

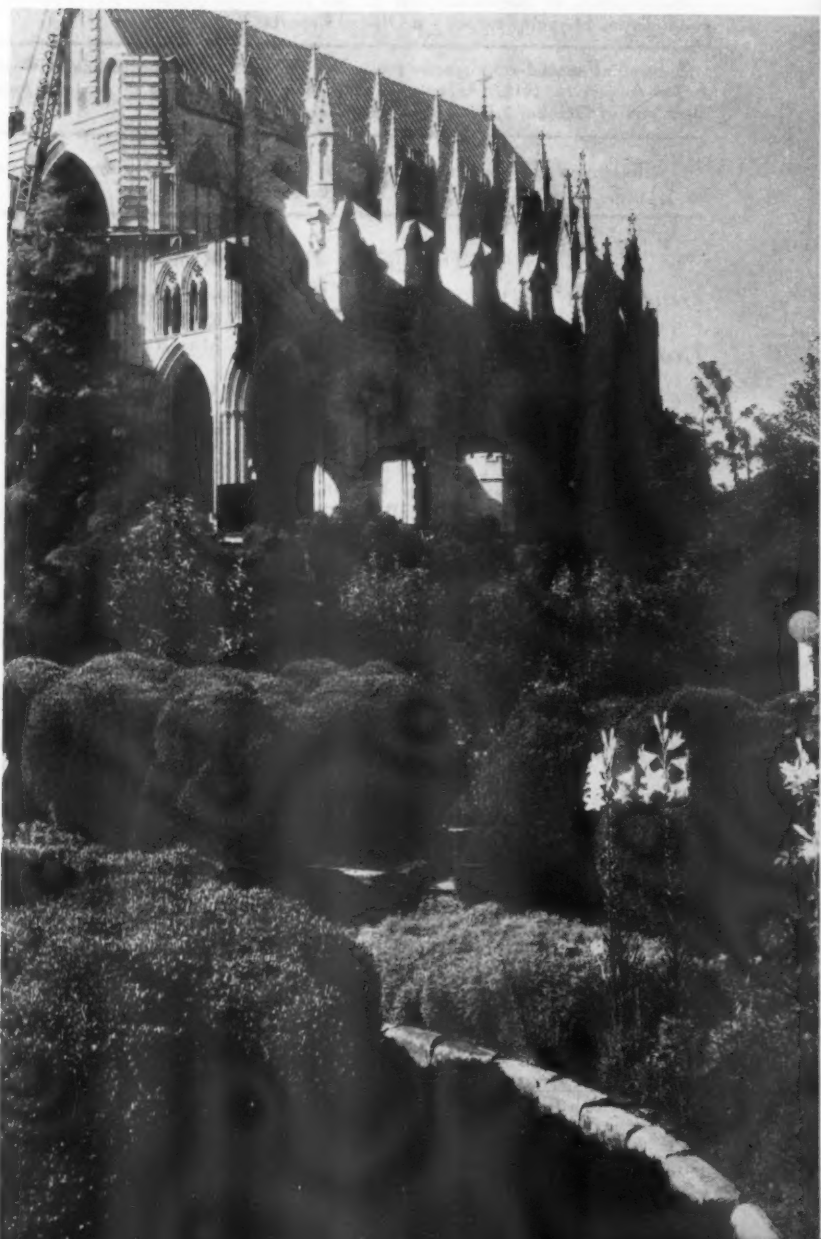
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 *The* NATIONAL ELEMENTARY  
**PRINCIPAL** APR 30 1937

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS  
NATIONAL EDUCATION ASSOCIATION

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XVI, No. 4



# 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.

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

The picture appearing on the cover is a section of the Washington Cathedral as seen from "Hortula The Little Garden." It is in this Cathedral that Woodrow Wilson, former president of the United States; George Dewey, former admiral of the United States Navy; and Mrs. Ann Sullivan Mac teacher of Helen Keller, are resting.

# The National Elementary Principal

Volume XVI, No. 4

April, 1937

## An Official Report

This issue of the bulletin contains the official report of our convention at New Orleans, several interesting articles and the progress of projects in which the Department is vitally interested.

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## BRIEF

THE D.E.S.P. will hold two afternoon meetings at the Convention in Detroit, Monday, June 28 and Tuesday, June 29.

President, Edythe J. Brown has charge of the Monday program and the Detroit and Michigan principals will sponsor the Tuesday afternoon program.

## AND

ARRANGEMENTS have been made to hold the semiannual breakfast of the Department of Elementary School Principals at the Statler Hotel, Monday, June 28, 7:30 a.m.

## POINTED

MANY unique features have been planned for the semiannual banquet of the Department. This banquet will be at Dearborn Inn, Greenfield Village, Michigan. Free transportation may be had from the Statler Hotel at 5:30 p.m., Tuesday, June 29.

♦ ♦ ♦

THOSE attending the Conference on Elementary Education, University of Michigan, Ann Arbor, Michigan, July 5-16, can secure from Dean Edmonson, a special mimeographed bulletin telling about living quarters. Application should be made immediately.

## GENERAL SESSION, FEBRUARY 22, 1937

### *Building for a Better Citizenry Thru Recreational Activities*

**T**HE FIRST GENERAL SESSION of the Department of Elementary School Principals was held in the Auditorium of Tulane University Medical School at 1430 Tulane Avenue, New Orleans, on February 22, 1937 at three p.m. The session was scheduled to begin at two-fifteen in the afternoon, but many of the speakers and guests had made the mistake of going to Tulane University which is located at the other end of the city.

Edythe J. Brown, president of the Department, and principal of the Kaley-Marquette Schools in South Bend, Indiana, presided.

Several classical selections were given by the children's band from the Crossman School, New Orleans, under the direction of May Cabiro.

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### Reading for Leisure in the New Age

William S. Gray, professor of education, University of Chicago, Chicago, Illinois

After having searched for this audience in vain out on the Tulane University campus, I at last find myself before you.

In order to construct my discussion in with the general theme of this conference, I have utilized the first half of my report to consider somewhat in detail the place of leisure and recreation in the new age, and the way in which reading fits into the scheme of life.

At various periods in the history of America, reading has served unique and significant purposes in the lives of the people. It has also had directive aims of a corresponding character in classrooms. The stimulating period in which we are now living is not an exception to the rule.

As we study the role of reading in previous generations, we find that it has reflected directly the changing social, political, religious, and cultural needs of a growing and progressive nation. During early days in Massachusetts, for example, reading activities were determined largely by the religious motive of the colonists. It also permeated the activities of the school and defined to a large extent the purpose, content and methods used in teaching reading.

The birth of the nation in 1776 ushered in a new era. Whereas the church had been chiefly concerned earlier in inculcating religious convictions, the major aim of the state now was to promote solidarity and national unity. The development of this interest brought new motives for reading among adults. It also influenced to a large extent the content of school books. Furthermore, the prevailing wide use of oral reading was supplemented by strong emphasis upon elocutionary delivery, the chief motive of which was to stimulate patriotism among young Americans.



WILLIAM S. GRAY

By 1825, the early effort to cultivate loyalty had begun to subside. Both educators and civic leaders now emphasized with great vigor the need of preparing the great mass of our citizens to discharge their civic duties intelligently. As Smith rightly points out, "the speeches and writings of the times were saturated with this underlying social motive." It also influenced to a surprising degree the leisure reading of adults. Furthermore, the content of school readers was greatly expanded at this time and increased emphasis given to the interpretation of meaning.

About 1885, a new interest began to express itself. Its chief aim was to broaden the cultural life of the nation. It found expression in the country at large in the establishment of libraries and in the amount and character of the adult reading material published. The new movement was heartily approved by the followers of Herbart who placed great emphasis upon the value of literature and history in school activities. From 1890 to 1910 the literary ideal determined the character of much of the leisure reading in which people engaged.

We are deeply submerged today in another era of national development. As in the past, the dominant needs and aspirations of society are influencing to a large extent the purpose and nature of reading activities both in school and in adult life. In seeking to define such motives, attention is directed instantly to the insistent demand for social understanding and enlightenment, for wise social planning and reconstruction, for the development of a vital American culture, for enriched and stable personalities, and for the wise use of the greater leisure which the machine age promises. Such needs and aspirations form basic criteria for use in judging the social worth of reading activities during leisure hours.

**Purpose of Leisure**—The first purpose of leisure is undoubtedly to provide relief from the rigorous demands of vocational or professional life and to insure complete relaxation. It also makes possible freedom of action and provides opportunity for self-expression in various forms. The reality of the problems thus created is widely recognized. Of major importance is the fact that means be adopted which will prevent or eliminate possible devastating influences inherent in leisure. As Professor Dewey has forcefully pointed out "a new conception of the use of leisure has to be created; boys and girls need to be instructed so that they can discriminate between enjoyments that enrich and enlarge their lives and those which degrade and dissipate."

Fortunately, however, leisure also provides opportunity for positive growth and the exercise of creative power. Rabbi Silver rightly emphasizes the fact that "leisure can devastate life or it can become the fruitful field of a growing and expanding life. In his leisure hours, man is free from the routine and drive of his job and he can then enjoy the adventures of mind and spirit which his routine tasks may deny him." Furthermore, it provides opportunity whereby democracy may build a civilization worthy of respect and admiration. To use the words of C. D. Burns, an English lecturer, "civilization may depend for its roots upon the way in which work is done, but it depends for its finest flower upon the use of leisure." Such statements suggest with new force the question put by Aristotle to the Greeks many centuries ago: "In all good earnest, what ought we to do when at leisure?"

Some of the values that may be attained thru leisure have been aptly summarized by Professor Zehmer of the University of Virginia: "Leisure we must have for broad wholesome, liberal ends. It is thru the freedom and opportunity afforded by the new leisure that we should give expression to our highest thoughts and aspirations. In leisure we have the opportunity to satisfy a natural curiosity that will lead us into many interesting fields. Inherent abilities and talents should find their full fruition in the wise use of leisure. Not only should leisure give us ultimately our greatest achievements in the fine arts of music, painting and sculpture and in the fields of literature and science, but it should make it possible also for us to build a better social and economic order. Questions of policy concerning community life, government and economic issues should be given consideration during leisure. Provision for group discussion on these important questions gives opportunity for building cooperatively a new and better society. But while social objectives are of great importance, the happiness and well-being of the individual must never be overlooked." Obviously, a widely diversified, but well-balanced, program of leisure activities is the goal toward which we should work.

The value of reading as a leisure-time activity has long been recognized. More than a quarter of a century ago, President Eliot of Harvard pointed out that it was an invaluable aid in stimulating and directing the present and future life of the reader and in providing wholesome recreation. Investigations made a decade ago showed that intelligent reading was a significant means of familiarizing adults with current events, with significant social issues, with community and national problems, and with American institutions, ideals and aspirations. It also served to keep the mind stimulated with important things to think about, to develop a broad outlook on life, to satisfy curiosity, and to secure rest and stimulating recreation.

In attempting to define more clearly some of the broader values inherent in leisure reading brief reference will be made to its effect upon the lives of two eminent American citizens. In the case of Edison, it cleared his mind and paved the way for the solution of difficult scientific problems. The following incident quoted from Frances Arthur Jones illustrates this fact admirably:

"One evening, on returning from the laboratory, his mind busy with some problem which defied solution, the inventor entered his library, closed the doors, and walked up and down for hours trying to solve the difficulty. Finally, Mrs. Edison entered the room, and with a desire to divert her husband's thoughts, she picked up the first book that came to her hands and inquired of the inventor, 'Have you read this?' It was *The Count of Monte Cristo*. 'No, I never have.' He settled himself comfortably, and a moment later was absorbed in the fascinating story. He read on and on thru the night and never laid the book aside until the sun shone thru the window. Then he took up his hat and went down to the laboratory, and after many hours of concentration, solved the difficulty that had been worrying him."

Contemporary with Edison was Theodore Roosevelt, one of the most dynamic figures in our political life; of recreational reading, he said:

"Books are the greatest and the most satisfactory of recreations. I mean the

use of books for pleasure. Without books, without having acquired the power of reading for pleasure, none of us can be independent, but if we can read, we have sure defense against boredom in solitude."

Of this dynamic personality, Viscount Grey said:

"I saw enough of him to know that to be with him was to be stimulated in the best sense of the word for the work of life. Perhaps it is not yet realized how great he was in the matter of knowledge as well as of action. Two of our greatest experts in the field of natural history told me the other day that Colonel Roosevelt could, in that department of knowledge, hold his own with experts. His knowledge of literature was also very great and it was knowledge of the best.

**Values of Reading**—Such accounts supply striking evidence of the reality and diversity of the values of reading in the lives of individuals. They could be extended almost indefinitely if time permitted. Fortunately for our purpose, various writers have recently prepared summary statements of the values that attach to leisure reading. Headley, for example, identifies five rewards of reading. "The Fundamental return made to the reader is information." This is contributed both by fiction and non-fiction. If the materials read are wisely chosen, they may contribute generously to social enlightenment, so much needed today. The most frequently mentioned benefit of reading is enjoyment. "Reading is the best marked out avenue to the land of pleasure." If you can enjoy reading, "then, for you, the most ready and sure means of freeing thought from the deadliness of reality is the open book. And no other recreational device can give you such wide variety of diversion. There are books for every taste and mood. Books to take thoughts anywhere; and in any fashion."

"But there are other rewards that are equally gratifying. For one thing, reading aids understanding. And now as never before we need assistance in understanding. What a baffling world this is. Facts and theories positively overwhelm us. . . . No one, left to his own resources, can avoid hopeless confusion regarding the physical, economic, political, social and religious world in which he lives."

"It is hard to say whether reading aids the individual more by helping him to understand the world in which he lives or by setting his own thought processes astir. At any rate, one of the chief services rendered to those who read is the opportunity for thought stimulation. When properly directed, it may serve as a great creative force in modern life. This is particularly true when thought stimulation is accompanied by inspiration." Such then, says Headley, "are the rewards of reading."

The foregoing statements suggest some of the values inherent in leisure reading. And what an array of possibilities they present—information, enjoyment, understanding, stimulation, inspiration; a necessary outlet, a vision of the ideal, a deeper knowledge of human nature, the glory of the commonplace; and finally, catholicity of mind with its time, space and thought dimensions. These are resources on which we may draw heavily today during leisure hours. Of special significance are those which contribute to social understanding, which stimulate and inspire the reader to creative effort, which provide a common culture so much needed in American life, and which promote the development of enriched and stable personalities.

Whether or not these ends are fully attained in the future depends in large measure on the nature of the reading interests and habits which children and young people acquire today. Herein lies one of the challenging opportunities which the schools of America face. It is no incidental task; in fact, it is one of the fundamental objectives of teaching at all levels and in practically every subject or field taught in school. The results sought are not to be attained thru the use of a few spectacular devices. They are rather the product of well-conceived, carefully-directed guidance in both the home and the school life of the child. What then are the specific conditions beginning at the pre-school level under which desirable reading interests can be developed and stimulus provided for the rational use thru reading of a part of one's leisure time.

The first requisite is that the home provide a wholesome reading atmosphere during the pre-school as well as during the school life of the child. This means that parents should take genuine interest in reading, should provide attractive, wholesome books and magazines, and should engage in frequent discussions of topics of interest to children. A child is fortunate indeed who is reared in such an atmosphere. His first interest in reading is acquired unconsciously as he sees father and mother read and enjoy books and magazines. Being of an imitative nature, he begins to look thru them and is attracted by the pictures. His interest in them is intensified if father or mother, brother or sister, sits downs with him frequently and explains the pictures to him. The next step is to read to the child the stories that relate to the pictures. Parents who have followed such plans know how frequently the child brings the book to have a favorite story read or an interesting picture explained. If no one is free to help him, he often goes to a quiet corner where he looks with interest at the pictures and even attempts to read the stories. Not infrequently, he actually learns to read as he attempts to satisfy an interest or a curiosity. The child who is privileged to have such experiences usually enters school with keen interest in reading fully developed. Furthermore, he has formed pleasurable associations between reading and life activities.

**Effects of Environment**—Wherever it is not possible for the home to provide such initial studies in inspiration to the child, then the school must begin where the home has failed and supply this environment.

The early school environment of the child is just as important as his home environment. Fortunate, indeed, is the child who enters a school in which the teachers are keenly interested in children's stories and who have the capacity to inspire pupils to read about and to discuss the things in which they are interested. As aids in achieving these results, a reading table should be provided with an interesting variety of picture and story books which are changed at frequent intervals. Pictures should be hung on the walls with the poems or stories attached which they illustrate. Announcements should appear on the bulletin board daily which stimulate the children to read independently. Special periods should be provided in which the teacher reads or tells interesting stories to the pupils and in which similar activities are assigned to them. Other periods should be reserved in which the pupils gather around the reading table to look at interesting picture books or to read stories for sheer fun or pleasure. In the traditional classroom, it was considered improper for children to engage in pleasurable activities during

school hours. We now realize that some of the most important attitudes and habits which the school can cultivate may be established successfully only during such periods. This is particularly true in the case of reading. Only to the extent that pupils realize that reading will contribute to their interests and satisfy their needs will they engage in reading activities independently, thus laying the foundation for continuous intellectual growth.

The methods employed in teaching pupils to read are as vital as the atmosphere of the classroom. It was formerly believed that the chief aim in teaching reading in the primary grades was to master the mechanics of reading. With a new vision of opportunities, the dominant aims today are to extend and enrich experience, to cultivate keen interest in reading activities, and to stimulate habits of good thinking while reading. To these ends, the skillful teacher provides purposeful reading activities that are highly charged with interest. Furthermore, attention is concentrated from the beginning on the meaning or content of what is read, and reading periods are characterized by good thinking, profitable discussions, dramatizations, and keen interest. As soon as pupils are able to read independently, they are encouraged to do so at their seats, at the reading table, or during special periods set aside for that purpose. The importance of the reading attitudes and habits developed during the early school life of the child cannot be over-emphasized.

One emphasis was omitted from my notes, and that is that the school can provide for the children an environment of interesting and simple attachment to books, just to that extent it is the easier to establish earlier those fundamental attitudes toward reading that are the foundation for successful and intelligent leisure reading as one goes forward. I want to emphasize one more in this connection. That in the teaching of reading today, we are apt to say that the job is complete when the child is able to engage in independent reading himself, and guidance stops to a very great extent. My plea here is that we need to carry the child and guidance in reading far beyond that point in order that thru the leadership of the teacher the child may rise in his level of interpreting the meaning and significance of what he is reading; and a socialized recitation based upon some stimulating and productive selection may tend to raise the thinking and incite an appreciation of children far above the level they may acquire themselves. I am making a plea not for the substitution of guidance for free reading, but to carry on guidance freely as a means of elevating the type of thinking and reading done by the child during his independent reading period.

**Developing Habits**—As children advance thru the grades, new problems are encountered. Of primary importance is the need of developing habits of intelligent reading. If leisure reading provides in the future needed information and stimulus in various fields, pupils should acquire greater accuracy and clarity of comprehension than in the past. As a profession, we need to rededicate ourselves to the time-honored obligations involved in developing thoroughness in comprehension. If, in addition, leisure reading aids in the clarification of thinking and in the definition of human values, pupils should acquire both breadth and depth of interpretation. To insure satisfactory progress, teachers should provide rich and vivid experience in the various fields taught and should encourage studies of the meaning and social significance of what is read. In this connection, the facts presented should be re-

lated to familiar concepts, experiences, or basic principles, and interpreted in the light of them. It follows that there should be much weighing of values and critical thinking as pupils read, as well as subsequent to the act of reading. As a result, the content of the page will be more fully appreciated because its value, significance and implications are clearly understood. Only by this arduous route can we make definite progress toward social enlightenment and the broader vision.

Paralleling the development of appropriate reading habits, pupils should acquire broad interests. The fact has often been pointed out that desirable types of recreational reading arise from keen interest in and curiosity about things. It follows that if children and young people acquire interests in school that function to advantage thruout life, they must become deeply interested in the facts and principles of the various fields which they study, such as history, geography and the natural sciences, must revel in the field of literature, and must become deeply absorbed in modern social problems and the means of solving them. If these results are achieved, the teacher of each content field, as well as of literature, becomes a teacher of reading in the sense that she stimulates keen interest in the subjects or fields which she teaches and develops among her pupils the habit of reading independently. To do this successfully the teacher must read widely and must have an active appreciation of the human values involved.

I cannot refrain from putting in one additional illustration. In Illinois, not long ago a group, at the close of a recess period were tired and warm, and the teacher recognizing the children were warm and needed to settle down before going to work adopted the practise of enjoying with them some of the things which the teacher herself had been reading and enjoying. And on this occasion, she was half reading and half-reciting bits from Riley's poems. The children caught her inspiration and there followed a week of enjoying with her the things which she enjoyed. There were more requests for Riley's poems than the public libraries could supply! We need to seek for those opportunities, to let children in to the studies of literature by cultivating with them a growing appreciation of these things which are available and so valuable to them.

Equally important is the fact that the various units studied shall be so presented that they arouse numerous interests and curiosities which stimulate the child to wide reading not only during the course of the unit but long after its formal study has been discontinued. As one of America's great teachers said long ago, "that lesson is well taught which directs and inspires both the present and future life of the reader." We need at all levels in our school system and in every great field of study, inspiring teachers of broad interests who recognize fully their obligations in broadening and deepening the interests of their pupils and in initiating them into life-long careers of stimulating and productive reading.

As a means of establishing permanent habits of reading in various fields, frequent opportunity should be provided for pupils to pursue more or less independently problems in which they are keenly interested. A class which was studying the history of Europe during the Middle Ages may serve as an example. In addition to regular group assignments, the teacher encouraged each pupil to select a topic for special study. One chose the homes of the middle ages, another the musicians of that period, and still another the types of architectures that pre-

vailed. A class period was devoted to a discussion of specific issues relating to each topic selected, possible sources of information, and desirable forms in which the final reports could be made. As the pupils pursued their problems, independently, they were free at any time to secure advice and help from the teacher. The summary reports which were presented to the class at convenient times showed clearly that the pupils had read widely, had thought clearly, and had broadened their interests. Such projects have not only immediate value but they deepen interests which function actively thruout life. If each broad field that is pursued in school cultivates a few such centers of interests under the leadership of inspiring teachers, the guarantee is large that reading will contribute generously during leisure hours to social progress and to the enrichment of life in general.

**Promoting Reading Interests**—Teachers of reading and literature also have unique responsibilities in promoting desirable reading interests. They endeavor constantly to cultivate hearty enjoyment of interesting wholesome books and magazines, to broaden the reading interests of pupils by introducing them at frequent intervals to new fields of interest, to extend and enrich their experiences by acquainting them with the greatest and finest records of real experience that the world has produced, and to cultivate increasing preference for artistic forms of literature. In addition, vital contacts with good literature contribute ideals and appropriate attitudes, elevate tastes, and improve habits of thinking and expression. In these and other ways, appropriate reading experiences may aid materially in developing a generation of citizens with social, stable and enriched personalities.

As a further step in promoting leisure reading, definite time should be reserved during the school day in which pupils may read independently. The habit of reading daily for sheer recreation or in the pursuit of a definite interest should be established early. To this end, free-reading or library periods have been provided in the lower grades of many schools and an effort made to place children in an environment of attractive, stimulating books under the leadership of capable teachers or librarians. As pupils advance thru the grades, opportunities for independent reading in the library are greatly extended. Under the direction of a capable librarian, much essential guidance and help is provided. Thru a well-directed story hour, interest is stimulated in new and valuable types of reading; thru guidance concerning the use of the library, children learn of the sources and values of different types of reading material; thru wise and sympathetic advice, the librarian promotes the habit and love of good reading. Thru intelligent work with children, the librarian has the power to lift the thinking of a generation to higher levels.

May I emphasize once more in concluding that the uses which we make of leisure assume vital significance in the new age. It is not sufficient that we engage merely in wholesome recreation, essential as such activities are. Of primary importance is the fact that leisure activities should contribute specifically to social enlightenment, to the solution of urgent social and economic problems, to the development of a broad common culture appropriate for our American democracy, and to the promotion of enriched and stable personalities. In achieving these ends, reading rightly assumes a large role. By cultivating appropriate reading interests and habits among children and young people today, we may look forward hopefully to notable progress during the years to come in developing a better citizenry.

## Remedial Reading for a Better Citizenry

Margaret White, supervisor, Elementary English  
Cleveland, Ohio

Each year there are thousands of children entering our elementary schools. They vary in type from the very poor to the rich, dull to the very bright.

What will the schools do for these children? How can the schools develop each individual fully in order that he may enjoy the richest life for himself and society?

It is a truism to say that any effective program of reading must take into account the varying backgrounds and abilities of children. We are all cognizant of the fact that such differences do exist and the term "individual differences" rolls glibly off one's tongue. However, too often, only one phase of these varying needs is really considered—and that is the intelligence quotient. Too frequently we overlook the fact that children differ, not only in I. Q., but also in types of minds, rates and methods of learning, interests, background, physical fitness, and emotional stability.

This idea of diversified interests which demands varying methods is simply, but beautifully expressed by the old peasant grandfather in the story of *Dobry*, by Monica Shannon.\* Grandfather is speaking to Rhoda, Dobry's mother. Rhoda is distressed over the fact that Dobry is interested in painting and modeling rather than the work on the farm.

.... Here Miss White read from page 108 of "*Dobry*," by Monica Shannon. . .

The most cursory inspection and investigation reveals a large proportion of these same differences which later are so forcibly brought to our attention thru reading disabilities and lack of interest in reading, and thru the maladjustment of children to the school and to society. Once discovered, remedial work is begun, and great progress in reading made. However, by this time, the trouble may have developed into something more than a difficulty in reading, with consequences which affect the child's life not only temporarily, but as an adult.

Educationally, the child who cannot read well is at a decided disadvantage, for he is not only unable to enjoy good stories, but he is decidedly handicapped in other school subjects. Surely, many of the difficulties in social studies, elementary science, and arithmetic are fundamentally reading difficulties. As an adult, illiteracy limits vocational choice and, naturally, therefore, economic success. Only a few years ago, it was possible for an unschooled person to rise high on the economic scale if he had sufficient determination. Today, however, competition is keener and the chances for success very limited.

Lack of success or achievement in reading may cause emotional disturbances in children, and may be evidenced in a multitude of ways, from a mere dislike of reading to an abnormal reaction toward self, school, classmates, and home. This disturbance may develop into inattentiveness, indifference, and a positive distaste



MARGARET WHITE

\*Shannon, Monica. *Dobry*. Viking Press, 18 E. 48th St., New York City. 1934.

for school and for reading. It may result in the formation of nervous habits, such as restlessness, twitching of the body, and stuttering. The child may become extremely shy and self-conscious, or go to the other extreme and show boldness and defiance.

Fancy how hopelessly confused a child of four, or four and one-half years may be mentally, becoming discouraged, embarrassed, and finally forms a positive distaste to reading and the harm is done before he starts.

The educational and emotional maladjustments of the child tend naturally to unfit him for suitable social relationships. Conflicting attitudes and emotions arise from his failure to fit into the social pattern. He may compensate for his inferiority by misbehaving in school, getting attention thru impudence, loud talk and bullying. He may become a member or the leader of a "gang;" or he may withdraw into himself and be unable to take part in any activities of the group.

A child so handicapped cannot be happy or successful during his school life, and, in turn, will not be a valuable asset to society. Furthermore, even if the reading difficulty is ultimately corrected, many of the deleterious effects may persist thruout the individual's life. For this reason it is imperative, educationally, emotionally, socially, and economically, to turn our thinking and energy toward preventing reading disabilities. Many of the measures which we know to be important for remedial work can well be applied in preventive work. For this reason I am placing the major emphasis upon preventive measures as the child is learning to read rather than upon cures and remedies after the harm is done.

Looking toward the prevention of reading disabilities, any program of reading must have three objectives: (1) To teach a child *how* to read; (2) To teach a child *what* to read; and (3) To develop in the child a lasting *interest* in reading. It is a conservative statement to say that three of the difficulties in reading arise or develop in the first grade. Why have we been so slow to recognize this? Why do we continue to make the same mistake? These objectives may be accomplished by giving attention to: reading readiness, which includes the mental age, vocabulary—understanding of English—discrimination of form and sound, rich background of experiences, ability to relate simple experiences, some concept of sequence of events, genuine interest in reading and physical fitness.

It seems to me that we have been a long time realizing that a child should have some experiences with words orally. He should hear and speak words before he reads them from the printed page. We know that the vocabulary of these grade youngsters is very limited. I can think of and can tell of one or two instances where children did not get the meaning of the spoken word. One child was telling the story of Cinderella, and when she came to the part where the prince gave a ball, it was: "a big ball, as big as a football"—the entire point of the story was lost. You wonder what picture the child had in mind. The other story was of a child who went to school for the first time, and in the first grade. She was excited and anxious to begin school; but on returning home that evening, she said she was not going back to school any more. The next morning she repeated that she was not going to school, and when pressed for a reason, she said that the day before a big man came into the classroom and put the ladder which reached nearly

to the ceiling against the wall and said that he would not hang them today, he would hang them tomorrow.

Another group of children were singing: "three cheers for the red, the white and the blue," and one child asked why they were singing about three "chairs," and the other little boy said: "Not chairs, but sheers—sheers you cut with." These indicate that the child often does not understand the meaning of the vocabulary he uses. You have probably heard the story of the child who went to the country and asked the farmer why cows did not have horns, and the farmer said "some are born without horns, but the reason that one does not have horns is because it is a horse." The child had never seen a cow or a horse, but it did know that cows were supposed to have horns, and therefore thought the horns had been cut off or taken off of this animal.

A child must have some sequence of events. When a child is relating some event he is apt to begin at the end or middle of the story. He might start with the end or middle, and then come back to the beginning. He does not have a clear concept of the sequence of events. That is a very essential phase of reading if he is to comprehend, if he is to get a connected story. Therefore if the child is lacking in the sequence of events, he should have experience of relating instances before he attempts to get it from the printed page.

A child should have ability to distinguish between slight differences of form. He learns thru certain clues—this word is shorter and this word longer. This word has two little round centers in it. These letters go above the line, and those on or below the line; this child is tallest, heaviest, smallest and so on. A child who cannot discriminate between forms and sizes and weights is going to have extreme difficulty in learning to read well, he will be unable to discriminate between the slight differences of form and size.

A child who is under-nourished, who has some disturbances of eyes or ears, certainly needs to have the physical condition taken care of before he begins his reading.

So much for reading readiness—I cannot emphasize that too much. I think that is fundamental in the beginning stages of a child learning to read. I think we could prevent fully three-fourths of our difficulty of reading if we were sure a child was ready for reading, and instead of putting him into the formal phases of reading, should give him some of these experiences in story-telling, and vocabulary, which are rich experiences in background before we give him the printed page to interpret.

The only way in which good habits and interest can be developed is by the use of simple reading material, with particular attention to eye movement; reading on the same level for longer periods of time; by the use of a variety of material and method, by emphasis upon comprehension and enjoyment; in the primary division by learning certain skills, and in the upper elementary by teaching the various types of reading, and reading for a variety of purposes such as pure enjoyment, to seek information, by characterization, answering questions, vicarious experiences, plays, puppets, etc., and by using interesting and good books.

I do not know why tradition tells us that each year or each semester we must

be giving a child more difficult material. We add our difficulties too rapidly in the beginning stages. For illustration: I think that when a child has learned to read a first primary, he should not go into the next or first reader immediately, but have many primary readers supplementing his first one. And then when he has learned to read his first reader, he should not immediately go into the second reader, but should read many first readers. If we are attempting to increase vocabulary, there is no better way to do it than to have the child read much material on the same level. Influencing interest in reading can never in a thousand years be done if we continue to give children difficult material which is a nuisance to them to read; but by giving them material that really can be read by the child with ease. He gets wider experiences if given material simple enough for the child to read. Who can be interested in reading when every other word he must pause over and figure out what this or that word is or means? If you are working for better reading, better phrasing, better experiences, and a new interest influence in reading, the only way in the world to get it is to give children materials that they can read. You learn to add by adding, you learn to walk by walking, you learn to read by reading. Not abstract, beautiful phrases and words; not by difficult word drills; and putting the child back into difficult material where he must pause every time he comes to an unfamiliar word, and he begins to stammer and become nervous because every other word, or five words, is unfamiliar.

I say the only way to develop good reading material, is reading on longer periods of time. Ask yourself how often you would read if every reading experience taxed the limit of your reading capacity? Think for instance if at every reading experience you were reading a medical journal, or a treatise in law, or some foreign language—How often would you read? How much would you improve your reading, even a little? That is the way the child is feeling, and have you ever stopped to think how seldom we give to the child an opportunity to read just for the fun of reading? Just as you like to read your favorite article in the morning paper?

In addition to reading, we have the materials. When we have a large group of sixty and forty-five, with one type of material we must have a variety of methods in order to meet the varying needs of the children.

If comprehension and enjoyment are brought into the child's individual reading, his reading level may become habitual at any grade. Many an adult and university student's reading level became habituated at the fourth grade, and we cannot think our problem is done, when we have taught a child to read well, up to the third grade. We ought to continue to develop styles and ability thru various types of reading.

By the use of such measures, we hope to prevent the accumulation of large groups of remedial cases in reading, and that only the occasional child will need clinical analysis. However, when such cases do develop, these same factors will enter into the study of the difficulty.

I am reminded of the story of the old man seen sitting on his backdoor steps fishing in a mud puddle. When asked what he was doing, he replied that he was fishing. "Fishing! Do you not know that there are no fish in that little mud puddle?" "Oh, yes," he replied, "I know, but it is just so convenient." I think

sometimes that is just the method we are using. We have always done it that way, and we practically always will continue to do it that way.

Any child can be taught to read when the specific difficulty or difficulties are determined, then patient and intelligent individual work with a specific child should be continued until he can take a place in some reading group, then careful guidance should be given the child as to *what* he reads. If we do this, we have removed one of the child's limitations, the inability to read, so that he may develop his personality to the limit of his capacity.

While a child's ability to read is highly important in developing a permanent interest in reading, it is probably no more important than the necessity for providing the opportunity for the child to read good books. Perhaps the schools have put too strong an emphasis upon *how* to do things, and not enough emphasis on the doing of them.

What can good books do for the child?

A child develops into a good citizen or a poor citizen not only as a result of his heritage and experiences, but, also, as a result of what he reads. Often the initiation of the purposes which govern adult life can be traced to books read in childhood. It is amazing that often the parents and teachers who are most concerned with the type of associates a child has, give little attention to the type of books that this same child reads, and miss the opportunity of introducing the child to worthwhile characters in books.

We have every reason to be optimistic about our reading program and its development of a better citizenry. The public libraries with the children's rooms, a truly American institution which has been in existence for only thirty-five years, have done much to stimulate the interest and appreciation of children and the schools in better books. They are adapting their reading lists all of the time to fit the needs of those children with reading difficulties. The public libraries, as do our public schools, have an opportunity to develop an attitude of open-mindedness toward, and an understanding of other peoples. Literature can do much to help all of us find ways to live as members of one great community in which our ideas may be given expression without violating the rights of others.

Books for juveniles are improving each year and one is now able to find books of undoubted literary value to meet the interests and reading abilities of each child. There are books of biography written in a style which appeals to children; folk tales, realistic and fanciful stories; books of adventure and travel; modern stories and stories of pioneer life. The value of this latter type of material in developing better members of society is well expressed by Carol Brink when she tells her purpose in writing *Caddie Woodlawn*.

"In the period that we like to call Victorian, the ordinary children's books were so full of ideals and moral precepts that there was very little room for any real life. They were dreadfully dull books. I do not think our books can ever be so dull again, because we are aiming at real life even in our most ordinary stories. Our children need ideals, too.

"There is a duty we owe our children in regard to the past. The last seventy years have seen more sweeping changes than any other period that I can think of

in history. In a single span of life we have passed from the most primitive struggle for existence to the most sophisticated and luxurious urban life. The sturdy blood of these pioneers still flows in the veins of our children. They have the same bone and muscle, but they can have no conception of the hardships and struggles and dreams that built these bodies of theirs. They have all the ease which electricity and various machines can give them; but our luxurious modern age is full of problems, too, which are more complicated than those our grandfathers faced. If we can keep hold of some of the sturdy pioneer qualities of these grandparents to pass down to our children, perhaps our children will be better fitted to meet courageously the difficult problems of our modern world. It is an entirely different world, but after all, the pioneer qualities of courage, willingness to go to meet the unknown, and steadfastness under difficulties are the things most needed today as they were then."

## Sane Views of Sports and Their Uses in Elementary Schools

Thurman B. Rice, professor, Indiana University Medical School,  
Indianapolis, Indiana

The school exists in order that it may be of assistance in preparing children for the problems and responsibilities of life. One frequently hears it said of an individual that he has a good education or that he has made a great success. Probably the most complimentary expression that can be applied to an individual, however, is for his associates to say that he is a "good sport", a "real fellow", one who "plays the game squarely and honestly." It will probably seem to some persons that sports should be considered as being entirely subordinate in importance to the fundamental academic subjects which have for so long a time claimed the entire time of the student. It is not our wish to discredit in the least the value of these academic subjects but rather to emphasize the fact that those activities which help us to win the love, respect, and approbation of our associates are also of tremendous value and may even transcend in importance the conventional studies.

The writer of this paper believes that it is extremely important that in matters pertaining to education, hygiene and physical training we should give careful consideration to the direction in which the native instincts of the race point. Play is an instinctive activity which is indulged in, in one form or another by every young, healthy animal. The kitten in playing with the ball is simply preparing itself for the activities which will enable it to be a successful adult. Play in such case is essentially a development of skills, and it is significant that the immature animal learns physical skills far more readily than does the adult. The play of the kitten is in a large measure solitary, but the activities of the cat are mostly solitary. The play of the child, however, should be social to a large extent for the reason that the activities of a man or a woman will be largely social. Modern life is exceedingly complicated with many laws and rules. For this reason the play of a



THURMAN B. RICE

child, provided he is not a very young child, should be increasingly complicated with clearly defined rules and principles of the game. The various recreational activities probably have much more to do with the development of character and disposition than do the academic subjects. This is because character, honesty and industry are developed by actually doing things rather than by merely reading or hearing about them.

The orderly progression by which a child moves from the diversions of an infant to an appreciation of the great organized sports should be uniform and gradual. For example, a baby apparently gets vast satisfaction simply from playing with his own hands. A little later he fondles a ball or rattle. Still later he plays ball with the parents or a brother. Finally he takes part in games in which the family plays as a whole. With a little more difficulty he learns to play with the neighbor children. His activities, then, embrace the school room, and finally his entire school or city, primarily in the highly-developed sports. Widely separated cities or colleges indulge in competitive athletics and at intervals even international sport events are held. In the earlier years the games that are played have essentially no rules or have rules which are made for the occasion. At another level rules may be made to cover the intramural sports of a given school or of a city league. Finally in the highly-developed sports such as baseball, football, and basketball, there are national rules committees which compile complicated systems governing the manner of play. The Olympic rules are extremely detailed and published in many languages.

Where do the sports of grade school stand in this progression? Obviously they should be far from either end, and probably are best set somewhere near midway between the two extremes. Surely we will agree that the excessively complicated rules for games such as are played by our universities and professional clubs are quite too involved for use in the grade schools.

On the other hand there should be developed in the grade school child the ability to abide by the decision of some neutral person or official without too much protest. Furthermore he should learn to wish to play the game in a manner that is acceptable to his playmates and his opponents. Such an individual may be presumed to be more willing in later life to abide by the laws and customs which will control his adult activities. The development of good sportsmanship is one of the very most important considerations of child training. No one likes a "quitter", a "cry-baby" or the fellow who is "cocky" in victory and vindictive in defeat.

It will be agreed that the scope of the activities of the grade school will be less competitive than that for high schools and colleges. For example, there is a record of inter-high school and intercollege track and field events. It would be easy to find what the best college mark for the hundred yard dash may be. It would be a little harder to find what the best high school record may be. I sincerely hope that it will be impossible to find what is the best time in which a grade school child has done the hundred yard dash. Likewise it would be comparatively easy to come to some sort of a conclusion as to which university has the best football team or which halfbacks are entitled to All-American recognition. High school records of the same sort are sometimes available for cities or even states, but grade schools, I hope, will manage to get along without such devices for some time to come.

The criticism is made that the American people take their sports far too seriously. It is my opinion that the criticism is just. Quite too much we are inclined to play for the sake of winning rather than for the sake of playing. A sport of this sort then becomes essentially work rather than play. The team which wins is likely to emphasize the extent of its superiority far beyond legitimate grounds. On the other hand the boy who is defeated may be broken-hearted and may suffer remorse out of all reason or proportion. A few years ago a very capable football player in a hotly-contested game became confused for a moment and ran for his own goal line. As a result of the play a touchdown was made by his opponents. The incident received national recognition. The poor fellow was so chagrined that he considered suicide. How utterly silly it is that any system of sports should receive any such exaggerated consideration.

On the other hand the star player will often be the hero of the school tho he is a positive menace to the morals and educational standards of the institution. This is not a place to discuss the various misdoings of college athletes. We merely are insisting that in the grades, certainly, the emphasis must be put on the wholesome fun and good fellowship rather than upon winning. Possibly the cure for the evils in college athletics lies in the development in children of a spirit of sportsmanship based upon correct values. It is possible that children so trained will learn to play for the sake of playing rather than for the sake of the score. Many cities encourage in their junior high schools the development of interschool competitive sports. With careful supervision such activities may possibly be permissible but certainly wider competition should be discouraged. Even when competition is within a given city care should be taken that very little publicity or emphasis is given to the various events. Whether School Three or School Seven wins a particular game is a matter of not the least importance to anyone except the children concerned and even with them the scores should hardly be the cause of exultation or remorse. The children will be developing skills when playing with their usual companions much better than when playing against strangers in the presence of spectators.

Grade children need very specifically to be shown the reason why it is unsportsmanlike to take unfair advantage or to cheat. They need to be shown the reason why betting on athletic events is unsportsmanlike and that it tends to prostitute otherwise excellent sports. Betting is simply a means of intensifying the rivalry between two teams or two competitors. Most of the evils of modern amateur athletics are due to the fact that the competition is already too sharply drawn. Certain very excellent sports have been utterly ruined by the fact that betting has been an incentive to cheating and to "fixing." The offering of large stakes or gorgeous medals to the winner has also had this effect. Prize-fighting, wrestling, horseracing and certain other perfectly legitimate forms of sports are in disrepute because the stakes are so high that there is always the temptation to gain the desired end by foul means if necessary. It is hard to suppose for example that professional prize fighters indulge in this "sport" for any other reason than large purses. As a boy I belonged to a boxing club which I thoroly enjoyed. The group had a grand good time with their one set of boxing gloves until an older person put up a prize for the "best man." The ensuing elimination tournament soon as-

sumed a very bitter aspect. Several really vicious fights resulted. Parents took sides and the whole project degenerated into a very unpleasant melee. All these things are the result of allowing the principal object, sport for sport's sake, or sport for development's sake, to be forgotten.

Ordinarily the school welcomes the interest of the patrons and older persons of the community in its various activities. The same can hardly be said of the sports program. The school teachers who have given this matter some study and who appreciate the real function of the sport program can usually be trusted not to carry the emphasis too far. Likewise the children can be trusted because, while they may become considerably excited at the time, they tend quickly to regain their poise concerning these matters, and to return to their normally wholesome interests. Parents and other adults, however, are extremely likely to have the desire to win so firmly entrenched in their beings that they encourage young people in the schools to go to absurd lengths. We have in mind, for example, a group of business men organized to support a certain high school in its athletic program. These men know nothing of or care nothing apparently for the other phases of the high school's work. They insisted until funds were raised whereby an enormous gymnasium was built. On one occasion they promised each member of the basketball team a Ford coupe if the team won the state championship. Another city has a group of business men who raises a large sum of money to pay wages to fathers of promising high school athletes provided they will move to the town and establish residence there so that the boys can play basketball. A certain township at the instigation of influential men in the community built a seventy-five thousand dollar stadium for high school football when in the same township there were over twenty temporary school buildings for the housing of approximately six hundred school children. Another city had a wonderful basketball team but no real physical education for the mass of students. The coach got more money elsewhere. It was necessary to get another. The new man, a physical education teacher of fine experience, and high ideals was engaged. He put in a fine program but the basketball team was not up to former standards. He was subjected to intense criticism and lost his job. It was the business men and the newspapers who were responsible.

True it is that these problems which I am mentioning are abuses seen not in the grade schools but in the high schools. We mention them to show what is to be avoided in the grade schools. By no means must the contaminating hand of the ticket office or of the highly competitive sportsman touch the sports program of the grade school.

It might appear from this that the entire sports program for the grade school is of negative value and should therefore be discouraged. This is by no means true; quite the contrary, indeed. We need the stimulating effect of competition, on the level at which it can be indulged in by red-blooded boys and girls. Various games and exercises that are suitable for common school participation will have the effect of stimulating the physical and mental development of the children and will tend to make them more self-reliant and aggressive. It will help them to learn to accept defeat graciously and to have respect for the rules of the game. We heartily recommend a broad program of diversified sports in the grade schools

provided the various dangers expressed and implied in the pages are carefully avoided.

There is another serious criticism which can be made of American sports, namely. that they are so intense and specialized that one can expect to play them only when he is in school himself, and even then, only when he is one of a very small group commonly designated as the squad. The ideal of the true gentleman with regard to sports should be that he be familiar enough with everyone of the various sports activities that he may indulge with pleasure in any of them and escape the embarrassment of being an utter dubb. Yet he would wish probably not to be so proficient as to meet with the suspicion of an ill-spent youth. Furthermore he should have learned to enjoy when he was young, several sports which can be played without the expenditure of much energy. The individual who knows only how to play basketball or football is likely to try to indulge in them when he is too old. The results may be disastrous. Such games as can be played in case of invalidism or upon the coming of old age are vastly important to an individual. We have recently had opportunity to see a group of old people many of them in their eighties who have learned to play shuffle board on concrete courts in one of the town parks. It was very interesting indeed to see these people enjoying themselves thoroly. There was active rooting, repartee, keen competition, display of skill, and the passing of a great deal of time that might easily have become a burden, and yet the physical exertion was such that even old ladies eighty and eighty-five years of age were able to indulge without the slightest injury to themselves.

It is extremely important that every individual should learn to play. Most tragic are the lives of those persons who know how to work but do not know how to relax and enjoy themselves. The nervous aggressiveness which so often characterized the American citizens has, it is true, been extremely fruitful in producing world's goods but it is also the basis for the accusation that the typical American does not know how to enjoy himself and even when he is supposed to be so doing he is likely to go to extremes. In the minds of the rest of the world we are incurable dollar chasers and money grubbers. Inasmuch as the young people from high school and college are likely to be attracted into some *particular* sport it is well that while in grade school they be encouraged to become interested in a wide variety of physical activities which may be expected to instill in them a love for such physical activities as may last as long as they shall live.

The broad foundation for a safe and sane physical program must be laid in the form of a well-balanced sports and physical education program in the school. This program must be free of ballyhoo and box-office. It must avoid the high pressure competition usually seen in high school and college.

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**Be sure to make your arrangements NOW to attend the Conference on Elementary Education, July 5-16, University of Michigan, Ann Arbor, Michigan.**

## BANQUET, FEBRUARY 22, 1937

**M**EMBERS AND FRIENDS of the Department enjoyed the delightful semiannual banquet of the Department of Elementary School Principals which was held in the Ballroom of the St. Charles Hotel, New Orleans, Louisiana, Monday evening, February 22, six o'clock.

Perfectly made paper magnolias and the beautiful gray moss made a lovely picture for the 513 who participated in an evening of frolic. As the guests assembled, beautiful harp selections were given by Viola and Elizabeth Turnbow, pupils of Lucienne Lavendon. Between the courses of the dinner, community singing led by Mary M. Conway, with Cornelia Cooke at the piano, was thoroly enjoyed.

Edythe J. Brown, president of the Department, presided. The invocation was given by Reverend Dunbar H. Ogden, of the Napoleon Avenue Presbyterian Church, New Orleans. After a delicious repast, Miss Brown introduced Josephine E. Hildebrandt, president of the New Orleans Principals' Association, who brought greetings.

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### Greetings

**Josephine E. Hildebrandt, president, New Orleans Principals' Association and principal, Robert M. Luther School, New Orleans, Louisiana**



**J. E. HILDEBRANT**

My friends: It seems strange to be greeting you at so late a date, and at this time, but the New Orleans Association has not had the time or the opportunity to greet you *en masse*, and so we want to tell you how much we appreciate your faith and encouragement to us at this time, when so many adverse reports have been made about us.

I want you to know that the magnolias at your places have been made by the grade students from all over the city, and are sent to you by the grade teachers and students as their greeting to you, and also the little magnolia candy-cups. We have among us, in our New Orleans Principals' Association, the principals of the high schools as well; some of these greetings come to you from them also. Now, so as not to prolong the program I wish to take this opportunity to present to some of our friends just a little token in appreciation of your work for the success of this convention. First we wish to give to Edythe J. Brown, president of the Department of Elementary School Principals, one of these original prints of Audubon, made under his supervision. They were made in Philadelphia, brought over to Europe and then brought back from Paris to New Orleans. As Audubon's work is typical of Louisiana, we could think of nothing that might please you better, or be a little remembrance of the pleasant times we hope you are having here. (One of these pictures was also presented to Joseph M. Gwinn, former superintendent of New Orleans Schools, Mrs. Nicholas Bauer, who received it for Superintendent Bauer, New Orleans, and Eva G. Pinkston, executive secretary, Department of Elementary School Principals.)

## Experiences of a Woman Columnist

Mrs. E. M. Gilmer (Dorothy Dix), Internationally Known  
Woman Columnist, New Orleans, Louisiana



MRS. E. M. GILMER

Before I tell Miss Brown the when, and how and where, I must say that not very long ago I received a letter telling me about all the harm I was doing. It read: "Dear Miss Dix: I wonder if you know how much harm you are doing in the world. I was in love with a man, who did not notice me at all, and I wrote you to ask you how I could attract him, and you told me how to do it, and I did, and married him, and now I wish I had not!" (Applause.)

I am very happy to be able to add my word to the welcome you have been given in New Orleans. As you know New Orleans is a convention city, but we rarely have so large a convention as you have brought us today. I suppose the principals of the elementary schools also know that the parents of today have passed the buck, so to speak, to the schools, and they expect the teacher not only to teach their children learning, but morals and manners as well. The babies have been thrown squarely in your laps, so what happens to the country in the future, depends on how you bring these youngsters up.

When I was asked to report at this auspicious assembly, I was proud and pleased, but when I was told I was to talk about myself, my various undertakings seemed to have run out on me.

Our favorite indoor sport, in talking about ourselves, is in talking about our work. In my occupation of writing a love column, there are many things that are really very funny. I do not know why, because love is a most serious thing in the world—it makes the world go round, and is the cause for most of the trouble made and murders committed. I do not know where my work begins or finishes, of course, but I do my bit toward keeping things going.

As Miss Brown said, and as you will see from my gray hair, I have been writing this column for a long time. When I started, things were different from what they are today, and nothing amazes me so much as the different questions people ask me. Forty years ago people asked me whether it was proper to help a boy friend at the door with his overcoat when he called; now it is: "Do you think it is any harm to go over and spend a week-end with him?" I have no end to the number of letters where girls have asked me how to keep their husbands. There is hardly any question in the world that comes up between mothers and fathers, and between them and their children, and between husbands and wives, and sweet-hearts, that in any way or another does not fall into my collection. Can you imagine one person wrote me that she was thirty-five years old, with a peaches and cream complexion, and that she was going to be married to a man of forty; that there was nothing in the way now, except that she had false teeth. "Now," she said, "what must I do about it? Should I tell him before I marry him that I have false teeth and disillusion him, or wait until after we are married and run the risk that he might throw them in my face? Shall I break the engagement on

some trifling excuse and keep my secret to the grave with me? It is a question. What do you think of it?" I thought long and seriously, and then wrote to her: "Marry your man and keep your mouth shut." (Laughter and Applause.)

A man not long ago asked me that same question, he also had false teeth. And I told him: "Go on child, she won't know the difference if she saw you."

You might think, judging by my gray hair that I was past the marrying age, yet no debutante gets half the proposals that I do, but they always say: "I will not interfere with your career." I spent last summer on a ranch in Colorado, and while there I received a letter from a man who said he had long thought that I would make the kind of wife he wanted. He heard that I was on this ranch, and proceeded to tell me that he was a middle-aged man, owned a huge ranch, and lived ninety miles from a railroad, and then: "I have to come down into your neighborhood anyway, to look over a bunch of beef cattle, so I thought I could come and see how we would like each other." But I wrote him that I thought he was better at driving cattle than love on a ranch.

My chores are many, ranging from naming babies to finding ways and means for all sorts of people from all walks of life; but the questions I receive are so unique that I have copied a few from some of the letters I received, and which I will read to you:

"My husband tells me to go to hell. Have I a right to take the children?"

"A bride says: 'We have been married two weeks, and have not quarreled yet, but are working up to it.'"

"Shall I tell the boys I stutter?"

"I use Life-buoy soap and still no boy friends."

"I took your advice, Miss Dix, about being a perfect lady, and now I stay at home every night alone."

"I am fifty years old, madly in love with a woman who already has a husband. What is the quickest and most humane way of getting away with same?"

"As soon as I come into the house he yells at me 'you dog' and 'go to hell,' and sometimes he also uses profane language."

One nice youngster wrote: "There is nothing you cannot do; thank you in advance for a home, and a husband, and a playmate."

"I have a nice home, a car, a fur coat, jewels—everything a girl marries for."

"I have been a decent girl as far as I can remember."

"You speak of girls having a technic with boys, what is this technic and what can you buy it?"

"My husband beat me until I am black and blue, but my mother advises me to pay no attention and act indifferent."

"Of course we have spats, as all married couples do, and I got one arm broken but we never have any disagreements of a serious nature."

"There was a great void in my life, so I fell madly in love with a dentist."

"I am married to a book-worm,—what is good for worms?"

"A woman depreciates faster than her automobile, and that is going some."

"In high school I was an honor student, with very few friends, and none of them boys."

"Please do not put this in the paper because my girl reads your pieces—she has no sense at all."

"Miss Dix, is my boy friend just a good Catholic, or is he trying to get rid of me; he said he has given me up for lent?"

"He has bought a license for his dog, and his car—oh, my, why don't he buy a marriage license?"

"My husband and I quarrel like cats and dogs. My birthday is on May 12, and his is on September 15. Are we congenial?"

"My child's father is married, but I am not. What is my relationship to my child's father?"

Some of them are very nice and tell me that I have helped or taught them something. One of the greatest compliments I have ever had came in a letter: "Miss Dix, I usually take my boy friend to dinner, but now I want advice from someone who is really practical, and I am coming to you." (Applause.)

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## Building Good Will for Your School\*

J. B. Edmonson, dean, School of Education, University of Michigan, Ann Arbor, Michigan

Every school principal recognizes good will as an indispensable asset to a school and is therefore concerned with policies that tend to develop the desired measure of good will. What are some of the effective policies for cultivating good will for a school? On this issue there is much difference of opinion among principals. Some stress the values to be secured thru newspaper publicity, while other principals recommend that good will be developed thru the attendance of patrons at programs, exhibits, demonstrations, and conferences. The use of parent-teacher groups to develop sympathetic understandings is also recommended as an effective way of cultivating good will. While granting the worthwhileness of the foregoing proposals, it is my opinion that one of the most effective ways to cultivate good will is thru the study of the requirements that parents would define for teachers. Such a study of requirements is similar to the studies carried forward by business concerns that are seeking to discover the likes and dislikes of patrons. There are some firms that spend large sums annually in their efforts to discover the trade practises that meet with the approval of patrons. Similar studies should be carried on by the school and policies modified in terms of the findings. On the basis of conferences with local parent-teacher associations I have reached the conclusion that the list given herewith summarizes some of the requirements that parents would define for teachers.



J. B. EDMONSON

\*Summary of an address given by Dean Edmonson at the state conference of the Elementary School Principals, Tulsa, Oklahoma, February 5, 1937.

1. Parents want teachers to be sufficiently interested in knowing them as parents to take advantage of opportunities to meet them.
2. Parents want teachers to know their children well enough to appreciate their virtues as well as their faults.
3. Parents want teachers to treat their children with dignity and respect. They particularly resent the use of terms of contempt.
4. Parents want teachers to inform them concerning any impending crisis in a pupil's school relations before the situation becomes very serious.
5. Parents want teachers to give them a reasonable amount of warning concerning any unusual expenditure of money for books, supplies, or social affairs.
6. Parents want teachers to emphasize the mastery of certain fundamental skills in reading, writing, and other tool subjects and to emphasize the training of children in effective habits of study.
7. Parents want teachers to place special emphasis on instruction in matters of honesty, cooperation, respect for the rights of others, purity of speech, and other desirable qualities of conduct.
8. Parents want teachers to give special attention to the protection of the health of their children.
9. Parents want teachers to train their children in such a way as to enable them to make reasonable progress in their school subjects, and if pupils are not successful they want the teachers to be able to diagnose their difficulties.
10. Parents want teachers to assign home work in such a way that it will be challenging to the pupil's effort and interest.
11. Parents want teachers to develop a spirit of good will and success in the school groups so that their children will like to go to school.
12. Parents want teachers to express a greater degree of confidence in the children than the parents may seem to possess.
13. Parents want teachers to treat them with a marked degree of courtesy and respect when they visit the school.

The foregoing list of requirements should be reviewed in terms of the following questions: (1) Are all of the requirements reasonable in terms of your local situation? (2) To what degree are the reasonable requirements satisfied in your school? (3) What reasonable desires of parents are not included in the list? (4) If parents in your community have never defined such requirements as given in the foregoing list, should they be encouraged to do so?

May I also suggest that the foregoing list be used as a basis of a conference with the teachers of a school. In all probability a few teachers may express resentment over the suggestion that parents have a right to define requirements for teachers. Where such resentment is found it can doubtless be traced to a lack of understanding of the status of the school as a publicly supported and publicly controlled institution. In such an institution the opinions of the public as expressed by parents must be given very sympathetic consideration. It is my prediction, however, that principals will find that most of their teachers are extremely anxious to cultivate the good will of parents thru attention to those policies that build confidence and good will.

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A letter from Isadore D. Karchin tells us that we made an error in the heading of his article, which appeared in the February issue of *The National Elementary Principal*. Mr. Karchin is a teacher in the Sullivan School, and not the principal, as we had stated.

## GENERAL SESSION, FEBRUARY 23, 1937

### *A Glimpse of Elementary Education in New Orleans and Louisiana*

**T**HE SECOND GENERAL SESSION of the Department of Elementary School Principals was held in the Auditorium of Tulane University Medical School at 1430 Tulane Avenue, Tuesday afternoon, February 23, at two o'clock. Josephine E. Hildebrandt, principal, Robert M. Luther School, and president, New Orleans Principals' Association, presided.

Before the program began the Sophie B. Wright High School orchestra played several selections.

**MISS HILDEBRANDT:** We are very glad to see you this afternoon, and we are sorry that we have not more room. As soon as the first numbers are over, and if you wish to use the steps at the foot of the stage, you may do so.

In our program today we are featuring the Louisiana schools. I do not know just what your impression is of the Louisiana schools, but we are very proud of them. Louisiana is usually far down on the list of states, but we feel that is a very unjust rating, because of the very, very fine work done in all parts of our state. In our program today, we have attempted to show you a various set up, not from New Orleans alone, but from the whole state activities. Of course we could get the children more easily from the city than the state schools, but the rest of the program will tell you of the different phases of work done in the state of Louisiana. We want to show you one type of music that is done in one of the New Orleans' schools, under the able direction of Anna F. Kennedy, principal, McDonogh School No. 16. We cannot give you a very broad idea of all our activities which take place over the entire state in the developing of musical talent, but we can give an idea of what is typical along that line. We have arranged for you to hear, "French Folk Songs and Dances" by the pupils of the McDonogh School No. 16, which features this type of work, and is not a special work for this occasion. These children are ready on any occasion. Their school is located in the heart of the French district of our city.

(The children of McDonogh No. 16 School marched in and formed a group of three rows on the steps of the stage, and one of the little ones made the following announcements first in French and then in English as an introduction to each number. The songs were sung in French.)

**THE CHILD:** Bon jour messieurs et mesdames. Our first number is "Fais do do." We are going to sing our baby brother to sleep.

(The children sang their first song.)

Do you know how to place cabbages? We are going to tell you in our French song.

(The children sang their second song.)

We are dressed in our best clothes to go to the White House. Would you like to hear about it in our next song?

(The children then sang their third song.)

My brother is going to war, we do not know if he will return.

(The children then sang their fourth song, which was followed by the applause of an appreciative audience.)

MISS HILDEBRANDT: We are grateful to the teachers and the children for the singing of the French songs for us this afternoon.

Our special study program in Louisiana was started a year or two ago, and this afternoon we have a speaker who will tell us all the whys and wherefores. Dr. Murphy P. Rogers, director of curriculum, State Department of Education, Baton Rouge, Louisiana will talk to us on "The Curriculum Study Program in Louisiana."

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## The Curriculum Study Program in Louisiana

**Murphy P. Rogers, director of curriculum, State Department of Education, Baton Rouge, Louisiana**

I want to say in the beginning that the first problem I faced in planning to talk to you this afternoon was that of deciding from whence ye came. I am not sure whether I am talking to a group from the whole country, or one made up largely of New Orleans teachers, or largely of the parents of these fine young people who have just entertained us with French songs.

In talking about a program of any kind, especially one of curriculum developments, it is essential to know to which group you are talking. I came with the idea of giving a description of organization and proceeding as we have the program planned in Louisiana, and I hope that you will be interested in that information. Our program, I think is as truly a product of the desires of the teachers of the state as any such program can be. To understand the full significance of that statement, it is necessary to study the educational development of our state over a period of the last thirty years; during this time we have gone forward under the continued leadership of a single state Superintendent, a Superintendent who is now giving his service longer than any other superintendent in the nation. Under his leadership, our schools have become highly centralized, and our teaching materials and our procedures equally standardized. Our schools, probably, have followed the suggested programs as closely as have the schools of any other state in the Union. Our Louisiana Program of Curriculum Development is fundamentally a classroom-teacher movement. The primary source of teaching materials has been State adopted textbooks and too often they have been the only source. Time schedules and suggested procedures for presenting these materials were included in State courses of study and were followed in nearly every classroom in the State.

A high degree of organization has made it possible to offer very definite teaching aids to our teachers and thereby to raise standardized teaching to a high level. So generally was this situation accepted as satisfactory that few criticisms of it were raised until within the last four or five years. During this period, there has been a considerable change in professional attitude in the State. State prescription of courses of study is now being questioned; the value of teacher freedom and initiative is being urged; new educational philosophies, new objectives, new materials, and new methods are being suggested on every hand. We recognize three

factors as being responsible for this change. In the first place, our professional corps is coming to be a highly trained one. Secondly, the existence of critical social and economic problems has forced us to wonder if the schools are contributing in the fullest manner possible to the development of efficient citizens. And last, the influence of the theories of progressive education has been felt in Louisiana as it has in every other state in the Union.

The change in professional attitude has presented educational leadership in the State with an entirely new problem, a solution for which is being sought in a program of curriculum development.

It is not possible to set any specific date as the beginning of the work that is now in progress. Over a period of years, general conferences devoted to educational improvement have been held and specialists in the field of curriculum improvement have been included on the programs. They have urged action, offered advice, and helped in other ways to lay the groundwork for action. Finally, out of this period of preparation began the present organized program. The organized program had its actual beginning in the work of a group of about fifty selected superintendents, supervisors, and teachers who met in the curriculum laboratory of Louisiana State University during the summer of 1936. This group was given the special responsibility for studying similar programs in other states and for describing an organization and a procedure for Louisiana. It completed its work by preparing a study bulletin which is now serving as a guide in the preliminary part of the program. This first year we are attempting primarily to lay a foundation for future progress. We know already that we can make improvements in our school work and we know also that these improvements will involve change. We accept it as a matter of course that radical changes should not be attempted until we have prepared ourselves for making them thru a careful consideration of the problems and dangers, as well as of the advantages, that are involved.

All of our teachers are now organized into study and discussion groups. The primary group is the School Unit which generally consists of all of the teachers of a single school. This unit works under the leadership of a chairman who is, as a rule, the school principal. No division is made between elementary and secondary teachers. As a matter of fact, in schools large enough for the organization of two units, we have made an effort to have each unit include teachers from both levels. These School Units range in membership from about ten to twenty-five teachers. Some of them include teachers from several small schools.

Each School Unit selects two of its members to represent it in the Parish Unit. The Parish Unit has as its fundamental purpose the coordination of the reports of the School Units. We have in Louisiana a nearly pure type of the county unit school system. Its head is the parish superintendent and he is the actual leader of educational activities in his parish. Upon each superintendent, therefore, has been placed direct responsibility for the curriculum program in his parish. The superintendent either is the chairman of his own Parish Unit or he selects some one for this responsibility.

Each Parish Unit in turn selects at least two representatives who meet to make up the District Unit.

These groups meet in colleges that have teacher-training departments. The

chairman of each District Unit is a member of the teacher-training faculty of the institution in which the unit meets. These chairmen have been appointed by the different college presidents. Each chairman appoints from his district a consultant to assist him in his work. District leaders are responsible primarily for planning and conducting district meetings, but they have the additional responsibility of encouraging and directing the work of all School and Parish units in their respective districts. The fourth and final group is the State Unit. It is made up of the State Director, the State Consultant, and of at least three representatives of each District Unit. The State Director is authorized to appoint such permanent State committees as seem to be necessary to coordinate and guide the work of the different groups.

The whole State organization, therefore, consists of a State Director and a State Consultant; of an organization of all the teachers of the State in functional group on four levels—the School Unit, the Parish Unit, the District Unit, and the State Unit; and of special permanent State Committees that work in the various fields of curriculum development. It should be added that the State colleges are engaged in a program of curriculum improvement that complements the work that is done on the elementary and secondary levels.

The bulletin prepared by the laboratory group of last summer describes this organization and includes suggestions for holding meetings of the discussion groups. It also divides the work of the preliminary study period into seven parts and organizes it around the following major topics: Purpose and Need of a State-Wide Study of the Curriculum; Basic Philosophy and Guiding Principles in Curriculum Development; The Aims of Education; Pupil Needs, Purposes, and Interests; Nature and Scope of the Curriculum; The Relation of Subject Matter to the Curriculum; and Teaching Procedures. The Bulletin is divided into sections according to these seven topics. Each section contains a general discussion of the topic, a bibliography, a set of learning exercises and study questions, and quotations that relate to the topic. The discussions and the reports of the study groups are organized around these topics.

The State and District units are scheduled to meet three times during the present school year. No definite schedule for meetings of School and Parish units has been suggested. They are expected to meet often enough to consider the important questions that arise and to complete their reports in time to have them ready to submit to the District Units when they meet. In practice the School Units meet about once every two weeks and Parish Units about once every four or six weeks.

It has been pointed out already that, in the preliminary stage, we are engaged in a study program. Its objectives are primarily in the field of understandings. It is expected that teachers, thru participation in the work of their respective groups, will gain a clearer understanding of (1) The basic philosophy and guiding principles of curriculum development; (2) The aims of education; (3) Pupil needs, purposes, and interests; (4) The nature and scope of the curriculum; and (5) The function of subject matter and teaching procedures in the curriculum.

As a secondary outcome, it is expected that teachers will prepare some materials for their own immediate use. As teachers work and study, they naturally become interested in many of the questions that are discussed and seek to modify their prac-

tises to conform to new viewpoints. Experimentation is encouraged but will not become the primary objective of the program until a better foundation for it has been laid. In another year or two, we will attempt the organization of some new subject matter as well as the preparation and installation of teachers guides or courses of study.

We believe that our program is developing in a satisfactory way. All teachers in the State are participating in it, and, if the reports of local leaders are correct, their interest and activity are growing. Group meetings have been held regularly and reports prepared and submitted to higher groups. The opinion that many phases of our educational work can be improved is growing into a conviction. This alone, I believe, is the best evidence that we are in a period of improvement.

Teachers reconsidering the aims and philosophy of education have been asking many questions. Some of them have been raised and discussed in our meetings. I suggest the following as typical of them:

1. Are pupils now acquiring the kind of education that will be most valuable in life situations?
2. Are our pupils developing an understanding of the resources, relationships, and problems of their own communities?
3. Are our schools cultivating lasting intellectual, vocational, and recreational interests in their pupils?
4. Are our schools developing citizens who act intelligently in the social, economic, and political situations that they face?
5. Are our schools developing men and women who appreciate and wish to improve cooperative living in a democracy?
6. Are the moral and social standards of our pupils being raised?
7. Are our schools fostering a sympathetic attitude towards other people and an understanding of world relationships and interdependence?

We do not expect to answer these questions definitely. They are more truly a challenge to our efforts than a guide to research. Our complicated social problems, our recent economic depression, our tendency to accept political nostrums; in fact, our seeming incompetence to deal with many problem situations that exist in our complex and rapidly changing scheme of existence—all, indicate that there is much left for the schools to do.

We do not propose that the schools should accept full responsibility for solving all of the problems that exist but we do expect to study our opportunities and to seek to contribute our maximum to the common good. We want our children to be aware of current problems and to develop an actual desire to help them. We believe that we have spent too much time in the past developing skills and in imparting information and not enough time in developing thought processes and emotional attitudes.

As our program has developed, certain strong points in it have come evident. It should be admitted that certain weaknesses, also, have developed. Time does not permit me to discuss or even to list all of them. Its greatest strength, I believe, is its democratic spirit and its appeal to the whole professional group. Its greatest weakness, perhaps, lies in our failure to prepare a special group for leadership of the various study units. We had expected this leadership to develop within the program, and to a large extent, our expectations have been realized.

However, I believe that it would have been more desirable to have provided this leadership in advance.

Believing that every teacher who goes along from day to day without the hope of doing new and better work is destined to professional failure and perhaps even to boredom and unhappiness, we accept teacher growth as the primary objective of the whole program. Already there is some indication that Louisiana is making extra progress in teacher development and to the extent that this can be measured in future years will we be able to measure the success of our program.

MISS HILDEBRANDT: I am sure Dr. Rogers will be well pleased with our next number, because I believe it is right in line with what we are striving to do in our plan in Louisiana.

We have followed this planning for a good many years, and I believe the course of study is still adopting that plan—that of proceeding from the home to the community life. Our course of study takes the home in the first and second grades, and community life in the second and third grades, and of applying the local history in the life of the community. We have taken the study of the primitive inhabitants as our first work in the third B grade, proceeding to the third A in the study of history of our city. The city children know all of the old characters—you will see some tomorrow morning at the breakfast in the City Park.

The products of the Choctaw Indians of Louisiana has been worked out in several months of time. What you will see today is the compilation of the work of the first term, and we have here on exhibition some small examples of what the children have done in connection with this unit of work—which is somewhat of an answer to the question “are you making use of the agencies and institutions in your neighborhood, in your city, in your local community, which are valuable?” The children are taken on trips to various parts of the city, the Shushan Airport, the Post Office, the Railway stations, the Cabildo and so on. We have another study which takes in the study of the trees and animals of Louisiana, and the first settlers of Louisiana, the Indians and their primitive life. It is the early life of the Indians that the children will demonstrate, and these children have really done all of this work, this is not something put on for today’s show. This work is really active and is done in all of our schools in this grade. We hoped to have an exhibition of charts and drawings showing the construction work motivated by this topic from all of the schools in the city, but we were so limited as to space, we had to eliminate the exhibits for the most part except those few from the Audubon School to demonstrate the work. The children get it first by story work, and then they learn the facts of course and work out a little play, and they are presenting in dramatic form the life of the Choctaw Indians of Louisiana. Usually the children work out their costumes with burlap bags, but today they have made it a little nicer as far as costumes are concerned. This work has been done by Naomi Gardberg, one of the most promising young teachers we have. What the children will show is but a limited part of what they have learned in facts. The child has a natural urge to be in things, to do things, to take part in things, so whenever the teacher sees fit we end up a work of this type by letting them present a play in order to show to the others what the life of the Indians is

like, and that is what you will see this afternoon. One of the children will make the announcements.

**THE CHILD:** We are to have the privilege of visiting with "Mary and Jacques", two little children from the city, the city of our friends, the Choctaw Indians. And as we have very little scenery, I am going to ask that you please close your eyes while we turn Time back hundreds of years, to 1751. Don't peep, really close your eyes, and play fair. I see two eyes open! Won't you please close them? It is now 1751—and you may open your eyes, and here are Mary and Jacques, the two children from New Orleans who visit the Choctaw Indians.

(The following scenes were enacted:

1. Mary and Jacques visit an Indian camp and are shown how the Indian homes are made and how they live.
2. The Indians are told about the homes of Mary and Jacques and are shown how they dance.
3. The French children are given a demonstration of an Indian dance.)

**MISS HILDEBRANDT:** It so happened that while these children were studying the subject, we had a visit from a half-Choctaw Indian. She was from Mississippi, but had lived on the reservation in Oklahoma, as her family had moved there at the time of Andrew Jackson's proclamation that the Indians should be removed to the reservation. She told the children about her life on the reservation, and she had a great many little things she showed them, among which was an earthen jar—very simply made, but was over one hundred years old. It had been buried in the grave of her great, great grandfather, and then removed when they moved to Oklahoma. She knew very little of the Choctaws of Louisiana, having been raised on the reservation. So you see, we are making use of the opportunities we have in our own city.

Our next speaker has gone farther in this type of work than we have in New Orleans. We have an activity program in part, but we have never departed from certain assignments for certain subjects, our real work is reading, and writing and arithmetic. Dr. A. E. Phillips, director of the Elementary Training School, Louisiana Polytechnic Institute, Ruston, Louisiana, has developed some very fine work in his school, and we thought it would be of interest to you to know of the work being done in the northern part of our state. Dr. Phillips will speak to us about "Experiencing a Progressive Program in Our Training School."

### **The West Virginia Elementary Principals' Association**

The West Virginia Elementary Principals' Association is to be congratulated on the study which it has made regarding the elementary schools of West Virginia, and for combining the information into a Yearbook. It is called, "Problems of the Elementary Schools in West Virginia."

The committee consists of Winifred Newman, *chairman*; Herbert K. Baer; R. H. Richards; C. Darl Long; Elsie McKisson; and Dr. H. G. Wheat. This committee has attempted to present the most outstanding problems with practical suggestions. These suggestions can be used in every elementary school.

Word has just come to Headquarters that this group completed its third annual meeting on April 2, Morgantown, West Virginia, and the editor appreciates more than words can express, the program which was sent to her, and which was signed by Mrs. Geraldine S. Dent, Charles E. Hodges, C. Darl Long, Joseph Rosier, Robert Clark, R. H. Richards, W. W. Trent, Dorcas Prichard, J. H. Reed, and Winifred Newman.

## Experiencing a Progressive Program in Our Training School

A. E. Phillips, director, Elementary Training School,  
Louisiana Polytechnic Institute, Ruston, Louisiana



A. E. PHILLIPS

I think my voice will be a little clear, even tho you may see my knees shaking.

The letter that I had from Miss Hildebrandt and the one I received later from Miss Hinrichs, announcing to me that I had been placed on this program to tell of our experiences with Progressive Education, informed me that the talk that I made at Baton Rouge last October would about "fill the bill" of what they wanted.

I said at that time that to prepare and read a paper of this kind reminded me of my boyhood experiences of attending, what at that time was called Protracted Meetings. At some of these gatherings it was the custom for the individuals to confess their sins and pray for forgiveness.

I am sure that in my educational experiences I have many sins, both committed and omitted, for which I need forgiveness. Nor do I make any exceptions with my experiences in a progressive program, even if I do spell it with a small "p." And now for our "Experiences at the Louisiana Polytechnic Institute Training School with a Progressive Program."

We have for many years tried to find ways to make school work and school life function in the lives of our children and have tried to impress our teachers in training that the wholesome development of child life was their principal function as a teacher.

My actual contact with progressive education, as it is acknowledged by those who proclaim its virtues, began in the summer of 1934 when some forty school people from Louisiana visited the Training School at Montevallo, Alabama, and attended a regional conference of the Progressive Education Association.

In the summer of 1935 the faculty of the Louisiana Polytechnic Institute Training School, with President Bond and most of the Education faculty, went back for another week's observation and experience. Following this visit, President Bond requested of each of us that we give our reaction to what we had observed and participated in at Montevallo.

A quotation from my written report to President Bond has particular bearing on what I judge Miss Hildebrandt intended for me to contribute:

"I wish to emphasize that I have persistently tried to side-track the term 'progressive.' It seems to me that there are obvious reasons for my attitude in this. I do not believe that there is anything new in the idea, and whether one is a progressive teacher or has a progressive school depends on his attitude or point of view toward: (1) Child and child life, (2) Education, (3) The function of the school, (4) The subject matter used (curriculum), (5) Learning and how it is brought about, (6) The function of the teacher, and (7) Methods of teaching or directing learning.

Our attitude toward these concepts, and many others, determine our thinking, guide our participation, and control our willingness to see both sides of controversial questions involved. As far as I am familiar with the basic principles of Progressive Education along these line, I believe in them.

Education is not only a goal, but a process—a continuous process—and it is brought about thru the stimulation of ones powers by the demands of the social situation in which he finds himself. Education, therefore, becomes a social process and the school a social institution, which we in America believe should be democratic in all its phases, as far as possible. It should be a form of community life in which as many agencies as possible should be concentrated for the purpose of bringing the child 'to share in the inherited resources of the race.' The school, then, must represent present life, life as real and vital to the child as that which is carried on in his home, in the neighborhood, and on the playground.

The social activities of the child should be the center around which subject matter is selected and presented. Literature, the arts, history, or geography cannot by themselves interpret life to the child. It will not provide opportunity for him to see, and live, life as a whole. The best way, as I see it, to make the child conscious of his social inheritance is to enable him to perform the fundamental activities that make our culture, or civilization, what it is.

The teacher is the guide, the helper, the one who sets the stage, the wise counselor. The Progressive School says, 'Here is the child; what are you going to do about it?'

Learning is brought about by gaining insight, seeing relations in a social situation, experiencing, doing.

Any method, I take it, is satisfactory that causes the maximum growth to the maximum number. So-called activities which with us are outgrowths of projects, problems, type studies, socialized recitations, etc., are the most acceptable to us now."

In this report to President Bond I tried to express briefly a few of the basic principles that I understand the Progressive Schools are trying to find ways of carrying out and which the Progressive Education Association endorses.

I have visited several of these pronounced Progressive Schools among them Mr. Boothby's Metairie Park Day School here in New Orleans. I have also attended conferences of the Progressive Education Association.

I have said above that I do not think that there is anything new in the so-called "Progressive Education." In all my educational experiences I have given lip-service to these basic concepts and have in the past tried in my feeble way some of these acknowledged principles. And, as I have studied the various movements, other than Progressive Education, it seems to me that all this talk about curriculum revision, mental hygiene, integrated learning, activity work, etc., are all driving toward the same ends—ends that we have been stressing for many years under the name of child development or child growth.

Dr. William James, Dr. Dewey, Dr. Thorndike, the McMurrys, and other acknowledged leaders, have emphasized to us that school is life, that students learn by their own responses, etc. In fact, we can trace these basic principles back as far as people have been writing about the education of youth.

Beginning in our little school several years ago we experimented with the McMurry idea of type studies, and think we did some good work. We tried Dr. Kilpatrick's idea of projects; we tried problems, divided assignments, socialized recitations, and many other of these ideas each of which I think has given us a little more insight into our problems in child development. For the most part this work was confined to unit work within the subject matter fields; types were used in our Geography or Nature work; problems were worked out in History, in Civics; projects grew out of our Reading or Arithmetic; but in all of these it was always a unit, many times as formal, as lifeless as memory work from a textbook.

Twelve years ago Ethel Washburn came to our school as supervisor of the second grade. She started what she called an "activity program." The rest of us watched it with a great deal of interest. Parents became interested and critical. With her there were no subject matter bounds in the social activities that she carried on in school. Other teachers, especially the primary teachers, were quick to notice the happiness and willingness and seeming progress of her children. From that day to this, we have been experimenting, trying to find out how to carry our procedure along in a way that would give the child an opportunity to develop an integrated personality.

We understand many of the pitfalls and dangers; we have listened to the criticisms over and over, which are frequently only "straw men" put up to be knocked down. We have read as widely as our means and time would permit. We have discussed these problems hour in and hour out. All this leads us right back to our original idea of child development.

Our job is a dual one. We have not only the responsibility of children entrusted to us, but our school exists for the primary purpose of training teachers—teachers to go out and take their places in a school system that too frequently gives worshipful obedience to the recitation and to the value of subject matter bound up in a textbook. But, we have believed that teachers who have been impressed with the basic principles of the child development and the understanding of his life as he is living it would take their places in any kind of system and would understand themselves better and would do more for the children entrusted to them than they would, should we take time to give them a whole "bag of tricks."

As an illustration of the interest in our part of the State in re-thinking our school problems, it might be interesting for me to relate our experiences with our progressive program the last two summers.

As a follow-up of our first visit to Alabama, a number of school people who knew of our work met at our place and insisted that we do more to stimulate the thinking of the teachers in our area. There was no money available to enlarge on our regular program, but it had become generally known that we would encourage visitations and discussions of our work. Over two hundred teachers spent some time with us and participated in our discussions. All thru the year of 1935-36 there was almost a constant stream of school people coming to spend a day with us. Most of these occasions were followed by frank discussions. We at the Tech Training School feel that we were greatly benefited by the challenges thrown at us at these conferences.

Last Summer a little money was made available which enabled us to enlarge upon our regular program. Mr. Boothby came with us to act as supervisor. He conducted two conferences a week for six weeks. Dr. Peter Blos, Science teacher in Mr. Boothby's School, had charge of Science in the High School. Clifford Woodard, Supervisor of Schools in Jackson Parish, assisted with the Social Science in the High School. We had as special lecturers: Ed. McQuistian of Little Rock, for two days; who talked about Curriculum Revision at various conferences and group meetings; V. T. Thayer, who held two meetings on our campus discussing possible curriculum revision or child development of the secondary level; Alice Keliher, who spent part of two days with us and gave us practical discussions of how this activity work could be carried out under public school situation; Gustaf Freden, Dean of the School of Education at Louisiana Polytechnic Institute, who held several conferences and gave several lectures to our group on mental hygiene; Dr. Blos, who held several conferences with us and with several groups at which we discussed this movement from the psychiatrist's point of view. We know that there was much interest manifested on our campus. We had our attention called to many sides of the problems involved.

We offered special courses for elementary teachers in the principles and procedures governing activities and the activity program. We had one hundred and fifty teachers in these courses. There were more than five hundred teachers registered for observation. The teachers in the Training School ignored, for the most part, subject matter bounds, and, I think they did the best work that we have had done. Even in the High School, the "No Man's Land" of Curriculum Revision, we tried some activities that I think were quite satisfactory.

I have mentioned a few of our contacts with Progressive Education and a few of the efforts we are making toward re-thinking our school problems. I am in no position to judge fully the results of these experiences. As a matter of fact, I do not think that any of us can judge accurately the results of our teaching. I think we have a school where children show that they make improvements from year to year in what we consider the most basic things in life. We know that they are a happy group of children. We know by standardized tests that our medians correspond to the upper quartile of the norms sent out by these tests. We know that our graduates hold their own in college, some exceptionally good and some poor, but almost invariably, they are interested and take part in the social life about them. As to the successes we have had in training teachers, the principals and superintendents who employ them are the best judges. We at the Training School do not feel that we have anything for which we should hang our heads in shame, when we speak from a comparative basis. We know that we have sent out some exceptionally good ones and, of course, some poor ones. But, I suppose, most of them are just "mill run." We feel that the change of the State program in Teacher Training will give us a greater opportunity to show what we really can do.

But, there is one success, or partial success, that we have had for which I am prouder than anything else, and that is the interest that our patrons take in our school. This is manifested in many ways. There is hardly a day but what you can find from one to a half a dozen visiting our school, and, when some room is working up something special, mothers will give their time and efforts to assist

in the success of it. When some change in our procedures is anticipated they will gladly come and discuss it with us. As an example of this, two years ago when we came to the final decision that we were going to do away with an absolute marking system for our report cards, we were told that they would not agree to it. But, after several meetings with them, they not only agreed with us but made many constructive suggestions.

Now, Miss President, this is all the time I have for my confession and here and now acknowledge that we have had many failures, but the successes we have had have been due to the faculty that have had an open mind, and have been willing to work, and think, and who dared to act on the best thinking that they could do. For my sins, both committed and omitted, I crave pardon; for my successes, I congratulate myself on having such a group with which to work.

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MISS HILDEBRANDT: Success is not and does not consist in never making a mistake, but in never making a mistake a second time. It is not possible in our New Orleans schools to have as close an integrated program as Dr. Phillips carries out, because we have a different system. Our fifth, sixth and seventh grades are called departmental grades and each teacher has a separate room.

The demonstration in reading to be given next in our program is by Margaret E. Powell, who is one of the finest reading teachers in New Orleans. She has charge of the sixth grade pupils of McDonogh School No. 7. The work the children do is typical of what they do thruout their term. The material that they will use today is absolutely new to them. They will be given the typed sheet you have been given to read, "In A Railway," and will proceed to reenact an intelligent grasp of what they read on this page.

The pupils now on the stage are children chosen from the sixth A and sixth B classes. Miss Powell will now conduct her class in reading.

(The typed sheet given to the pupils to read is given below. An entire reading-class period was given on the stage, and following the instruction and interpretation of the material the children enacted the story as they understood it.)

#### IN A RAILWAY

In the railroad car marked "No smoking" there was only one seat vacant, but there lay on it a brown traveling case. A lady entered the car. "Take that case off of that seat," she said to the gentleman in the seat next to the vacant one. The man looked up not at all pleased at the peremptory tone of voice. "I don't have to do it," he answered just as sharply.

The lady flushed angrily and turned about as if to walk away, "Well, I'll get the conductor." She hastened to the rear of the car where she encountered the car conductor as he was entering from the platform. She told her story.

"See here, you," said the conductor, "make place for this lady." His voice was loud and commanding.

"No, I won't," briefly announced the man drawing his coat about him and settling down more comfortably in his seat.

"Well, well," said the conductor, "I'll call the train conductor." He turned shortly and left the car while the irate lady glared at the offending man. Soon the two conductors appeared together.

"Take that satchel off of that seat," said the train conductor in the tone of a field marshal giving orders to his army.

The man to whom he spoke looked up quietly but said firmly, "I'm not even thinking of doing it."

The faces of the two conductors and of the lady were studies. "Why, I never heard of such a thing," she said irately. "At the next station I shall report you to the station master," said the train conductor in his field marshal tone.

"As you please," remarked the traveler. The train pulled puffing and snorting into the station. Two angry conductors called for the station master who came quietly into the car and approached the offending man. Raising his cap he said politely, "May I ask, sir, why you will not remove this satchel?" "Why, certainly," said the traveler with a smiling countenance as he rose from his seat. "The satchel doesn't belong to me at all."

"It doesn't belong to you?" said the station master with difficulty concealing a smile. "Then, perhaps you may be able to tell us whose it is." At this moment a young man in the far end of the car jumped up. "That bag? Why, that's mine," and he stepped forward to get it.

The two astonished conductors, the lady and the station master turned towards the owner of the bag. "To you," said the conductor, "Well, why didn't you take it off the seat?" "Why," answered the smiling young man as he looked from one to the other. "Why, no one asked me to."

MISS HILDEBRANDT: The school which gave the first demonstration is located way down-town, whereas the pupils who gave this last demonstration are from the Audubon school which is located way up-town in New Orleans.

We had a speaker from the northern part of our State, and one from our capital Baton Rouge, tho our capital is not quite the central part of the State, and now we will have a speaker from the Southern part of our State, just a few miles from New Orleans and not very far from the Spillway. E. J. Landry, principal, Hahnville School, Hahnville, Louisiana, has been practising what we have been preaching in the national program this year—recreational activity for the development of good citizens. Mr. Landry is going to show you pictures of the activities that he has had in his school in various ways, and I believe he has a few introductory remarks to make and then we will see the pictures.

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## Pictures of Various Activities in the Hahnville School, a Rural School

E. J. Landry, principal, Hahnville School, Hahnville, Louisiana

Miss Hildebrandt and Miss Hinrichs, I certainly am indebted to you for having me participate in this program. You know, I believe that it is the participant who is the fellow who learns more than the people who listen.

I am going to prove that theory can be brought into actual practise. I have participated in so many meetings and have listened to various philosophies and theories expressed, and have afterwards asked myself this question: That sounds good, I believe in it, but always, how? How can I do it? With what? I know it is right but I must first influence the superintendent, then the supervisor, then my community, then my personnel, one at the time, or all together—or some way. I speak from the viewpoint of the principal, the fellow who has to start the ball rolling. Some of you know what I am talking about. It is possible. It is possible if you want to pay the price—there is always a price to be paid for any undertaking, and I think it is worth it. I believe in participation, and to prove that to you, I want to introduce to you, my school. I want my whole school to participate this afternoon, but the first part of my school, my personnel, I want to introduce

them one at a time, and I would like to have you participate in conversation with them on the subject I will mention concerning their participation in our program in our school. You will find this subject presented to you on the screen—not an elaborate affair, because it would take months and months to tell you really all these people are doing, and there are twenty-four of them, twenty-four teachers and seven hundred children, living in a rural community where every child must come to school in a school-bus. It is a poor community, I might say a very poor community, and where advantages and opportunities are certainly limited. I am not going to take over ten minutes of your time. So don't worry about the length of the program. If you want to make it longer you might interview the members of my personnel out in the hall—but not in here.

Mr. Curley Willis. Please stand. I want to introduce to you the young man who has charge of the mass athletics.

I want to introduce to you the man who has the music and he is one of our own boys, taught there in the school and raised in the community, and who has done well in music: Mr. Richard Vial.

I want to introduce to you now the lady who has to my knowledge done in our school what these educators have been talking about, the integrate program correlating music and appreciation, all of it at one time: Mrs. Marguerite Montz.

I want to present the young lady who believes that health in school is the first cardinal principle of education, not in theory, but in practise, using the ailments of the students as subject matter: Miss Lucille Guidry.

Now the lady who is developing visual and audio-visual instruction in the school. Not in telling the children what to see, but bringing to the children the best that can be seen: Miss Alice Vial.

We all know that we need a press in the school. If there is something in a county you need, it is a press. We must have our newspaper, and to have it organized so that it will function—we need it—it is the one all important thing to have in a rural community. Mrs. Abbie Lockhart has done that thing and can tell you all about it.

The whole school revolves around a young boy in this audience, and when I say that I mean it. He is the handyman who puts so much of this into practise, and he is also Eagle Scout at this time. A few years ago he was out of work, and came to the school building looking for something to do. And I told him: "Well, son, here is a job—you can learn here, but there is no pay attached to it." Now he is employed by the school system and earns a good salary. He is the little boy in the audience seated at the moving-picture machine: Mr. Alcide Laurent.

A library is needed in the school, a free visual aid material. That is fine and dandy. You can have worlds of it, but to bring it together and organize it for youth is the essential point: Miss Estelle Byrd.

In brief they have all made their own tasks, they have copies of their own work, and what they are doing, and they will be glad to send these papers to you, if you would want them, but there is no time for reading all of these today. We will be glad to participate with you, and we are searching for ideas, to learn from you, as we are only participants with you in the same program. So now, if you will

allow me, we will present our school in our five-minute program—just the surplus of it, bringing you into some of its real activities, things you can see, and we want to also invite you to visit with us. Some of you have automobiles, and the school will be open tomorrow, if you care to come. It is seventeen miles on the other side of the river and faces the river. You cannot miss it. I know that all of my teachers will be glad to see you, so come out and visit with us tomorrow.

(The first picture was a general one of the Hahnville School showing Scouts raising the flag, then followed pictures of ground-courts and equipment fitted to allow five hundred children to participate in out-door activities. The pictures showed the children engaged in various games. In this program each child is enabled to play the game of his choice—tennis, basketball, football, boxing, horseshoe throwing, baseball, volleyball, chin-bars, etc. The Boy-Scout unit is invaluable in many fields—the pictures showed the Boy Scouts doing errands for the teachers about the school, and in other activities. A well-organized band provides education and entertainment. Pictures of the school-band followed, and also dancing with the band playing for the dancing class, and singing out of doors. The study hall and library are separated, allowing the teacher one period daily to contact the library concerning reference material. Pictures showing the study-hall, the library; the rooms where girls are taught the art of home-making, the domestic science rooms—kitchen and sewing rooms, the infirmary where the ailments of the students are studied and taken care of. The student body and parents are kept informed of all current activities of the school by a weekly news-sheet. Pictures of the printing room followed and of the Boy Scouts and others delivering the news-sheet to the homes in the community. Seven hundred students and four hundred families receive the news-sheet weekly, and whatever profit is made by the sales is used to buy new equipment needed for the school. Pictures of the school store followed. The clerk supervises the production of all printing matter, and also operates all phonograph and picture equipment; the use of the talking motion-picture is to bring into use one of the best teaching efforts of the leading educators of the world. Pictures of the work room, the equipment in sound-picture development where instruction in sound-films are given were shown, and the last of the pictures showed the Boy Scouts removing the American flag after the school day.)

MISS HILEBRANDT: If seeing is believing, I certainly congratulate Mr. Landry on the work that he is doing. Now the teachers need recreation, as well as the pupils, and you are now cordially invited to the basement for entertainment and refreshments.

(The meeting adjourned at four o'clock, and the guests then went to the reception of the visiting principals by the New Orleans Principals' Association. Music at the reception was furnished by the Sophie B. Wright High School orchestra.)

### **An Important Notice!**

As you know, we list the names of all the current members of the Department of Elementary School Principals in the directory of the new Yearbook, when it is printed each year. At the front of this list we place a directory of all the names of the Principals Clubs, listing the names and addresses of the president and secretary.

We shall soon begin to compile this important "Who's Who in Elementary Education." Will you please see that the secretary of your Club sends us the correct name of your Club and the name and address of your president and secretary?

Be sure to look at the address on the envelope in which you received this bulletin and let us know if we do not have your name and address spelled correctly. This is important!!! Do it now!!!



*The sky-line of Detroit as seen from Windsor.*

### **All Detroit Invites You**

Come, go with us to Detroit and enjoy a week of work and play. President Orville Pratt of the National Education Association has arranged a splendid program. President Edythe J. Brown of the Department of Elementary School Principals has arranged one just as fine for us for our summer meeting, as she did for us at New Orleans in February. Chairman Earl R. Laing and his splendid committee have made plans for our entertainment which can't be surpassed. We are not allowed to tell all the lovely surprises which are in store for you, but those who have been to Detroit before know that when Detroiters plan things, they can't be beaten.

Detroit alone will be an education in itself, for here we have the third ranking industrial center of the United States; the largest city of the manufacture of automobiles; the home of many leading enterprises; and here industry has combined with art to create a center done in beautiful early Renaissance which is the purest example of its kind in America.

Those of us who have driven the famous "Model T" know how it always got us places and brought us home. Come with us now and let's enjoy together a few of the many wonderful places which are near Detroit, and which the maker of our "Model T" has made possible. At Dearborn, where our banquet on Tuesday night will be held, Mr. Ford has grouped hundreds of interesting relics of American life and founded a typical American Village of Colonial days in the desire to perpetuate the institutions that grew and flourished out of the American idea of living.

Below are listed those who have been selected by the Detroiters to be chairmen of the different committees pertaining to the affairs of the Department of Elementary-School Principals Programs. To have the privileges of knowing these fine folks is indeed a treat. They are: Esther Cousins; Jennie Clow; Irene Sauble; Arnold Gregory; Frank Steele; Pauline Ruhr; Herman Browe; George Birkam;

Roy Stevens; Inez Caswell; Rachel McKenney; James Baird; Claudia Wilson; James Voorhees; Nora Egan; Frances Hardie; Guy Bates; Jennie Flemming; John S. Thomas; Benjamin B. Lovett; and Earl R. Laing.

The changes which have been and are now taking place in the elementary school are vital to the progress of our educational system. If our boys and girls are to profit by these changes, then we must select subjects for discussion, which will be helpful. President Edythe J. Brown believes that it is just as necessary to develop the cultural side of the child's nature, as to teach him the 3 R's, hence she has selected subjects which are consistent in their application to this viewpoint. She thinks that the elementary school should safeguard the normal development of our boys and girls thru guidance. Just how far we are expected to be aware of the factors which enter into the lives of the pupils and what experiences and studies should be provided for us to follow the correct course are questions upon which she has pondered. The programs of the Department, therefore, will be of unusual interest for we are to appraise our problems of elementary education.

The tentative set-up of the programs is as follows:

#### **Monday afternoon—**

##### **APPRAISAL OF ELEMENTARY EDUCATION**

"The Three C's of Education—Character, Citizenship and Culture"

"Guidance in the Elementary School"

"Horace Mann—An Exponent of Education for a Richer and Fuller Life."

#### **Tuesday afternoon—**

(Sponsored by Detroit and Michigan Principals, Earl R. Laing, *Chairman*.)

Important and short business meeting

"Education in a Democracy"—William J. Cameron of the Ford Motor Company.

"The Interviewing of Celebrities"—Helen C. Bower, Library Critic and Writer, Detroit Free Press.

"Problems in Behavior and Delinquency"—Harry J. Baker, director, Psychological Clinic—Detroit Public Schools.

#### **Our Social Affairs—**

The **get-together-breakfast** will be at the Statler Hotel, Monday, June 28, 7:30. President Brown has planned an enjoyable meeting.

The **banquet** which is to be held at Dearborn Inn, Greenfield Village, Michigan will be one of the most unique affairs at the Convention. The Detroit principals have planned a banquet different from any we have ever had. At no time during the convention will there be more dignitaries assembled. Dr. Frank Cody, superintendent of schools, Detroit will bring a message and all who know Dr. Cody know that a rare treat is in store.

Cars will be at the Statler Hotel at 5:30 p.m. Tuesday, June 29, for all who have planned to go. Only 300 tickets will be sold, therefore, get your ticket early. Don't miss this festive occasion.

The complete program of our affairs in Detroit will be printed in the June issue of *The National Elementary Principal*, which we hope to get to your desk early. Be sure to watch for it.

## The Conference on Elementary Education

Ann Arbor, Michigan, July 5-16, 1937

**Who can attend**—This first conference is going to be the foundation stone in the structure of progress which is being built by those interested in elementary education. Every person, who directs the work of children in the elementary school, is cordially invited to attend—teacher, principal, supervisor and superintendent. Dean J. B. Edmonson has selected as our faculty a group of professors who are nationally known for their words of wisdom, their ability to impart knowledge and their interest in the advancement of elementary education. With this wonderful group of leaders to guide us we should return to our schools in the fall with a very much clearer idea as to how to make each step of our work count for more in the life of the child.

**Some of the topics**—We shall discuss the need of a good public relations program and its relation to our accepted educational philosophy. We want to know what are the relations of the teacher to an active public relations program. What relation has mental hygiene to that of general instruction? In what ways are the schools fitted to carry out a program of physical health and hygiene? What is the relation of the teacher to guidance work in the elementary school? Does character education function thru book knowledge and habit action? How can the school provide the motivation to secure the necessary habit behavior? What conditions cause the philosophy of organization and administration to change? What is the relation of the teacher to supervision and to instruction? What are the types of supervision? How can supervision establish research-mindedness on the part of teachers? What aid can be given to those entering a new teaching position? What aids can be given to those who have been in the work several years? These and dozens of other questions will be answered by those who are participating in our conference.

*"Campus of University of Michigan"*



**Special privileges**—This enlarged program in elementary education which the University is offering for our special benefit is so planned that we shall be able to take back to our schools concrete information. So that we may know the latest ideas and methods in teaching, the University Elementary School will be in operation. Six units of children from about three to fourteen years of age will be in class. Students may take advantage of the opportunities offered by the system of observational balconies.

Of particular interest to those attending the conference will be the specialized collection of books dealing with the various aspects of child development that has been placed in an attractive and comfortable reading room in charge of the librarian. Those of our group with a major interest in children's literature will enjoy the unusual collection of books in the children's library.

**Housing Accommodations**—It will be possible to secure attractive living quarters at a nominal cost. Principals may secure board and room at Mosher-Jordan Hall. The rate is to be \$3.50 per week or \$7.00 for the period of the course. Board will also be available at \$1.00 per day. All applications should be filed **immediately** with Mrs. Byrl Bacher, Office of Dean of Women, University of Michigan, Ann Arbor.

Let's not miss this wonderful opportunity to attend this two-weeks meeting and learn better ways to do our jobs. We want to improve our work, here is our chance.

The Committee

MRS. EDITH B. JOYNES, *Chairman*

EDYTHE J. BROWN

MASON A. STRATTON

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## Social Security and Elementary Education

Lavinia Engle, Educational Division, Social Security Board,  
Washington, D. C.

Ability of the individual to adapt himself to the changing and growing demands of a dynamic social order measures the success, or failure, of the group of which he is a member. When such agencies of society as the home, the church, and the community face a crisis in the process of adaptation, one waits for the inevitable cry "this is an educational problem." And after all, educators should not cavil at so complete an acceptance of the place and value of the teachers' professional services and of the thesis that education is not a restricted field of academic instruction.

To meet these successive challenges requires the principal's and teacher's ability to distinguish the tide from the surface ripples and complete intellectual honesty in selecting those educational tools which will enable the student to "adapt himself" and to grow with the age of which he is a part and not to set up a process of moulding and fitting youth to conform to any one period for which the principal and teacher elect to cut a pattern.

Overzealous proponents as well as critics are prone to hail a new tool of society as a new pattern of life, and one recent near victim of this urge has been the social security program. The several and various projects included in the Social Security

Act are not in themselves changes in the social or economic life of the nation but tools furnished by government in order that individuals and communities may meet the problems arising from rapid development in our economic system. This, as every other great governmental program, brings repercussions in the educational system and the question, "What is our part in this to be?" The question is twofold, what is the part of the educator to be as an individual, and what is it to be as a principal and teacher?

Administrators of the social security program may reply that their answer also is two fold. To the principal and teacher this program brings help with some of the most serious problems that their classroom presents thru relief of the most pressing economic and social needs of many of the children who are in their charge. This is accomplished thru the public-assistance provisions of the act which furnish a broader and more substantial financial basis for the state social welfare programs. Thru aid to dependent children, assistance to the needy aged, and assistance to the blind, family financial strain is relieved, as well as the personal need of the individual receiving aid. Public-health services, care for crippled children, and vocational rehabilitation stabilize community life both directly and indirectly. And all these measures further the economic security of the family unit which, the principal and teacher knows only too well, is the cornerstone for the normal development of hundreds of thousands of school children. Nor is the principal and teacher unaware that systems of unemployment compensation and Federal old-age benefits will build another section in that wall of security for childhood.

Together with the benefits of the social security program comes the principal's and teacher's problem of interpretation. Again their knowledge of history reminds them that many of the best intentioned laws and governmental programs in a democracy fail of their fullest achievement because of lack of adequate knowledge of how best to use them on the part of those members of the community who need them most. Realizing this, the principal and teacher remember the challenge "this is an educational problem" and the community's acceptance, perhaps unconscious, of the meaning of education not only in terms of the essential "Three R's" but in terms of social attitudes and of knowledge of the use of those tools of society thru which the individual may reach the highest peak of usefulness and happiness.

Recognizing the problem is an important step, but establishing a sound methodology for teaching is decidedly another and a far more tedious one. The modern school has accepted the broad philosophy of education and has gone far in the development of a program in which social attitudes and personal integrity result from the whole school program and are not attempted in a "course." But appreciation of the philosophy of a program of labor relations must be implemented for the child by knowledge of the machinery thru which it is achieved, exactly as we teach the structure of the administrative machinery of government. The planning of units of study which will build for the child security in the knowledge of his rights and responsibilities under unemployment compensation and Federal old-age benefits is the job before us and its accomplishment will speed the day

when they will become most intelligently used and will be the safest guarantee against exploitation.

The elementary-school principal and teacher face this, as other projects, with the realization that of the 27,000,000 school children in the United States only 6,000,000 will go on to high school and that 21,000,000 will terminate their formal education when they leave the elementary schools. They may hope that for some of them the social security program will mean a longer school life but they are not apt to give up their firm belief that the main challenge of youth to society must be answered in the elementary school.

Selection of material for the curriculum of the elementary school grows more difficult with each enlargement of the field of formal education. Those directing the selection must not fail to continue to encompass the range of essential skills and factual knowledge we have long been accustomed to regard as proper sphere of elementary education. It would be excusable should they shrink from assuming responsibility for further extending the scope of their program. But with characteristic devotion to the needs of their students they are tackling the job. They realize more keenly than any other one group that each new development in science, in art, or in government widens the world in which the child will live. And no principal nor teacher will regret that the patterns of life their loom must carry is more intricate when they realize that both pattern and fabric for another generation are enriched by color and beauty given by their skill in teaching the use of the tools that a new world has forged for its children.

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## Speaking Seriously

**Carl S. Zook, principal, Lane School, Portland, Oregon**



CARL S. ZOOK

This bit of dissertation in the field of education may be only aberration, depending on your point of view; but here and there thruout the nation I'm impressed with this observation which I offer for your elation as it may appeal to you.

In the midst of learning much diffused we find the world is all confused and our leaders much abused; some are led to abdicate. We need Will Rogers with his humor to resist the ills of rumor and save us from a fateful doom or make us try an introspect. Kings and potentates are assailed, proven systems are bewailed, every whit of crime retailed 'till we become almost dismayed.

"Where are we going?" some will say. "We don't know, but we're on our way." And we haven't time to stay and calculate the why. What, we wonder, is it all about; and what, if any, is the way out of this bog and fog of doubt that leaves us all awry. And we're asking, "What's the matter; why this never ending clatter; endless talking, aimless chatter?" And the answer no one knows. Some keep seeing shades of Red; others Fascism sorely dread, but we keep mulling right ahead all hoping for the best.

The cure some say is the Townsend harangue; others would join the letter chain gang; but all ready-made schemes blow up with a bang, for the only way out lies thru *work*. To this truth we should ardently, ceaselessly stick; there is no honest scheme for getting rich quick; and you'll find yourself holding the famous "Gold Brick"—the world has no place for the shirk. Perhaps our emphasis long has been wrong; perhaps some announcer should give us the gong, or teach us to sing a new, happy song to fill our souls once more with zest.

"Our little systems have their day," a loved poet was wont to say; we've seen several such pass away, so we think that he was right. "They have their day and cease to be," but there's so little that we see as time speeds into eternity that our judgment's but a guess.

So I strike out right fearlessly—or make a hit mysteriously—that "We take ourselves too seriously"—this has brought us grief. The truly great are truly humble; not much given to growl and grumble because the big world doesn't tumble and grovel at their feet. Immortal Lincoln, as a sample, never posed as an example nor ever felt he was more than ample for conditions he must meet. "Why Should the Spirit of Mortal be Proud?" was his favorite poem often avowed, and surely his spirit was richly endowed with humility, true and sincere. Many of us by some success inspired have permitted ourselves to become so all-fired conceited, we should all be fired—with enthusiasm for things seldom found on this sphere. For 'tis true—let's not fear it—the things of the spirit, how often we hear it, are the things that forever endure.

With plans and procedures, methods and measures, we're constantly fed until all the pleasure of helping the child discover life's treasure is thrown into the discard. Records and tests, surveys and reports unquestionably have their import; but how much is valid, how much mere purport are the marks on a child's report?

To our own importance, then, let us be blind, but ever alert to help the child find himself and his goal, and never to mind the impediments we have decreed. In faith, hope, and love, lead him to pursue the vision he dreams and the task he would do in always supplanting the old with the new without thought of reward for the deed.

"With charity for all, and malice toward none," let us stick to the race we've determined to run, heedless of winning a place in the sun for ourselves; but with thought for the weal of all fellow beings and a zeal that everyone everywhere get a square deal, recompense for work that's well done.

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Dr. W. S. Deffenbaugh, in the March issue of *School Life*, says that the Georgia State Department of Education has set up, thru appointment, a commission for the purpose of standardizing the elementary schools of the State. The commission to date has standardized 779 white elementary schools and 49 colored schools.

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Anthony E. Karnes, state enrolment chairman for the D.E.S.P. has been re-elected as Commissioner of Education of the territorial public schools of Alaska for the term beginning March 1, 1937, and ending February 28, 1941.

## Membership News

Eva G. Pinkston

The numerous attractions and the fine programs at New Orleans caused many of the Enrolment Chairmen who were attending the convention to either phone in, write out, or report verbally the marvelous progress they have made in increasing the membership of the Department in their state, city, county or district. Several of us did get together tho, and spent a most delightful and profitable morning. Those who came to Dining Room No. 1, St. Charles Hotel, New Orleans were: Edythe J. Brown, South Bend, Ind.; Earl E. Bovee, Sioux City, Iowa; W. L. Darnell, Austin, Tex.; Amy H. Hinrichs, New Orleans, La.; R. C. Johnston, Birmingham, Ala.; Louise V. Norton, Buffalo, N. Y.; C. E. Perry, Portland, Ore.; Maude A. Rhodes, Atlanta, Ga.; Kenneth E. Vayette, Peoria, Ill.; and Mrs. A. R. Wilson, Durham, N. C.

The Department has made the greatest gain in membership that we have ever had. All this credit is due to the splendid work of our Enrolment Chairmen. They have worked diligently and the result of their efforts show that we lack only 47 of reaching our goal of 5,000 this year. Isn't this grand! We must not stop until we reach our number, therefore if you know of a fellow principal who has not joined our group, won't you please invite him to do so?

In analyzing our membership records as of March 1, you will be glad to know the many interesting things we have found. First among them are our 100 percent cities. They are: Prescott, Ariz.; San Gabriel, Calif.; Tampa, Fla.; Evansville, Ind.; Indianapolis, Ind.; Kansas City, Kans.; New Orleans, La.; Detroit, Mich.; Hamtramch, Mich.; Normandy, Mo.; Omaha, Nebr.; Hicksville, N. Y.; Watervliet, N. Y.; Greensboro, N. C.; El Reno, Okla.; Shawnee, Okla.; Port Arthur, Tex.; Radford, Va.; Huntington, W. Va.; and Casper, Wyo. District 75 of Evanston, Ill.; Ritenour Consolidated School District, Mo.; and Beaumont Independent School District, Tex., are also 100 percent. If you know of any we have missed be sure to let us know so we can publish their names in the next issue of *The National Elementary Principal*.

Of the United States and its territories we find that the following have already passed their quota: Alabama, Arizona, Arkansas, Louisiana, Texas, West Virginia, and Alaska. Forty-one have passed their total number of members of last year.

If our members will begin to say a good word to their friends whenever the occasion arises, we shall appreciate it very much. You know that this is the most effective way of furthering the Department and its work. Speak a good word for us now, for we shall soon be going to press on the directory of our Yearbook. We would like to include the names of many more members. This "Who's Who in Elementary Education" has proven of great advantage to many of our members. It is from this list that many of the group are selected to do certain pieces of work in the elementary field. I'm sure you are often surprised when you get a letter asking your help on some special project. Let me inform you that we are always glad to recommend our members to assist in work which will be beneficial to them

as well as the person to be helped. The more members the greater our field of opportunity. Won't you help our State, City, County, or District Chairmen in their final drive?

The June issue of *The National Elementary Principal* will carry a complete report of the year's record. Let's see how far we can go beyond our 5,000 goal.

## REPORTS OF COMMITTEES

### Yearbook

**Samuel Berman, Chairman**

**Principal, James Ludlow School, Philadelphia, Pennsylvania**

The topic for the 1937 Yearbook, *Appraising the Elementary-School Program*, is a timely one. It meets an urgent demand thruout the nation to re-examine philosophies, curricula, administrative and supervisory policies, and classroom technics applicable to the field of elementary education. It answers the challenge implied in the changing social and economic scene; it appraises with impartiality many current trends in elementary education, and reports its findings as to future developments.

The task is no easy one. Unlike the appraiser of diamonds, who has definite methods of examining and weighing such gems, exact scientific methods of school appraisal are still in the making for the school executive. The reason for this is clear; the diamond expert deals with inanimate objects; the school expert deals with human beings ever-adjusting themselves to ever-changing conditions. Therefore, the elementary school needs constant appraisal of its policies and activities so that the best practises may receive wide publication and thus be of practical help to the profession.

*Appraising the Elementary-School Program* is inclusive but not encyclopedic in treatment. It balances theory with actual practise. A glance at the topics will indicate this:

- I. THE FUNDAMENTALS OF APPRAISAL
- II. APPRAISING THE SCHOOL ORGANIZATION
- III. APPRAISING ADMINISTRATIVE AND SUPERVISORY POLICIES AND PROCEDURES
- IV. EVALUATING THE CURRICULUM
- V. APPRAISING METHODS OF LEARNING AND TEACHING
- VI. EVALUATING SPECIAL GROUP ACTIVITIES
- VII. MEASURING RESULTS OF THE PUPIL-GUIDANCE PROGRAM
- VIII. EVALUATING THE EFFICIENCY OF TEACHING
- IX. JUDGING THE QUALITY AND USE OF SCHOOL EQUIPMENT
- X. APPRAISING THE TECHNIQS OF EVALUATION

Because of the method used to secure contributions, there is appraisal from every possible angle. An outline of the topic with an invitation to contribute an article was mailed to 3925 paid-up members of the Department of Elementary School Principals; to 136 selected members of the American Educational Research Association; to 224 superintendents of schools in cities 30,000 to 100,000 in population asking them also to call the attention of their staff to the opportunity to con-



SAMUEL BERMAN

tribute; to 55 deans of schools of education with a similar request; and finally to 80 other educators who have made a contribution in the field of appraisal. It is inevitable from such a wide area of selection that the 1937 Yearbook should include important articles from elementary-school principals, professors of education, research workers, guidance specialists, superintendents, and other educational experts.

In this connection it is important to note that while the Editorial Committee has set up certain fundamentals of appraisal, it has not hesitated to subject even these and other technics to the closest scrutiny. The result has been that specific school situations are emphasized in the light of these methods or technics. Thruout the 1937 Yearbook stress, therefore, has been laid on *how to evaluate* the elementary-school program.

It must be remembered too that the 1937 Yearbook, *Appraising the Elementary-School Program*, is an outgrowth of the entire profession and not the work of individual members of the Editorial Committee; in this sense the Yearbook should fill a need thruout the nation for specialized guidance in every elementary school.

In conclusion, the Editorial Committee expresses its thanks to Richard R. Foster, assistant director of the Research Division, N.E.A., for his meticulous, editorial help and offers its appreciation to Eva G. Pinkston, executive secretary of our Department, for her able assistance and many courtesies.

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## Visual Education

**Eugene H. Herrington, Chairman,**  
**Principal, Alcott School, Denver, Colorado**

(EDITOR'S NOTE: The Visual Education Committee did not hold its meeting on Monday and Tuesday as had been previously reported, because the room which had been assigned for this purpose, could not be darkened. Therefore, arrangements were made to have the program Wednesday afternoon in the Auditorium of the Tulane Medical School, Tulane University, 1430 Tulane Avenue, where the general sessions of the Department had been previously held.)

The national and state conventions of other professions such as dentists, physicians, and surgeons, have made wide use of the projected picture either still or moving to illustrate their lectures, thus making the issues clear before general discussions. In some medical circles difficult operations have been photographed in color and shown for criticism and discussion.

Our Visual Education Committee knew that many locally photographed pictures had been taken in cities developing this phase of education. We have written to more than a hundred cities to see what pictures have been made. The survey shows that about thirty cities have been active in making such films. In most cases the pictures have been made of school activities or special school functions of an educational nature which have been considered valuable to show parents in the communities, thus they have served as public relations agents in the community or city.

Without consideration of the value of such pictures in the community, our com-

mittee has concerned itself with the value of such pictures as a basis of understanding and discussion of school procedures by other educators. Several such films were loaned to our committee and shown at the N.E.A. meeting in Portland and several more at the Department of Superintendence meeting in New Orleans.

**New Orleans Meeting**—The New Orleans pictures were as follows: "Out Door Activities," in a Colorado mountain school, was shown and discussed by Lloyd Shaw, superintendent of this small but progressive grade and high school near Colorado Springs.

"A Third Grade Activity," on recreation taken in the Alcott School, Denver. The picture taken in a platoon school showed the cooperation of teachers of all departments carrying on the activity centering in the social science class. A discussion of correlation, and cooperation in a platoon organization followed.

"How Philadelphia Educates Its Children," was used as an example of a film made for all city distribution, especially among Parent-Teacher Associations.

"Activities in Winnetka Schools," showed children at work in different work centers in the Winnetka organization.

"How I Make Real Biscuits," by Barbara Jenkins, 5 years old, showed a cooking demonstration in a kindergarten class by this tiny cook. The recipe was given in titles and each step demonstrated, finishing in color with lovely brown biscuits being drawn from the oven. Such a film was described as useful in stimulating interest in home-making at all age levels. Incidentally, this film has resulted in making the child famous, featured by Ripley, also by the *American Magazine*, department of interesting people.

Color film strips of a carnival parade suggested possibilities in using the miniature camera and projector for showing non-action work where color is especially important.

I think we can agree that we can talk more understandingly about school organization after an introduction by use of a good moving picture.

**Report of Survey**—We wish to report the results of a survey conducted thruout the 97 cities having full-time Visual Education Directors. There are thirty schools reporting locally made motion pictures of school life. Some of these cities have made as many as sixty films each, a total of nearly two hundred, based on 400 ft. lengths. Many of the films listed were described as of only local value and not available for use outside their own city. For films to be of greater value for our purpose, they should have a central theme and plan developing certain ideas to be brought out. Many of the local films are just random shots taken about the school which are of little value to other educators, however, we have been able to select several each year which are the type desired. We prefer to have someone connected with the making of the film explain it and conduct the discussion.

If there are other cities or schools having done work of this kind, the committee would appreciate hearing from them.

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**Make your plans to attend the Convention at Detroit, June 27-July 1, 1937.**

## Are Your Report Cards Satisfactory?

Carl H. Kumpf, principal, Eggertsville Elementary School, Eggertsville, New York, and Cecile La Follette Kumpf, associate in education, New College, Teachers College, Columbia University, New York City



Carl H. Kumpf



Cecile La Follette Kumpf

Despite the strides made in setting up goals and objectives conforming to a more enlightened theory of education, we bog down completely when reporting the school work of our pupils to their parents or guardians. Those cases where the home report begins to direct attention to the aims of modern education tend to be the exception rather than the rule.

Perhaps one of the most potent reasons for this wide discrepancy between our professed ideals in the form of educational outcomes is the fact that there is a serious question as to how to bring about the fusion of the teaching on the one hand, and acquainting the home with the type of work done on the other. It is true that many obstacles must be met and overcome before report cards can be used that tell the story they should; chief among these, perhaps, is the inert attitude of the parents themselves.

This article is to tell the method used by our school in showing what the pupils were learning and the impressions given at home of their in-school activities. The approach used was so simple and direct that any school system could use these same principles of attack with a high degree of success.

We were nearing the end of our supply of home report cards and this condition turned our attention to the need for reprinting. The question, asked in faculty meeting, as to how well the present reports met our purposes, called forth a variety of criticisms, suggestions, objections and proposals for improvement. (It may be interposed here that our former reports were of the traditional type on which could be recorded a mark in the various subjects and in effort and deportment.)

A year was spent in research by all members of the faculty as to how to improve our home reports. Much time was necessarily spent in defining our objectives of teaching that we might have a clear picture of the pupils outcomes upon which we wished to report progress.

A simple test to determine the appropriateness of our report cards was to analyze our cards on the basis of the six cardinal objectives as set up by the Committee of Elementary Education of the New York State Council of Superintendents.<sup>1</sup> Many report cards now in use in various parts of the country were obtained. These were compared and checked against the objectives we had set up. This procedure made us increasingly conscious of desirable and undesirable features in reports. In turn such issues were decided as: Shall we have a single report for all seven grades?

<sup>1</sup>Cardinal Objectives in Elementary Education, Committee on Elementary Education of the New York State Council of Superintendents, Albany, N. Y., September, 1928.

How many, and which grades, shall be grouped for each card? How many times a year shall the report be issued for each grade? Upon what phase or phases of school life shall emphasis be laid? Which items of the traditional report should be given less conspicuous place? The answers to these problems and many more helped us to arrive at a general outline of our projected cards.

It was now possible to form committees for research, on smaller segments of this broad outline. By being a member of each committee the principal was able to coordinate the work of the various sections. As a committee arrived at tentative conclusions its results were brought before the entire staff for criticism and evaluation. When all committees had made a report and had effected appropriate revisions, a dummy report card was compiled. This report card was first criticized in general, then in its particulars, and lastly revised.

Most of the staff members now graded several pupils, using this revamped report card. The results of their experimental use of the new cards were now discussed and on the bases of their findings further alterations were made. This done, we now felt we had a report card we should like to use for a period of time until the necessity for further revision became apparent. But how to make the community feel this same need as we did for a change in the reporting system; was our problem. The character of the new form of card made it imperative that the parents in the community appreciated and accept the attempt which the school was making.

We contacted our P.T.A. president and as a result the last meeting of the year was given over to the school principal for the purpose of a panel discussion about report cards. Some sixteen parents, representing the community in point of residence, economic status, occupation, and social position participated in the discussion. Among the panel members were a bond salesman and his wife, a contractor, a milk distributor, the wife of a retail merchant, a college professor and his wife, a mechanic and his wife, a furniture salesman and his wife, an elementary school principal of the nearby city, a member of the Board of Education, a teacher of our staff, and the principal acting as chairman. This enumeration is inserted merely to demonstrate that no attempt at selectivity was made in drawing up the panel.

A list of five problems was sent to each member of the panel together with a description of the conduct of a panel discussion and instructions regarding his function in it. This was soon followed by a bulletin of references pertinent to the newer trends in home reports. A library was set up in the school containing many of the references listed in the bulletin, specifically for the use of the panel members. On the night of the panel discussion copies of the problems to be discussed were distributed to all non-members of the panel. All received a copy of the tentative outline of the report card which was to serve as a concrete basis for criticism. This avoided having comments remain too much in a general vein.

The panel members discussed for some 45 minutes both positively and negatively the report card previously supplied to all. The discussion was then thrown open for the participation of all those present.

The general tone of the meeting was favorable, though some questions or protests were registered. Just one example will suffice to indicate the character of the recommendations which some of the parents found difficulty in understand-

ing and assimilating. The marking system S for satisfactory U for unsatisfactory, I for improving, and H for honor was advocated. This apparently, was too much of a change for some of our parents who were accustomed to the percentage markings. As a result of the discussion we used for the upper grade cards, the marking system A for excellent, B for good, C for average, D for poor, and E for failure. This system seemed satisfactory and understandable to the parents and still was a step forward.

On the basis of the panel discussion and subsequent consideration the report cards were again revised; then printed. Only enough cards were printed to last for two years so that further changes could be made before another printing, if the community desired. Whether or not the community will be ready depends upon the efforts of the school to educate our patrons for the better things.

A brief list of the characteristics of our report cards will serve to indicate what we have tried to do. We have two cards: one for primary grades, and the other for intermediate grades. Primary cards are issued, in the kindergarten and grades one and two—every ten weeks, while for the third grade they are issued six times a year. Intermediate cards for grades 4, 5 and 6, are issued eight times a year. In all grades the work is carried thru on the basis of a yearly unit.

The first half of both cards is devoted to character objectives, and the other half to scholarship. On the primary card each character objective and scholarship objective is analyzed by several sentences, written positively. Each sentence is marked rather than the characteristic or subject itself, with S, U, I, or H. In this way we call attention to the parts of each character objective and each subject which should be noticed by pupil and parent. Thus the cards help to point out specific rather than general strengths and weaknesses. The marking system chosen is to avoid comparisons between pupils and to emphasize individual progress rather than the attainment of a certain standard. On the scholarship side of the card the pupil is marked on his actual accomplishment of the subject matter. This grading is determined on as objective a basis as possible. The attitude, attention, deportment, etc., displayed in any of these subjects is marked only on the character side of the card. This makes it possible for the brilliant youngster, whose disciplinary inhibitions are not too well developed, to find a proper place on the roll of honor for scholastic accomplishment. At the same time the youngster who does his best to serve his school but who lacks the ability to lead his class in subject matter work is given justified recognition on the citizenship honor roll. Outstanding pupils in both these phases, of course, have the possibility of a place on both rolls.

Under the word "Remarks" a blank space is left in which the teacher or parent may write comments concerning the child. When this space is filled, additional information is written on a separate card and clipped to the report card. As we continue to improve our cards more space will be left for this purpose.

The intermediate card groups the character objectives under eight heads: four of them social and four referring to work habits. Each of these eight heads is explained in some detail by means of synonomous or contributory words and phrases. The character objectives are grouped to keep the list which is to be marked, small

enough to allow good thought on them during each marking period. The subjects are grouped under large headings rather than listing each subject individually. Under each subject is a word or phrase to help analyze the parts of which that subject head is made up. Each of these parts is marked rather than the subject head itself. For instance; under the subject head "English" we have grammar, literature, composition, speech, dramatics, spelling, and writing. A mark is given for each of these items. Many of our parents felt that we spoiled our cards by clinging to such old-fashioned terms as grammar, composition, etc. However, there were many other parents who were having difficulty digesting the other changes we had advocated so an attempt was made to compromise the two extreme viewpoints.

On the primary cards, a space is also provided for remarks. Thru a later investigation and tabulation of these remarks we hope to have a cross section of the desirable alterations still to be made.

In conclusion, it may be well to state that we do not regard our report cards as finished products. We do feel we have made considerable progress in the right direction. We have printed only 100 of each kind of card so re-printing will be needed in about two years. This will provide opportunity for correcting defects and for making further improvement.

What was done in our community can be done in hundreds of others with no greater effort. The essentials are a desire on the part of the school officials for the proposed improvement, a staff willing to undertake a rather thoro research on the problem and a willingness by the administrative officers to take the community into its confidence and to regard its members as tho they were able to react rationally to a situation requiring some intelligence.

(EDITOR'S NOTE: A sample of the above mentioned report cards may be obtained from the authors of this article.)

## A Principal Honored



JENNIE WAHLERT

Jennie H. Wahlert, principal, Jackson School, St. Louis, Missouri, and a member of the Department of Elementary School Principals has been elected president of the Association of Childhood Education. This honor came to her at the Convention at San Antonio, Texas. Miss Wahlert is a nationally known expert in dealing with the problems of children in primary grades. Those of us who have had the pleasure of visiting the Jackson School know that this principal sees that home, school, and community cooperation is truly practiced there and is not a matter of theory. The St. Louis Association of Childhood Education honored Miss Wahlert by giving her a life membership in the national organization. We are delighted to know that one of

our principals has been selected to lead this outstanding group. We pledge the help of this department at any and all times.

## SECRETARY'S REPORT

### New Orleans, Louisiana

February 20-25, 1937

The Department of Elementary School Principals held two general sessions in the auditorium of the Medical School, Tulane University, 1430 Tulane Avenue, New Orleans, Louisiana, on February 20 and 23 respectively. The musical program given by the Children's Band, Crossman School, was exceptionally well executed by a group of adorable kindergarten children in blue and yellow costumes. They had been trained under the expert leadership of May Cabiro. Miriam Cohen is principal of the school. On Tuesday afternoon those present were given another musical treat by a group of children, from McDonogh School No. 16, who in costume sang several French folk songs. Anna F. Kennedy is principal of the school.

The different groups of children who participated in the several numbers on Tuesday afternoon demonstrated that they had been splendidly trained by their teachers in the art of thinking. The name of each particular group, the name of the teacher and the principal of the school taking part are listed below in the program.

The programs of these general meetings were so worthwhile that even standing room was at a premium. The topics and speakers for the meetings were as follows:

**First Session**—Monday, February 22, 2:00 p.m., Auditorium of Medical School, Tulane University, 1430 Tulane Avenue.

**Building For A Better Citizenry Thru Recreational Activities**

Edythe J. Brown, President of the Department, *presiding*

#### MUSIC

Children's Band, Crossman School, May Cabiro, teacher

#### GREETINGS

Amy H. Hinrichs, D.E.S.P. Enrolment Chairman

#### REPORT OF THE 1937 YEARBOOK COMMITTEE

Samuel Berman, James Ludlow School, Philadelphia, Pennsylvania

#### READING FOR LEISURE IN THE NEW AGE

Dr. William S. Gray, University of Chicago, Chicago, Illinois

#### REMEDIAL READING FOR A BETTER CITIZENRY

Dr. Margaret White, supervisor of English, Cleveland, Ohio

#### SANE VIEWS OF SPORTS AND THEIR USES IN ELEMENTARY SCHOOLS

Dr. Thurman B. Rice, University of Indiana, Indianapolis, Indiana

**Second Session**—Tuesday, February 23, 2:00 p.m., Auditorium of Medical School, Tulane University, 1430 Tulane Avenue.

Josephine E. Hildebrandt, principal, Robert M. Luther School, New Orleans,

Louisiana, and president, New Orleans Principals' Association, *presiding*

#### FRENCH FOLK SONGS AND DANCES

Pupils of McDonogh School No. 16, New Orleans, Louisiana. Anna F. Kennedy, principal

#### THE CURRICULUM STUDY PROGRAM IN LOUISIANA

Dr. Murphy P. Rogers, director of curriculum, State Department of Education, Baton Rouge, Louisiana.

#### THE CHOCTAW INDIANS OF LOUISIANA

A pupil demonstration by the third grade, Audubon School, New Orleans, Louisiana.

Naomi Gardberg, teacher; Amy H. Hinrichs, principal.

#### EXPERIENCING A PROGRESSIVE PROGRAM IN OUR TRAINING SCHOOL

Dr. A. E. Phillips, director of elementary training school, Louisiana Polytechnic Institute, Ruston, Louisiana.

#### HUMOR IN READING

A pupil demonstration by grades 5-7, McDonogh School No. 7, New Orleans, Louisiana.

Margaret E. Powell, teacher; Augusta P. Littlejohn, principal.

#### PICTURES OF VARIOUS ACTIVITIES IN THE HAHNVILLE SCHOOL, A RURAL SCHOOL

E. J. Landry, principal, Hahnville School, Hahnville, Louisiana.

Program was followed by reception tendered all visiting elementary-school principals and other guests by the New Orleans Principals Association. Music was furnished during this reception by a New Orleans high school orchestra.

### Breakfast, Banquet and Reception

The Department breakfast on Monday morning, February 22, La Louisiane, 725 Iberville Street, down in the old French quarter, was a most enjoyable affair. The unique surroundings, the creole breakfast and program planned were thoroly enjoyed by the 200 present. President Edythe J. Brown asked Amy H. Hinrichs, chairman of local affairs for the Department of Elementary School Principals to make an announcement about the banquet; invited our honor guest Dr. J. B. Edmonson, dean, School of Education, University of Michigan to tell of the arrangements he had made for us this summer at our Conference on Elementary Education which will be July 5-16, Ann Arbor, Michigan; and gave to the group a brief summary of the weeks activities, inviting all present to come share in the fun at our social gatherings and learn from those who were to bring us messages on our programs.

The banquet on Monday evening 6:00 o'clock St. Charles Hotel at which Mrs. E. M. Gilmer (Dorothy Dix) was the guest speaker, will forever live in the minds of the 513 present, as one of the most delightful affairs of the convention. The group singing was led by Mary M. Conway, director, division of music, New Orleans public schools, with Cornelia Cooke, teacher of music, Audubon School as accompanist. Beautiful harp selections were given by Viola and Elizabeth Turnbow, pupils of Lucienne Lavendon. The invocation was pronounced by Dunbar H. Ogden, pastor, Napoleon Avenue Presbyterian Church, New Orleans. After a delightful and delicious southern dinner, President Edythe J. Brown presented the distinguished friends of the Department seated at the head table. Josephine E. Hildebrandt, president, New Orleans Principals' Association and principal, Robert M. Luther School, gave a word of greeting and presented beautifully framed and original Audubon pictures to Joseph M. Gwinn, former superintendent of New Orleans Schools, Mrs. Nicholas Bauer, who received it for Superintendent Bauer, New Orleans, President Edythe J. Brown, and Eva G. Pinkston, executive secretary, Department of Elementary School Principals. All were particularly honored by the presence of Mrs. E. M. Gilmer (Dorothy Dix) an internationally known personality who gave the address of the evening on "The Experiences of a Woman Columnist." She told us about the heart throbs in letters which she receives daily, how people pour out the longings of their souls, about the obstacles blocking their happiness, and the advice she gave.

The story of the banquet would not be complete without mentioning the perfectly beautiful programs, which were so artistically done that they are suitable for framing. The paper magnolias were so exquisitely made that at first glance many thought they were real. These beautiful decorations with suitable accessories gave to the banquet hall that look which could only be produced in the sunny Southland.

After the general meeting on Tuesday afternoon, the New Orleans Principals' Club gave a reception to all visiting principals and their friends, in the dining room of Tulane University Medical School. Punch and cakes were served and it was here that the group mingled and enjoyed another festive occasion. If the size of the crowd expressed to the New Orleans Principals their appreciation for this lovely entertainment, then they know that it was enjoyed by all.

### Executive Meeting, Sunday Morning, February 21, 1937

The meeting was called to order by President Edythe J. Brown in Dining Room, No. 1, St. Charles Hotel, New Orleans, Louisiana. Those present were: Edythe J. Brown, president; Maude A. Rhodes, second vicepresident; Clifford E. Perry, fourth vicepresident; Isabel Tucker, fifth vicepresident, Ira M. Kline, member, Executive Committee; Cassie F. Roys, director, Certification Division; Herbert C. Hansen, director, Life Membership Division; M. Emma Brookes, director, Retirement Division; Aaron Kline, past president; Maude McBroom, L. M. Fertsch, and Cecelia Galvin, members, Editorial Committee;

Richard Foster, assistant director, Research Division, National Education Association; Amy H. Hinrichs and Josephine E. Hildebrandt, hospitality chairmen, New Orleans meeting; and Eva G. Pinkston, executive secretary.

President Brown expressed regret that all members of the official family were not able to be present, and asked the secretary to read the messages received from the absent members. Telegrams had come from Harley W. Lyon, first vicepresident; Irvin Wilson, third vicepresident; and Mason A. Stratton, member, Executive Committee. A letter had been received from Mrs. Edith B. Joynes, member, Executive Committee. A motion was made by Miss Brookes, seconded by Miss Roys, that the secretary be instructed to write to those absent expressing regret at their inability to be at the meeting. Motion carried.

A motion was made by Miss Rhodes and seconded by Mr. Perry that the reading of the minutes of the Portland meeting be omitted because they were approved by all before they were published in the October issue of *The National Elementary Principal*. Motion carried.

President Brown asked Misses Hinrichs and Hildebrandt to outline in general the plans they had made for the meetings in New Orleans. They gave a splendid report. Miss Brown requested them to get in touch with her or Miss Pinkston if there were any ways in which the Department could help.

President Brown asked Dr. Foster, to report the plans and progress made by the Editorial Committee, since Dr. Berman, chairman of the committee, had been called back to Philadelphia. Dr. Foster reported that the Editorial Committee had completed a three-day meeting just prior to the convention at which it had finished planning the New Yearbook *Appraising the Elementary School Program*. Dr. Foster stressed the need of the appraisal of the policies and activities of the elementary school in its relation to the growth of children. The major contribution of this yearbook will be the description of methods of technics of appraisal as used in specific school situations and the main emphasis is on *how to evaluate* the school program. Dr. Foster gave the names of the chapter topics and discussed each. He thinks that this yearbook will encourage those who are working in (and for the betterment of) elementary education to be more critical of their own work as well as give them an opportunity to use methods described therein.

A motion was made by Mr. I. Kline and seconded by Miss Tucker thanking Dr. Foster for the splendid report and thanking the Editorial Committee for the great amount of work which it has done in getting this splendid book ready. Motion carried.

A motion was made by Mr. Perry seconded by Mr. Hansen that the secretary write Dr. Berman, chairman of the Editorial Committee for this yearbook, and express appreciation to him for meeting with the committee just before convention and regret that he could not stay for the meetings. Motion carried.

Miss Brown asked Dr. Foster to tell the group the tentative plans for the future yearbooks, since Dr. Berman, the retiring member of the Editorial Committee, has recommended that a meeting of the committee take place in Washington in the spring. Dr. Foster reported that *Reading in the Elementary School* had been chosen as the topic for the 1938 yearbook. A lively discussion took place, since this is one of the most vital subjects taught in the elementary school. The 1939 yearbook is to be entitled *Vitalizing the Elementary School Curriculum*. Mr. I. Kline expressed the belief that it may be a good thing to select yearbook topics even further in advance than just two years. A motion was made by Miss Tucker, seconded by Miss Rhodes, that if the funds of the Department were adequate to include this extra expense, then the Editorial Committee meet about May 15 in Washington. Motion carried.

The secretary reported that Dr. Ralph D. Owen of Temple University had kindly allowed one of his students, Robert C. Alexander, to compile an annotated bibliography of the Department's first fourteen (14) yearbooks as a partial requirement for his master's degree. Mr. Alexander has done such a splendid piece of work that the secretary expressed the wish that each member of the Department have a copy. The problem was discussed as whether it should be printed and placed as an additional signature in the 1937 yearbook, should be printed as a separate bulletin, or just mimeographed and sent at request. A motion was made by Mr. Hansen, seconded by Miss Roys that if the funds were available, this valuable study be printed as a separate bulletin and sent to all members

early in the fall. It was suggested that a bibliography be made of the 15th and 16th Yearbooks, and be added to the material at hand. Motion carried.

A motion was made by Miss Roys and seconded by Miss Brookes that the meeting be recessed until Monday, February 22, 9 a.m.

### Executive Meeting, Monday Morning, February 22, 1937

The second meeting of the Executive Committee met in Dining Room No. 1, St. Charles Hotel, New Orleans, Louisiana at 9 a.m., February 22, 1937. Those present were: Edythe J. Brown, president; Maude A. Rhodes, second vicepresident; Clifford E. Perry, fourth vicepresident; Isabel Tucker, fifth vicepresident; Earl R. Laing and Ira M. Kline, members, Executive Committee; Cassie F. Roys, director, Certification Division; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary.

President Brown asked that the reading of the minutes of the Sunday meeting be omitted and that the report of the secretary be discussed. This report contained a summary of the trends in education as seen from headquarters; a list of the activities of the office—routine and special; a three-year comparative financial statement; a list of the securities of the permanent fund, membership figures of February 1, 1937; and problems confronting the Department.

The secretary's report included figures which show that there were 3454 members on February 1, 1936, and 4408 members on February 1, 1937. The membership on February 19, 1937 was 4566 plus 147 life members.

After discussing the problem as to whether the Department should publish bulletins on such subjects as guidance, health, etc., it was decided that headquarters should collect material on such subjects as are requested and loan these as needed.

The secretary reported that the supply of life membership keys is low, and if more are purchased before June, they can be bought at the present price. A motion was made by Mr. Kline, seconded by Miss Rhodes to buy for anticipated needs the life membership keys now. Motion carried.

A motion was made by Miss Roys, seconded by Mr. Perry to accept the secretary's report as discussed. Motion carried.

President Brown asked Mr. Laing to outline for the group the tentative plans for the Detroit meeting. Mr. Laing's report made all realize that we would have another splendid meeting this summer. The Detroit group is planning many unique features for our entertainment. The secretary was instructed to carry full details in the April and June issues of *The National Elementary Principal*.

A report was brought to the group about the terrible car accident in which four principals of Birmingham, Alabama were hurt and one fatally injured. The five men, were enroute to the convention, when the accident occurred. A motion was made by Miss Rhodes, seconded by Miss Roys that the secretary be instructed to send a letter of sympathy to the principals who were hurt and to Dr. C. B. Glenn, superintendent of schools, Birmingham, Alabama. Motion carried.

President Brown asked if all arrangements for the Conference on Elementary Education which is being sponsored by the Department of Elementary School Principals had been completed. This conference, July 5-16, is to be held immediately following the N.E.A. convention at Detroit at the University of Michigan, Ann Arbor, Michigan. The secretary gave to each person present leaflets which had been prepared, and said all arrangements had been completed by the committee and Dean J. B. Edmonson. A motion was made by Mr. Perry, seconded by Miss Tucker, that the secretary be instructed to write to each of the committee and to Dean Edmonson thanking them for making such a splendid set-up for the conference. Motion carried.

A motion was made by Miss Tucker, seconded by Mr. Perry that Mr. Laing be appointed to represent the Department of Elementary School Principals in affairs concerning the World Federation of Education Associations. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Kline that letters be sent to Amy Hinrichs and Josephine Hildebrandt, hospitality chairmen for the delightful entertainment and personal service they and their committees rendered during our stay in their city; for the delicious Southern breakfast served on Monday morning down in the old French

quarter; for the splendid program they arranged for Tuesday afternoon; and for the lovely reception following the program. Motion carried.

A motion was made by Miss Tucker, seconded by Mr. Laing that letters be sent to those who participated in making the Monday and Tuesday programs the success that they were; to Mrs. Gilmer for bringing such a lovely message to us at our banquet; to Mr. Hudson, assistant manager, St. Charles Hotel for the many courtesies which he and his staff extended; and to all others who helped us further the cause of the Department.

EVA G. PINKSTON

*Executive Secretary.*

## News Received at Headquarters

★ Twenty-five school principals met in Columbia, Missouri, March 6, to effect the permanent organization of the Central Missouri Elementary-School Principals' Association. F. H. Gorman, principal, elementary school, University of Missouri, was elected president. We wish to thank Sudie B. Long, principal, Grade School, Fayette, for sending this glad news to Headquarters.

★ *The South Highland Star*, South Highland School, Birmingham, Alabama, won first honor in the contest conducted by the Columbia Scholastic Press Association of New York. This school newspaper was chosen from among elementary school papers from all over the United States. Fanny Elaine Levy, literature teacher at South Highland School, is faculty adviser for the paper. R. C. Johnston, state enrolment chairman for the D.E.S.P. is principal of this school and it is to him that we are indebted for this fine news.

★ The 1936 Yearbook of the Michigan Department of Elementary Principals, which was available for distribution early in January, has for its theme, "Expressing Educational Philosophy Thru Organization." It deals with distinctive current types of elementary-school organization, including such topics as: "The platoon," "One teacher per grade," "Consolidated" and "Rural School."

This yearbook deals with the philosophy of education as expressed in the organization of the elementary school as it is now being effectively and practically administered in the public schools of Michigan.

Dr. Henry Otto, Battle Creek, Michigan, is acting as adviser to the editorial com-

mittee, the members of which are: Dorothy Blater, Grand Rapids; Eula Avery, Ann Arbor; H. A. Tape, Ypsilanti; and Marguerite C. Kruey, Detroit, chairman.

★ On the bulletin board of the D.E.S.P. offices at Headquarters we have the honor of placing the pictures of Carol Jean and "Jackie" Ann Karnes, daughters of Commissioner of Education and Mrs. Anthony S. Karnes, Juneau, Alaska, and Betty Jean Jinske, daughter of Mr. and Mrs. H. W. Jinske, Hot Springs, Arkansas.

The December 1936, issue of *The National Elementary Principal* carried an article by Mr. Jinske, principal, Charles N. Rix School, Hot Springs, Arkansas. Mr. Karnes is enrolment chairman in Alaska for the D.E.S.P.

★ On February 6, C. A. Howard, superintendent of the Oregon state department of education, opened a conference of elementary school principals from eight counties. This conference, which was held in Hillsboro, was the inauguration in Oregon of regional conferences. It was attended by 125 elementary principals representing the following counties: Washington, Yamhill, Columbia, Clatsop, Tillamook, Hood River, Clackamas and Multnomah.

This conference was felt by the group to be very worth while, and has a possibility for further development and solidarity of this professional group.

W. H. Arstill of Forest Grove was elected regional chairman; Davis H. Schindler, Concord School, Milwaukie, vice-chairman; and W. B. Schnebley, St. Helens, secretary.

This information was sent to Headquarters by the secretary, W. B. Schnebley.

Please read and answer "An Important Notice" on page 169

## Our Book Shelf

As a result of sound psychological research in which over a million and a half pupils and forty thousand teachers of English took part, a series of demonstration editions in English for the elementary grades is being made available. This series, *English and Everyday Life* is planned to give the pupil adequate training in organizing his thoughts and expressing them clearly. The child's own experiences at home and at school, his games, his tasks, and his travels are utilized as subject matter for oral and written expression. The assignments are related to his own life, in order to furnish subjects concerning which he can speak and write naturally.

The author of this series, Dr. L. J. O'Rourke, combines a background of experience as a teacher of English with thorough training as a psychologist and a wealth of experience in test construction and teaching methods.

For further information concerning these books, write to The Psychological Institute, 3506 Patterson Street, N. W., Washington, D. C.



The Society for Curriculum Study has just published a beautifully bound edition of all nine studies of the Volume I series of the *Building America* illustrated studies on modern problems. These studies picture dramatically the splendid achievements of our people; our present-day social, economic and cultural conditions; the rich human technical and material resources of our nation; and the plans of experts suggesting how we might build a finer civilization. The reader is challenged with visions of tasks for youth to do and the possibility of doing many things better than he has done previously.

Volume II of this series began publication in October and individual units on Our Constitution, Safety, Clothing and Social Security have already been published.

*Building America* can be secured from 425 West 123rd Street, New York City.



*The Beginning Superintendent*, by Bolton, Cole, and Jessup, contains material which will assist the superintendent who is beginning his career in successfully meeting the manifold concrete problems he is certain to face.

The writers have in mind not only types of situations which they encountered in their own initial administrative service but they have endeavored thru observation and study of current conditions to realize the difficulties of hundred of young superintendents out in the field.

It is hoped that the volume will be found useful by superintendents and principals in service and also by classes in school administration in universities and teachers' colleges.

This book has been published by the Macmillan Company, 60 Fifth Avenue, New York City.



Have you seen the new editions of *Modern-School Arithmetic*, by John R. Clark, Arthur S. Otis, and Caroline Hattan, World Book Company, Yonkers-on-Hudson, New York? It is worthy of careful consideration by anyone in sympathy with modern efforts to improve the teaching of arithmetic. Of particular interest is the method by which the pupil is trained to solve the problems he meets at home, at school, and at play. One is impressed with the way in which the pupil is brought to understand the meanings of concepts and principles by material consistently related to child interest and experiences. These books appear easy to teach, in fact almost self-teaching. The reading difficulty is at a minimum; as easy or easier than the average reader for a similar grade.



*Youth Serves The Community* by Dr. Paul R. Hanna, associate professor of Education, Stanford University, Stanford University, California, presents in an original manner a highly suggestive survey of cooperative community activities which have had for their purpose the betterment of the general welfare and in which children and youth have been participants. This book is recommended for those leaders and teachers and school executives who believe strongly that school tasks should be closely related to life experiences and who are seeking technics for coordinating the work of the school with the life of the community.

This volume is a publication of the Progressive Education Association and a copy can be secured from the D. Appleton-Century Company, 35 West 32nd Street, New York City.

# Appraising the Elementary-School Program

## *Sixteenth Yearbook*

Vol. XVI

No. 6

*Approx. 454 pages*

The Elementary School needs constant appraisal of its policies and activities in its relation to the growth of children. Every conscientious educator in elementary work feels this need, and evaluates his work in various ways. It may be true that the standards which he uses do not have perfect validity, but the essential things are an attitude of critical appraisal toward all school activities, and a sincere effort to make appraisals accurately and impartially.

The Editorial Committee has prepared this yearbook with the thought that the results of appraisal are important but the main emphasis should be on *how to evaluate* the school program.

Such subjects as those listed below have been treated.

"The Fundamentals of School Appraisal."

"Appraising the School Organization."

"Evaluating the Curriculum."

"Appraising Methods of Learning and Teaching."

"Measuring Results of the Pupil-Guidance Program."

"Judging the Quality and Use of School Equipment."

*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  
1201 Sixteenth Street  
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“Education, beyond all other devices of human origin, is the great equalizer of the conditions of men,—the balance-wheel of the social machinery. . . . It gives each man the independence and the means by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich; it prevents being poor.”

—HORACE MANN.

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