spite of the events of the last few years, but all of the children of America come to us, and as you principals and as you teachers develop them, so will the course of America be.

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*Interesting to Principals*

*Tell Your Teachers*

**FORTY-THIRD ANNUAL CONVENTION  
THE ASSOCIATION FOR CHILDHOOD EDUCATION  
APRIL 28—MAY 2, 1936**

Hotel Pennsylvania

New York, New York

**THEME:** *The Teacher in the Community*

**SPECIAL FEATURES:** (1) Eleven study classes; (2) five discussion groups; (3) directed school visiting. For further information write to Mary L. Leeper, executive secretary, 1201 Sixteenth St., N. W., Washington, D. C.

# An Experiment in the Adjustment of Retarded Upper-Grade Pupils

H. H. Mecker, Principal, Blow School, St. Louis, Missouri

One of the most difficult problems facing the schools is the adjustment of retarded pupils. All systems have a considerable proportion of these pupils, yet, altogether too often, not much is done about it. These pupils have abilities, but they do not thrive in our customarily organized schools. They are the square pegs in round holes, and usually drop out of school sooner or later, disgusted and out of tune with the social order in which they find themselves. Many of them, no doubt, follow bad leadership and end up in a life of crime, petty if not serious.



H. H. MECKER

It is this situation which caused the authorities of the St. Louis school system to attempt to deal with the problem in a very definite and concrete way during the past three years. In different parts of the city, under varying school conditions, different methods are being used in handling the problem. The method described here is one used in connection with the Henry and the Blow Schools. The writer's position as principal of the Henry School last year, and as principal of the Blow School during the present year, constitutes the experience on the basis of which these remarks are organized.

Before launching into this, a few statements regarding the organization of the St. Louis school system must be made to give a background of the work undertaken, so that a definite conception of the plan may be possible. The city has the eight-four plan of organization. Due to overcrowded conditions in the high schools and the existence of many vacant rooms in elementary-school buildings, twenty-one eighth-grade schools have added the ninth grade and are offering the first year of high-school work. Running parallel with this academic set-up, two vocational schools of high-school rank have been established, in which no claim to college preparation is made.

For the past several years, the pupils of the eighth-grade graduating classes have been grouped into two sections known as Lists I and II pupils. Those placed on List I have done good work, receive a regular eighth-grade diploma, and are recommended for admission to either the high school or the vocational school ninth-grade program. Those placed on List II are fifteen years or more of age and have done only a poor grade of work in the elementary school. They do not succeed well in a purely academic atmosphere and there is no advantage for the elementary school to hold them longer. They receive diplomas which admit the holders to the high-school entrance examinations. Otherwise, they are not admitted to the ninth grade of either the high school or the vocational school without further preparation. To give such pupils further opportunities, centers have been organized known as "high-school preparatory classes."

Along with the above problem child is another of a similar nature, which is known locally as the List III pupil. This is one who has already become fourteen

or fifteen years of age, but has not yet reached the eighth grade. He is a potential List II pupil, as explained. The nature of his case is such that he also needs a special type of treatment which necessitates his withdrawal from the regular elementary grade.

The Henry and Blow Schools were chosen for this work because the elementary grades in them have been diminishing and the buildings are suitable for the new work to be developed. The Henry School plan, worked out during the past school year, will be described in some detail. The reason for that: Enough conclusions can be drawn so that certain statements can be made. The Blow School organization was just created in September, so there is not very much that can be said in conclusion on that particular experiment.

The Henry School was erected as an elementary school and contains twenty-five rooms. Altho formerly a crowded elementary school located in a foreign, underprivileged district, the enrolment had decreased more than 50 percent in recent years, due to changes in the neighborhood. Therefore, the building and its community presented an excellent place to organize a type of work with much less emphasis on the academic phase. To increase the enrolment, the school had assigned to it a ninth-grade high-school department, a vocational ninth-grade department, and a considerable number of retarded pupils from other school districts. The latter section not only gave these pupils better advantages, but it also relieved the neighboring elementary schools of misfits in their organizations.

In the fall, the Henry School opened with five hundred pupils classified in eight grades, occupying eleven rooms. The remainder of the building (fourteen rooms) was set up to house the specialized type of junior high school already referred to.

The elementary section of the school constituted a very serious problem from the standpoint of retardation. The age-grade table showed that only 19 percent were making normal progress, that 25 percent were one year retarded, that 55 percent were very seriously retarded, and that only 1 percent showed any acceleration. Next, the matter of pupil intelligence was studied. The pupils of Grades VII and VIII were given the Terman Intelligence Test to arrive at the I.Q. picture. The findings revealed: two superior pupils; twenty-three normal pupils; thirty-eight inferior pupils. The median I.Q. was found to be 87.

By the end of the first semester, a reorganization of the elementary school was accomplished. All pupils over fourteen years of age were removed from Grades VII and VIII and were transferred to the newly organized specialized junior high school. Furthermore, all pupils of fourteen years of age were also removed from Grades IV, V, and VI, and were grouped in a rapid promotion room, but remained a part of the elementary-school unit. Some pupils graduated from the eighth grade and a few who were making normal progress were transferred to neighboring schools. This made it possible to cut off the seventh and eighth grades, reducing the elementary school to six grades of about four hundred pupils.

At the beginning of the second semester, the building housed: 400 elementary-school pupils, 111 high-school ninth-grade pupils, 216 vocational ninth-grade pupils, 87 List II pupils, and 91 List III pupils.

An analysis was made of the pupils enrolled in the different divisions of this junior high-school unit. The typical List III pupil is one who has come from Grade VII, is past fifteen years of age, has an I.Q. of 72, is ten years old mentally, has an educational age of ten years, and shows a fifth-grade achievement on the Stanford Test. The typical List II pupil is one who has been over the work of the eight grades, is about sixteen years of age, has an I.Q. of 80, is twelve years old mentally, and shows a sixth-grade achievement on the Stanford Test.

In passing, it might be pointed out that these pupils have achieved well in relation to their mental ages. It is also interesting to note that pupils of this type achieve considerably higher than the norm on the Stenquist Mechanical Aptitude Test. The pupils at the Blow School, during this term, have rated twelve to fifteen points higher. The girls at the Blow School, during the last few weeks, took the Detroit Mechanical Aptitude Test. They did not show quite the same figures. I do not think any conclusion can be drawn from that.

The various types of pupils mentioned have been organized into a unit school as any junior high school might be. There are seven forty-five-minute periods and one fifteen-minute advisory period. The work of the teachers is distributed among the various types of pupils so that the Lists II and III pupils do not become dubbed as "dumb-bells." In a general way the List III pupils follow a one semester program on a seventh-grade level, the List II pupils a one semester program on an eighth-grade level, and the ninth-grade pupils follow the regular high-school or vocational program. The program of studies for Lists II and III pupils is the same so far as the names of the courses are concerned, but the level of accomplishment is based upon the ability of the group.

The boys and girls work on different programs, in activities based upon their needs, and the program is largely pre-vocational. They do such academic work as they can, with much emphasis upon and guidance along vocational lines. Theoretically, they may ask for admission to high-school work when the teachers feel them qualified to carry it, but, so far, practically all the pupils who go on have chosen to continue with the vocational program which the school emphasizes.

The program for the List II pupil is worked out on a two semester basis. During the first semester, he works on the List II program. This work is considered the equivalent of the first half of the ninth-grade vocational school and, if carried satisfactorily, the pupil is promoted to vocational II work, which is the last half of the ninth-grade vocational course of study. The List III pupil works on a similar program but on a lower level. His set-up is a three semester plan, at the end of which he will have finished the ninth-grade vocational course of study and can enter Grade X of the vocational school. There are several paths which these pupils can travel on their way thru the school, depending upon the character of work done.

The strong List II pupil can finish the work in one year and begin Grade X at the end of that time. The medium List II pupil is promoted from List II work to vocational I and II work in that order, thus requiring three semesters. The strong List III pupil can be promoted from the List III program to that of vocational I and II in that order, thus finishing the work equivalent to Grade IX in

three semesters and go to Grade X at that time. Slower pupils may require four semesters.

The chief objective of the school is not to require the academic performance demanded of normal pupils, but to test and develop the vocational outlook and abilities of the pupils, with a view to getting them into the tenth grade of the vocational school at the earliest moment, so that they may enter upon the learning of a trade. They are reaching the point where they will soon drop out of school and must be salvaged in a short time. The school does not measure the success of the pupils as much in terms of academic achievement as in the development of interest, a willingness to try, a desire to get into trade training, and a disposition to act in terms of approved citizenship conduct.

The adjustment which these pupils have made to their new environment has convinced us that they are making progress, that they are gaining renewed confidence in themselves, and that they are beginning to enjoy the feeling of success.

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## Socializing Procedures in the Elementary School

Frank M. Underwood, Assistant Superintendent of Instruction,  
St. Louis, Missouri

We are coming to consider the socialization of the child as the most important of all educational objectives. Training in good citizenship is very much in the focus of attention at the present time. The development of social-mindedness in the foremost is essential in the development of good citizenship. As the emphasis in our philosophy shifts from rugged individualism to social cooperation and collectivism, the desirable socialization of the individual becomes increasingly important. Socializing activities may be said to be activities which promote the process of the socialization of the child.

There are two processes which are going on constantly among individuals who constitute a society—individualization and socialization. The individual is developing his individual abilities and, at the same time, is learning to adjust himself to others in a continuously better way. We regard the development of his individual powers as individualization, and his adjustment to others is socialization.

If he uses his individual abilities in antisocial ways, as a criminal who preys on society would do, he is going thru a process of individualization, but he is not going thru a process of socialization. The one antagonizes the other. The desirable situation is found only when the two processes are in harmony and each helps the other.

What are the conditions which make a classroom activity a socializing activity? The fundamental essential is that the activity be a genuine, cooperative group enterprise. There must be free interchange of opinion among the members of



F. M. UNDERWOOD

the group and, preferably, the activity should be carried on by the group on its own initiative.

The teacher is not a taskmaster or a dictator of every move the pupils make, but becomes more of a chairman of a cooperative group. The relationships within the group become as informal as possible. The pupils act as nearly as possible as the members of any club or social group outside the school would act in carrying out their objectives.

An ordinary club would hold a meeting, have a chairman, conduct a free general discussion of its purposes, arrive at majority decisions, appoint committees, and in other ways proceed to realize its purposes. So the class in the school might be organized, and hold meetings in a similar way, discuss its purposes, a free "give and take" discussion among the members, arrive at its own judgments and decisions, with the teacher acting as a cooperative member of the group, perhaps more as a consulting expert and adviser, coming into the discussion only when necessary and advisable for proper guidance.

The purposes projected in such a case would be projected by the pupils, representing problems to which they themselves desire solutions; hence, we may be confident that they are understandable by the pupils.

Considerable freedom must be permitted in order to secure the desired social situation, such as might be present in the meeting of any social group outside the school. How much freedom? The answer is, in the words of Professor Kilpatrick, "As much as the pupils can use wisely; more as they grow." The teacher always has the veto power thruout the activity, if it proceeds along objectionable paths.

It is exactly such an activity to which we invite your attention, this afternoon. The pupils are from the Humboldt School of St. Louis, one of the schools along the riverfront. The work presented is entirely that of the teachers, Adele Cunningham and Helen Pierce, and the principal, C. L. Sampson. This school is notable for the extent to which it utilizes and relies upon the self-activity of the pupils. From the kindergarten thru the eighth grade, the pupils rate their own work. This school holds that this activity is one of the most educative activities that it can offer. You will easily note the self-reliance, even of these third-grade children, and the degree to which the socializing process is taking place.

We have not the time or the facilities to present an elaborate pageant or socializing activity of that kind, but we have selected a daily classroom brief period activity of these third-grade children, in the correlation of English. We have in St. Louis a subject curriculum, and the Humboldt School feels the value of correlating the work among the various subjects. There we have reading, oral and written composition, grammar, spelling, and penmanship.

This particular activity is based primarily upon a selection in reading, which the pupils have read, and then have written a composition, based upon some topic in connection with that reading. When the pupils write this composition, they know that it is to be rated in penmanship, spelling, grammatical construction, and conformity to the reading content. In this way you get an intensive drive and a unifying drive upon the various elements in this field of English.

We have to improvise a classroom by portable blackboards. The composition has not been graded as yet, but that is the socializing activity I want you to see. We are going to throw on the screen the composition under discussion, but you will not be able to see on the screen, how the pupils will rate it.

The pupils have a way of rating all these things they are concerned with, and I hope you will be able to read and that you will judge what the composition is, with the errors, as you will see it.

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## A Socializing Project

"The Correlation of Work in English." Demonstration by Third-Grade Pupils of Humboldt School, St. Louis—Principal, C. L. Sampson; Teachers, Helen Pierce and Adele Cunningham—According to the principles stated by Frank M. Underwood.

The reproduction exercise presented the correlation of reading, spelling, language, and writing. The following selection, from which the compositions were reproduced, was taken from the "Silas Marner" story in the *Four Wonders* (p. 80).

He took up some bricks from the floor under his loom.

Here he made a hole and put the bags of money in it.

Then he put each brick back in its place.

Sometimes he would weave far into the night.

As he threw his shuttle back and forth he watched the pattern grow in the cloth.

Often when he became weary and tired he would take up the bricks in the floor and draw out the bags of money.

He loved to count the money over and over.

Then he would put it back again until the next night.

In order to secure definite results and to avoid caviling, disputing, or straying-off discussion, standards clearly understood by the children were used for criticizing and judging.

In order to provide for the differences in the capabilities of pupils, it was noted that the standards corresponded to the stages of development: What can be learned merely by observation is marked "o"; what indicated understanding or comprehension is marked "c"; what indicated ability to apply learnings is marked "a."

The composition had all of the main thoughts, child's own words, and the way it happened (sequence).

The exercise presented by the class showed criticizing, judging, and marking only. Following this work, all mistakes were corrected by the pupils who made them, and a record of daily marks was kept by each pupil. While some of the pupils were taking their turn at the blackboard, the rest of the group were writing their compositions on paper, to be graded by pupil-clerks, corrected by pupils, and the marks recorded. All of the pupils in one room work together as a community group in a natural give-and-take situation.

## Campaigning for New Standards in Elementary Education in Texas\*

Wise planning is essential to maximum achievement. Formerly educational programs evolved thru force of circumstances and along lines of least resistance rather than thru the intelligent development of preconceived plans. Now they are deliberately formulated, projected, and executed. Program making has come to be an essential feature of educational administration. The newest, best approved, and most effective method of formulating a program is thru a survey that discloses conditions, reveals tendencies, points out deficiencies, indicates needs, and suggests remedies.

Every individual and every association of individuals should appreciate the fact that tho the hand of the past is heavy at times, it nevertheless is a weight that prohibits a too-rapid gamble with untried fields. We must neither dispense with intellectual caution when dealing with new views nor fail in showing moral tolerance and human sympathy with those who hold these views.

We always have the privilege of seeing to it that changes are not fortuitous or aimless, but that they are progressively taking into account the realities of life as experience teaches us to know them better. It should be our intention, then, both to try out hopeful suggestions and ideals, and to hold fast that which is good.

### Need for Analysis of the Educational Dollar in Texas

The division of the dollar spent for the education of Texas children has too long been made on the basis of such false values as expediency, outworn traditional values, and personal interests of school administrators.

We have had too few people with a regard for the functional interest of education as a whole. We have not been interested primarily in the school experience of the children of Texas, but in a grade, or a subject, or a part of the system. It is encouraging to see the number of people who are growing out of this fragmentary stage in their educational interests. When this number grows larger, we may be free from both conscious and unconscious exploitation of each other and may come to stress the best interests of the whole educative process.

The educational interests that have succeeded in getting coherent expression in the state department of education have pressed their claims. Local school systems, administered by people already conscious of the needs of secondary education, have been forced to spend a disproportionate amount of their educational dollar on the upper grades of the public school system. The only solution to this unfair situation is representation of elementary education in the state department. So long as three sit down to a meal with the fourth absent, the fourth will get what is left. High schools, junior high schools, and rural schools are present when the educational dollar is served. The elementary schools get what is left. The statement scarcely needs proof. It is evident in everything that wears out—from school buildings to typewriters.

\* Report compiled by Miss Edgar Ellen Wilson, assistant superintendent of public instruction; George P. Mecham, principal of Sam Houston School, Corsicana, Texas; and Thomas E. Pierce, director of elementary education, Big Spring, Texas.

### **Texas Elementary-School Advisory Committee**

On November 9, 1935, a group of people interested in the problems of elementary education in Texas met with State Superintendent Woods and Assistant State Superintendent Wilson to discuss ways and means of making the elementary schools serve their purpose more effectively. It was deemed expedient by Superintendent Woods and the group to create an advisory committee in the state department of education to deal with all problems affecting the elementary schools. This Committee was established, and consists of twelve members selected three each from the following recognized organizations: Elementary School Principals and Supervisors Association, Classroom Teachers Association, Rural School Supervisors Association, and the Association for Childhood Education.

#### **Duties of the Advisory Committee**

1. The first and most important business of this Committee is to see that the next session of the Texas Legislature provides an appropriation for an assistant superintendent in the field of elementary education.
2. This Committee will recommend standards which shall apply to all schools doing elementary work, whether classified as rural schools or as elementary schools in affiliated systems.
3. Improving the elementary-school teaching staff thru certification requirements is another important work of this Committee.
4. Other problems that are being given consideration by this Committee are the standardization with reference to buildings, equipment, teaching load, and salaries.

We are conscious of the perils of standardization, but at present we shall seek to make Texas elementary schools function better thru setting up rather definite standards. It will not be the purpose of the Committee to set up standards which will in any way retard the effectiveness of any program promoted by a school.

The State Department of Elementary Education in Texas is sponsoring this program of permanent planning thru which the total educational structure may come back into balance.

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### ***Democratic Participation in Administration***

#### **Eighth Yearbook**

of the

#### **Michigan Elementary School Principals Association**

This Eighth Yearbook of the Department is the fourth in a series of carefully planned studies dealing with the most important functions and duties of the elementary-school principal. The three previous issues of the series dealt respectively with the topics "Educational Leadership," "Re-thinking Supervision," and "Cooperative Community Leadership."—Editorial Committee: PAUL J. MISNER, *chairman*; EULA V. AVERY; GEORGE HILLIARD; and HOWARD KERN.

## **Pupil-School-Community Attempts To Improve Mental Health in Hillburn Schools**

**Gilbert M. Banker, Supervising Principal, Hillburn Union Free School,  
Hillburn, New York**

The relationship of the community to the mental and physical health of the child of today and to the adult of tomorrow is an important one. Adult maladjustments are usually based on childhood maladjustments, too much regimentation that destroys self-reliance, and habitual failure. Both the home and the school must share the blame and both ought to be aware of their responsibility.

The education of a child does not take place solely in the school. It goes on during every conscious moment, and the child's life at home or at work and play in the community is probably an even greater educational force than the influence of the school. Education is not something to be got, labeled, and certified. It is a process of learning to live. Those who guide the processes of education, either at home or at school, must take care that the mental health of the child is safeguarded at all times.

It seems to me that mental health depends upon several factors: the first of which I would list as physical, bodily health, the old axiom of "a sound mind in a sound body," seems to apply. While there are plenty of examples of people who have lived successful and satisfactory lives in the fullest sense of the word, handicapped by sick and crippled bodies, the results of such handicaps are usually quite likely to have an unfortunate effect upon mental health. Helen Keller overcame her deaf, dumb, and blind condition and by her astonishing accomplishments demonstrated a remarkably healthy mind.

But our insane asylums and sanitoriums are crowded with patients whose physically wrecked and health-robbed bodies no longer were able to maintain mental stability. In the matter of physical health as in most others, eternal vigilance is the price of safety and small items often hide large rewards. One of our local physicians, after making a visit to the various classrooms of the school, recently said, "These children have a strikingly erect posture which is unique in my experience." We have been vigilant and have devoted a large percent of gym class time to corrective work. Even so small an item as this has a real contribution to make to the mental health of both the individual and the group. Ability to sit and stand erect is a valuable asset.

Second, after bodily health I would list correct habit formation—the early achievement of correct habits in eating, sleeping, and control of body functions—as a powerful factor in mental health. Here, too, the home plays a leading role, since these habits usually become well established or are neglected disastrously before the child reaches the school. Their most noticeable effect is upon physical health, but an outstanding psychiatrist recently said that correct habit formation before the kindergarten age leads to stability of mind and to improved mental development. He believes that the mental characteristics promoted by early mastery of desirable habits has a salutary effect on the developing mentality of the child. These ideas are well worth careful consideration.

The third great factor in mental health is normal emotional development. The part emotions play in our lives is often seriously underestimated. Someone has said, "The schoolroom has no place for either love or anger." The same saying cannot apply to the home. But while the school will probably not err by giving a child too much love, the home often does just that, sometimes with disastrous results to mental health. The child who is over-protected develops into a timid, shrinking, fear-harassed, and irresolute individual who is so busy fighting battles with himself that he never comes to grips with the realities of life around him. He lives a life of mental sickness. A different effect of too much or too little affection is the development of the bully, who seeks self-justification by persecuting those smaller and weaker than himself.

Everyone knows the child who has always been allowed to go the limit in cultivating self-expression and is never interfered with or corrected in any way. Mental health, the ability to live satisfactorily with yourself and others and to adapt yourself easily and adequately to changing conditions, is seldom reached by the spoiled child, the bully, or the milk-sop. The emotional development of a child requires affection but it requires equally anger that warns him to respect the existence of those around him. Both must be intelligently applied. Here the child must be assured of continuing stability. Nothing is more dangerous to mental health than uncertainty and instability over long periods of time. The greatest enemies of stability are poverty, the broken home, and capricious, nagging parents and teachers.

The fourth factor in mental health is the social relationships of the child. At first the child's circle of social contacts is small, but it widens at each stage of his development. Each process of expansion of social contacts must be made or mental health is endangered. For a few it may be possible or desirable to live as a hermit, but for the vast majority normal social relationships are a prerequisite of mental health.

The crying need of the age is for leadership; and home, school, and community can take steps to develop the abilities of those who already have discovered it and to promote its growth in those who seem to lack it. We learn to lead by leading; we learn responsibility by being responsible; just as we learn to swim by getting into the water and swimming. The school can develop leadership by providing situations in the school life where a pupil does lead. So, too, the home should function to give even the small child opportunities to learn responsibility and leadership, a task that is particularly easy when there is more than one child in the family.

The school pays most attention to the child whose mental health is disturbed. This is usually the inferior child, the failing child, the child with behavior difficulties. All too often the superior child is neglected simply because he is not a failure problem or a serious disciplinary case, and is allowed to develop habits of laziness, carelessness, and minimum effort and development. Which is the greater crime against childhood is difficult to say. Some day we shall find schools that give up altogether the teaching of subjects and textbooks and begin to teach children. The pupils of that school will be surer of mental health than are our pupils today. The first step will be to gain a more reliable knowledge of every

child's capacities and abilities, limitations and disabilities. All of us will grant that intelligence tests and similar devices used to broaden our understanding of the children in our schools are inadequate and imperfect devices, but a partial understanding can hardly be as destructive of mental health as a deliberate refusal to make any attempt to appraise or understand. The school should know each child's approximate mental abilities just as they should know whether or not he has a satisfactory degree of physical health, before an intelligent educational program can be undertaken. Otherwise, the risk of endangering mental health is serious. Teachers have a great responsibility for the child's mental outlook, regardless of the other backgrounds of the child. They cannot shirk it by pointing out inadequacies in the home or the community. The visiting teacher, who may be the school nurse-teacher, is the contact point between home and school. She should provide the school with an additional view of the pupil and his activities that few teachers can gain in any other way. She should also help to acquaint the home with the policies and purposes of the school. The entire effort must be an intelligent cooperation toward a common goal. If it is not, the dangers to mental health are multiplied.

So far as the school is concerned, I think its two greatest crimes against mental health are (1) failure to obtain adequate understanding of the whole child before forcing, as we do, our "education" down his throat; and (2) deliberate refusal by most of us teachers to heed and use the knowledge of the child that we do possess. Many of us are so busy teaching the contents of a syllabus or a textbook that we have no time to be concerned with the education of a child or the promotion of his mental health and stability.

We may summarize what I have tried to say as follows: School, home, and community must provide the child with a background of stability and security—physical, economic, social, and emotional. Self-mastery for every individual can only be reached thru the cooperative efforts of the home, the school, and the community. The bases of mental health and of a sane social individual are physical health, early formation of desirable lifetime habits, normal emotional development, satisfactory social adjustments, and the intelligent direction and operation of all the educational machinery of our community.

In spite of the worst things we as parents and teachers can do to children, many of them seem to have a natural immunity that protects them from our stupidity.

In our efforts to help pupils with difficulties, we in Hillburn secured the cooperation of the State Department of Mental Hygiene. One day each month a psychologist (an M.D.) and a psychometric worker from Rockland State Hospital, only 15 miles away, visit our school. Prior to their visit six case histories are prepared by the school nurse-teacher with the cooperation of the classroom teachers, special teachers, and the principal, upon whom devolves the problem of selecting cases most needing attention. With a complete picture of the school situation in hand, the nurse-teacher visits the home to seek cooperation and assistance there. In examining about 150 cases in the past four years, only twice have parents refused to allow the examinations to be made. In almost every

other case one parent, usually the mother, has come to the school to secure first-hand assistance from the psychologist in charge.

The day of the clinic, each pupil to be studied is first given a careful mental test by the psychometric worker. The basic test used is the Stanford-Binet individual test. Usually the information obtained is supplemented by other special tests such as those concerned with mechanical ability. The psychometric worker then reports the results of the examination to the psychologist who receives the pupil, first checking up his physical condition carefully. Then, by sympathetic questioning, he attempts to draw out the pupil and find the hidden roots of the troublesome behavior difficulty which have caused teachers or parents to recommend the pupil for study. Next the doctor interviews the parent, occasionally the pupil's teacher also, making suggestions which he thinks will help the child to adjust himself more satisfactorily to his world. Last of all the doctor discusses the case with the nurse-teacher and the principal who are charged with responsibility of the follow-up work on all the cases being considered. During this time the psychometric worker has been examining the second case, and so the clinic proceeds. Each pupil receives, usually, not less than a two-hour examination.

A few days after the clinic the nurse-teacher and the principal receive by mail a confidential report of the case giving findings and recommendations in full. Frequently a pupil is returned to one or more subsequent clinics for follow-up interviews, examinations, or treatments, sometimes after several months have been allowed to pass. Where physical defects are found, the pupil is referred to his family physician or dentist. Close contact is maintained by the nurse-teacher between home and school in order, if possible, to follow the recommendations made at the clinic.

Perhaps the worth of our work may be better judged by giving one case in considerable detail. The following is the case of G. M., male, born 2/3/24, first examined 4/12/33.

**Reasons for Attendance at Clinic**—Failing year after year in all school work. Has serious speech difficulty. Cannot learn to read.

**History of Patient**—*Development*: Normal birth; bottle fed for 1 yr.; teething 5 to 7 months; walked at 15 months; talked at 1 yr. Lively healthy baby. Stutters so badly it is almost impossible to understand him. Very much afraid in the dark. *Preschool*: Healthy; taken to family doctor regularly. Discipline, play, and adaptations normal so far as is known. *Illnesses*: Measles, whooping cough, chicken-pox, german measles, mumps, no changes noted. *Educational*: Entered school September 1929. Repeated Grade I, three times. Now in Grade II. Failing every subject; arithmetic 13 percent, English 23 percent, spelling zero, reading 25 percent, writing 60 percent. Final marks after three years in Grade I were: English 60 percent, arithmetic 34 percent, spelling zero, reading 40 percent, writing 75 percent. Teachers cannot teach him to read. *Social*: Likes to play with babies rather than with children of his own age. *Environment*: Home fair, likely to be dirty. Neighborhood poorest in town. Economic status poor, social standing fair. Parental control fair. *Mental traits*: I.Q. Otis S. A. Test 1/11/32—80. Dull, friendly, but lively child with serious speech defect.

**History of Family**—*Father*: Is a laborer, often unemployed. Probably dull normal. *Mother*: Is a poor housekeeper. Sibs: L., age twenty-seven, seemingly normal, no repeated grades, attended S. H. S. four years without graduating. Arrested tuberculosis. C., age twenty-six, normal; record-clerk in R. Store, well liked. 1 yr. H. S. R. (born 1908), died, 1 mo. after graduating from H. S., of "sleeping sickness." E., twenty-one, normal, repeated Grade VIII, no H. S., Western Union operator. F., sixteen, now in S. H. S. Sex irregularity recently widely known. E., fourteen, now in S. H. S.; I.Q. Otis 9/16/31—100, no repeated grades. A., twelve, now in Grade V, repeated Grades I and V; I.Q. Otis 9/32—88. *Grandparents*: Father's father living. Mother died at menopause. Mother's mother died of pneumonia. Father died of paresis (family says of softening of the brain) at sixty-five. *Other relatives*: Father's sister is in State Institution for feeble-minded. Never went to school.

**Examination of Patient**—*Physical*: Boy is in fair physical condition. Needs an increase in weight. Speech defect—combination of lisp and stutter. *Mental*: Boy is shy and sensitive, particularly about his speech. He tried to answer all questions by shake or nod of the head and obviously does not like to talk. G. presents a difficulty in reading and the only letter he is sure of is "A." He could read no words on any Gates test. Is sensitive about his speech and reading and wants help. *Psychometric made by*: M. K., April 12, 1933. Chronological age 9-2; Mental age 7-4; I.Q. 80. Tests used—Stanford-Binet. Cooperation, attention, and effort good. Speech defect, reading disability; does not know the sounds of letters. Range 6-9. Failed bowknot and diamond at 7; failed ball and field, similarities and vocabulary at 8. Passed rhymes at 9. Memory and comprehension fair, motor coordination seems to be poor. I.Q. indicates dull normal intelligence, but should be able to do second-grade work.

**Summary**—*Provisional Diagnosis*: Dull normal, speech defect, reading disability (ambidexterity). *Probable cause*: Heredity; slightly left-handed. *Interpretation*: This boy's difficulties are educational entirely. He sees letters and words but has no conception of what they are. When told, remembers well and can repeat. Failed all Gates tests; he sometimes wrote backwards. He misidentifies letters, such as, "P" for "B." This boy presents a picture definitely seen in ambidexterous people. I believe he is more inclined to be left- than right-handed. His shyness and timidity will improve when he has more confidence in himself.

**Recommendations**: Physical—increase diet. Educational—special attention in reading by teaching him the alphabet according to the Kinaesthetic Method and then teaching him the Gates Method. Social—it seems the school nurse impressed upon the family the seriousness of teasing this boy about his speech defect. I believe that this will improve when he learns to read. The school should draw him into all social activities possible, and should ignore his defect in speech.—F. F. T., M.D., *Examiner*.

**Results**—Three years later, 3/2/36, finds G. greatly improved. He has grown taller, but attention to his diet has improved his general health to a surprising degree. The boy has had two years in our Special Class, a small group under a capable teacher (male) with adequate training for his work. He now reads quite well and can perhaps be placed in Grade V at the beginning of the autumn term.

His speech difficulty has improved markedly and is seldom in evidence unless the boy becomes excited or nervous. He talks freely in the classroom and on the playground. The family has learned that the boy is not feeble-minded and the teasing and scolding has given way to encouragement and their acceptance of a more nearly adequate role for the boy in family affairs. G. takes part in most of the social affairs of the school, and has done well with speaking parts in several school assemblies during the present year. All concerned feel well repaid for the efforts spent to help this boy. This type of case, we find, is possible to improve by intelligent efforts based on adequate understanding. We are not, however, always so fortunate.

Thus we attempt to study our children with problems, help them in their difficulties as best we can, and make ourselves more and more concerned with the personalities and individualities we teach and less and less worried about syllabi, courses, grades, and the "machine" and the "racket" of education.

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## Professional Budgeting

Aaron Kline, Pullman School, Chicago, Illinois

With about 20 percent of the teachers of the United States members of the National Education Association, one is impelled to ask, Is the professional spirit among our teachers what it should be? The membership of the various departments of the N. E. A. shows an indifference among those eligible to belong. While the professional attitude is not what we would like it to be, there are other causes for failure of teaching groups to support their national professional organizations. With no attempt to discuss all of these causes a few of them are herein listed.



AARON KLINE

1. The inadequate preparation of a large percent of those now teaching.
2. The ability of those poorly trained to secure and hold positions thru local political influence.
3. The inability of superintendents to enforce an eligible list based on training and successful experience.
4. The fact that these national teacher organizations have no publication which is issued regularly to every teacher, member and non-member, to make them conscious of the work being done by the national organizations.
5. The failure of departments of education in our universities and of teacher-training institutions to emphasize in their courses the need of professional organizations.
6. The ease with which anyone who has ever taught can return to the teaching profession in times of economic depression when other jobs are hard to find.
7. The tendency among a large percent of young teachers to remain in the profession only until marriage or until they find something that pays better.
8. The carelessness of teachers in failing to include membership in professional organizations in their budgets.

It is the purpose of this paper to appeal to America's teachers to do some professional budgeting.

Unfortunately, like the minister's sermon, this appeal goes to those who do join rather than to those who are careless about membership.

In this day of organization among people of every rank and station, few teachers will deny the value of organizations. They may think that they will remain in the profession for only a limited time and hence will not benefit by any long time program. The fact that practically all recognize not only the value but also the necessity of organization makes the battle half won. It would be easy for each teacher to contribute his part to his professional organizations, if he included membership dues in his budget.

It is true that the average salary of the American teacher is very low. Yet low salary does not seem to be as serious a factor in preventing membership in professional organizations as do the causes listed above.

If in the fall, when school opens, every teacher in the United States would list the professional organizations, which he should support at least by paying membership dues, he would be surprised what a small percent of his salary he would be investing in his profession. It is generally conceded that every teacher should support the N. E. A., one department of the N. E. A., his state organization, and his local organization. This is a minimum of four teacher-organizations. The average cost thruout the United States is two dollars per organization or eight dollars for the four organizations. This is only 1 percent of a salary of eight hundred dollars. One percent is a very meager amount for one to invest to promote one's own interest.

In the case of those in the higher salaries in the profession the number of organizations to which we are under obligation increases but seldom requires an expenditure of 2 percent of the salary. For example an elementary-school principal might require the following budget for professional organizations: N. E. A.—\$2; Department of Elementary School Principals—\$3; state teachers organization—\$2; and local principals organization—\$10. This is a total of \$17 or 1 percent of a salary of \$1700 per year. If the principal's salary is as low as \$1200, the cost is approximately  $1\frac{1}{2}$  percent. Certainly the organizations listed in these sample budgets are the minimum that any teacher should feel justified in supporting.

If America's teachers will only feel the need of organization, as does labor in America, and will in the opening month of school, budget for professional membership, our N. E. A. will triple its membership next year. Likewise, if next September, the elementary principals of the United States will budget for professional membership, our Department will have a membership of twelve thousand instead of four thousand.

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**We shall soon be making the directory for the new yearbook. Will you tell your fellow-principals to join *now* so their names will be included?**

## Paging the New Books

Principals and teachers who are called upon to guide the reading of children, primarily of elementary-school age, will be interested in *Literature and the Child*, by Blanche E. Weekes, associate professor, Elementary Education, University of Toledo, published by Silver, Burdett and Company. Its purpose is not only to widen and deepen experience thru the presentation of factual material, but also function in a practical way. The problems chosen for discussion in the several chapters represent the interests of students, teachers, supervisors, and parents, who have come under the writer's guidance. The content of the book, therefore, should prove of value to those upon whom may devolve the responsibility of making choices of reading material for children, or helping in literary appreciation, and should lay the foundation for a more mature study of literature on the secondary-school level.

★ ★ ★

The most unique piece of work which has come to headquarters recently is *The Record*, which is published by the pupils of the Anne Hutchinson School, Bronx, New York. This book is made up of planographed drawings and sayings made by the children themselves. Each drawing represents some type of work, such as glass cutting, bricklaying, mining, and many other useful occupations. This fine piece of work is teaching the children the different ways of making a living.

★ ★ ★

*The American College and University*, by Charles Franklin Thwing, president emeritus of Western Reserve University and Adelbert College, is an interpretation of the author's lengthy and happy experience as a college president. His subject is the organization and work of colleges and universities, particularly with regard to the relations of the various parts to one another and of the whole to the community. He writes of the qualities necessary in trustees; of income, principles of investment, etc.; of the status of the president; the choice, qualifications, and promotion of faculties; the relations of the faculty to the students, and the house plan at Harvard and elsewhere; the advantages and disadvantages of fraternities; and other equally important questions. Thruout he emphasizes the spirit of service, cooperation, and fellowship, so

necessary if the college is to carry out its ideals.

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*The Diagnosis and Treatment of Behavior-Problem Children*, by Dr. Harry J. Baker, director, and Virginia Traphagen, mental examiner, Psychological Clinic, Detroit Public Schools, is of practical interest to all workers in psychological clinics, and to all workers with problem children whether in the public schools or in special institutions. As bearing on crime prevention thru prophylactic measures in the training of children and youth, it is of practical interest also to those who are interested in the improvement of social standards and to those who are connected with work of social settlements in our large cities.

The author has made a study of the emotional basis of malbehavior, a field to which heretofore little attention has been given. There is a definite plan for determining just where the individual difficulty lies. Chapter V of this book contains for the diagnosis and possible treatment of behavior-problem children sixty-six items for each of which special questions are provided to be put to both children and parents.

The book contains a wealth of practical suggestions for procedure in both the diagnosis and treatment of malbehavior cases.

★ ★ ★

A book whose training in civics, economics, citizenship, and vocational and educational opportunity is directed toward developing social intelligence in boys and girls is *The Life and Work of the Citizen*, by Howard C. Hill, head of the Department of Social Science, the University of Chicago High School. In this book, the author has tried to contribute to civic education by providing information and interpretative material on four important aspects of our social world, as follows: first, group life; second, government; third, industry; and fourth, occupations. Each of the four aspects has been presented with the purpose of developing social intelligence in boys and girls. Special effort has been made to eliminate vocabulary difficulties and to make the text clear, graphic, and readable.

For further information, write to Ginn and Company, 15 Ashburton Place, Boston, Massachusetts.

## Which State Will Be the First?

All members know by this time that President Harley W. Lyon set a quota of 5000 members for us this year. He also set a quota for each state. On the first of each month the State Chairmen have received the membership figures and list of members to date. Each City, District, and County Chairman has received the membership figures. These teams have done one of the finest pieces of work I have ever seen. They have worked like Trojans and today as we go to press let me announce that we have passed our total of last year's number. We have not reached our goal. We are *so near* but yet *so far*. Which state will be the first to get its quota?

Since the February issue of the *National Elementary Principal*, we learned from State Chairman Nellie Lind, Denver, Colorado, that Salida and Chaffee Counties are 100 percent. Wayne Young reports Port Arthur, Texas, in this list. News comes from Jessie M. Wamsley that Pitman, New Jersey, is to have its name written 100 percent. E. A. Brown, Enrolment Chairman for Hawaii, writes that Lillian Fennell is responsible for Molokai Island being 100 percent. Ithaca, N. Y., has reached base, too, writes Fred Painter, City Enrolment Chairman. We are glad to report Hutchinson, Kansas, has matched Kansas City, Kansas, in this 100 percent list.

The only response which could be finer would be for each member to get *just one member*, and *do this now*. We could then go over the top in flying colors. President Lyon is doing his part. He sent five life memberships to the convention. (He was ill and could not be with us.) Today's mail brought another from him for California. He has worked as hard as any of the rest of us to gain the prize. *Won't you help, too?* How many members will match me and give a membership to some principal who is not a member of our group but who needs help; or to your superintendent who needs to know about the fine work which you elementary principals are doing; or perhaps if you do not know of any of these cases and you are willing to help some principal, somewhere, then send a \$3 check to headquarters and we shall be delighted to give you the name of the one who receives your help. This is a real honest-to-goodness plea so let's reach the line which has been drawn for us and reach it on time.

The table on page 179 gives you the number of elementary principals in 1907 cities. These figures were obtained from the Salary Tabulation Studies made by the Research Division of the N. E. A. If these 13,447 elementary principals could be made conscious of the advantages received by group action, we at headquarters could render many services to you which are now impossible. Even tho it is as the colored preacher said, "Them that needs this talk, ain't a hearin' it," it is time that you who get these facts and figures know about these advantages and that all great movements must have not only the support of those who join, but each member must be a *booster*, a *talker*, and a *seller* for the Department of Elementary School Principals.

We hasten to make a public apology to Carl W. Lemme, City Enrolment Chairman, Evansville, Indiana, for the omission of his name from the list of chairmen in the December bulletin. We are indeed sorry this occurred.

# Membership Facts

| State              | 1 <sup>a</sup> | 2 <sup>b</sup> | 3 <sup>c</sup> | State               | 1 <sup>a</sup> | 2 <sup>b</sup> | 3 <sup>c</sup> |
|--------------------|----------------|----------------|----------------|---------------------|----------------|----------------|----------------|
| Alabama .....      | 147            | 20             | 2              | New York .....      | 1942           | 386            | 4              |
| Arizona .....      | 75             | 18             | ..             | North Carolina ...  | 103            | 29             | 2              |
| Arkansas .....     | 56             | 10             | ..             | North Dakota ....   | 41             | 14             | 1              |
| California .....   | 929            | 391            | 38             | Ohio .....          | 855            | 184            | 2              |
| Colorado .....     | 130            | 69             | 1              | Oklahoma .....      | 185            | 77             | 2              |
| Connecticut .....  | 293            | 59             | ..             | Oregon .....        | 124            | 59             | 1              |
| Delaware .....     | 20             | 8              | ..             | Pennsylvania .....  | 948            | 196            | 3              |
| Dist. of Columbia. | 108            | 46             | 2              | Rhode Island .....  | 200            | 17             | ..             |
| Florida .....      | 112            | 50             | 2              | South Carolina ...  | 35             | 11             | ..             |
| Georgia .....      | 130            | 50             | 4              | South Dakota ....   | 46             | 27             | ..             |
| Idaho .....        | 40             | 5              | ..             | Tennessee .....     | 100            | 23             | ..             |
| Illinois .....     | 736            | 195            | 6              | Texas .....         | 358            | 130            | 8              |
| Indiana .....      | 408            | 123            | 10             | Utah .....          | 69             | 24             | ..             |
| Iowa .....         | 266            | 33             | 1              | Vermont .....       | 21             | ..             | ..             |
| Kansas .....       | 242            | 87             | ..             | Virginia .....      | 109            | 55             | 4              |
| Kentucky .....     | 114            | 29             | ..             | Washington .....    | 217            | 86             | ..             |
| Louisiana .....    | 95             | 34             | 2              | West Virginia ....  | 105            | 36             | 2              |
| Maine .....        | 95             | 4              | ..             | Wisconsin .....     | 308            | 100            | 6              |
| Maryland .....     | 209            | 78             | ..             | Wyoming .....       | 148            | 9              | 1              |
| Massachusetts ...  | 910            | 156            | 1              |                     |                |                |                |
| Michigan .....     | 761            | 229            | 7              | <b>Territories</b>  |                |                |                |
| Minnesota .....    | 272            | 43             | 4              | Canada .....        | ..             | 2              | ..             |
| Mississippi .....  | 33             | 22             | 1              | Alaska .....        | ..             | 3              | ..             |
| Missouri .....     | 358            | 179            | 4              | Hawaii .....        | ..             | 42             | 2              |
| Montana .....      | 65             | 20             | ..             | Philippine Islands. | ..             | 5              | ..             |
| Nebraska .....     | 134            | 56             | ..             | Puerto Rico .....   | ..             | 3              | ..             |
| Nevada .....       | 5              | ..             | ..             | China .....         | ..             | 1              | ..             |
| New Hampshire ..   | 79             | 9              | ..             | India .....         | ..             | 1              | ..             |
| New Jersey .....   | 683            | 161            | 10             |                     |                |                |                |
| New Mexico .....   | 28             | 6              | ..             |                     |                |                |                |
|                    |                |                |                | <b>Total</b> .....  | <b>13,447</b>  | <b>3,710</b>   | <b>133</b>     |

<sup>a</sup> Total distribution of Elementary Principals.

<sup>b</sup> Members to date.

<sup>c</sup> Life members to date.

## Here and There

★ John P. Milligan, principal, Wat-  
tessing School, No. 8, Bloomfield, New  
Jersey, is editor of the *New Jersey  
Principals Bulletin*, succeeding Fred  
Shields, who is now principal of the  
Ridgefield Park High School. We wish  
much success for both Mr. Milligan  
and Mr. Shields, in their new work.

★ Lucy Mason Holt, president of the  
Norfolk Principals Association, was a  
visitor at headquarters on February 17,  
1936. We are always delighted to have  
Miss Holt come to see us.

★ Alice H. Belding, Worcester, Massa-  
chusetts, who is a retired principal, has  
been in Washington for the last month.  
It was nice to show her headquarters.

★ During the Utah Education Associa-  
tion convention, a group of elementary-  
school principals met in the Hotel Utah  
ballroom and organized an Elementary  
Principals Section. H. Warren Taylor,  
assistant state superintendent, was the  
sponsor of the movement.

Fred C. Strate was chosen president;  
J. D. Gunderson, vicepresident; and  
L. J. Nielson, secretary. An executive  
board consisting of W. E. Losee, E. H.  
McCusker, J. J. Brown, Robert Miles,  
and D. R. Tolman completed the or-  
ganization. The purpose of this section  
is to further education in Utah and to  
focus the attention of the general public  
and teachers upon the aims and func-  
tions of the elementary school. Several  
meetings have been held, and a ques-  
tionnaire has been sent to all elementary  
principals to determine their wishes  
relative to problems that could be taken  
up this year. From this survey it is ex-  
pected a vital program will be outlined.

★ The annual meeting of the New York  
State Association of Elementary Prin-

cipals met in Syracuse, December 27-  
28, 1935. Their theme was: Some Ele-  
mentary Principles. An address on "The  
Attainment of Social Justice in the Ele-  
mentary Schools" by William H. Kil-  
patrick of Columbia University was  
followed by four panels relative to how  
this social justice may be obtained for  
our children thru (1) the curriculum,  
(2) student organizations, (3) com-  
munity relationships, and (4) adjust-  
ments for special types.

At the annual banquet, Senator Joe  
R. Hanley spoke on "Some Funda-  
mental Principles of American Life."  
At the Saturday session, "Some Ele-  
mentary Principles of the Elementary  
Principalship," "The Guidance Prob-  
lem," and "Reporting to Parents" were  
discussed.

The following officers were elected:  
president, Franklin A. Butts, Pough-  
keepsie; vicepresident, Fred H. Duffy,  
Kenmore; secretary, Martha Peck Por-  
ter, Roslyn, L. I.; treasurer, Charles  
Joyce, Seneca School, Irondequoit.

★ "Business Education for Everybody"  
will be the general topic of the Fourth  
Conference on Business Education to  
be held at the University of Chicago  
on June 25 and 26, 1936, under the aus-  
pices of the School of Business of the  
University. President Robert Maynard  
Hutchins will preside at the opening  
session on the morning of June 25. The  
need for business education will be dis-  
cussed at this session. The afternoon  
session on June 25 will deal with the  
general topic of possible contributions  
to general business education by cer-  
tain fields. Superintendent William J.  
Bogan of the Chicago Public Schools  
will preside at the morning session on  
June 26. The general theme of this ses-

sion will be "The School Situation." "Progress in the Schools to Date" will be the general topic of the June 26 afternoon session. At noon of each day there will be an informal luncheon for speakers and those attending the sessions. Each session of the conference will be followed by discussion from the floor. While the sessions will not be open to the public, educators and businessmen with a definite interest in the topics to be presented are cordially invited to attend the conference.

★ Miss Emily A. Burkhard, secretary, Women Principals Association of New Jersey, has kindly sent us the names of the new officers of the association. They are as follows: president, Adeline Pringle; vicepresident, Caroline Laverty; secretary, Emily Burkhard; treasurer, Kathryn Madden.

★ The New York State Association of Elementary Principals takes great pleasure in announcing another in its series of educational contributions, Bulletin IV, *Visual Aids in the Schools—A Report of Present Uses and Suggestions for Improvement*. This bulletin consists of about 150 pages and is divided into two parts, "Visual Aids for the Asking or Making," and "Visual Aids Requiring Equipment." Many teachers will be surprised at the wide field of visual aids that can be obtained free, or made in the classroom. For further information about this bulletin, write to R. W. Thompson, Conkling School, Utica, N. Y.

★ The Elementary School Principals Association of Nassau County, New York, is conducting a series of programs on the general theme, "Coordination of the Elementary School with Community Life."

The April meeting will be held on

the second at eight-thirty in the evening at the Fulton Street School, Hempstead. "Integration Within the Elementary School" is the subject for discussion with the following panel:

Chairman—Jean Betzner, assistant professor of education, Columbia University; Stanley Ditmar, supervisor, Instrumental Music, City of Long Beach; Mary Harden, Social Studies, Horace Mann School, Columbia University; Fern Harris, director, Health Education Department, Nassau County Mineola, L. I.; Grace Loucks, Social Studies, principal, Junior High School, Roslyn, L. I.; W. Virgil Nestrick, Industrial Arts, Stratford Avenue School, Garden City, L. I.; G. C. Seeber, director, Physical Training, Port Washington, L. I.; Evelyn Steiner, Supervisor of Art, City of Long Beach, L. I.; G. K. Stone, Supervisor of Science, elementary schools, Hicksville, L. I.

★ Lillian M. Johnson has sent us the names of the new officers of the Elementary Principals Association of Virginia. They are as follows: president, Frank L. Fentress, Princess Anne; vicepresident, Eva Vaughn, Pulaski.

★ New York will be host to Art Educators from the territory east of Ohio and north of the Potomac, from April 15 to 18, inclusive. This is the time which has been set for the annual convention of the Eastern Arts Association. Headquarters will be at the Pennsylvania Hotel. Anyone wishing further details about the Eastern Arts Association, its convention, and its work, may write to the secretary, Raymond P. Ensign, 333 East 43rd Street, New York City.

★ We are grateful to Edythe J. Brown, third vicepresident, Department of Elementary School Principals, for a copy

of the program of the South Bend Elementary Principals Club, which took place Wednesday, February 5, 1936. The following new officers were elected at this meeting: president, O. M. Swihart; vicepresident, Crissie Reimold; secretary, F. A. Hite.

★ Harry L. Buckalew has kindly sent us the February 17 issue of *The California Elementary School Principals*, the official news bulletin of the California Elementary Principals Association. The following are the new officers of the association: president, Otto W. Bardarson, Carmel; vicepresident, Harry L. Buckalew, Fresno; secretary, Mrs. Ethel Tudbury, Berkeley; treasurer, Mrs. Rose Mann Smith, Los Angeles; directors, Miss Sarah L. Young, Oakland, William J. Burkhard, Sacramento, Hugh B. Stewart, Arcata, and George N. Hale, Azusa.

★ Elementary principals not only work at their jobs, but they also are modernizing homes and entering them in better home contests. This is what Mrs. A. R. Wilson of Durham, N. C., has

done in remodeling the old home place belonging to her mother and entering it as a project in the nationwide contest sponsored by *Better Homes and Gardens* magazine.

The forty-year-old house of six rooms was unattractive and without conveniences. Thru blueprints and plans drawn by Mrs. Wilson, this old homestead has been made into a modern ten-room house. This seems to be a new avocation for principals.

★ Mrs. Leona W. Logue, principal, Stewart Avenue Elementary School, Columbus, is president of the Elementary Principals Department of the Ohio Education Association. The vicepresident of the department is W. Q. Brown of Kennedy School, Cincinnati. Laura M. May, principal of the Marion School in Cleveland, is the newly appointed secretary. Bertha Bridgman, retiring president, becomes a member of the Advisory Board. L. K. Cooperrider of Columbus and M. P. Watts of Canton are members of the Executive Committee of the department.

## Report of Committee on Spelling Reform



RALPH D. OWEN

Your Committee begs to report that with the assistance of two students in the Graduate School of Education of Temple University, Mary Coulter and Alberta Schenbecker, it has made a careful analysis of studies and investigations in the fields of reading and spelling published in educational books and magazines since 1890.

A recent bulletin of the Research Division of the National Education Association tabulates the number of studies in reading as follows:

|                  |       |
|------------------|-------|
| Previous to 1900 | 23    |
| 1901-1910        | 24    |
| 1911-1920        | 201   |
| 1921-1930        | 785   |
| 1931-1935        | 325   |
| Total            | 1,358 |

We have compiled the number of studies in spelling as follows:

|                       |     |
|-----------------------|-----|
| Previous to 1900..... | 10  |
| 1901-1910.....        | 30  |
| 1911-1920.....        | 135 |
| 1921-1930.....        | 260 |
| 1931-1935.....        | 40  |
| Total.....            | 475 |

It will be noted that investigations in reading have been more numerous than those in spelling, and that while there seems to be no let-up in the field of reading, there seems to be a decided let-up in that of spelling.

Analyzing the nature of the investigations in spelling during the decade of greatest activity, 1921-1930, we find that they may be classified under the following heads:

1. Contents—vocabulary, words to be taught..... 15 percent
2. Tests and measurements..... 10 percent
3. Spelling reform..... 2 percent
4. Causes of difficulty..... 23 percent
5. Methods of teaching..... 50 percent

A large proportion of the studies in reading for the same decade can be grouped under the same headings, for obviously reading and spelling are very closely related.

Let us consider the results of the research in the two fields:

1. Contents or vocabulary—The work of Ayres, Thorndike, Horn, and Gates has given us a canon of words to be taught which is of inestimable value. Little further research needs to be done.
2. Tests and measurements—A number of workers have constructed valid, reliable tests in both spelling and reading.
3. Spelling reform—Little has been done by educators.
4. Causes of difficulty—At present there is considerable activity in one portion of this field—investigating individual physical and mental disabilities that cause difficulties in learning. This is closely related to clinical psychology and applies to a small portion of pupils.

Difficulties found among larger groups have been pretty well analyzed. They include (a) low intelligence, (b) meager background, (c) foreign language handicap, (d) inability to help themselves with phonics, and (e) the unphonetic character of English spelling. Continued research of the type previously done will only serve to substantiate what has already been discovered. If anything of significance is to be achieved, new lines of investigation will have to be undertaken.

5. Methods of teaching—A considerable proportion of the studies pertaining to methods of teaching either reading or spelling have been empirical rather than scientific.

The trend of the discussion has proceeded in a circle from 1900 to 1935. Shall spelling be taught with or without a textbook? Shall it be taught on an individual or a group basis? Shall the order be, test followed by study or study followed by test? Shall rules for spelling be taught? Is motivation more important than drill or vice versa?

For most of these questions there is available no more definitive answer today than there was in 1900. It is quite illuminating to read, for instance, a report on an experiment in spelling conducted in the public schools of Chicago. "The experimental group learned to spell by one method, the control group by another. No significant difference was found between the two methods."

Until such time as we can apply controlled experiments in order to measure the magnitude of certain causes of difficulty, further research in method will not be productive of results.

Spelling reform has received little attention from educational writers. This may well be due to the fact that they realized that they could not make any really scientific study of the problem.

That the unphonetic character of the English language is a major cause of difficulty in both reading and spelling is an indisputable fact. Ernest Horn, in writing on sources of confusion in spelling, pointed out that pupils in new situations, i.e., where they have to write a new word, fall back upon their past experience and try phonetic analogy. For thus using their intelligence they are frequently penalized. Horn concludes by emphasizing "the seriousness of the unphonetic character of the English language both from the standpoint of spelling and from that of reading."

Cook and O'Shea twenty years ago stated that the unphonetic character of the language involved four specific causes of difficulty to the learner: (a) double or single consonants, (b) silent letters, (c) obscure vowels, and (d) phonetic analogy. Their findings are corroborated by an analysis of data cited in a number of other investigations.

Book and Harter found that 36 percent of these mistakes are due to these four causes; Sartorius, 50 percent; Orell Crapp, between 25 and 50 percent. Sixty-two percent of Horn and Asbaugh's 750 spelling hurdles contain these four causes or error; Jones' 100 spelling demons contain 65 percent.

In the fields of English and linguistics there has been a group of scholars of high standing who advocate the adoption of a phonetic system of spelling. They have produced considerable literature on the subject. The work of Godfrey Dewey in determining the frequency of English speech-sounds and of their representation is comparable to that of Thorndike in determining the frequency of English words. Dewey found that twenty-four consonant-sounds are represented in English spelling by 188 letter-combinations, or 7.8 per sound, and that seventeen vowel and diphthong sounds are represented by 315 different letter-combinations, or an average of 18.6 per sound.

Two phonetic alphabets, intended for general use, are being offered: 1. The N. E. A. alphabet of 1878, which has recently been recast in good type, and is now called the Spelling Reform Association (SRA) alphabet. It carries out the

scientific principle of having only one symbol for each sound and only one sound for each symbol. Since the English language has only twenty-six letters, it has been necessary to invent additional symbols. 2. The Anglic spelling system, which was invented more recently by Professor R. Zachrisson of the University of Upsala, Sweden, is based upon Godfrey Dewey's frequency count. It represents each English speech sound by that letter or letter-combination which occurs most frequently in ordinary spelling. It uses that symbol without deviation and thus brings about uniformity of spelling without necessitating the adoption of new symbols. Anglic is being used successfully in beginning English classes in Sweden.

Both systems have the endorsement of the advocates of spelling reform in both the United States and Great Britain.

The arguments of the advocates of spelling reform may be stated briefly thus:

1. The adoption of either of these phonetic systems would greatly reduce the difficulties encountered by children, immigrants, and adult illiterates in learning to read and spell English.

2. It would save time for them, which they could spend on more profitable and pleasurable studies.

What attitude shall we, as educators, take toward these arguments and claims? We should neither accept them with credulity nor reject them with prejudice. We should investigate them scientifically. Your committee believes that the Department of Elementary School Principals is, of all groups of educators, the one most closely concerned with the problem of teaching reading and spelling, and therefore, this Department should undertake a large-scale, controlled experiment in the teaching of beginning reading for both children and adults. Your Committee, therefore, begs to offer the following resolution for adoption:

WHEREAS the teaching of reading and spelling is one of the major concerns of the elementary school, and

WHEREAS it is practically impossible for any individual investigator to make a scientific study of the effect of the unphonetic character of English spelling upon the learning of reading and spelling,

*Therefore Be It Resolved*, That the Department of Elementary School Principals of the National Education Association request the American Council on Education to grant to the Department a financial subsidy sufficient to conduct a controlled experiment in beginning reading; such experiment to be conducted under the direction of a joint committee of the Department and the Council.

Respectfully submitted,

RALPH DORNFELD OWEN, *Chairman*

IRA M. KLINE

CASSIE F. ROYS

February 23, 1936.

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**Do you plan to be at Portland? Make arrangements now to attend the Conference on Elementary Education—July 6-17, 1936.**

# SECRETARY'S REPORT

St. Louis, Missouri

February 22-27, 1936

The winter meeting of the Department of Elementary School Principals, consisting of two general sessions, a breakfast, a tea, and a banquet, was held at St. Louis, Missouri, February 24 and 25, respectively. The general sessions were held in Assembly Room 4 of the Municipal Auditorium; the Department tea, breakfast, and banquet were served by Hotel Statler, the headquarters hotel.

The musical program which preceded the Monday afternoon general session consisted of four beautiful selections rendered by a group of pupils from the seventh and eighth grades in the St. Louis schools under the skilled direction of Eugene M. Hahnel, supervisor of music in St. Louis schools. This group of students was from several schools and the numbers rendered were part of their daily work. The training and precision with which all reached their notes was so noticeable that they were given a thunderous ovation. The splendid musical program which preceded the Tuesday afternoon program was rendered by a group of St. Louis elementary orchestra pupils. The Department was again especially favored, for Dr. Hahnel directed the group. The Department feels greatly honored by having these groups appear on their programs. The topics and speakers for the meetings were as follows:

## GENERAL SESSION, MONDAY AFTERNOON, FEBRUARY 24, 1936

### HOME AND SCHOOL CONTACTS

Edythe J. Brown, Third Vicepresident, D. E. S. P., *presiding*

#### MUSIC

Group of St. Louis elementary pupils, Eugene M. Hahnel, Supervisor of Music, St. Louis, Mo., Director

#### GREETINGS

Willard E. Givens, Executive Secretary, National Education Association, Washington, D. C.

#### REPORT OF THE YEARBOOK COMMITTEE

Samuel Berman, James Ludlow School, Philadelphia, Pa.

#### TODAY'S PROGRAM OF ELEMENTARY EDUCATION FROM THE STANDPOINT OF THE HOME

A. F. Harman, President, Alabama College, Montevallo, Ala.

#### PARENT EDUCATION AS SUPPLEMENTARY TO THE MODERN ELEMENTARY-SCHOOL PROGRAM

Miss Willie A. Lawson, Secretary, Arkansas Education Association, Little Rock, Ark.

#### HAS THE PUBLIC ACCEPTED THE NEW ELEMENTARY EDUCATION?

John A. Sexson, Superintendent of Schools, Pasadena, Calif.

## GENERAL SESSION, TUESDAY AFTERNOON, FEBRUARY 25, 1936

### SOCIALIZING THE ELEMENTARY SCHOOL

SPONSORED BY THE ST. LOUIS PRINCIPALS CLUB

W. D. Shewman, President, St. Louis Elementary Principals Club, *presiding*

#### MUSIC

Group of St. Louis elementary orchestra pupils, Eugene M. Hahnel, Supervisor of Music, St. Louis, Mo., Director

#### THE ELEMENTARY PRINCIPALSHIP DEVELOPS

John L. Bracken, Superintendent of Schools, Clayton, Mo.

AN EXPERIMENT IN THE ADJUSTMENT OF RETARDED UPPER-GRADE PUPILS

H. H. Mecker, Principal, Blow School, St. Louis, Mo.

SOCIALIZING PROCEDURES IN THE ELEMENTARY SCHOOL

F. M. Underwood, Assistant Superintendent of Instruction, St. Louis, Mo.

A SOCIALIZING PROJECT—"THE CORRELATION OF WORK IN ENGLISH"

Demonstration by Third Grade Pupils of Humboldt School, St. Louis, Mo.

Principal, C. L. Sampson; Teachers, Helen Pierce and Adele Cunningham

DISCUSSION OF THE DEMONSTRATION

**Tea, Breakfast, and Banquet**

On Sunday afternoon, February 23, from 4 to 6 o'clock in Room 106, Hotel Statler, the president and other officers of the Department of Elementary School Principals were the recipients of a lovely tea given in their honor by the St. Louis Principals Club. All visiting principals were cordially invited to attend, and judging from the happy crowd which responded one could say that "a good time was had by all." This lovely occasion will long be remembered as one of the bright spots of the convention.

The Department breakfast on Monday morning, February 24, Hotel Statler, Parlor A, was another delightful get-together for President Harley W. Lyon had arranged a fine breakfast program. Miss M. Emma Brookes, first vicepresident of the D. E. S. P., presided because of the illness of Mr. Lyon at his home in Pasadena, California. Miss Brookes expressed her sincere regret and that of the officers of the Department at Mr. Lyon's illness, and the executive secretary, by the unanimous vote of the 145 present, was instructed to send him a message to this effect.

Miss Isabel Tucker, principal, Shenandoah School, and chairman of the social affairs of the Department had mimeographed a page of songs which President Lyon and St. Louis principals had prepared for the occasion, and these were placed at all plates. R. E. Strickler, principal of Hodgen School, with his magnetic personality, had each person present trying to sing even tho he knew he was "off key." Miss Brookes gave a word of greeting; had Miss Tucker make the announcements about the banquet that evening; asked Miss Edythe J. Brown to tell about the Conference on Elementary Education, sponsored by the Department of Elementary School Principals, to be held at Portland, July 6-17, 1936; had a roll call by states; and made other announcements of the activities of the week which would be of interest to those present.

A "rainbow banquet" took place in the Big Ballroom, Statler Hotel, Monday at 6 p. m., February 24, with four hundred and fifty-six members and friends present. This unusual color scheme was carried out in the table decorations, the flowers, the candles, and the beautiful programs. These soft pastel colors helped create that atmosphere of good fellowship, hospitality, and friendliness which permeated the whole evening.

Mr. Earl R. Laing, member of the Executive Committee, Department of Elementary School Principals, and district principal, Detroit, Michigan, was master of ceremonies in Mr. Lyon's absence. Mr. Laing's informal and pleasing introductions and announcements caused all to enjoy to the utmost each moment. The music, played by a string quartette from the Cleveland High School during the dinner hour, was enjoyed immensely. Mr. R. E. Strickler, principal Hodgen School, accompanied by Miss Gene Meenach, Cleveland High School, rendered two very appropriate vocal selections. Mr. Laing then introduced Dr. Henry J. Gerling, superintendent of St. Louis schools, who at this time gave those assembled a most delightful surprise by introducing a friend of his and a pupil of the St. Louis schools, Miss Elda Vettori, of the Metropolitan Opera. Miss Vettori most graciously gave several numbers. All present appreciated Dr. Gerling's giving them the privilege of hearing such a beautiful song-bird as is Miss Vettori.

Dr. Gerling then introduced the magnetic speaker of the evening, Colvin McPherson, critic editor, *St. Louis Post-Dispatch*. Mr. McPherson brought a most unusual and delightful presentation of facts, and gave these in a most interesting discourse.

As the evening drew to a close, those present realized that the lovely social affairs of the meeting had been due to the splendid arrangements of those in charge. Miss Isabel Tucker, president of the Women's Principals Club, and principal of Shenandoah School, was chair-

man. Her splendid committee consisted of: W. D. Shewman, president, St. Louis Club of Elementary Principals and principal of Scruggs School; Stanley Hill, principal, Benton School; Margery M. Griffin, principal, Clay School; George N. Martin, principal, Farragut School; Clara F. Jones, principal, Cupples School; A. F. Morrison, principal, Froebel School; Grace M. Large, principal, Mallinckrodt School; G. H. Green, principal, Gardenville School; Anna B. Boyd, principal, Roe School; Leonide M. Girault, principal, Woodward School; W. N. Sellman, principal, Wyman School; C. I. Fleming, principal, Clinton School; Jennie Wahlert, principal, Jackson School; C. E. Stephens, principal, Michael School; Susan Ryan, principal, O'Fallon School; Genevieve Turk, Kansas City; William T. Longshore, Kansas City.

### Executive Meeting, Sunday Morning, February 23, 1936

The meeting was called to order by Miss M. Emma Brookes, first vicepresident, in Room 306, Statler Hotel, St. Louis, Missouri. The following persons were present: M. Emma Brookes, first vicepresident; Ira M. Kline, second vicepresident; Edythe J. Brown, third vicepresident; Irvin A. Wilson, fourth vicepresident; Mrs. Margaret M. Smith, fifth vicepresident; Earl R. Laing, member, Executive Committee; Herbert C. Hansen, director, Life Membership Division, and Eva G. Pinkston, executive secretary.

President Harley W. Lyon, Mrs. Edith B. Joynes, and Miss Cassie F. Roys were unable to attend because of illness. Mr. Stratton was also absent due to extra school duties.

A motion was made by Mr. Kline and seconded by Mr. Hansen that the executive secretary be instructed to send messages to those absent expressing regret because of their inability to be at the meeting. Motion carried.

A motion was made by Mr. Laing and seconded by Miss Brown that the reading of the minutes of the Denver meeting be omitted because they had been approved by all before they were published in the October issue of the *National Elementary Principal*. Motion carried.

At the request of the executive secretary, Fred M. Hunter, chancellor for Higher Education, State of Oregon, and Willard E. Givens, executive secretary of the N. E. A., appeared before the officers and executive Committee to discuss plans for the Conference on Elementary Education, which the Department is sponsoring immediately following the N. E. A. convention at Portland. The invitations from many colleges were read by the executive secretary. After much discussion the chairman asked that a vote be taken by ballot. The vote cast was in favor of the Extension Center, University of Oregon. A motion was made by Mr. Kline, seconded by Mr. Wilson, that the executive secretary notify Dr. Hunter and Mr. Givens of the decision, and give Dr. Hunter a list of names of instructors chosen, asking him to contact these people while at the convention or as soon as possible thereafter. Motion carried.

Because of President Lyon's absence, the following officers presided at the various meetings: Executive meetings—M. Emma Brookes; Monday breakfast—M. Emma Brookes; Monday afternoon session—Edythe J. Brown; Monday banquet—Earl R. Laing; Tuesday afternoon session—Ira M. Kline; and Wednesday afternoon group discussion—Irvin A. Wilson.

Miss Brookes asked that the problems which the executive secretary had included in her report be discussed. A folder of the report had been prepared for each officer and member of the Executive Committee. A motion was made by Mr. Wilson and seconded by Mrs. Smith that the report of the executive secretary be accepted. Motion carried.

The secretary read letters which had been received in St. Louis from President Lyon. Mr. Lyon had sent five life memberships. He has been largely responsible for the large number of the Department's life members in California. A motion was made by Mr. Hansen, seconded by Miss Brown, that the secretary be instructed to write to Mr. Lyon, in the name of the officers, and commend him for this splendid record.

In discussing the subject of membership, Mr. Laing suggested that the Department have a representative in each locality to collect the dues and forward the amount to headquarters. Mrs. Smith reported that this is done by the Denver Club.

Mr. Wilson, chairman of the committee to select a seal for the Department, submitted a picture of the suggestions received. The center of the seal includes a modification of the open book design of the Life Membership Key of the Department with the date 1921, the date of organization of the Department, imprinted lengthwise on the key. The actual over-all diameter

of the seal would be scaled down to approximately  $1\frac{3}{4}$  inches. A motion was made by Mr. Laing, seconded by Mrs. Smith, that the recommendations of Mr. Wilson and his committee be accepted and that the seal be made. Motion carried.

A motion was made by Miss Brown, seconded by Mr. Wilson, that Dr. Hunter and Mr. Givens be sent a letter of thanks for the cooperation they have given in helping to formulate plans for the Conference on Elementary Education which the Department is sponsoring this summer. Motion carried.

In discussing the valuable information received at headquarters on the Inquiry Sheet which was sent to all members, it was found that many principals were vitally interested in the same problems. A motion was made by Mrs. Smith, seconded by Mr. Kline, authorizing President Lyon to appoint a committee from each group to study the major problems.

In discussing the ways and means by which the Department may increase its services to members, the fact was brought out that the only source of revenue is from membership dues and sale of yearbooks. The Department of Elementary School Principals has not received any help or subsidy from the N. E. A. since 1932. Even tho membership at present is 15 percent ahead of this same date last year, the income is not enough to adequately meet the requests and helps needed by members. A motion was made by Mr. Hansen, seconded by Mr. Laing, that the executive secretary be instructed to confer with Willard E. Givens, executive secretary of the N. E. A., and ask that the D. E. S. P. be given an appropriation of at least \$5000 to carry on special work. Motion carried.

#### **Executive Meeting, Tuesday Morning, February 25, 1936**

The second meeting of the Executive Committee met in Room 306, Statler Hotel. Those present were M. Emma Brookes, first vicepresident; Ira Kline, second vicepresident; Edythe Brown, third vicepresident; Irvin A. Wilson, fourth vicepresident; Mrs. Margaret M. Smith, fifth vicepresident; Earl R. Laing, member, Executive Committee; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary. Miss Marie Wetzel representing Cassie Roys; Miss Bess Rogers Clement and Dr. Richard R. Foster, editorial committee; Dr. Ralph D. Owen, chairman, Spelling Reform Committee; and Dr. Herman Browe, director, elementary education, Detroit, Michigan, were invited to be present.

Because of the absence of President Lyon, due to illness, Miss M. Emma Brookes, first vicepresident, called the meeting to order. The minutes of the meeting of Sunday, February 23, 1936, were read and approved.

Dr. Ralph D. Owen, chairman, Spelling Reform Committee of the Department, made a splendid report. This report is printed on page 182 of this bulletin. Dr. Owen presented the following resolution:

WHEREAS the teaching of reading and spelling is one of the major concerns of the elementary school; and

WHEREAS it is practically impossible for any individual investigator to make a scientific study of the effect of the unphonetic characters of English upon the learning of reading and spelling; therefore,

*Be It Resolved*, That the Department of Elementary School Principals of the National Education Association request the American Council on Education to grant to the Department a financial subsidy sufficient to conduct a controlled experiment in beginning reading; such experiment to be conducted under the direction of a joint committee of the Department and the Council.

Respectfully submitted,

RALPH DORNFELD OWEN, *Chairman*.

A motion was made by Mrs. Smith and seconded by Mr. Wilson that the Spelling Reform Motion carried.

A motion was made by Mrs. Smith and seconded by Mr. Wilson that the Spelling Reform Committee be continued and that the Department help the committee as much as possible in its work. Motion carried.

Dr. Browe, Mr. Hansen, and Mr. Kline offered their schools as experimental centers.

Dr. Richard R. Foster and Miss Bess Rogers Clement made the report for the Editorial Committee, because of the absence of Dr. Samuel Berman, chairman. They recommended that the name of the 1936 yearbook be "Personality Adjustment of the Elementary-School Child." Because of the very fine material which had been received from so many experts in this field, they asked that the number of pages of the yearbook be increased for this year. A motion was made by Mr. Laing, seconded by Mrs. Smith, that Miss Clement and Dr. Foster be thanked for their splendid reports, and that their request to increase the number of pages for the 1936 yearbook be granted. Motion carried.

A motion was made by Mr. Laing, seconded by Mrs. Smith, that the Editorial Committee be commended for the very fine piece of work which it has done. Motion carried.

A motion was made by Miss Brown, seconded by Mr. Wilson, that letters of appreciation be sent to the following: W. D. Shewman and Isabel Tucker, hospitality chairmen, and their committees; A. C. Tucker, manager, Statler Hotel; Henry J. Gerling, superintendent of St. Louis schools; Colvin McPherson, critic editor, *St. Louis Post-Dispatch*; and to each speaker on the programs.

A motion was made by Mr. Laing and seconded by Miss Brown that Miss Brookes appoint a budget committee for the year 1936-37. This committee is to report at the Portland meeting. Motion carried. Miss Brookes appointed Herbert C. Hansen as chairman and instructed him to select two other members to help him.

A motion was made by Mr. Wilson, seconded by Miss Brown, that a committee on retirement be appointed and that Miss Brookes be chairman because of her rich experience in this field and because she is chairman of the N. E. A. Retirement Committee. Motion carried.

A motion was made by Mrs. Smith and seconded by Mr. Laing that the Registration Council Committee be continued and that Miss Roys make a report at the Portland meeting. Motion carried. Meeting adjourned.

#### **Enrolment Committee Meeting Wednesday Morning, February 26, 1936**

An enthusiastic group of enrolment chairmen was called to order by Mrs. Margaret M. Smith, fifth vicepresident of the Department. Those present were: R. H. Richards, Huntington, W. Va.; W. D. Shewman, St. Louis, Mo.; Jess Hudson, Tulsa, Okla., reporting for O. C. Griggs, enrolment chairman; Earl C. Denney, Franklin School, Tulsa, Okla.; Carl W. Lemme, Evansville, Ind.; Minnie Gibbard, Mishawaka, Ind.; Edythe J. Brown, South Bend, Ind.; Cecilia Galvin, Indianapolis, Ind.; Ira M. Kline, White Plains, N. Y.; George W. Cooper, Rochester, N. Y.; Esther L. Schroeder, Cincinnati, Ohio; Virginia Tate, Madisonville, Ky.; E. E. Gotherman, Lexington, Ky.; Elizabeth McCormick, Superior, Wis.; Mary Kent, Tampa, Fla.; Myrtle M. Evans, Kansas City, Kans.; Nellie V. Lind, Denver, Colo.; Mrs. Margaret M. Smith, Denver, Colo.; Claude L. Williams, Chicago, Ill.; Edith D. Wright, Houston, Texas.

The problems of enrolment were stated by the executive secretary. Each person present told of school conditions in his state, city, county, or district. After discussing the subject and getting many fine suggestions Mr. Cooper of Rochester, N. Y., made a motion, seconded by Miss Lind of Denver, Colo., that each enrolment chairman get all materials ready this spring so that no delay will occur in the fall in getting principals to join early in the membership year, which begins September 1. Motion carried.

It was the consensus of opinion that each state be divided into districts or units to correspond if possible to the district of the State Association, and that the enrolment chairmen contact superintendents and enlist their assistance in getting to the principals the information about the Department, the services rendered, and the help which the publications give. Each one said that he would strive to reach the quota set for his state by President Lyon.

The executive secretary extended to those present her very heartiest thanks for attending the meeting and pledged her support to them to help increase the membership in the Department. She felt, as did many who expressed their feelings, that this was one of the very best meetings of the convention.

EVA G. PINKSTON,  
*Executive Secretary.*

# Personality Adjustment of the Elementary-School Child

## *Fifteenth Yearbook*

Vol. XVI, No. 1

September 1936

*Approx. 454 pages*

There is a new stress on education toward child development. We have been permitted to teach without knowing a great deal about the natural drives of the child. To meet this new demand, we must know the nature of the child, know his drives, know the things he is thinking, and know what accounts for his behavior. Educators should learn about child adjustment.

The Editorial Committee has selected forty-seven experts in this field of personality adjustment and asked them to contribute the articles for the Fifteenth Yearbook. Such subjects as those listed below have been treated.

"The Nature of the Growing Child."

"Environmental Factors Influencing Personality Growth."

"Discovering and Treating Maladjustments."

"Personality Adjustment of Principal and Teachers."

"A Brief Guide to Sources of Specialized Assistance."

*Ready for Distribution—September 1*

## MEMBERSHIP

Send in your dues early in the fall so that you may have this yearbook available for yourself and your teachers at the beginning of the term. Read it! Make it available to your faculty. The benefits received will keep your school abreast of the times.

Additional copies for teacher study groups, teacher training classes, etc., may be purchased at a discount.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street

Washington, D. C.

# CONFERENCE ON ELEMENTARY EDUCATION

## JULY 6-17, 1936

Extension Center, University of Oregon,  
Portland, Oregon

### The First Conference of Its Kind

This Conference will be the first of its kind ever held for principals and those interested in elementary education. It will immediately follow the N. E. A. convention at Portland.

### Where Conducted

The Conference will be conducted *at* and *by* the Extension Center of the University of Oregon, Portland, Oregon. It will be sponsored by the Department of Elementary School Principals of the National Education Association.

### Subjects to be Discussed and Credits

Some of the subjects to be discussed are (1) supervision and methods of teaching; (2) character education, moral tests, etc.; (3) public relations and community contacts; (4) mental and physical health of pupils; (5) curriculum construction. The Conference will cover five hours a day for two weeks for which the University of Oregon will give *two credits* of work.

### Registration and Tuition Fees

The registration and tuition fee will be \$12. This also includes a syllabus, but *does not* include board and room.

If you are interested or if you are planning to attend the Conference, will you sign on the dotted line below so that we can give this information to those who are making arrangements for the meeting. **Do not send any money.** Sign and return sheet if you plan to be with us at the Conference in Portland.

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If you plan to attend the Conference on Elementary Education, or if you would like further information about it, please fill in the blank below and mail it to Eva G. Pinkston, 1201 Sixteenth St., N. W., Washington, D. C., or to Dean Alfred Powers, Director of Summer Session, University of Oregon, Extension Center, Portland, Oregon.

Name..... Position.....

Address .....

(Check) I plan to attend.....

(Check) I desire further information.....

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