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FOREWORD

SEVERAL years ago the National Education Association placed before the teachers of the country the slogan: "The profession at work on its problems." This phrase aroused the professional enthusiasm of teachers and administrators as it swept from one end of the country to the other. Committees were formed to study school problems. Curriculums were revised. Study groups increased. There was a general recognition of the value of careful investigation of all educational movements and problems.

Recently this spirit of inquiry has gained new impetus and recognition among elementary school principals. Local clubs have done much to further the improvement of principals and teachers in service. Our own national department of elementary principals has made significant contributions through its programs, committees, and publications. Now this Research Bulletin makes readily available the information and suggestions necessary for further study in certain important fields.

The study of these progressive movements does not mean that principals will need to neglect major problems in supervision and administration. Constructive supervision requires a broad understanding of such problems as are discussed in the following pages. I predict that individual principals and organizations will find this Bulletin to be a practical handbook. The content and problems presented are due to attract the interest and study of educators for some time to come.

J. W. CRABTREE, *Secretary,*
National Education Association.

Introduction

ONE of the recent outstanding changes in elementary education is the improved professional status of principals. In many communities the principalship has developed from a minor clerical job to a position requiring technical skill of a high order.¹

An important characteristic in this movement is the individual and collective interest of principals in their professional problems. A recent questionnaire to principals' organizations shows the existence of many study and research groups.² Inquiries to the Research Division indicate an increased interest in practical professional knowledge.

Purpose of this Bulletin.—Contact with the above surveys indicate that mental hygiene, health, study classes for parents, preschool education, character development, individual differences and other progressive movements are offering problems to principals. This conclusion is substantiated by the list of most "helpful books" which appear in a previous publication.³

This Research Bulletin will help many principals to be more than routine workers. Data have been given to orient and to inform principals in regard to certain movements in education. The essential facts provide a basis for further study and research. It is hoped that no one will be content to restrict his study to the material contained in this pamphlet.

The preparation of the Bulletin.—Current professional literature was read for data bearing upon the topics selected. Particular attention was given to the "most helpful" books mentioned above. To these references were added the suggestions of practical school workers encountered on recent field trips.

Each section of the Bulletin was submitted for critical reviews by recognized authorities in the fields covered. These persons gave generously of their time in suggesting additions and revisions. However, they should not be

held responsible for specific statements, nor the final form of presentation. Those who contributed to this work were: Thomas D. Wood, Lois Meek, Stuart A. Courtis, Garry C. Myers, David La Rue, Milton Bennion, Mark A. May, Fred M. Gregg, Henry Neumann, and Ilse Forest.

The emphasis in the Bulletin.—The principal will find summaries in this Research Bulletin of recent investigations. Frequently only a brief reference has been made to complete sources of data. Such procedure has been necessary because detailed statistical treatment was not advisable, nor practical in a Bulletin of this type. But another reason for this type of compilation is the desire to emphasize the applications and implications of research. How can these data be applied to practice? What adjustments need to be made in current practice? Is all research of equal merit? Does the elementary school principal need a philosophy of education to guide him in the application of present-day knowledge?⁴

What does it all mean?⁵ No one knows exactly how far these new methods will take us. Sometimes suggested reforms may lose more than they gain. This condition makes it important for each principal to have a "program or policy, based on reflective and critical review of the available data, for the guidance of educational procedures."⁶ Such an attitude of critical evaluation is evidence of a practical philosophy of education.

A careful consideration of results is particularly important at the present time in the field of objective measurement. Sometimes the emphasis upon objective data discourages critical reflective thinking. It is often assumed that a few tabulations can settle perplexing problems for all time and conditions. Monroe has offered a timely warning in this regard as follows:

¹ National Education Association, Department of Elementary School Principals. *The Seventh Yearbook*. 1928. p. 228-54, 293-318.

² Reported by E. W. Cober, Research Committee, Department of Elementary School Principals at Cleveland, March, 1929.

³ National Education Association, Division of Research. "The Principal Studies His Job." *Research Bulletin* 6: 116-19; March, 1928.

⁴ Cooper, H. P. "The Elementary Principal as a Supervisor." *American Educational Digest* 48:196-7; January, 1929.

⁵ Morrison, J. Cayce. "What Does It Mean?" *Journal of Educational Methods* 8:2; September-October, 1928.

⁶ Bode, B. H. "Where Does One Go for Fundamental Assumptions in Education?" *Educational Administration and Supervision* 14:368; September, 1928.

Objectivity is not synonymous with accuracy and accurate data may not be valid data. Furthermore, objective methods are not applicable to all problems. There is need for subjective methods. There is urgent need for developing and employing technics of critical reflective thinking in which some or all of the data are subjective, and for reviving an interest in the philosophy of education as a necessary supplement to the use of objective methods.¹

Elementary school principals should not be misled into believing that the new methods and objective tendencies in education are being criticised in the above quotation. The criticism is not of the more progressive methods themselves, but in their misuse in practice. One important reason for this misuse has been the inability of educators to adjust new reforms into a consistent scheme of unified procedure. Mere memorization of technics is not enough. There must be a comprehensive philosophy to guide the emphasis, use, and development of progressive technics in school practice.

How the Bulletin may be used.—The contents of this Bulletin are designed to assist the professional study of principals. According to the *Seventh Yearbook* of the Department of Elementary School Principals² there are at least one hundred principals' organizations in cities over 30,000 in population. This does not include a number of small informal groups which meet to discuss professional problems.

Whether these groups are formally organized will not make any difference as to the usefulness of this pamphlet. Organized groups may wish to form committees on health, character education, individual instruction and similar problems to study local situations. These committees can use this Bulletin as a starting point for their work. Often such

committees will have to pursue their investigations to the original research records before solutions to local problems can be satisfactorily evolved. The bibliographies cited will be helpful in this more extensive study.

Other groups may be content to read and discuss the contents of the Bulletin without appointing committees. In many instances medical authorities, juvenile-court workers, and other experts may be invited to present their viewpoints on the problems under discussion. Groups appointing committees will be interested in similar committees in other cities.³

Progressive principals will not overlook the opportunities of discussing these current movements in teachers' meetings. As indicated in subsequent chapters, the ultimate success of the principal's program depends upon the complete enlistment of the interest and efforts of his teaching staff. Meetings can be made more vital by discussing the local application of current research findings.⁴ What does it all mean for our school?

The proposed schemes for group study of this Bulletin do not minimize the value of individual effort. Many principals will prefer to study alone in connection with their own schools. Careful work of this type can be most constructive. But in certain fields, such as character education, the factors are so intangible that there are unique benefits in group study. Controlled experiments under different school conditions usually result in more practical and more reliable conclusions.

For general reading of this Bulletin it will probably be best to ignore the footnotes. Research and study groups will find the many citations of particular value. All incomplete footnotes of the text are fully stated in the selected references at the end of each chapter.

¹ Monroe, Walter S. "Shall We Use Objective Methods Exclusively?" *The Nation's Schools* 2:16; May, 1928.

² See the *Seventh Yearbook*, Department of Elementary School Principals, 1928, p. 351-52.

³ For example: Detroit, Boston and Norfolk have committees on character education.

⁴ In addition to the *Research Bulletin* the principal will find professional study suggestions in *The Journal of the National Education Association*, November, 1928, p. 269.

THE GET-SCIENTIFIC-QUICK method of extricating oneself from supervisory difficulty may serve the temporary purpose of quieting an aroused community, but it is not a safe or valid method for scientific control for the schools.—Charles H. Judd, "Can High-School Supervision be Made Scientific?" *Proceedings*, National Education Association. 1928. p. 734.

Building Health¹

THERE have been theories that the mind and body are separate. School practices based upon such theories have often ignored the physical health of children while subjecting the mind to rigorous instruction. There are still many unsettled problems in this field in which the elementary school principal is not immediately concerned. Sufficient for practical purposes are the common examples of relationship between physical health and the responses of children to school situations.² These examples alone have aroused principals to the importance of the contributions of each school to the preservation and improvement of the national health.³

Physical efficiency and the school.—It is now generally recognized that many of the pupil's richest experiences depend upon a reasonable degree of physical efficiency. Children with defective hearing cannot fully enjoy music and poetry.⁴ Defective sight often eliminates one from the full enjoyment of reading, art, play and similar important school activities. Even the more active and manual activities require certain efficiency of the sense organs.

Generally speaking, elementary school principals realize the danger and handicaps due to serious physical defects.⁵ Classes are often

formed for those with weak eyes or impaired hearing. Observation of practice shows that few children are assigned to special classes before contributing physical defects have been eliminated. Yet in spite of these precautions the prevalence and insidious nature of "partial health" is probably not generally recognized.⁶

In emphasizing that true health means a complete condition of both physical and mental soundness we may quote Averill's definition as follows:

Health is that condition of body and mind in which sufficient energy is available for the performance of a full day's work and a full day's play—and that abundantly, without friction and without depletion.⁷

Prevalence of physical inefficiency.—The data of the World War draft given in Table 1 are illustrative of the many defects which cause partial disability. Prior to the draft many Americans had concluded that the ability of our athletes was indicative of a high level of physical efficiency among the general population. Yet one man in three of those drafted was rejected as unfit for military service.⁸ Many individuals go about the activities of civilian life in a state of partial health.

The same condition is true of many school children whose ailments are not serious enough

¹ In connection with the chapter, see sections of this Bulletin on mental health and preschool education. Also Table 10.

² Hoefler, Carolyn, and Hardy, Mattie C. "The Influence of Improvement in Physical Condition on Intelligence and Educational Achievement." *Twenty-Seventh Yearbook*, National Society for the Study of Education. 1928. p. 386-7.

³ Wood, Thomas D. (Chairman). *Health Education*. Report of the Joint Committee on Health Problems of the National Education Association and the American Medical Association. 1924. p. 11.

⁴ Drury, Dana W. "Fatigue from Imperfect Hearing." *Hygeia* 6: 251-3; June, 1928.

⁵ Wood, Thomas D. (Chairman). *Health Service in City Schools of the United States*. Report of the Joint Committee of the National Education Association and the American Medical Association. 1922. p. 13, 21 and 23.

⁶ Wood, Thomas D., and Lerrigo, Marion O. *Health Behavior*. Public School Publishing Company. 1927. p. 5.

⁷ Averill, Lawrence A. *Educational Hygiene*. Houghton Mifflin Company. 1926. p. 1.

⁸ Wood, Thomas D. (Chairman). *Health Education*. p. 17.

TABLE 1.—PERCENTAGE OF PHYSICAL REJECTIONS IN THE FIRST DRAFT (1917)

	Number	Percent
Total examined physically by local boards.....	2,510,706	100.00
Total found physically qualified.....	1,779,950	70.89
Total found physically disqualified.....	730,756	29.11
Additional percent rejected at the sixteen camps.....		4.00
Total percent of all rejections on physical grounds.....		33.11

United States Government. *First Report of the Provost Marshall General, 1917*. Procurable from the Adjutant General's Office, Washington, D. C.

to produce complete disability. Many of these children function in their school activities on a level far below their potential ability. Reliable statistics and estimates indicate that 20 to 80 percent need dental care, 10 to 12 percent have defective vision, adenoids and diseased or obstructive tonsils are present in 30 to 50 percent, malnutrition from 10 to 30 percent, defective hearing in 10 to 12 percent, orthopedic defects in 5 to 30 percent, and organic heart defects in slightly less than 1 percent.¹ These figures do not include the children who are handicapped in their school work through loss of sleep, outside labor and unhygienic home conditions.²

Illness due to communicable diseases takes a heavy toll among school children. A recent report shows there occurs among children under 10 years of age:

- 99 percent of all whooping cough deaths
- 89 percent of all measles deaths
- 86 percent of all diphtheria deaths
- 74 percent of all scarlet fever deaths
- 34 percent of all pneumonia deaths
- 7 percent of all tuberculosis deaths.³

Figures secured by The New York State Commission on Ventilation indicate that the average child misses 11 days in a school year of 180 days. On six of these days the child is

out of school because of illness. Two days of this sick period are due to colds and associated infections of the respiratory tract. The other four days the illnesses may be due to communicable disease, headaches, stomach disorders, or other miscellaneous indispositions.⁴

There are approximately 3,000,000 school children in the United States with definitely measurable hearing defects. A recent study of 349 deafened children showed that they had repeated grades 441 times as compared with 130 repetitions for 349 normal hearing children.⁵

Whether one is willing to accept the estimates above as wholly reliable does not alter the fact that illness and physical defects are still common among school children.⁶ Another significant fact is the economic loss due to physical defects and disease among adults.⁷ But statistics do not begin to portray the personal unhappiness directly traceable to conditions which can be prevented or improved by an application of our present knowledge of healthful living.

The problem of common physical defects.—Table 2 indicates that the correction of common physical defects, such as those of the eyes, ears and throat, are being met by cooperative efforts between the homes and schools.⁸

- ¹ According to a communication from Thomas D. Wood, December, 1928.
² Averill, Lawrence A. *op. cit.*, p. 19. Also, the "Recognition of Fatigue in School Children" by Max Seham in *The Elementary School Journal* 28: 106-113; October, 1928.
³ Wood, Thomas D. (Chairman). *Health Education*. p. 14.
⁴ Wood, Thomas D. (Chairman). *Ibid.* p. 16.
⁵ Wood, Thomas D. (Chairman). *The Deafened School Child*. p. 8-11.
⁶ The conservative nature of these figures may be indicated by those of a recent city survey. See "Health Examinations for All School Children," by Cora de Forest Grant in the June 1928 number of *Hygeia*, p. 214.
⁷ Wood, Thomas D. (Chairman). *Health Education*. p. 12-16.
⁸ Wood, Thomas D. (Chairman). *Ibid.* p. 78-79. Also, *Health Behavior*. p. 22-24.
Winslow, C. E. A. "Health." Chapter VIII in *Whither Mankind*. Longmans, Green & Company. 1928. p. 187-207.

TABLE 2.—HOSPITAL AND CLINIC FACILITIES FOR THE CORRECTION OF DEFECTS AMONG SCHOOL CHILDREN

Replies	Clinic facilities for the correction of visual defects		Hospital facilities, for the removal of adenoids and tonsils		Dental clinics for the correction of dental defects	
	Number of cities	Percent	Number of cities	Percent	Number of cities	Percent
Reporting facilities.....	302	88.5	307	90.1	318	93.3
Sufficient facilities.....	162	53.6	170	55.4	152	47.8
Insufficient facilities.....	115	38.5	116	37.8	143	44.9
No facilities.....	25	8.3	21	6.8	23	7.3

Source of data: Wood, Thomas D. (Chairman), *Health Service in City Schools of the United States*, National Education Association, 1922. p. 16.

Many school systems examine children periodically for disorders of the eyes, ears and teeth.¹ Usually the report sent to the home suggests a program to correct the difficulty. In cases where permanent impairment exists, special classes may be established so that education may continue without increasing the defects. Classes for sight defectives, deaf, speech defectives and crippled children are common in progressive school systems.²

Nutrition.—The discovery of conditions of malnutrition is more difficult than the location of defects of the eyes and ears. There is some debate among medical experts as to what constitutes malnutrition,³ although all are agreed that its symptoms need to be carefully investigated. It may be a symptom of disease,⁴ poor hygiene, bad social conditions,⁵ food deficiencies or a combination of several factors.⁶

Observation of school practice shows that height and weight are used as indices of undernourishment. A child 10 percent or more underweight is often assigned to "nutrition classes" for rest and special feeding.⁷ This practice is based upon thousands of experiments which indicate that growth is a delicate index of the quality of the diet.⁷

Observations in several outstanding school systems show that indiscriminate feeding of underweight children is not approved. Children should be submitted to careful physical examinations before entering nutrition classes. Often these examinations reveal conditions not due to defective diet. Furthermore, pupils are not discharged from classes until it is shown that the acquisition of normal weight has been accompanied by the formation of good health habits. In certain instances children of normal weight are assigned to "open-air nutrition classes" because of suspected respiratory infections. The consensus of expert opinion is that malnutrition is so elusive that careful examination must be made of the whole physique,

the habits and surroundings of the child.⁸

Defects of the skeleton.—It has been estimated that fully five percent of the school population have skeletal deformities. The most common defects are: stoop shoulders, lateral curvature of the spine, bowlegs and knock-knees, lameness, flat feet, or weak arches.⁹ These conditions usually develop slowly and exert harmful effects upon vital organs over a long period of years. Often the absence of painful symptoms delays a recognition of the defect until it has become more or less permanently fixed.

Some cases of stoop shoulders and lateral curvatures are due to malnutrition or disease, but other cases are simply the result of bad habits.¹⁰ Children fall easily into stooping attitudes while sitting and standing. Often school furniture contributes to the habits by being too low or too high.¹¹ In some children, stoop shoulders may be caused by defective vision.

Bowlegs and deformities of the bony structure are commonly due to food inadequacies and insufficient sunlight during babyhood. This ailment is known as rickets and it has been estimated that approximately 10 percent of school children have been deformed by the disease. Ordinarily the school's interest in nutrition problems is manifested through mothers' clubs, baby clinics, and meetings of parent-teacher associations.

Lameness may be due to bacterial invasion or accidents. Impairment due to disease factors must be handled largely by specialized workers. But Table 3 shows that many injuries due to accidents are preventable and, therefore, of interest to school workers. The data indicate deaths and injuries from street accidents to children in New York City.

Defects of the feet are usually preventable by the observation of certain hygienic principles. A common affliction is "fallen arches," which means a condition in which the muscles do not maintain the normal arches of the bones

¹ Wood, Thomas D. (Chairman). *Health Service in City Schools* p. 15.

² See such references as: Pitner, F. *A Survey of American Schools for the Deaf*. National Research Council, Washington, D. C. 1928. p. 145-198. Atlantic City Public Schools. *Special Class Department*. Pamphlet issued in 1923.

³ Wile, Ira S. *The Challenge of Childhood*. Thomas Selzer Company. 1926. p. 48.

⁴ See such references as: "Preventing Tuberculosis in Children" by A. Levinson in *Hygeia* 6: 312-14; June, 1928.

⁵ Bedford, Scott E. W. "Illness As A Cause of Poverty." *Hygeia* 6: 427-30; August, 1928.

⁶ Wile, Ira S. *op. cit.*, p. 49.

⁷ Wood, Thomas D. (Chairman). *Health Education* p. 27-28, 36-43.

⁸ Wile, Ira S. *op. cit.*, p. 50-53.

⁹ Averill, Lawrence A. *op. cit.*, p. 18.

¹⁰ Winslow, C. E. A. *op. cit.*, p. 224-25.

¹¹ Lewin, Philip. "The Ten Commandments of Good Posture." *Hygeia* 6: 3-5; January, 1928.

of the feet. Averill has pointed out that the condition is preventable if the shoes are broad enough to support the foot and ankle, and if the shoes are not so narrow as to paralyze the muscles of the foot.¹ But once the weakened condition has developed new practices in wearing shoes and special exercises for the weakened muscles can do much to improve the condition.

In some school systems children with defects of the skeletal structure are assigned to the "special exercise" room for individual attention and guidance. Such specialized attention marks an improvement over the undesirable practice of herding children into physical education classes prior to careful individual examinations.

Speech defects.—It has been estimated that over 500,000 children in American schools have some speech defect.² These disorders are, those associated with mental states, i. e., stuttering, and those due to malformations.

Speech defects are often found among people of normal mental ability, although it is sometimes associated with feeble-mindedness. Unlike lisping, stuttering is not usually outgrown,³ and often deprives the child of rightful school progress.⁴ A child who appears dull before a class of pupils may often be caused to speak intelligently by one skilled in correcting

defects. It is important to recognize that stuttering is largely due to psychic factors aggravated by the sensitiveness and anxiety of the afflicted person.⁵ Many people who stutter will be found in social groups to be timid, dependent upon others, and imbued with strong feeling of inadequacy.

The three steps⁶ in overcoming the difficulty have been stated as follows:

(1) Physical examination, to discover and to eliminate malformations, disease or other defects contributing to stuttering.

(2) Mental hygiene or the correction of faulty attitudes which cause the tension. Hobbies and special activities may give the child a feeling of success.

(3) Relaxation and training in muscle coordination. Opportunities to speak should be given in which the stuttering will be ignored. Since the disorder is primarily psychological, drill exercises, phonetics and similar methods may increase the difficulty.

Probably 200,000 of the speech defectives in American schools are stutterers.⁷

The types of defects shown in Table 4 present not only an immediate problem in the instruction of children, but there is the ultimate difficulty of a suitable vocation. The personal hardship and economic loss to these persons is particularly deplorable, when possibly fifty

¹ Averill, Lawrence A. *op. cit.*, p. 157-58.

² Wile, Ira S. *op. cit.*, p. 37.

³ Blanton, Smiley, and Blanton, Margaret G. *Child Guidance*. The Century Company. 1927. p. 108.

⁴ Root, A. R. "A Survey of Speech Defectives in the Public Elementary School of South Dakota." *Elementary School Journal* 26: 531-41; March, 1926.

⁵ Wolfe, Walter B. "Stuttering, A State of Mind." *Hygeia* 6: 560-62; October, 1928.

⁶ Blanton, Smiley, and Blanton, Margaret G. *op. cit.*, p. 110.

⁷ Wile, Ira S. *op. cit.*, p. 37.

TABLE 3.—DEATH AND INJURIES TO CHILDREN, 6 TO 16, FROM MARCH 1 TO DECEMBER 31, 1923.

Causes or contributing factors	Killed	Injured
Crossing streets not at crossing.....	184	3,583
Playing games in the roadway.....	56	1,865
Crossing streets at street crossing.....	40	1,274
Running off sidewalk into street.....	31	677
Collisions of vehicles.....	3	622
Bicycle riding carelessly.....	10	522
Stealing rides on vehicles.....	19	431
Climbing trees, poles, fences, etc.....	66	227
Roller skating, coasting, etc., in roadway.....	11	207
While at play.....	7	155
Jumping on or off cars, etc., in motion.....	1	147
Falling over obstacles or into excavations.....	1	145
Other causes.....	321	10,929
Total.....	750	20,784

Source of data: Wood, Thomas D. (Chairman), *Health Education*, p. 67.

percent of the cases could have been prevented or cured by early instruction.¹

Speech defects due to disease and malformations do not present the same school problem as the stutterer. These are problems for specialized medical workers. The principal needs to ascertain the nature of the case and then to cooperate with parents and health workers in bringing to bear the necessary expert attention. Responsibility of the school for the training follows upon the improvement of the organic condition.²

The health program and the principal.—It is unnecessary to cite experiments to prove to elementary school principals that there exists a close relationship between physical health and mental efficiency. Every principal is acquainted with instances where children have appeared dull and incompetent because of a physical disability.

The problem for the principal is to cooperate with the superintendent, school doctors, school nurses, health authorities, and parents in providing a program of positive and preventive health procedures.³ This involves the development of knowledge, habits, and attitudes of good health. Children must be helped to realize not only the increased happiness and abundance of life, but that health is an eco-

nomic asset. Many elementary school principals are aware of this challenge, as evidenced by the courses of study, health posters, dramatics and similar activities of progressive schools.⁴

Unfortunately, there are many children in our schools who are enjoying only partial health. The disabilities handicapping these children are often not sufficient to call attention to the importance of remedial measures. Many of these children struggle through school, achieve partial success, but never profit fully from the educational program. Some of the movements receiving new impetus are those involving the elimination of personal and economic losses among those with partial disabilities. Among these handicaps are malnutrition, defects of speech, defects of the sense organs, and defects of the skeleton.

In meeting these problems the elementary school principal will need (1) to build up his own knowledge, (2) to educate parents, and (3) to readjust school procedures. In acquiring a fund of information the principal will be particularly interested in the recent developments in child study.⁵ Problems of general hygiene procedures and principles have been discussed in terms of modern educational theory.⁶ Diet has been treated in current lit-

¹ Wile, Ira S. *op. cit.*, p. 38.

² See such articles as "Correcting Cleft Palates" by J. S. Horsley, Jr., in *Hygeia* 6: 105-6; February, 1928.

³ Wood, Thomas D., and Cassidy, R. F. *The New Physical Education*. Macmillan Company, 1927. Chapter 14.

⁴ The following are examples of practice: Berkeley, Calif., *Physical Education and Hygiene*, Course of Study Monograph No. 9, 1923. St. Louis, Mo., *Health*, Curriculum Bulletin, No. 8, 1926. Trenton, N. J., *Physical and Health Education*, Elementary Course of Study, September, 1928.

⁵ Typical books in the field are: (1) O'Shea, W. V. (Editor) *The Child; His Nature and His Needs*, The Children's Foundation, 1924. (2) Wile, Ira S. *The Challenge of Childhood*, Selzer, 1926. (3) Blanton S., and Blanton M. G., *Child Guidance*, The Century Co., 1927. (4) Chapin, Henry D., *Heredity and Child Culture*, E. P. Dutton and Co. 1922.

⁶ See: Averill, L. A., *Educational Hygiene*, Houghton Mifflin, 1926. Wood, T. D., and Cassidy, R. F. *The New Physical Education*. Macmillan, 1927. Rhobotham, F. B. "The Care of the Teeth of the School Child," *Elementary School Journal* 28: 517-20; March, 1928. Sonnerschein, Robert, "Signs and Symptoms of Common Nose, Throat and Ear Conditions, Including Defective Hearing," *Elementary School Journal* 28: 436-42; February, 1928.

TABLE 4.—NUMBER OF SPEECH DEFECTS AMONG 89,057 ST. LOUIS SCHOOL CHILDREN IN 1915.

Types	Boys		Girls		Total	
	No.	Percent	No.	Percent	No.	Percent
Stuttering.....	492	1.1	191	.4	683	1.5
Lisping.....	852	1.9	596	1.3	1448	3.2
Other types.....	264	.5	141	.3	405	.8
All types.....	1612	3.6	924	2.0	2536	5.6

Source of data: Adapted from Graph I of J. E. Wallin's "Speech Defective Children in a Large School System," *Miami University Bulletin*, December 1926, p. 8.

erature on child study as well as in more specialized works.¹

The same materials used in building up his own fund of information may be used by the principal with parents.² Any program of health education, whether it involves preventive or corrective work, should enlist the cooperation of the parents. Most of these contacts must be made by personal conferences and in terms of the individual cases. Many progressive principals establish child study groups in connection with the parent-teacher associations, mother clubs and similar groups.³

The adjustment of the school for health building may be limited by the local school facilities and community cooperation. But these conditions do not absolve the principal from certain positive efforts:

1. To cooperate with the superintendent and school architects in designing new schools in which the ventilation, lighting,⁴ first aid, lunchroom, toilet and drinking water facilities are constructed in accordance with known standards.⁵

2. In existing buildings, to secure changes in unhealthful conditions, and to require teachers and janitors to administer the build-

ing facilities in accordance with common health principles.⁶

3. In the classroom, to provide teachers with reliable facts, procedures and standards; and to assist them in teaching these to children.⁷

4. In some instances it is advisable to permit teachers to specialize in the technics of corrective work. Usually the technical work in relation to the sense organs, malnutrition and similar defects must be left to specially trained workers, but skill in correcting skeleton defects and in improving speech may be acquired through training by classroom teachers of ability.⁸

5. The establishment of special agencies and activities is coming to be recognized as a legitimate function of the elementary school. The lunchroom may be a useful device in health building.⁹ Safety patrols, clubs and school papers can be used to motivate the class work in health.¹⁰

6. The principal should cooperate with other school workers in experimental and test studies of health programs. An experiment in Malden, Massachusetts, indicated the value of controlled studies in developing new tech-

¹ See: Sansum, W. D. *The Normal Diet*. The C. V. Mosby Company. 1927. Wood, Thomas D. (Chairman). *Health Education*. p. 36-43, 89-90 and 101-6.

² Dodson, John M. "School Health, the Joint Responsibility of Parent and Teacher." *Elementary School Journal* 28: 273-77; December, 1927.

³ Almost every issue of *Child Welfare*, official magazine of the National Congress of Parents and Teachers, contains descriptions of child-study groups in cooperation with school authorities. Address communications to 1201 Sixteenth Street N. W., Washington, D. C.

⁴ Winslow, C. E. A. "Making the School Safe for the Children." *Elementary School Journal* 28: 649-58; May, 1928.

⁵ See such references as the following: Strayer, G. D., and Engelhardt, N. L. *Standards for Elementary School Buildings*, Bureau of Publications, Teachers College, Columbia University. 1923. 57 p. Cooper, Frank I. (Chairman), *Report of Committee on School House Planning*, National Education Association. 1925. 164 p.

⁶ See such useful material as the following: Wood, Thomas D. (Chairman), *Ventilation of School Buildings*, Joint Committee on Health Problems of the National Education Association and the American Medical Association. 1925. Wood, Thomas D. (Chairman) *Concerning the Sight of School Children*, Joint Committee. 1925. p. 38-39. Wood, Thomas D. (Chairman) *The Deafened School Child*, Joint Committee. 1928. p. 23-27, 31-35. Wood, Thomas D., and Hendricksen, Ethel M. *Ventilation and Health*. D. Appleton Company. 1926.

⁷ See references similar to the following:

(a) Averill, L. A. *op. cit.*, 546 p.

(b) Brown, Maude A. "Fargo and Health Habits." *Hygeia* 6: 328-38 and 267-69; May and June, 1928.

(c) Maddrey, Kathryn. "Health and Happiness Leagues of the Texas Schools." *Hygeia*, February, 1928, p. 93-95.

(d) Marston, C. E. "Health Club" *Bulletin* 8: 91-92; January, 1929. Department of Elementary School Principals. National Education Association.

(e) McWhorter, Fleta. "Learning Health at School." *Child Welfare* 23: 261-64; January, 1929.

(f) Kuever, Ruth H. "Are you a Dietary Diplomat?" *Hygeia*, July, 1928, p. 381-83.

(g) Wood, Thomas D. (Chairman). *Health Education*. Joint Committee. 1924. 164 p.

(h) Wood, Thomas D., and Lerrigo, Marion. *Health Behavior*. 1927. 150 p.

(i) Wood, Thomas D., and Strang, Ruth, *A Tentative Course in Health Education Grades 1 to 6*. Bureau of Publications, Teachers College, Columbia University. 1925.

⁸ A specialist in the California State Department of Education trains many classroom teachers in methods of speech correction. In the summer teachers attend classes in connection with one of the universities and during the school year clinical demonstrations are given throughout the state. See, also "A Preliminary Study in Corrective Speech." *Studies in Child Welfare*, University of Iowa. December 15, 1920. Also, U. S. Department of Labor, Children's Bureau. *Posture Clinics* (Publication No. 164) and *Posture Exercises* (Publication No. 165). 1926.

⁹ In many schools the parent-teacher association is an invaluable ally in this work. See current numbers of *Child Welfare*.

¹⁰ National Education Association, Department of Elementary School Principals. *The Seventh Yearbook*. 1928. p. 319-41. Gist, Arthur S. *Elementary School Administration*. Scribner's Sons. 1928. p. 130-66. National Society for the Study of Education, Twenty-fifth Yearbook Part I. *The Present Status of Safety Education*. Public School Publishing Co. 1926. 410 p. Wood, Thomas D. (Chairman). *Health Education*. Joint Committee, 1924, p. 104-5, 110, 123-24, 137-39.

tics and evaluating typical procedures.¹

Summary.—The preceding paragraphs indicate that physical defects resulting from disease, accidents and neglect are widespread among school children. The elusive nature of certain physical defects often fails to arouse drastic corrective measures, although these ailments may materially handicap the school effectiveness and the individual in adult life. There is an insistent demand for principals to formulate and direct a constructive program of preventive health education. In this work he needs to enlist the active participation of the superintendent, health workers and parents. Important phases of a health program are the experimental efforts to evaluate and improve teaching procedures.

Selected References

1. AVERILL, LAWRENCE A. *Educational Hygiene*. Houghton Mifflin Company, New York. 1926. 546 p.

A general textbook for teachers on phases of the new health-teaching movement. Sections given to such topics as: The skin and its derivatives, the muscular system, child health and care, school hygiene and sanitation, community health problems and school health administration. The volume includes suggestions on teaching procedures, in addition to a mass of scientific knowledge.

2. COMMONWEALTH FUND, DIVISION OF PUBLICATIONS. *Serving the Child in Fargo*. New York. 1928. 127 p.

Report of a five-year health demonstration in Fargo, N. D. Shows how medical, dental, nursing, and school health education were built in a city-wide program of health. Describes cooperation between the school, health and investigating authorities.

3. DANDSILL, THERESA. *Health Training in Schools*. National Tuberculosis Association, 370 Seventh Avenue, New York. 1928. 405 p.

A handbook for teachers and health workers. Contains stories, poems, quotations and projects to be used in teaching health in the elementary school. Bibliography and list of organizations supplying materials.

4. NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL ASSOCIATION. Joint Committee on Health Problems in Education, Dr. Thomas D. Wood, Chairman. A series of reports on sale by The National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

- (a) *Health Education*, 1924. 164 p.

A program of health education for public schools and teacher-training institutions. Presents statistics to show the need for preventive health work. Contains many suggestions on subject matter and procedures for a course of study in health education. Bibliography.

- (b) *Conserving the Sight of School Children*, 1925. 46 p.

A report designed to supply teachers, school officials and others with information, advice and practical directions in the conservation of eyesight of school children. Bibliography.

- (c) *The Deafened School Child*, 1928. 38 p.

This report calls attention to the importance of discovering and educating children with measurable defects of hearing. Tests for defects are briefly described. Suggestions are made for educating these children in public school systems. Bibliography.

5. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Twenty-fifth Yearbook, Part I*, "The Present Status of Safety Education." Public School Publishing Co., Bloomington, Illinois. 1926. 410 p.

A survey of school practices in the teaching of safety education. Contains general information on accident losses, suggested classroom procedures, safety education projects and courses of study for elementary, junior and senior high schools. Annotated bibliography.

6. WHITCOMB, CHARLOTTE T., AND BEVERIDGE, JOHN H. *Our Health Habits*. Rand McNally and Company, Chicago. 1926. 608 p.

A course in child hygiene for the grades. Many suggestions as to health information, projects and activities for the pupils. Information and bibliographies for pupils.

7. WOOD, THOMAS D., AND CASSIDY, ROSALIND R. *The New Physical Education*. The Macmillan Company, New York. 1927. 457 p.

Contains a program of physical education activities based upon the natural impulses of children and youth. Deals with the philosophy objectives, content, projects, teaching procedures and problems of modern physical education. Contains a classified list of source materials, bibliography and an appendix on useful techniques.

8. WOOD, THOMAS D., AND LERRIGO, MARION O. *Health Behavior*. Public School Publishing Co., Bloomington, Illinois. 1927. 150 p.

A manual designed to express for the various age groups appropriate standards of healthful behavior in terms of habits or skills, attitudes and knowledge. Many suggestions of standards of achievement for a course of study in health.

¹ Turner, C. E. "Description of the Malden, Massachusetts Experiment in Health Education." *Fourth Yearbook*. Department of Superintendence, National Education Association. February, 1926. p. 233-38.

9. WOOD, THOMAS D., AND ROWELL, H. G. *Health Though the Prevention and Control of Disease*. World Book Company, Yonkers, N. Y. 1925. 122 p.

A briefly written manual on the control of disease in the school. Practical suggestions on the exclusion of ailing children and the prevention of illness.

10. WOOD, THOMAS D., AND ROWELL, H. G. *Health Supervision and Medical Inspection of Schools*.

W. B. Sanders Company, Philadelphia. 1927. 367 p.

A comprehensive compilation of school practices in dealing with health problems. Chapters on the administration of health education in school, the program of weighing, the control of communicable diseases, health examination, correction and treatment of physical defects, special classes, school construction and sanitation, health supervision of teachers, health supervision of the pre-school child and the health of the child in industry.

THE CONTENT and teaching methods of health training and instruction have, during the past decade, traveled a long way along the road toward functioning efficiently. While for fifty years and more there has been in the public schools a subject on the program of studies known as "physiology," it has been aimlessly taught, and, so far as any practical results are concerned, was, before the World War, largely a failure. This failure was due to several factors. First, the content was not interesting to the average child, and many of the facts passed on to him were demonstrably false. Second, the method of teaching was wholly wrong. If there is any subject in the program of studies which must be taught by doing and by investigation rather than by children collecting facts from a textbook and pouring them back with considerable inaccuracy to the teacher, this subject is health. Information concerning the number, shape, and structure of bones and teeth is practically valueless if the possessor neither knows nor does anything to cause them to grow properly and firmly, or to retain form, strength, and position. The change in title from "physiology" to "health training and instruction" is an epitome of the change that has taken place in the content and teaching of the subject. Note that the new title includes training as well as instruction.

Teachers, parents, and children must understand certain fundamentals. The new idea is a health program, not one relating to medicine or to disease. "Health is that condition of the body and its organs necessary to the proper performance of their normal functions." It is that condition which is ordinarily spoken of as "physical fitness." It goes deeper than that, however, and includes mental, moral, and social fitness. Its attainment means completeness of body, of mind, and of character.—"Health and Physical Education." *The Sixth Yearbook*, Department of Superintendence. 1928. p. 468-69.

The Mental Life of Children¹

PROBABLY few people realize that approximately \$75,000,000 were expended in 1922 in caring for patients in hospitals for mental diseases.² It has been reported that in several states one out of twenty adult deaths is in a hospital for the insane. Several states spend from one-sixth to one-third of their total public expenditures for the support of mental hospitals. There are more patients in such public institutions of the country than students in the colleges and universities.³ Yet these amazing statistics do not give an adequate idea of the great social and economic losses from mental diseases. Nor do we know the extent of mild mental disorders among the general population and their exact influence upon the common social problems.⁴

But enough data are available to convince thinking people of the importance of further research in the field of mental hygiene and the application of present knowledge in the prevention of mental diseases.⁵ Since a large part of this preventive work will be done among school children this chapter attempts to introduce the principal to the field. In discussing mental hygiene the presentation is not limited to the most serious mental disorders which require hospital treatment.⁶ In fact, emphasis has been placed upon the apparently minor symptoms found among children which often lead to mental instability, social maladjustment and serious neuroses in adult life.⁷ Since the mental illnesses of children are usually expressions of social maladjustments the basis of

prevention must be a survey of the individual child and the factors that influence him.⁸

Nature and nurture.—A consideration of mental hygiene raises the well-known controversy of the influence of nature and nurture.⁹ It is generally agreed that an individual is the product of heredity and the factors of his environment. The controversy revolves around the relative influence of heredity and environment, and the possibilities of control so as to produce desirable modifications in the individual and the race.

At one extreme we have persons who believe that heredity lays down many patterns which determine the possibilities and limitations of the individual's development. These patterns are considered as being, under ordinary conditions, quite persistently self-determining. The environmentalist, while recognizing certain inherited potentialities, would point out vast areas of development which may be determined by influences outside of the individual.¹⁰

The elementary school principal is not directly concerned in the more technical and academic discussion of the problem. As he works with children and parents from day to day he realizes that there is apparently truth in both viewpoints. Certainly most scientific data in this field agree with Conklin that "every person has a new heredity deal if not always a square one."¹¹

Also, there is agreement that the child is the meeting place of past and present forces which combine in determining the future.¹²

¹ In connection with the chapter, see sections of this Bulletin on health education, character education and preschool education. Also, Table 11.

² Beers, Clifford W. *A Mind that Found Itself* (Revised edition). Doubleday, Page and Company. 1927. p. 360.

³ National Committee for Mental Hygiene. Quoted in *Mental Abnormality and Deficiency* by Sidney L. Pressey and Luella C. Pressey. Macmillan Company. 1926. p. 1.

⁴ For objective data see the case studies as reported in references such as *Probation and Delinquency* by Edwin J. Cooley. Thomas Nelson and Sons, 1927, and *The Individual Delinquent* by William Healy. Little, Brown and Co. 1922, 830 p.

⁵ Elementary school principals will be particularly interested in the development of the mental hygiene movement and its relation to school work as set forth in the previous reference by Clifford W. Beers.

⁶ Campbell, C. Macfie, quoted in *A Mind that Found Itself*, p. 301-2.

⁷ The reader will recognize that emphasis in this section upon the mental and emotional phases of an individual's life does not ignore the essential unity of all life processes. The sections of this Bulletin which discuss character education and health are closely related to mental hygiene.

⁸ White, William A., in *The Child; His Nature and His Needs*. The Children's Foundation, 1924. p. 211-12.

⁹ See the comprehensive summary of objective data in *Nature and Nurture*, Twenty-seventh Yearbook (1928) of the National Society for the Study of Education. Prepared under the general direction of Dr. Lewis M. Terman.

¹⁰ Bagley, W. C. "The Significance of Unambiguous Evidence Regarding Environmental Influences." *Education Administration and Supervision* 14: 441-50; October, 1928.

¹¹ Conklin, E. G., quoted by J. J. Walsh and J. A. Foote in *Safeguarding Children's Nerves*. J. B. Lippincott Company. 1924. p. 62.

¹² White, William A. *op. cit.*, p. 211.

When inherited factors prove elusive a most useful approach to mental disease is through the environmental influences.¹

The importance of the early years.—The child study movement has awakened an interest in the study of original endowment and early environmental influences. An important outcome of this movement is the Nursery School which is discussed elsewhere in this Bulletin. But the facts revealed by child study are of general significance and application to education following the Nursery School.

The child brings into the world a mosaic of traits. These potentialities of the original endowment represent a redistribution of ancestral traits.² Many of these potential powers will develop during childhood. A wise scheme of education endeavors to minimize the influence of undesirable traits while strengthening those essential to the well-being of the individual and society.³

A study of the impulses, tendencies and traits of childhood may lead one into controversy as to the nature of these basic qualities.⁴ Nor is there agreement as to whether these tendencies are inherited or acquired. Some students of the problem would list as many as fourteen principal instincts together with their emotional nuclei.⁵

Hollingsworth recognizes the tendencies to resist, to be contented, to be startled and to be gloomy with their corresponding emotion phases.⁶ Other students insist upon the ego, the herd and the sex instincts as basic. The Freudians would base human activities largely upon the sex instinct.⁷

Regardless of the number and kind of the basic instincts it is now generally recognized that the treatment of the child during the early years is of great significance to the school.

Unwise repression of instinctive tendencies may cause the short-circuiting of energy into undesirable forms of behavior. Watson's work along these lines led him to conclude that "most of what we see that is bad in the child is the product of poor home and school training."⁸

Integration of personality.—As indicated above each child is a unique combination of traits. During the period of childhood these traits undergo change. Many of the crude, early tendencies apparently disappear or are sublimated into more refined behavior. This process of sifting and modifying the personal qualities goes on continually as the child participates in life's activities. In summarizing recent research in psychology Freeman said:

Emphasis is now laid on such experiences as cause suppression of the child's impulses or conflict among them, or on the other hand, on an undue lack of regulation and absorption in adjustment to the world of persons and things.⁹

Psychologists frequently call this bringing together of many forces "the integration of personality." If in adult life the individual can make friends, carry on a vocation, manage his affairs, adapt himself to trying situations and adjust to the general demands of life we may say that he has a "balanced" or "integrated" personality.¹⁰

Variations between persons.—The degree of balance of traits is not the same for all persons. One person may develop qualities which make for a highly successful family life while being a vocational failure. Another person may be highly successful in business but not able to cope with parenthood responsibilities. A study of "borderland" cases shows apparently normal persons with weaknesses only in relation to certain problems or difficulties.¹¹

¹ Solomon, H. C. "What Causes Mental Diseases?" *Hygeia* 6: 465; August, 1928.

² Walsh, J. J. and Foote, J. A. *Safeguarding Children's Nerves*. J. B. Lippincott Company. 1924. p. 60.

³ O'Shea, M. V. (Editor). *The Child; His Nature and His Needs*, presents a symposium by Bird T. Baldwin, Mary Whitley, Walter F. Dearborn, Henry Neumann and others.

⁴ Judd, Charles H., on individual emotions in *The Psychology of Social Institutions*. Macmillan Company. 1926. p. 275-98.

⁵ McDougall, William. *Social Psychology*. Charles Scribner's Sons. 1924. p. 324. Quoted in D. W. La Rue's *Mental Hygiene*, Macmillan Co. 1927. 67-68.

⁶ Hollingsworth, H. L. *Mental Growth and Decline*. D. Appleton and Company. 1927. p. 115-17.

⁷ McDougall, William. *Outline of Abnormal Psychology*. Scribner's Sons. 1926. p. 127-87.

⁸ Watson, J. B., quoted by William H. Burnham in *The Normal Mind*. D. Appleton and Company. 1924. p. 137.

⁹ Freeman, Frank N. "Recent Educational Psychology." *Journal of the National Education Association* 17: 42; February, 1928.

¹⁰ Burnham, William H. *The Normal Mind*. D. Appleton and Company. 1925. p. 27-60.

¹¹ Pressey, Sidney L., and Pressey, Luella C. *Mental Abnormality and Deficiency*. Macmillan. 1926. p. 105-43.

Briefly then, no one is perfectly integrated. It is probably impossible to expect everyone to become perfectly adjusted to the unlimited number of life situations. We must expect normal people to have both strong and weak qualities, but healthy mindedness requires the maximum of self-management within and self-adjustment to the environment without.¹

Difficulty of integration.—If integration during childhood were merely a mechanical process of plucking out traits and bending others to acceptable standards the procedure would be relatively simple. As it is, the many tangible and intangible factors exert a fluctuating influence which demand careful and patient training efforts.

An analysis of case studies shows the feeling phases of instinctive tendencies to be potent factors. These may be illustrated by anger, fear, love, and other more complex emotional states. Some would say that these emotions are simply manifestations of muscular, glandular, or chemical conditions. Sufficient for our present purpose is the realization that feelings color our everyday activities. Uncontrolled emotional energy may be both a symptom and a cause of disintegration. Yet controlled emotional energy in the form of altruistic acts may be considered a characteristic of complete social and emotional maturity.²

Other personalities around the individual may be disturbing to his balance. If these persons of the child's environment were automata it would be relatively easy to become adjusted to them. But, as typical humans their behavior shows "ups and downs" which influence the lives of others. This constant interaction of personality upon personality is a strong educative force, but it may be damaging in its repressive and ignorant influence. This repressive influence has been repeatedly demonstrated in case studies of adult mishandling of nervous children.³

A third factor making for unbalancing of

personalities may be the demands of the environment. Trying to "keep up with the Joneses" makes it hard for adults to be cheerful, and even-tempered. The child who is forced through a heavy program of school work, dancing lessons, and music lessons may become strangely irritable or difficult to manage. A sudden tendency to lie, steal, and be otherwise delinquent has developed in children who could not become adjusted to their surroundings.⁴

Another disturbing factor is that of disease. In the largest sense this includes both organic destruction and functional disorders. Poison from diseased bodily areas may make for physical lassitude, which in time forms the basis of a whining, spoiled attitude. Encephalitis may cause habits of indifference and laziness not characteristic of the normal personality.⁵

The above discussion indicates some of the difficulties of bringing together the personal traits into a healthy mental state. Disturbing factors are constantly present. Fortunately, the range of normalcy is wide enough so that temporary deviations do not stigmatize one as being queer. At times, however, the deviation from a healthy condition may be so serious as to constitute a mental disorder, or be the first steps in a complete breakdown.

Common mental disorders.—Students of the problems of mental hygiene hesitate about dogmatic classification of mental disorders. In the first place many mental conditions may be traced back to physical weaknesses or organic changes. Secondly, some mental illnesses are combinations of several disorders, which may also occur in more or less isolated forms. For these and other reasons the casual student must be extremely cautious in his study of individual cases.⁶

It is beyond the purposes of this section to describe in detail the many kinds of mental illnesses. The symptoms of neurasthenia, hysteria, malingering and psychasthenia have

¹ La Rue, Daniel W. *Mental Hygiene*. Macmillan Company. 1927. p. 69-78. Also, "The Background of Mental Health" in *The Journal of the National Education Association* 17: 211; October, 1928.

² Burnham, William H. *op. cit.*, p. 580-82.

³ Blanton, Smiley, and Blanton, Margaret G. *Child Guidance*. Century Company. 1927. p. 212-24.

⁴ Thom, Douglas A. *Everyday Problems of the Everyday Child*. D. Appleton and Co. 1928. p. 231-61.

⁵ Wile, Ira S. *The Challenge of Childhood*. Thomas Seltzer. p. 170.

⁶ The importance of conservative and tasteful handling of mental disorders cannot be over-emphasized. The practical school worker can profit by the calm, unhurried scrutiny given to case-study data by recognized specialists of mental diseases.

been adequately described elsewhere.¹ The more serious pathological conditions such as melancholia, dementia precox, epilepsy and manic-depressive psychoses may be studied at length if one is interested.

But the elementary school principal must be guided by certain facts: that the early stages of mental illnesses may exist in childhood, that the repressive and strenuous influences of environment may precipitate or intensify mental disorders, that factors such as fatigue, diet, nourishment, sleep and physical defects wield important influences and that many disorders may be prevented or cured by the early application of common-sense measures.

What does mental hygiene mean for the elementary school?—A complete study of mental hygiene would include discussion of mental disorders ranging from feeble-mindedness through the complex psychoses. This section has not attempted such a complete presentation, but has directed attention to certain deviations found to some degree in many typical persons. Attention has been given to the evidence that many behavior problems of childhood are due to an improper treatment of the elements of mental and emotional life.

The elementary school principal cannot be expected to become a specialist in the treatment of emotional and mental disorders. But it is essential that he possess a degree of expertness. This degree of expertness will enable him to distinguish between cases similar to those of Richard and James.

The primary teacher reported Richard as a "bad boy" who screamed in class, struck other children without cause and was generally unmindful of the rights of others. About the same time the kindergarten teacher reported that James could not get along with other children, refused to participate in group work and was often guilty of striking other children. A casual study of both children revealed many similar elements, but the principal believed that careful case studies would reveal essential differences.

With the aid of the school doctor, the school nurses, the teachers and the parents the principal secured the following data:

CASE I.

Name: *Richard* Age: *6* Grade: *First*
Date: *October, 1924*

I. History of the family.

- A. Medical—Father frequently very ill.
- B. Social—Mother nervous type who constantly "nags" the child.
- C. Educational—Both parents high school graduates.
- D. Economic—Sufficient income to maintain a typical home.

II. History of the individual.

- A. Medical—Never strong or robust.
- B. Social—Never allowed to play with other children because of father's illnesses. No pets or hobbies.
- C. Educational—Did not attend the kindergarten.

III. History of present crisis.

Unable to adjust to other children. Constantly fighting. Screams in class. Will not cooperate in classwork.

IV. Present condition of individual.

- A. Physical—School physician reports general normal condition, excepting for slight under-weight condition.
- B. Appearance and behavior—Neatly dressed. Seems to want to play with other children, but does not know how to become acquainted.
- C. Intelligence—An I. Q. of 105 in spite of poor attention.
- D. Emotions—Quiet and moody most of the time. Pouts when scolded. Brightens quickly when praised.

V. Conclusion.

Child is evidently a product of home conditions. Repressive influences have prevented his socialization among other children. Parents need to revise the home program to provide more playmates and freedom. School feeding would help underweight condition. Teacher should assist child to make friends and participate in school activities. Principal can help by attention to child and coordinating the efforts of teacher and mother.

CASE II.

Name: *James* Age: *6* Grade: *K*
Date: *November, 1924*

I. History of family.

- A. Medical—Parents apparently in good health.
- B. Social—No data.

¹ White, William A. *Outlines of Psychiatry*. Nervous and Mental Disease Publishing Company, Washington, D. C. 1919. La Rue, Daniel W. *Mental Hygiene*. Macmillan. 1927. McDougall, William. *Outline of Abnormal Psychology*. Charles Scribner's Sons. 1926.

- C. Educational—Parents have had little schooling. Apparently "borderline" cases.
- D. Economic—Family often helped by county welfare agencies.

II. History of the individual.

- A. Medical—No unusual illnesses or defects.
- B. Social—Child never got along with other children. Considered queer.
- C. Educational—Had started First grade. Placed in kindergarten to get socialized training.

III. History of present crisis.

Cannot follow directions. Apparently enjoys hitting other children. Frequently day dreaming in class. Unable to pay attention to anything for any length of time.

IV: Present condition of individual.

- A. Physical—Several teeth decayed. Approximately ten percent underweight.
- B. Appearance and behavior—Very dirty in person and clothes. Will not answer questions. Obeys reluctantly.
- C. Intelligence—I. Q. of 75.
- D. Emotions—Moody. Scowls when spoken to. Seems to enjoy hurting other children.

V. Conclusion.

Child is evidently feeble-minded. This condition aggravated by home conditions. Parents should stop whipping child for minor offences. School should place child in special mental class and provide school feeding. Principal, nurses and teachers must watch opportunities to make further individual and family adjustments.¹

The careful analysis of all of the factors showed that Richard and James should be subjected to radically different treatment. In one case a potentially normal child needed assistance in becoming a social being. On the other hand, James needed special educational treatment and help in overcoming many inherited and environmental factors.

The cases of Richard and James illustrate in a simple way the application of basic scientific knowledge and procedures. Frequently cases will be complicated by hysteria, fears, kleptomania, sex perversions and similar difficulties. The principal must be able to recognize the early stages of mental disorder so that he may enlist the services of competent specialists. But whether visiting teachers, psychologists and psychiatrists are available or not the principal cannot escape the responsibility of using standard technics in the adjustment of individual cases.²

An integral part of the principal's work is to provide wide opportunities for self-realization by the pupils.³ This may be done in each subject of study by providing systematic and purposeful learning conditions which make for mental satisfactions.⁴ Another approach is through a program of extra-curriculum activities,⁵ which offer natural tendencies socially acceptable outlets. These school activities can be directed into a scheme which is in reality a preventive program of mental hygiene.⁶

As one phase of this program the principal should insist that his faculty consciously safeguard the nerves and emotions of children. Fortunately, the professional training and common sense of the typical teacher are such that he will be generally constructive with growing personalities.⁷ However, there are instances of misunderstood children which more patience and correct information would have prevented. Probably elementary school principals would not report so much time given to discipline⁸ if teachers interpreted the "nudging and the giggling as—demonstrations of childhood mis-

¹ These cases have been presented in the form of the case histories in *Mental Abnormality and Deficiency* by Pressey and Pressey. Other ways of presenting data may be useful in a particular school. See, *Pupil Adjustment in Junior and Senior High School* by W. C. Reavis.

² See: W. C. Reavis, *Pupil Adjustment in Junior and Senior High School*. D. C. Heath. 1926. Also, *The Problem Child in School* by Mary B. Sayles. Joint Committee on Methods of Preventing Delinquency. New York. 1925.

³ A psychological discussion of the integrative action of social experience has been made by Meredith Smith in *Education and the Integration of Behavior*, Contribution to Education, No. 261, Bureau of Publications, Teachers College, 1927. 93 p.

⁴ Helpful suggestions for each subject of study will be found in Ralph W. Pringle's *Methods with Adolescents*. D. C. Heath. 1927.

⁵ Suggestions on extra-curriculum activities applicable to elementary education may be found in the following: National Society for the Study of Education, "Extra-Curricular Activities," *Twenty-Fifth Yearbook, Part II*, 1926. 280 p. McKown, Harry C. *Extra-Curricular Activities*. Macmillan. 1927. 617 p. Meyer, Harold D. *A Handbook of Extra-curricular Activities in the High School*, A. S. Barnes and Company. 1926. 402 p. Jordan, H. J. *Extra-classroom Activities*. Thomas Y. Crowell Company. 1928. 302 p. Roberts, A. C., and Draper, E. M., *Extra-class and Intra-mural Activities in High School*. D. C. Heath and Company. 1928. 529 p.

⁶ See references such as: *Creative School Control* by Philip W. L. Cox. Published in 1927 by J. B. Lippincott Company.

⁷ W. H. Burnham presents many useful suggestions in his *Great Teachers and Mental Health*. D. Appleton and Company. 1926. 351 p.

⁸ National Education Association, Department of Elementary School Principals. *The Seventh Yearbook*. 1928. p. 189-90.

directed, misunderstood, mismanaged."¹ Cases similar to the following illustrate the importance of teachers having the patience and ability to diagnose personality difficulties.

Orman came to the office with a note describing him as a "bad, wicked, and lazy boy." He showed considerable nervousness, was unable to answer questions intelligently or speak fluently. In the classroom the child shrank from participation in any form.

Investigation showed the teacher subjecting the child to public scoldings and punishments because "he seemed lazy" in class. The home showed (1) the boy to be the only child of elderly parents, (2) a rigid program of daily chores and few opportunities for play, and (3) the frequent application of corporal punishment. The principal concluded that the combination of pressure from the school and home had made the child afraid to initiate or participate in activities.

In cooperation with the parents the rigidity of the program was gradually reduced. The teacher was assisted in adapting her procedures. The child was given opportunities for recreation and warmly praised for any achievements. The cringing almost stupid classroom behavior gradually gave way to entirely normal conduct.

The above case not only illustrates the role of the principal in assisting his faculty to a better handling of problem cases, but it also indicates the importance of home cooperation. Descriptions of case studies by specialists nearly always point to the influence of the home.² Objective data have been presented to show that the home influence on personality traits is probably more than it is in the case of intellectual traits.³ Probably few cases of pupil maladjustment lend themselves to permanent treatment without the cooperation of the parents. To secure this cooperation requires a person with adaptability and tact, but there is no one more favorably placed to assume this role than the elementary school principal.

Although most of the principal's work will be done in individual cases there is a place for child-study groups. Parents can be brought together to receive reliable information and

to apply their knowledge in case studies. A plan of this kind makes it possible to reach the fathers of the community.⁴ There are objective data and tests to show that parental attitudes may be modified by systematic instruction in child-study groups.⁵

The principal has an important place in solving the emotional and mental problems which make for individual happiness. But there is a social angle which has not been generally recognized. If these unbalanced nervous children simply grew into queer adults who did not influence others the menace of neglected childhood would not be so great. As it is, there is evidence that repulsive crimes have been committed by persons who exhibited signs of instability since early childhood. Emil Ludwig's account of the last German Kaiser shows clearly early childhood damage of unfortunate hereditary and environmental forces.⁶

A recent study of a young murderer reveals the superficial handling of early misconduct by the school and the home.⁷

The tragedy of many of these adult cases is that recognition of early symptoms and proper treatment might have prevented irreparable damage to society. It has been suggested that where these cases of delinquency prove too complex to be handled by an individual worker they might be referred to a clinic group composed of a social worker or visiting teacher, a physician, a psychologist, an educational expert, the child's teacher, and the school principal.⁸ The recommendations of such a group would materially reduce the number of juvenile offenders brought before the courts.

Can the principal afford to ignore the advantages of a constructive program of mental hygiene among the pupils and teachers of his school? Practices in school systems show that physical health programs, intelligence and emotional tests, extra-class and other activities are proving useful in (1) detecting mental dis-

¹ Patri, Angelo. *The Problems of Childhood*. D. Appleton and Company. 1926. p. vi of the preface.

² See: Wile, Ira S. *The Challenge of Childhood*. p. 163-227. Thom, D. A., *Everyday Problems of the Everyday Child*. p. 27-49. Sayles, Mary B. *The Problem Child in the Home*. 1928. 342 p.

³ Freeman, Frank (and others). "The Influence of Environment on the Intelligence, School Achievement and Conduct of Foster Children," p. 211. Also, Burks, Barbara, "The Relative Influence of Nature and Nurture Upon Mental Development," p. 309. *Twenty-seventh Yearbook, Part I*. National Society for the Study of Education. 1928.

⁴ The father's responsibility has been discussed by J. J. Walsh and J. A. Foote in *Safeguarding Children's Nerves*, p. 152-53.

⁵ Laws, Gertrude. *Parent Child Relationships*. Contribution to Education, No. 283 Bureau of Publications, Teachers College. 1927. p. 34.

⁶ Ludwig, Emil. *William Hohenzollern*. Putnam. 1927. 528 p.

⁷ Van Waters, Miriam. "Why Hickman Hangs." *Survey Graphic* 50: 20-23; October 1, 1928.

⁸ Van Waters, Miriam. *Youth in Conflict*. Republic Publishing Company. 1925. p. 92.

orders, (2) preventing mental breakdowns, and (3) in promoting an understanding of the self.

Summary.—The statistics of the cost and extent of mental disorder indicate that this is a major social problem. Approximately 300,000 persons are seriously enough afflicted to be committed to institutions. There are probably many times this number who are handicapped in their daily lives by minor mental and emotional disturbances. Research indicates that many mental diseases of maturity are preventable when scientific knowledge is applied at an early age. Therefore childhood has been called the "golden age" for mental hygiene.

The existing facts in the field of mental hygiene place an important responsibility upon the elementary school principal. His own professional training, knowledge of children, contact with parents and responsiveness to research prepare him to meet the demands for preventive measures. In meeting these opportunities the principal will not usurp the work of specialists, but will do everything to facilitate the efforts of his co-workers—the visiting teacher, the psychologist, the psychiatrist, the physician, the teacher, and the parents.

Selected References

1. BEERS, CLIFFORD W. *A Mind that Found Itself* (Revised Edition). Doubleday, Page and Company, Garden City, N. Y. 1927.

A detailed insight into the mental condition of the insane by one who suffered in private and public hospitals for more than two years. The revised edition of this book contains a part dealing with the National Committee for Mental Hygiene. Mr. Beers describes the organization and work of this committee with certain suggestions as to the role of the public schools.

2. BLANTON, SMILEY, AND BLANTON, MARGARET G. *Child Guidance*. The Century Co., New York. 1927. 301 p.

Contains many case studies and principles developed by the authors in connection with the Child Guidance Clinic of the Minneapolis Public Schools. Philosophy of the book is that it is better to prevent than to cure childhood behavior disorders.

3. CAMERON, HECTOR C. *The Nervous Child*. Oxford University Press, New York. 1925. 233 p.

An introduction to the application of psychology, physiology, and hygiene to the young school child.

4. GROVES, ERNEST R. *Personality and Social Adjustment*. Longmans, Green and Company, New York. 1925. 296 p.

An attempt to apply scientific knowledge to social conduct. Chapters on the social significance of fear, the emotional maturing of children, the inferiority complex and similar topics. Bibliographies.

5. LA RUE, DANIEL W. *Mental Hygiene*. Macmillan Company, New York. 1927. 443 p.

The four parts of the book are (1) a general discussion of mental disease and health, (2) a genetic study of the self, (3) the mental hygiene of life problems and social adjustment, and (4) the application of previous information and technics to problem children. Many references to current psychology and recent research. Bibliography.

6. MORGAN, JOHN, J. B. *The Psychology of the Unadjusted School Child*. The Macmillan Company, New York. 1926. 300 p.

A simplified treatment of mental peculiarities and deviations of children. Many practical suggestions and illustrations based upon typical school practices.

7. SAYLES, MARY B. *Three Problem Children*. The Commonwealth Fund, Division of Publications. (no date) 146 p.

Detailed case study data on problem children. Shows the assistance modern science offers to those interested in child welfare.

8. SAYLES, MARY B. AND NUDD, H. W. *The Problem Child in School*. The Commonwealth Fund, Division of Publications, New York. 1927. 288 p.

Case studies of common maladjustments of school children. Suggested solutions based upon sound psychology. References.

9. SAYLES, MARY B. *The Problem Child at Home*. The Commonwealth Fund, Division of Publications, New York. 1928. 342 p.

A compilation of the experiences of parents and children in connection with child guidance clinics. Particular emphasis upon maladjustments arising from home difficulties. Bibliography.

10. THOM, DOUGLAS A. *Everyday Problems of the Everyday Child*. D. Appleton and Company, New York. 1928. 349 p.

A book designed to show parents and others that the problem child is often the product of a problem environment. The material used in the book is drawn in part from the Habit Clinics of Boston. Many suggestions based on case studies. Bibliography.

11. VAN WATERS, MIRIAM. *Youth in Conflict*, Republic Publishing Company, New York. 1925. 293 p.

Case studies from the writer's experience as referee in the Juvenile Court of Los Angeles, California. Chapters dealing with mal-

adjustments of children in the home, the school, and the community. Approximately half of the book given to juvenile court procedures and technics which have proven successful in adjusting delinquent children.

12. WAISH, JAMES J., AND FOOTE, JOHN A. *Safeguarding Children's Nerves*. J. B. Lippincott Company, Philadelphia. 1924. 272 p.

A series of informal essays dealing with the spoiled child, the nervous child, vital food and the nervous system, habit spasms, defective children, and similar topics. Summarized

information and application of current scientific knowledge in the conservation of the mental health of childhood.

13. WILE, IRA S. *The Challenge of Childhood*. Thomas Seltzer, New York. 1926. 305 p.

Based upon many years of work with childhood problems in dispensaries, settlements, schools, homes, and penal institutions. Presentation of information and applications based largely upon case studies. Divisions of book include studies of physical, intellectual, emotional, and social problems.

W RONG BEHAVIOR ON the part of a child may frequently contain no element of perversity or sin but may reflect solely the bad handling of his problem by parents or teachers whose motives are of the best and who believe that the steps they are taking are wise. Traced back to its ultimate source the trouble not infrequently lies in the failure of the responsible adults to understand and successfully manage some of their own problems.

It is of great practical significance that the process which straightens out behavior difficulties likewise often eliminates factors which would make for lifelong unhappiness. Not all children who receive or need this kind of study are potential criminals or probable recruits for institutions which care for mental disease and defect. Many may struggle on through life burdened with a sense of inadequacy or with other handicaps of personality which blight their own happiness and that of family and friends. Others may through painful effort overcome or may outgrow their difficulties. The early removal of inner causes of unhappiness, with all that this means for the individual and for society, is the inspiring aim of effort such as is here described.—*Three Problem Children*, p. 7-8.

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Individual Differences

THE grouping of pupils into grades was an early effort to recognize individual differences.¹ It was assumed that a child who had been in school one year belonged in a different group from one who was just starting to school. Also, teachers soon recognized that certain pupils were slow, while the majority of the class progressed at a generally satisfactory rate. But, not until objective and scientific measures were applied to many persons was the extent of individual differences clearly manifested.² Now there is general agreement with the following statement:

No two leaves from the same tree, or two hairs from the same head, are ever exactly alike. Nor can two normal children, nor two adults be found who are absolutely alike in their physical or mental traits, even when they are "identical twins." One will possess slightly more of some and slightly less of other traits. Diversity, rather than dead uniformity, is the rule of life.³

Existence of differences.—The application of standard intelligence tests to an unselected group of school children reveals a wide range of ability. Table 5 indicates the percent of children on each intelligence quotient level according to two surveys.

Table 5 reveals certain differences in intelligence between school children. An examination of these same children in weight and height would reveal other differences between individuals. A study of emotions, avocational interests, mechanical skills and other characteristics would indicate individual peculiarities. Sufficient for our present purpose is the realization that wide variation between individuals is a common condition among any group of children. Although these differences may present problems to school workers, they are in reality potential means of social progress.⁴ Recognition of the significance of these differences has resulted in an effort by progressive

schools to adjust the educational program to meet individual needs.

TABLE 5.—PERCENT OF UNSELECTED CHILDREN IN THE DIFFERENT INTELLIGENCE QUOTIENT GROUPS

Intelligence Quotient	Kansas City	Terman
56-65 and below.....	1.19	.53
66-75.....	3.00	2.3
76-85.....	9.01	8.6
86-95.....	20.16	20.1
96-105.....	32.16	33.9
106-115.....	23.67	23.1
116-125.....	8.84	9.0
126-135.....	1.63	2.3
136-145 and above.....	.35	.55
Number of Cases.....	6,063	905
Median I. Q.....	100.7	100.4

Sources of data: Strachan, Lexie. "Distribution of the intelligence Quotations of Twenty-two Thousand Primary School Children." *Journal of Educational Research* 14:172; Table II, October, 1926.
Terman, Lewis M. *The Measurement of Intelligence*. Houghton Mifflin. 1916. p. 66.

Readjustment of the school.—Although the advantage of meeting individual needs is generally recognized there is little agreement as to how it should be done. Efforts to adjust schools to individuals may be classified as changes in organization, administration, materials of instruction, curriculums, and teaching procedures. Although these terms are useful for classification it will be found that the procedures in specific cases are often indistinguishable.

An example of change from traditional school organization is the Batavia plan with its many variations.⁵ Under this plan the regular teacher is assisted by an extra teacher who coaches and encourages the laggards. The platoon school organization may also be used in providing for rapid, average, and slow working classes.⁶

¹ No discussion of individual differences is complete without a consideration of the influences of nature and nurture. For this reason, the reader is referred to the sections of this Bulletin dealing with the mental hygiene of childhood. Also, Table 12.

² Buckingham, B. R. "Standards in Education." *Journal of Educational Research* 10:2; June, 1924.

³ Wallin, J. E. Wallace. *Clinical and Abnormal Psychology*. Houghton Mifflin. 1927. p. 18.

⁴ Sutherland, A. A. "Factors Causing Maladjustment of Schools to Individuals." *Twenty-fourth Yearbook, Part II*. National Society for the Study of Education. 1925. p. 30.

⁵ Holmes, William H. "An Example from Mount Vernon, New York." *Twenty-fourth Yearbook, Part II*. National Society for the Study of Education. 1926. p. 32-38.

⁶ Wirt, William. "Some Features of Time Distribution at Gary, Indiana." *Twenty-fourth Yearbook, Part II*. p. 39-40.

Changes in school administration may be illustrated by the plan of ability grouping.¹ Under this plan the idea of class organization is retained, but the pupils are segregated into three groups on the basis of intelligence and achievement tests.² The second step involves the adjustment of curriculum content and reading methods to meet the needs of each group.

A common administrative adjustment to meet pupil differences is the provision of special classes for the mentally slow and the exceptionally bright.³

Adaptation to individual differences with emphasis upon changes in materials of instruction can be illustrated by the systems of individual instruction.⁴ Usually under these plans each child is provided with assignment books and materials which permit him to progress at his own rate.⁵ Group activity in the tool subjects is reduced to a minimum, although it may be provided for in certain activities.⁶

Provision for individual differences through the curriculum has proven useful. While this effort is usually combined with other changes, such as ability grouping, it may be used in the traditionally organized school. Frequently differentiation through the curriculum takes the form of enrichment for the more able students. A more complete variation of this procedure is that of providing differentiated assignments in accordance with the ability of each pupil.⁷

Another scheme which endeavors to meet the problem of individual differences is the Dalton Plan. In this case the emphasis is upon changes in classroom procedure. The content of the curriculum may not be seriously

changed, although it must be organized into units. A laboratory room is established for each subject and the pupil spends enough time in each laboratory to complete at least one unit of work. Pupils are free to work through all of the units in one subject or to complete a unit from each subject. However, each month or so the assigned units in all of the subjects must be completed. The plan gives training in budgeting of time, freedom in working according to individual interests, and social mingling in the laboratories.⁸

Evaluation of proposed schemes.—Plans of education designed to capitalize upon individual differences are relatively easy to make. A more difficult problem is to prove objectively that the plan has all of the advantages which are claimed. There are statistical data to show the advantages and weaknesses of several proposed schemes,⁹ but this section will confine itself to homogeneous grouping, individual instruction, and classes for the gifted.

Homogeneous grouping.—Worlton¹⁰ made a comprehensive study of homogeneous grouping in Salt Lake City. In this experiment 3700 children in the 4, 5, 6, and 7th grades were grouped in "classes which were as nearly homogeneous as possible with respect to the ability of the pupils to do the required work." The basic assumptions in this grouping by objective tests were: that intelligence is general, not specific in terms of subjects, and that pupils of equal mental ability have approximately equal needs.¹¹

Every effort was made in Worlton's study to control the quality of the teaching in homogeneous and heterogeneous groups. The time

¹ Frazee, Laura. "Administrative Aspects in Testing Individual Differences." *Childhood Education* 5:72-77; October, 1928.

² Courtis, Stuart A. "Ability Grouping in Detroit Schools." *Twenty-fourth Yearbook, Part II.* p. 44-47. Sutherland, A. H. "Ability Grouping in Los Angeles." *Twenty-fourth Yearbook, Part II.* p. 47-48.

³ Mort, Paul R. *The Individual Pupil.* American Book Co. 1928. p. 304-16.

⁴ Washburne, Carleton, and Stearns, M. M. *Better Schools.* Chapter on "Making Schools Fit the Children." p. 259-99.

⁵ Washburne, Carleton W. "A Program of Individualization." *Twenty-Fourth Yearbook, Part II.* National Society for the Study of Education. p. 257-72. McDade, James E. "The Mastery Unit Plan of Individual Instruction." *Bulletin* 8:78-80; January, 1929. Department of Elementary School Principals, National Education Association.

⁶ Smith, Margaret. "Individual Work in the Sixty-first Street School." *Twenty-fourth Yearbook, Part II.* p. 102-105. Ward, Mary A. (and others). "Individual System as Developed in the San Francisco State Teachers College." *Twenty-fourth Yearbook, Part II.* p. 60-82.

⁷ Reavis, W. C. "Differentiated Requirements in the University of Chicago High School." *Twenty-fourth Yearbook, Part II.* p. 49-52. Miller, H. L., and Leonard, S. J. "Differentiated Assignments in the Wisconsin High School." *Twenty-fourth Yearbook, Part II.* p. 52-57.

⁸ Parkhurst, Helen. "The Dalton Laboratory Plan." *Twenty-fourth Yearbook, Part II.* p. 82-93. Also, Parkhurst, Helen. *Education on the Dalton Plan.* E. P. Dutton. 1922. 278 p.

⁹ National Society for the Study of Education. *Twenty-fourth Yearbook, Part II.* 1925. p. 133-221.

¹⁰ Worlton, J. T. "The Why of Homogeneous Classification." *Elementary School Journal* 27:265-74; December, 1926.

¹¹ In this connection see: W. C. Bagley's *Determinism in Education*, Warwick and York, 1925. 194 p.

allotments and supervisory guidance were the same. The conclusions for the homogeneous classes were (1) more rapid progress in subjects of study, (2) more congenial social atmosphere in which to work, (3) more opportunities for developing leadership, (4) a greater stimulus for individual effort, (5) increased happiness which comes from work successfully accomplished, (6) a better opportunity to curb the spirit of snobbishness and conceit which sometimes characterizes certain pupils and a better opportunity to develop a feeling of confidence in pupils of slow development, (7) fewer disciplinary problems, and (8) better morale among the teachers.

Three dangers of weaknesses associated with homogeneous grouping according to Worlton are (1) failure of teachers to adjust their technics to the abilities of the groups, (2) failure to adjust curriculum materials to group needs, and (3) unwise discussion of mental ability of groups involving such terms as slow, dull, and superior.

Homogeneous grouping has helped in certain school systems to reduce the number of failures.¹ Other advantages and dangers in ability grouping have been fully discussed in professional literature.²

Individual Instruction.—Probably the second most typical effort at meeting individual differences is that of individual instruction. This procedure has been applied in many different places with technics peculiar to each situation.³ The Winnetka program is presented at this point since it offers evidence to substantiate many claims made for individual instruction.

The curriculum of the Winnetka Schools is divided between the "common essentials" and the "group and creative activities." Instruction in the common essentials proceeds largely upon an individual basis through the division of the curriculum into definite units of achievement, the use of complete diagnostic tests to determine whether a child has mastered the unit and to locate his difficulties, and the use

of self-instructive, self-corrective practice materials. Certain studies, such as history, emphasize group activities for the sake of socializing influences. A completing phase of the program involves a wide variety of pupil activities.

A complete study has been made of the Winnetka situation and comparisons made with similar communities.⁴ Studies were made as to the intelligence and accomplishment of pupils, the rate of learning under the individual method, the concentration of pupils while studying, the richness of the creative program, the demands made upon teachers, and the cost of the system. As a result of careful measurement certain strengths and weaknesses were discovered. The advantages of the individual method, according to the survey, were as follows:

1. The mastery of the tool subjects (reading, etc.) was better adapted to individual capacities than it is possible under the traditional class organization.
2. Grade repetition is eliminated, retardation is decreased, the proportion of children making normal and accelerated progress is increased.
3. Greater amount of time for creative activities.
4. The efficiency of the work in the tool subjects as measured by standard tests is increased.
5. The cost of the system does not appear to be greater.

Certain disadvantages discovered in the general plan or detailed technic were:

1. Ability to spell words not studied was lower in the Winnetka School. (A change in technic improved this situation.)
2. Pupil concentration, as judged by the appearance of attentiveness in the classroom, was less under the individual instruction.
3. The teachers were called upon for more work than in a typical public school system.

An advantage, not mentioned above, is that of the high-school success of those trained under the individual technic. A comparison of Winnetka pupils in the New Trier Township High School with pupils from other similar communities revealed significant tendencies.⁵ Although Winnetka furnished only 23 percent

¹ Torgerson, T. L. "Is Classification by Mental Ages and Intelligence Quotients Worth While." *Journal of Educational Research* 13:171-80; March, 1926.

² See the following: Dickson, V. E. *Mental Tests and the Classroom Teacher*. World Book Company. 1923. p. 47-64. Freeman, Frank N. *Mental Tests*. Houghton Mifflin. 1926. p. 383-89. Paulu, E. M. *Diagnostic Testing and Remedial Teaching*. D. C. Heath. 1924. p. 58-67.

³ See the *Twenty-fourth Yearbook, Part II* of the National Society for the Study of Education, 1925.

⁴ Washburne, Carleton; Vogel, Mabel, and Gray, W. S. *A Survey of the Winnetka Public Schools*. Public School Publishing Co. 1926. p. 15.

⁵ Washburne, Carleton, and Raths, Louis E. "The High School Achievement under the Individual Technic." *Elementary School Journal* 28:214-24; November, 1927.

of the high school enrolment the number of Winnetka pupils in scholarship honor societies far exceeded the expected quota. Winnetka pupils were in the school activities in greater numbers and held positions of responsibility in excess of 23 percent. In all subjects the Winnetka pupils as a group were above the township average as measured by standard achievement tests. According to the report these advantages could not be entirely explained by the differences in intelligence of the pupils or the social status of the communities.

Observations in Los Angeles,¹ Chicago,² and Detroit show the use of different schemes of individual instructional materials. In some instances the workbook, tests, and devices are local developments³ while other schools use standard commercial publications.⁴ School workers await with interest the results of an investigation of individual instruction now being made in Detroit. This study will make comparisons between schools using mass instruction, Dalton, Winnetka and other schemes of organization.⁵

Caring for the Gifted Child.—Observations among elementary schools in progressive school systems show that gifted children are receiving little scientific attention.⁶ Even where ability grouping and individual instruction are accepted procedures, the gifted children are not likely to receive a fair share of attention.⁷ Probably this lack of pioneering among practical school workers may be explained by Terman's statement:

It is hardly too much to say that this field at present is the "Darkest Africa" of education. To what extent genius can be created or destroyed by right or wrong training is entirely unknown.⁸

Yet there have been illuminating studies made of imminent men and gifted children.⁹ It is not possible to report data from these studies at this point, but certain outcomes may be briefly summarized:

1. Terman based his research of gifted children upon those with an intelligence quotient of 140 or over.¹⁰ Hollingworth described gifted children as those "capable of wonderful performance."¹¹ Probably this group constitutes one percent of the juvenile population.¹²

2. Genius does not seem to be a supernatural condition, nor do gifted children deviate in an undesirable way from normalcy. Tests of character traits, habits, interests, and skills usually show the superiority of the gifted child.¹³ In physical traits and health the gifted child is also generally superior to children of his own chronological age.¹⁴ Hollingworth reported similar data as shown in Table 6.¹⁵

TABLE 6.—COMPARISON OF GIFTED, ORDINARY AND DULL CHILDREN

Item	Gifted	Ordinary	Stupid
Median I. Q.	151.0	100.0	43.0
Median Height (inches)....	52.9	51.2	49.6
Median Weight (pounds)...	74.0	63.9	59.5

¹ Smith, Margaret H. "Finding the Individual—The Sutherland Method of Individual Education." *First Yearbook*. Department of Elementary School Principals, National Education Association. 1922. p. 64-69. Smith, Margaret H. "Teaching Language Under the Individual Method." *Second Yearbook*. Department of Elementary School Principals, National Education Association. 1923. p. 367-70.

² McDade, James. "The Mastery Unit Plan." *Bulletin* 8:78-80; January, 1929. Department of Elementary School Principals, National Education Association.

³ Curtis, S. A., and Smith, Nila B. *Picture Story Reading Lesson Pads and My Story Book*, published by the authority of the Detroit Board of Education.

⁴ Such as those published by the Plymouth Press, Chicago; Laidlaw Brothers, Chicago; World Book Company, and others. See list of publishers in Mort's *The Individual Pupil*, American Book Co., 1928.

⁵ The plan of the investigation is discussed by Paul T. Rankin in the March, 1928 and November, 1928 numbers of the *Detroit Educational Bulletin*, Detroit Public Schools.

⁶ Jensen, Dortha W. "Present School Provision for the Gifted Child," *Journal of Educational Research* 15:126-33; February, 1927.

⁷ Jensen, Dortha W. "The Gifted Child; Educational Concepts and Practices." *Journal of Educational Research* 15:34-45; January, 1927.

⁸ Terman, Lewis M. *Mental and Physical Traits of a Thousand Gifted Children*. Genetic Studies of Genius, Volume I. Stanford University Press, 1925. Preface, p. viii.

⁹ See the following:

Hollingworth, Leta S. *Gifted Children*. Macmillan. 1926. p. 4-20. Cox, Catherine M. *The Early Mental Traits of Three Hundred Geniuses*.

Genetic Studies in Genius, Volume II. Stanford University Press. 1926.

National Society for the Study of Education. *Twenty-third Yearbook Part I*. "The Education of Gifted Children." Public School Publishing Co. 1924. 444 p.

¹⁰ Terman, Lewis M. *op. cit.*, p. 43-5.

¹¹ Hollingworth, Leta S. *op. cit.*, p. 31.

¹² Terman, Lewis M. *Intelligence of School Children*. Houghton Mifflin. 1919. p. 8.

¹³ Terman, Lewis M. *Mental and Physical Traits of a Thousand Gifted Children*. p. 382-83, 437-39, 453-54, 482-83, 516-17 and 554-55. Also, summarized by Hollingworth in the *Gifted Children*. p. 42-221.

¹⁴ Terman, Lewis M. *Ibid.* p. 169-71, 210-12 and 249-51.

¹⁵ Hollingworth, Leta S. *op. cit.*, p. 92.

3. The proportion of gifted children of English, Scotch, and Jewish parentage is excessive of expectancy as compared with the general population.¹ Hollingworth reports similar conclusions.²

4. A large proportion of the gifted children come from superior homes. Terman reported³ on the occupations of the fathers:

Professional	31.4 percent
Semi-professional and business..	50.0 percent
Skilled labor	11.8 percent
Semi-skilled and unskilled labor.	6.8 percent

100.0

5. Hollingworth says that an individual intelligence test is one of the best means of selecting gifted children. Research and experience suggest that:

To find most easily and quickly a group of gifted children, one should go to a private school, or to a public school in an excellent residential section of a city and ask for children who are young for their classes and whose fathers are professional men.⁴

Several means have been suggested to care for the gifted child (1) rapid advancement

through the traditional classes, (2) an enriched program in connection with traditional classes, (3) individual instruction, (4) rapid classes in an XYZ plan of grouping, (5) promotion by subjects, and (6) special classes.

Jensen reported recently on the provisions of cities for the gifted child. The reports for 220 cities out of 413 have been tabulated in Table 7.

Data are not available as to how successful the different provisions for gifted children are proving to be, although there is some evidence to substantiate the claims of various practices.⁵ Probably there is a tendency toward special classes where special methods and equipment may provide more adequately for the gifted.⁶

What do individual differences mean for the principal?—The scientific confirmation of individual differences has increased the principal's responsibilities and opportunities in relation to himself, teachers, pupils, and parents.⁷

The first obligation is that he should become thoroughly informed as to the extent and meaning of individual differences.⁸ Standardized tests and measurements will become useful "tools" in the study and classification

¹ Terman, Lewis M. *op. cit.*, p. 82.

² Hollingworth, Leta S. *op. cit.*, p. 70-71.

³ Terman, Lewis M. *op. cit.*, p. 82-83.

⁴ Hollingworth, Leta S. *op. cit.*, p. 75.

⁵ Jensen, Dortha W. gives a bibliography in "The Gifted Child; Educational Concepts and Practices." *Journal of Educational Research* 15:41-45; January, 1927.

⁶ Jensen, Dortha W. "Present Practices in Classes for the Gifted." *Journal of Educational Research* 15:198-206; March, 1927.

⁷ Van Wagenen, M. S. *Educational Diagnosis*. Macmillan, 1926. p. 1-99, 118-61.

⁸ See such references as:

Baker, Harry J. *Characteristic Differences in Bright and Dull Pupils*. Public School Publishing Company. 1927. 118 p.

Mort, Paul R. *The Individual Pupil*. American Book Company. 1928. 383 p.

TABLE 7.—TYPES OF PROVISIONS FOR GIFTED CHILDREN BY CITY SIZE

Type of provision	City Size						Total
	less than 20,000	20,000 49,999	50,000 99,999	100,000 499,999	500,000 1,000,000	over 1,000,000	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
1. None.....	2	24	10	9	2	0	47
2. By promotion, enrichment, etc.....	5	34	8	6	0	1	54
3. Promotion by subjects (homogeneous grouping).....	7	18	12	5	1	0	43
4. XYZ classes.....	5	13	4	8	1	0	31
5. Special classes.....	6	18	6	11	2	2	45
Total.....	25	107	40	39	6	3	220

Source of data: Jensen, Dortha W. "Present Provision for the Gifted Child." *Journal of Educational Research* 15: 126-33; February, 1927.

of pupils.¹ But the possible weaknesses and inadequacies of standardized practices² will reveal the importance of the emotions, home conditions, playmates, and other potent influences.³ The suggestions of these sources will safe-guard him against unsound school procedures and unwise claims of infallibility.⁴

In his second obligation, the principal must become informed as to the organization schemes and instructional schemes affecting the teachers.⁵ Current plans for reaching the individual child need to be evaluated in terms of pupil improvement and adjusted in terms of school size, community need, training of teachers, and the superintendent's policies.⁶ Any new plan of organization lessens its chances of effectiveness when teachers are not helped to adjust to the new standards, activities and curriculum.⁷ Curriculum adjustments in terms of the different levels of ability are

particularly important.⁸ The development of informal teacher tests is an important phase of curriculum development.⁹ Classroom instruction can be materially improved by the principal's suggestions based upon the results of standard tests.¹⁰

Under a plan of individual instruction the teacher must be provided with standardized materials,¹¹ or assisted in developing some of his own. When a principal urges a teacher to change his technic he must stand by with encouragement and concrete assistance until he has developed confidence in the new procedures.¹² Teachers should never feel that the principal is too busy for necessary conferences.¹³

The principal's obligation to the pupil is met by a program that provides for the fullest development of individual abilities in a social situation.¹⁴ Such a program not only provides

¹ See the following:

Corning, Hobart M. *After Testing—What?* Scott, Foresman. 1926. 213 p.

Dickson, V. E. *Mental Tests and The Classroom Teacher.* World Book Company. 1923. 231 p.

Freeman, Frank N. *Mental Tests.* Houghton Mifflin. 1926. 503 p.

McCall, W. A., and Bixler, H. H. *How to Classify Pupils.* Bureau of Publications, Teachers College, Columbia University. 1928. 83 p.

Smith, H. L., and Wright, W. W. *Tests and Measurements.* Silver, Burdette and Company. 1928. 540 p.

Trabue, Marion R. *Measuring Results in Education.* American Book Company. 1924. 492 p.

Wilson, Guy M., and Hoke, K. J. *How to Measure, (Revised).* Macmillan. 1928. 597 p.

² Kelley, Truman L. *Interpretation of Educational Measurements.* World Book Company. 1927. Also, Wentworth, Mary M. *Individual Differences in the Intelligence of School Children.* Harvard University Press. 1926. 158 p.

³ See case study data in references such as, *Pupil Adjustment in Junior and Senior High Schools* by W. C. Reavis, D. C. Heath, 1926.

⁴ An interesting debate on certain controversial issues has been reported:

Bagley, W. C. "Educational Determinism, or Education and the I. Q." *School and Society* 15: 373-84; April, 1922.

Whipple, G. V. "Educational Determinism; A Discussion of Professor Bagley's Address at Chicago." *School and Society* 15: 599-602; June 3, 1922.

Bagley, W. C. "Educational Determinism Again: A Rejoinder to Professor Whipple's Reply." *School and Society* 16:141-44; August 5, 1922.

⁵ See the following:

National Society for the Study of Education. *Twenty-fourth Yearbook, Part II.* "Adapting the Schools to Individual Differences." 1925. 410 p.

Mort, Paul R. *op. cit.*, 1928. 383 p.

⁶ Kyte, George C. "The Reorganization and Administration of an Elementary School." *Publication in Education Vol. 2, No. 2.* University of California. 1925. Frazer, Laura. "Administrative Aspects in Meeting Differences." *Childhood Education* 5:72-77; October, 1928.

⁷ Discussed as a possible weakness of homogeneous grouping by Worlton in *The Elementary School Journal* 27:265-74; December, 1926.

⁸ Rugg, Harold. "The Curriculum for Gifted Children." *Twenty-third Yearbook, Part I,* National Society for the Study of Education. 1924. p. 91-121.

⁹ See the following:

Potter, Charles. "The Testing and Correction of Language Errors." *Sixth Yearbook.* Department of Elementary School Principals, National Education Association. 1927. p. 200-10.

Russell, Charles. *Classroom Tests.* Ginn and Company. 1926. 346 p.

¹⁰ See the following:

Brooks, Samuel S. *Improving Schools by Standardized Tests.* Houghton Mifflin. 1922. 278 p.

Courtis, S. A. *Why Children Succeed.* Courtis Standard Tests, Detroit. 1925. 271 p.

Jacobs, R. C. "Educational Diagnosis of Fifty Individual Pupils." *Sixth Yearbook.* Department of Elementary School Principals, National Education Association. 1927. p. 217-28.

¹¹ See list of publishers in Mort's *The Individual Pupil*, American Book Co. 1928. p. 373.

¹² See: *Childhood Education*, October, 1928, for articles on individual differences. Bliss, Ethel H. "An Elastic Program for Five-Year Olds." Sipple, E. M. "The Elastic Program Permeates the Primary."

¹³ Gist, Arthur S. *Elementary School Administration.* Charles Scribner's Sons. 1928. p. 108.

¹⁴ Examples of such work:

Burdick, W. H. "The Bright Pupil—An Enriched Course in Place of Acceleration." *Fourth Yearbook.* Department of Elementary School Principals, National Education Association. 1925. p. 262-71.

Freeman, Frank N. "The Treatment of the Gifted Child in the Light of Scientific Evidence." *Elementary School Journal* 24:652-61; May, 1924.

Kyte, G. C. "An Experiment in the Education of Gifted Children." *First Yearbook.* Department of Elementary School Principals, National Education Association. 1922. p. 71-80.

Zirke, H. W. "Taking Care of the Gifted Child." *First Yearbook.* Department of Elementary School Principals, National Education Association. 1922. p. 81-94.

for mastery of the fundamentals, but many opportunities of group and creative activities. But it is not enough to set up this complete program unless each pupil is assisted in adjusting himself to the various activities. Often the principal's casual praise will be enough for the unresponsive pupils, but more than likely the most effective effort will be patient guidance based upon complete case data.¹

The fourth obligation is to the parents. The task is often imposed upon principals to indicate to parents the individual development of their children.² Usually this will take the form of emphasizing the individual child's strong points and urging an educational program which will develop these abilities to the utmost. Sometimes it may seem the best procedure to inform parents of the weaknesses of their children. Then in cooperation with the parents the school may set up a plan to improve the child in regard to specific difficulties.

Summary—This section has emphasized the existence of individual differences. Such facts are being increasingly recognized in progressive schools. Various changes in administration, organization, curriculum, instructional materials, methods and so forth are advocated as best meeting individual needs. Apparently all of the specific devices have some merit, but certain technics have demonstrated their value through objective measurement and experience. Among the most generally acceptable plans are homogeneous grouping, individual instruction, and provisions for gifted children.³

The problem of individual differences presents many difficulties to elementary school principals. The principal must not only adjust his thinking and procedures in terms of many individual factors, but assist his staff to do likewise. Pupils need to be studied and stimulated in terms of specific abilities. Parents often require assistance in recognizing the individual abilities of children which call for home and school cooperation.

Selected References

1. CORNING, HOBART M. *After Testing—What?* Scott, Foresman Company, Chicago. 1926. 213 p.

Describes how a superintendent used test data in improving the organization and instruction of his school system.

2. COURTIS, S. A. *Why Children Succeed.* Courtis Standard Tests, Detroit. 1925. 271 p.

The study aims (1) to isolate the factors which determine a child's success in school, and (2) to show the application of scientific methods to educational problems. Appendix of tests, and statistical formulas. Bibliography.

3. HOLLINGWORTH, LETA S. *The Gifted Child.* The Macmillan Company, New York. 1926. 374 p.

Summarizes and discusses research in relation to the gifted child. Chapters on history of the scientific study of children, the number of gifted children, the characteristics of the gifted, experimental education of the gifted school organization and the curriculum. Bibliographies at the end of each chapter.

4. KELLEY, TRUMAN L. *Interpretation of Educational Measurements.* World Book Company, Yonkers. 1927. 363 p.

Unique features of the book are (1) the discussion of achievement and intelligence measures in their mutual relationship, (2) the effort to evaluate the measures of reliability, and (3) the rating of the general excellence of well-known intelligence and achievement tests. Bibliography.

5. MORT, PAUL R. *The Individual Pupil.* American Book Company, New York. 1928. 383 p.

Discusses the instructional and administrative problems arising from the individual differences of children. Chapters on guidance, pupil placement, acceleration, retardation and class instruction in elementary, junior, and senior high school. Brief treatment of classes for defectives, platoon schools, Dalton and Winnetka plans. Appendix list of individual instruction materials.

6. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Twenty-third Yearbook, Part I. *The Education of Gifted Children.* Public School Publishing Company, Bloomington, Illinois. 1924. 444 p.

Summarizes research and practice in the instruc-

¹ Stenquist, John L. "The Research Bureau Meets Individual Differences." *Childhood Education* 5:78-90; October, 1928.

² Smith, Eugene R. "Keeping Parents Informed About the Development of Their Children." *Progressive Education*. July, August, September, 1927. p. 175-80.

³ This section has not considered the provisions for dull and retarded children because of current wide-spread emphasis upon this problem. For further reading on this important topic see:

Horn, John L. *The Education of Exceptional Children.* The Century Company, New York. 1924. 343 p.

Inskip, Annie D. *Teaching Dull and Retarded Children.* Macmillan Company, New York. 1926. 455 p.

Wallin, J. E. Wallace. *The Education of Handicapped Children.* Houghton Mifflin. 1924. 394 p.

Whipple, Helen Davis. *Making Citizens of the Mentally Limited.* Public School Publishing Company, Bloomington, Illinois. 1927. 374 p.

tion of gifted children. Data on the physical and mental characteristics of superior children. Objective results from experimental organization and teaching procedures. Bibliography.

7. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Twenty-fourth Yearbook, Part II. *Adapting the Schools to Individual Differences*. Public School Publishing Company, Bloomington, Illinois. 1925. 410 p.

Points out the maladjustments due to individual differences. Typical examples given of how schools attempt to adjust to individuals. Statistical data from various experimental individualization schemes. Discusses curriculum, teacher training, textbooks and similar special problems. Bibliography.

8. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Twenty-seventh Yearbook, Parts I and II. *Nature and Nurture*. Public School Publishing Company, Bloomington, Illinois. 1928.

Part I deals with the influence of nature and nurture upon intelligence. Objective data showing the effect on intelligence of inheritance, race differences, home environment, school environment, health and special training. 465 p.

Part II discusses the effect of nature and nurture upon achievement. Data from studies of the possible influence upon achievement of school attendance, school expenditures and teaching methods. Presents data on the factors influencing special

traits, i. e. mechanical ability. Summarizes related literature. 397 p.

9. PAULU, EMANUEL M. *Diagnostic Testing and Remedial Teaching*. D. C. Heath and Company, Boston. 1924. 368 p.

Discusses the giving of standard tests and the adjustment of teaching to test results. Gives examples and applications of typical school situations. Appendix of test materials discussed in the text.

10. TERMAN, LEWIS M. *Mental and Physical Traits of a Thousand Gifted Children*. Genetic Studies in Genius Volume I. Stanford University Press, Stanford, California. 1925. 648 p.

A study to ascertain the differences between gifted children and children of ordinary mentality. Data collected on more than 1400 children. Reports on the physical, intellectual and emotional traits of superior children. Detailed report of procedures and statistical methods, but each chapter summarized in brief conclusions.

11. VAN WAGENEN, M. J. *Educational Diagnosis*. The Macmillan Company, New York. 1926. 276 p.

A manual of survey methods and principles of school adjustment. Cites technics, tests, and record forms for gathering information on the individual pupil. Discusses classification under different school conditions. Suggestions on how to organize test data.

UP TO THIS TIME education has been concerned chiefly with pooled results and massed data. These are, of course, of service in determining general tendencies. General tendencies are, however, but a part of the story. The goal is prediction and control of the behavior of individual children. This is likely to be secured in education, as elsewhere, only through the use of particularized data made comparable through correction for the effects of divergent factors.—S. A. Courtis, *Why Children Succeed*. Courtis Standard Tests. 1925. p. 16.

Character Education¹

STATISTICS have been used both to prove and disprove the increase of juvenile delinquency. It has been said that between 1910 and 1923 the commitments of offenders under the age of 34 years increased 3.7 percent.² Recently, more than 27 percent of the prisoners in Pennsylvania penitentiaries and reformatories were reported as being under twenty-one years of age.³ Yet the Children's Bureau Report states:

Accurate information is not available concerning the prevalence of crime among young people.⁴

Though there is general disagreement as to the extent of juvenile delinquency, the school is recognized as a potent force in improving the present situation. This confidence in the school has been expressed as follows:

It may be expecting too much of schools, but it does appear reasonable that character training should go hand in hand with intellectual development. School authorities are giving character training serious consideration, but the public must support the movement. Knowledge without character is valueless to the individual when surrounded by demoralizing temptations.⁵

Renewed emphasis by schools on character education.—Character development has been a primary aim of American public schools.⁶ Recently, the perplexing nature of many social problems has given character objectives new direction and emphasis.⁷

Character education was not mentioned by the Committee of Fifteen in 1895,⁸ but the

Commission on the Curriculum gave approximately seventy pages to this subject in 1926.⁹ Starbuck reported in 1927 that at least 150 "professional psychologists and other educators" were attempting to determine by scientific methods the complex states and processes called character.¹⁰ There are hundreds of school systems in the United States with committees at work on programs in character education. Such activity does not necessarily mean the addition of more courses to an already crowded curriculum. But it does show that thousands of principals and teachers are attempting to meet the demand "for more training which shall improve the morals of pupils and shall render pupils more competent to discharge their social obligations."¹¹

Character education related to other problems.—Some of the literature of the field has been written as though character education were an isolated problem. Such discussions may be necessary and useful analyses, but they are not truly descriptive of the wholeness of life. Elsewhere in this Bulletin attention has been given to the health of children. The relation of health to conduct does not need to be proved.¹² The facts presented on mental hygiene in this Bulletin are often suggestive as to motives and urges in character development.¹³ There can be little doubt of the contribution to individual character of progressive education through social experiences in which moral qualities may be practiced.¹⁴ School progress as a factor is shown by Terman's report

¹ In connection with the chapter, see the sections of this Bulletin on preschool education and mental hygiene. Also, Table 13.

² Potter, Ellen C. "Spectacular Aspect of Crime in Relation to the Crime Wave." *The Annals*. American Academy of Political and Social Science. May, 1926. p. 14.

³ Potter, Ellen C. *Ibid.* p. 18.

⁴ Abbott, Grace. *Report of the Chief of the Children's Bureau*. United States Department of Labor, 1927. p. 17.

⁵ Vollmer, August. "The Prevention and Detection of Crime as Viewed by a Police Officer." *The Annals*. American Academy of Political and Social Science. May, 1926. p. 149.

⁶ The *Proceedings* of the National Education Association reflect the trends in American Education since 1857.

⁷ Citizens, teachers, principals, superintendents and college professors of education rated morals and manners among the twelve very important subjects of the California elementary school curriculum according to *The California Curriculum Study*, W. C. Bagley and George C. Kyte, University of California Printing Office, 1926. p. 240, 260-61, 269, 277.

⁸ Moral training was given approximately sixteen lines. National Education Association. *Report of the Committee of Fifteen on Elementary Education*, 1895. 200 p.

⁹ National Education Association, Department of Superintendence. *The Fourth Yearbook*, February, 1926. p. 379-4.

¹⁰ Starbuck, Edwin D. "Methods of a Science of Character." *Religious Education* 22:715; September, 1927.

¹¹ Judd, Charles H., in the editor's introduction to *Charters' Teaching of Ideals*. Macmillan Company, 1928, p. xi.

¹² See Reavis, W. C. *Pupil Adjustment in Junior and Senior High Schools*. D. C. Heath and Company, 1926. p. 302-316.

¹³ White, William A. *Outlines of Psychiatry*. Nervous and Mental Disease Publishing Co., Washington, D. C. p. 7-12.

¹⁴ See the following: Marriott, Victor. "The Progressive Education Movement and Character Education." *Religious Education* 22:942-49; November, 1927. Progressive Education Association, *Progressive Education and Character Building*, 1921.

that gifted children who were skipped showed marked improvement in deportment as compared with gifted children who made normal progress.¹ A study of probationary court cases in New York shows that 50 percent of the delinquents had been truant, retarded or otherwise maladjusted in school.²

From the angle of society, character development is not an isolated or an academic problem. The Children's Bureau after a study of 2,378 delinquent children reports 48 percent with parents who were alcoholic. Children brought into court for the second offense were more likely than first offenders to come from homes in which alcoholism was a problem.³ More than 47 percent of 3,053 cases before a New York probation bureau were products of broken homes.⁴ The potent influence of other environmental factors on conduct has been frequently demonstrated.⁵

Problems in character education.—It has been said that strictly scientific knowledge in the field of character education is almost nil.⁶ The significance of this statement is evident when one endeavors to discover tested procedures. Current literature in character education contains contradictory practice and doubtful theories. Programs of character development may be naively based upon the theory of formal discipline, regardless of objective evidence to the contrary.⁷

We find the following basic questions still unanswered:

1. What terminology shall be used to designate the new instruction?
2. Where shall we secure the basic content for character training?
3. How shall good character traits be effectively developed?

4. How shall we determine the success of character education?

What shall the new instruction be called?—

The problem of the name for the efforts in character formation is of more than casual importance. Back of the name lies the philosophy which determines the content, purposes, and methods of instruction.

The name religious education as proposed by some is limited in its application. The implication of creed in the word "religious" makes it undesirable for public school instruction where sectarian beliefs must be excluded.⁸ However, the term "religious education" is acceptable to week-day classes held under various church and volunteer groups.⁹

The terms moral education, moral instruction, morals and manners, and ethics have been widely used. Often these courses have emphasized the morals, customs, or adult standards of the social group and ignored the natural tendencies of the individual child. Such instruction often becomes crystallized into rigid catechisms and preachments "about" good conduct.

Probably the most recently developed terms are those of character training and character education. These terms have been generally accepted by national organizations and research groups.¹⁰ Probably the tendency to approve the term character education is based upon the research which shows the importance of guiding the habits and attitudes of young children.¹¹

The term citizenship is frequently used in schools to denote work in character development which utilizes a content of civic activities.¹²

¹ Terman, Lewis M. *Mental and Physical Traits of a Thousand Gifted Children*. Stanford University Press. 1925. p. 630.

² Cooley, Edwin J. *Probation and Delinquency*. Thomas Nelson and Sons. 1927, p. 88.

³ Abbott, Grace. *op. cit.*, p. 18-19.

⁴ Elliott, John L., and McCloskey, Mark A. "Environmental Conditions and Crime." *The Annals*. American Academy of Political and Social Science. May, 1926. p. 157-61.

⁵ Cooley, Edwin J. *op. cit.*, p. 87.

⁶ National Education Association, Committee on Character Education. Milton Bennion, (Chairman). *Character Education*. United States Bureau of Education Bulletin, 1926, No. 7. p. 2.

⁷ Dr. Whipple discusses the uncritical application of formal discipline in the *Twenty-fifth Yearbook*, National Society for the Study of Education. 1927. p. 208-9.

⁸ Religious instruction in connection with public schools has been discussed by Ellwood P. Cubberley in his *State School Administration*, Houghton Mifflin, 1927, p. 718-33.

⁹ See articles such as: "A Study of the Week-day Bible School in Oregon" by Francis F. Power and Homer P. Rainey, *Elementary School Journal* 28: 460-66; February, 1928.

¹⁰ National Education Association, Department of Superintendence. *Fourth Yearbook*, p. 379. Also, Committee on Character Education. Also current issues of *Religious Education*, Journal of the Religious Education Association.

¹¹ University of Iowa. "Untruthfulness in Children; Its Conditioning Factors and Setting in Child Nature." *Studies in Character*, Vol. 1, No. 4.

¹² See city courses of study such as: Norfolk, Virginia, *Character Education in Norfolk Elementary Schools*, 1928; Oakland, California, *Character Education Through Activities*; Boston, Massachusetts, *Course in Citizenship Through Character Development*, 1924.

The name used in schools to designate work in character development is of some significance. The initial start and encouragement given to such work will depend on whether the name creates a cordial attitude or merely arouses suspicions and prejudices. Nor is the problem of terminology restricted to the general name. Current writing in the field shows an uncritical and indiscriminate use of such terms as: honesty, virtues, qualities, direct instruction, indirect instruction, and activities.¹

Where shall the content be secured?—The search for the content material in character instruction arouses the older problem of social and individual needs. Shall the morals and adult standards of society be emphasized? Or, shall we concern ourselves with the integration and adjustment of the individual's traits? Probably an emphasis on either demand to the complete neglect of the other would be a serious mistake. Here, as elsewhere in the curriculum, we must recognize the general principle that the curriculum arises from the needs of both the child and society.²

Starting with the child we discover impulses, tendencies and attitudes which represent the combined effects of heredity and environment. The nature of these traits and their influence upon conduct suggest many activities for the character education curriculum. Neumann has described these curriculum activities as: experiences which arouse distaste for the vile and love for the admirable, knowledge which increases understanding of human life, and training in persistent, resolute, and efficient carrying out of sensible purposes.³

In the approach to the character education curriculum from the group standpoint we discover the virtues which society rewards, the traits which are admired, and the actions which are socially successful. Charters stated the three problems of developing a moral education curriculum as: selecting the most important traits, determining the crucial life situations, and deciding upon the right actions necessary to handle the life situations.⁴

Recent courses of study in character educa-

tion and citizenship show that the content materials are being selected with both the individual and society in mind.⁵

How shall character be developed?—When children were considered as being "little adults" and moral education a matter of imposing training from without, the method of instruction was largely direct and dictatorial. Standards of conduct were evolved by adults and coded into formulas for children to memorize. Noah Webster included a moral catechism in his American Spelling Book of 1822. Some direct quotations are as follows:

Question. What is moral virtue?

Answer. It is an honest upright conduct in all our dealings with men.

Question. What is humility?

Answer. A lowly temper of mind.

Question. What is industry?

Answer. It is diligent attention to business in our several occupations.

Question. Do not careless, slovenly people work harder than the neat and orderly?

Answer. Much harder. It is more labor to destroy a growth of sturdy weeds than to pull them up when they first spring from the ground. So the disorders and abuses which grow out of a sloven's carelessness in time become almost incurable. Hence, such people work like slaves and to little effect.

Question. What is justice?

Answer. It is giving to every man his due.

The tendency to formalize character instruction is still found in courses of study which depend wholly upon poems, stories, moral codes, pledges and proverbs to develop desirable personal qualities. The basic assumption of these devices is that general facts about honesty, thrift, helpfulness, respect, and loyalty can be learned by the individual so as to safeguard him in all specific situations. In other words wide knowledge of right and wrong will automatically result in good conduct. But objective tests indicate that persons who rate high in moral knowledge do not necessarily rate high in conduct.⁶ This condition can readily

¹ A helpful book on terminology is *The Teaching of Ideals* by W. W. Charters, Macmillan, 1928.

² National Society for the Study of Education. *Twenty-sixth Yearbook. Part II. "The Foundations of Curriculum Making."* 1926, p. 12-14.

³ Neumann, Henry. "The Child's Moral Equipment and Development" in *The Child; His Nature and His Needs*, p. 91.

⁴ Charters, W. W. *op. cit.*, p. 48.

⁵ See: "The Teaching of Citizenship in the Elementary School." *Maryland School Bulletin*, Vol. 8, No. 1, 1926, p. 262. Also: "Socializing Integrating Activities." St. Louis Public Schools. September, 1926. 160 p.

⁶ Hartshorne, Hugh, and May, Mark A. "Testing the Knowledge of Right and Wrong." *Religious Education* 22:526; May, 1927. See also: *Studies in Deceit*, Macmillan. 1928, p. 324-29.

be understood when one observes closely how automatically children repeat salutes and moral codes. An elementary school principal, who had always prided himself on the facility with which his pupils could repeat the Flag Salute, was surprised to get the following written statements from the Third and Sixth Grades:

I pledge allegiance to the flag of the United States and to the *Republican* for which it stands, etc.

I pledge allegiance to the flag of the United States and to the republic for which it stands, one nation *in the visible*, with liberty and justice for all.

Routine repetitions often lack conviction because the pupils are not individually affected by the exercise. This does not mean that these direct approaches do not have a place in a program of character education¹ but the teacher who is satisfied with lip service as evidence of a developing character has certainly forgotten that "genuine character is always the outcome of what the child wishes at heart to do and be."²

In contrast with instruction which emphasizes good conduct directly there exist certain indirect methods. Many teachers endeavor to give moral instruction through the regular courses.³ Honest work, promptness, accuracy, and other qualities are emphasized as related to the work of these teachers. Often the teacher himself by his own personal acts has set a standard of good conduct which proves contagious among the pupils.⁴ Objective data exists to show that the teacher is one of the most potent factors in establishing habits of good conduct.⁵

Recently, teachers have amplified their character education methods through clubs and pupil-control activities.⁶ In school activities of this type children learn good social conduct in life-like situations.⁷ Probably even more important is that the individual learns the joy of self-direction and the conscious responsibility

for his own acts. Neumann has described the practice of these facts as follows:

The old way discouraged the doing of wrong by what is called breaking the will. The better way seeks to develop the will by providing opportunity for self-direction. Kindergarten children are given lumps of clay and allowed to make whatever they choose. One little fellow decides that he will make an inkstand, let it dry, shellac it, and carry it home proudly as a gift. But this result depends on the use he makes of his liberty. He may waste the time, or, after beginning on his inkstand, he may want to change it into an automobile or a chicken like his neighbor's. But when the morning is over and the boards must be put away, he knows that he has only himself to blame if he has nothing to show. His choice is his own, and with it goes a readily understood responsibility for the outcome.⁸

Wilson has summarized the five essential characteristics of progressive classroom procedure as follows: (1) be meaningful, significant and purposeful to the pupils at the time that they are engaged in doing them; (2) be socially valuable—valuable in equipping the pupils for doing successfully any legitimate thing which they may undertake at any time (while children, or in later life); (3) be so carried forward that they appeal to the whole child, not just to his intellect or some other partial ability or quality of the child; (4) secure thoroughness of mastery and integrity of effort on the part of each child; and (5) constitute an on-going, developing integrating process of growth.⁹

Charters states five basic principles in the teaching of ideals¹⁰ which effectively summarize the above discussion:

1. Diagnosing the situation. Before beginning a program of training we must analyze individuals and groups to determine the abilities, ideals, interest and difficulties of significance to our teaching.

2. Creating desire. Only when the individual loves righteousness and the other admirable trait actions will his conduct be permanently changed.

¹ Charters, W. W. *op. cit.*, p. 183-211.

² Neumann, Henry, in *The Child; His Nature and His Needs*, p. 91.

³ Salisbury, Ethel I. "Way of Teaching the Elementary School Subjects so that They Contribute to Character." *Fourth Yearbook*. Department of Superintendence, National Education Association. 1926. p. 407-13. Also, Henry Neumann's *Education for Moral Growth*. D. Appleton, 1923. Chapter XIII on the moral value of the various studies.

⁴ Neumann, Henry. *Education for Moral Growth*. Chapter XVII on the teacher in moral education.

⁵ Hartshorne, Hugh, and May, Mark A. *Studies in Deceit*, p. 324-29.

⁶ See such references as the following: National Education Association, Department of Superintendence. *Fourth Yearbook*. p. 421-31. National Society for the Study of Education, *Twenty-fifth Yearbook, Part II*. "Extra-curricular Activities in Public Schools." 1926. 280 p.

⁷ Charters, W. W. *op. cit.*, p. 161-82.

⁸ Neumann, Henry. *Education for Moral Growth*. p. 193.

⁹ Wilson, H. B. (Chairman). "Character Education." *Fourth Yearbook*. Department of Superintendence, National Education Association. 1926. p. 413.

¹⁰ Charters, W. W. *The Teaching of Ideals*. Macmillan Co. 1928. p. 5-13.

3. Developing a plan of action. The desire to be moral does not function efficiently unless the child is shown how to make applications to many situations.

4. Requiring practice. The complete development of ideals requires opportunities for practice. Knowledge must be applied to concrete situations.

5. Integrating personality. Moral behavior in many specific situations needs to be generalized so that the person will act in terms of a few great principles. This makes for consistent and intelligent conduct.

Gregg has criticised the direct method because it is not psychological and natural. The indirect method is often inadequate because it may be accidental. The most promising attack seems to be the inductive method which is mainly indirect for the pupil, but clear and direct in the mind of the teacher. Gregg has summarized the steps of the inductive method¹ as follows:

1. *Indirect stimulation of trait actions as the basis of trait percepts in the classroom.* The teacher builds a realization of punctuality by creating school situations which demand punctual behavior.

2. *Vicarious introduction through story and so forth to non-school trait percepts and to school traits in non-school situations.* In Step 1 punctuality is only associated in the pupil's mind with school situations. How can the concept be associated with life situations? Largely by bringing these life activities into the classroom through story and drama.

3. *Development of trait concepts by using the direct method in regular weekly lessons.* This step brings together the background experiences developed by Steps 1 and 2. The meaning and application of the trait punctuality is approached rather directly through discussion, dramatization and so forth. The concept punctuality is emotionalized by exercising the idea in connection with the inner urges. These urges include the tendencies toward self-assertion, self-subjection and others.

4. *Provision for motivating the proposed character trait through the stimulation of a "social gallery," such as a school club.* In the previous steps the individual has been led to understand, accept and strive for punctuality. Now this trait is accepted by the group and the individual finds himself subjected to the approval or disapproval of his fellows. Conscience will then develop, for it is the nature of conscience to cause one to be elated if his

"social gallery" or group approves a moral act, or to feel dejected if the social group disapproves an immoral act.

5. *Conversion of the concept into an ideal (an emotionalized concept) through the influence of motivating forces.* The idea of punctuality becomes associated with the feelings. The individual "falls in love" with punctuality because the group approves and punctual behavior brings satisfaction.

6. *Conversion of the idea into a conduct or generalized conduct response through frequent opportunities for habituation in such a way that they will transfer to life situations outside of the classroom.* This step involves the generalization of the concept punctuality until the individual readily and habitually manifests the trait. The manifestation is a conduct response to peripheral, verbal or often subtle stimuli. Readiness to respond depends upon how well the habit has been established and whether the necessity for punctuality provokes a favorable attitude.

The procedures discussed in the above paragraphs have implied group methods only. But Rugh has pointed out that in the case of individuals "the freedom and power to achieve good character carries by implication the possibility of failure through disobedience and wrong action."² This does not mean that character education should provide pitfalls, but rather that teachers must be prepared to help individuals who have inadvertently fallen into evil ways. Such help becomes in a real sense a technic in individual character instruction. Some have called this approach the case study³ or mental hygiene method.⁴ The attitude of this approach is that misconduct does not call for discipline so much as it does for study and the application of experimental methods. The investigator attempts to discover the underlying causes of maladjustment, the special interests and abilities. On the basis of scientifically determined data a program is set up to develop self-control and balance with the minimum of imposed guidance. Such a plan in character education is of unusual value for it strikes directly at the roots of the difficulty and furnishes the student with procedures for making future adjustments without external assistance.

The above paragraphs have not touched di-

¹ Gregg, F. M. "Inductive Method of Character Education." *American Educational Digest* 48: 222, 224; January, 1929.

² Rugh, C. E. "The Means and Meaning of Character Education." *Fourth Yearbook*. Department of Superintendence, National Education Association. 1926. p. 448.

³ Reavis, W. C. *Pupil Adjustment in Junior and Senior High Schools*. D. C. Heath and Company. 1926. 348 p.

⁴ See the following: Sayles, Mary B. *The Problem Child in School*. Joint Committee on Methods of Preventing Juvenile Delinquency, New York City. 1925. 287 p. Cavan, Ruth S. "Character Education in Public Schools." *Religious Education* 22: 917-18; November, 1927.

rectly upon the question of scheduled classes in character instruction. Neumann has stated the advantages of regular moral instruction as: emphasizing the importance of the subject, offering the teacher an opportunity to bring together the children's experiences and thinking in other fields, and the cultivation of moral thoughtfulness and standards of a higher kind than those which are merely customary.¹ Yet, some school workers feel that special classes and hours tend to formalize character education into an ineffectual ritual. This is a problem to be settled by each principal in terms of the potent factors connected with the teaching staff, the pupils and the community. Certainly the problem cannot be settled dogmatically without careful investigation of local conditions.

How shall we test the effectiveness of our teaching?—The first test of any system of character education is conduct.² Not conduct when the individual is "trying to impress somebody" or knows that he is observed, but actions which express the true personality.

The best period for the evaluation of a program of character education would be the whole lifetime of a group of students. Since a longitudinal study is impractical for the immediate demands of practical instruction, we must resort to cross-sectional studies by means of tests or rating scales.

Neither tests nor rating scales in character training have proved entirely reliable or satisfactory.³ This condition has been due to the intangible and fluctuating nature of the many personality factors. A summary of tests and rating scales will be found in the Nebraska Course of Study.⁴ A recent study of deceit among children discusses the use and results of character tests.⁵ Terman reports certain tests and trait rating in studying a group of gifted children.⁶ The Iowa Plan contains several

self-measurement scales for different grades of pupils.⁷ A comprehensive summary and bibliography of personal trait measurement is included in the report of the Committee on Character Education of the National Education Association.⁸ Other summaries of character measurements have been made available in current publications.⁹

Many objections have been raised against character tests because of the intangible nature of character. Some of these same criticisms were raised against mental and achievement tests when they first appeared. As in the case of mental tests the greatest danger lies in the abuse rather than the use of character tests. Watson points out the solution of character testing problems will be found by not using fewer tests, but more.¹⁰ Watson's warnings in regard to character testing merit careful attention, (1) no individual is measured by the score of an isolated test, (2) testing situations must be controlled so they can be repeated, (3) responses must be defined objectively, that they may be widely understood, and (4) tests must include a large sampling of behavior so that prediction becomes more reliable.

Probably, in the present state of character test development, the elementary school principal will prefer to confine his activities to the simple rating charts of report cards. An analysis of typical cards shows provision for rating under such headings as: habits and attitudes desirable in good citizenship, factors determining success or failure, and deportment.¹¹

What does character education mean for the elementary school principal?—The lack of strictly scientific knowledge in the field of character development has resulted in many theoretical discussions, "short cut" methods and doubtful research studies. Whether all of the efforts in this confusion will prove entirely reliable is beyond the field of the elementary

¹ Neumann, Henry, in *The Child; His Nature and His Needs*. p. 102.

² Morrison points out that right conduct does not always indicate the right attitude. See: *The Principles of Teaching in the Secondary School* by H. C. Morrison. University of Chicago Press, 1926. p. 373-400.

³ Brown, F. J., and Sheldahl, Marguerite. "A Critical Study in the Objective Measurement of Character." *Journal of Educational Research* 18: 290-96; November, 1928.

⁴ Gregg, F. M. *Nebraska Course of Study in Character Education*. p. 32-36, 78-85, 139-41, 156-61, 170-79.

⁵ Hartshorne, Hugh, and May, Mark A. *Studies in Deceit*. Macmillan, 1928. 720 p.

⁶ Terman, Lewis M. *op. cit.*, p. 485-555.

⁷ *Character Education Methods, The Iowa Plan*. National Capital Press, Washington, D. C. p. 28-40.

⁸ National Education Association. *op. cit.*, p. 35-48.

⁹ See the following references: Watson, G. B. "A Supplementary Review of Measures of Personality Traits." *Journal of Educational Psychology*. February, 1927. Watson, G. B. "Character Tests of 1926." *Vocational Guidance Magazine*. April, 1927. May, M. A., and Hartshorne, Hugh. "Tests of Character and Personality." *Psychological Bulletin*. July, 1926.

¹⁰ Watson, G. B. "Character Tests." *Religious Education* 22: 504; May, 1927.

¹¹ Dickson, Virgil E. "Rating Plans as a Means to Character Education." *Fourth Yearbook*. Department of Superintendence, National Education Association. 1926. p. 438-41.

school principal. He is faced with the fact that school keeps and that he has a major role in the character training of the children in his charge. How can he best discharge this function?

First, if he has not already, the principal should arrive at a clear conception of the place of character training in the school.¹ He must realize that "the highest degree of social welfare is reached when fully developed individuals are integrated in such a manner as to place at the service of the group the best that each individual has to offer."² This is but another way of saying that education must produce moral persons. Can the elementary school deny that it has a part to play in moral development?

Second, the principal must equip himself with knowledge of the scope and nature of character education. He must know the elements and factors which go to make personality. What desires and urges of children motivate actions? What virtues does society demand? How does the child develop into a moral being?³

Third, the principal should realize that the home,⁴ the church and other social agencies must be expected to play their parts in a comprehensive program of character education.⁵ Important among these cooperative efforts is the movement to improve the moral tone of society at large by appealing to all citizens to help by their own example of good character.⁶

Fourth, the principal must plan, install, and cultivate a program of character instruction in his own school.⁷ Such a plan requires the enlistment of each teacher as a potent force in moral instruction.⁸ The various devices,⁹ the types of content material and teaching techniques¹⁰ must be utilized insofar as they prove

helpful. Crystallization of character instruction into devitalized rituals can be combatted by recognizing the feeling elements of child nature, adaptation of the program to individual needs, and providing life-like school activities.¹¹

Fifth, the progressive principal will seek to evaluate the school program and adjust the school procedures in terms of best practice and research.¹² Outstanding characteristics of the present development in character training are the new methods, devices and theories of instruction. These new developments must be evaluated and discarded or woven into the existing program. The program which does not improve individual behavior and attitudes needs further study and adjustment until it becomes effective. Yet in attempting research in character education the elementary school principal may profit by the warning by May:

Character education is just now in grave danger of getting ahead of science. A sound and scientific character education is sure to come, but it will not come suddenly. Great educational changes are the results of years of careful study and laborious research.¹³

Summary.—Statistics are not complete enough at the present time to prove or disprove the existence of an unusual crime wave among American youth. But data are sufficient to indicate to school workers that the development of good character traits is an essential aim of all education. Recent research has so clearly demonstrated the formative nature of the early years that the elementary school period is recognized as particularly important in the development of basic social habits and attitudes.

¹ National Education Association, Department of Superintendence. *Fourth Yearbook*. 1926. p. 379-450.

² National Education Association, Department of Superintendence. *The Sixth Yearbook*. p. 49.

³ National Education Association, Committee on Character Education. *op. cit.*, p. 2-17.

⁴ Cleveland, Elizabeth. "If Parents Only Knew." *Children, The Magazine for Parents*. May, 1928. p. 21-22, 40.

⁵ The procedure in one community has been described by R. S. Newcomb in "Introducing Moral and Religious Instruction in the Public School." *Elementary School Journal* 26: 782-86; June, 1926.

⁶ National Education Association, Committee on Character Education. *op. cit.*, p. 2.

⁷ Sisson, Edward O. "What Can the School do More for Character?" *Religious Education* 22: 926-31; November, 1927.

⁸ How a principal enlisted teachers and parents, described by R. E. Pollich, "An Experiment in Moral Education." *Elementary School Journal* 26: 674-82; May, 1926.

⁹ Morgan, Walter E. "What the Schools of the United States are Doing to Promote Character Education." *Fourth Yearbook*. Department of Superintendence, National Education Association. 1926. p. 383-90.

¹⁰ Wilson, H. B. "Training for Efficient American Citizenship Through the Junior Red Cross." *Proceedings*. National Education Association. 1928. p. 91-103. Also, "Character Training Through Student Organizations," by Cassie F. Roys and "Character Training by Means of Patriotic Pageants," by Daisy Hammond. *Proceedings*. National Education Association. 1928. p. 401-7.

¹¹ Wright, Myrtle L. "The City Make-Believe: A Project in Character Building and Citizenship." *Elementary School Journal* 26: 376-86; January, 1926.

¹² Starbuck, Edwin D. "Methods of Science of Character Education." *Religious Education* 22: 715-19; September, 1927.

¹³ May, Mark A. "What Science Offers on Character Education," in *Building Character*, p. 45.

The practical results of these facts are the developments in character education content and procedures. These activities in the school show an effort to meet the needs of both society and the individual. The proper guidance, development, and evaluation of many of these new advances in character education will depend upon the elementary school principal. Yet the intangible nature of character traits and the danger of irreparable damage to growing personalities will make the progressive principal cautious as to the extent of his experimental efforts.

Selected References

1. CHARTERS, W. W. *The Teaching of Ideals*. The Macmillan Company, New York. 1928. 372 p.

Discusses the selection of ideals and situations for character education. Chapters on trait actions, individual instruction, indirect moral instruction, direct moral instruction, rewards and penalties, reasoning, conduct, measurement of traits and similar topics. Includes references to current practice and research. Bibliography.

2. CHICAGO ASSOCIATION FOR CHILD STUDY AND PARENT EDUCATION. *Intelligent Parenthood*. University of Chicago Press. 1926. 326 p.

Proceedings and discussions of the March, 1926 conference. Includes both popular and academic material.

3. CHICAGO ASSOCIATION FOR CHILD STUDY AND PARENT EDUCATION. *Building Character*. University of Chicago Press. 1928. 345 p.

Practical discussions by many recognized authorities.

4. GREGG, FRED M. *A Course of Study in Character Education*. Nebraska State Department of Instruction, Lincoln, Nebraska. 1927. 205 p.

A manual for teachers of character education. Considerable emphasis upon the psychology of instruction during the different periods of childhood. Contains several rating scales, moral codes and character tests. Bibliography.

5. HARTSHORNE, HUGH, and MAY, MARK A. *Studies in Deceit*. The Macmillan Company, New York, 1928. 720 p.

An extensive application of tests and measurements to character traits. Particular emphasis laid upon technics for measuring deceptive behavior. Book One summarizes the general methods and results. Book Two includes statistical methods and results. Large portions of the contents of both sections applicable to school situations only by principals trained in statistical and research methods.

6. MARYLAND DEPARTMENT OF EDUCATION. "The Teaching of Citizenship in the Elementary School." *Maryland School Bulletin*. August, 1926. 262 p.

A state manual in the teaching of citizenship through activities. Based upon practice in the Maryland schools. Many projects related to regular class instruction. Bibliography.

7. NATIONAL EDUCATION ASSOCIATION, Committee on Character Education, Milton Bennion, Chairman. *Character Education*. United States Bureau of Education Bulletin, 1926, No. 7. 89 p. Government Printing Office, Washington, D. C.

Summarized statements by sub-committees on processes in character education, classroom procedure, curriculum materials, school community, character scales and measurements, teacher training, delinquency and plans for study. Bibliography.

8. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. *Fourth Yearbook*. National Education Association, Washington, D. C. 520 p.

About eighty pages of this yearbook are given to character education. Topics discussed include what the schools are doing to promote character, moral codes, research in character education, rating plans and the means of character education. Bibliography.

9. NEUMANN, HENRY. *Education for Moral Growth*. D. Appleton and Company, New York. 1923. 383 p.

Draws the attention of parents and teachers to the moral resources of the school. Points out that school studies, social contacts and similar factors are opportunities for developing desirable habits, attitudes and ideals. Cites many examples of school practices. Bibliography.

10. NORFOLK CITY SCHOOLS. "Character Education in the Norfolk Elementary Schools." *Bulletin* No. 1. 1928. 207 p.

A manual of codes, projects and procedures used in the Norfolk schools. Photographs of pupil activities. Bibliography.

11. OAKLAND PUBLIC SCHOOLS. *Building Character Through Activities*. Oakland, California. 121 p.

Includes description of clubs, dramatization, handwork, school organization, rating and other activities used in the Oakland schools. Bibliography.

12. STARBUCK, EDWIN D. and SHUTTLEWORTH, FRANK K. *A Guide to Literature for Character Training*, Volume I. The Macmillan Company. 1928. 389 p.

An attempt to gather in one volume a list of the "first rate" stories for children. Recommended stories have been classified according to ethical situations, quality and grade levels. Index of stories, authors and publishers.

Preschool Education ¹

THE realization of the importance of the early years of childhood has resulted in two movements: the systematic education of the young child and the assistance of parents with home problems.

The first movement is generally known as preschool education. It has manifested itself primarily in special schools and clinics designed to insure a healthy environment during the early, formative years. Certain aspects of preschool education will be discussed in this section.²

The second movement is known as parental or parent education. This is an attempt to make available to parents the best of present scientific knowledge which may be used in solving the problems of home life. The discussion of parent education has been largely reserved for another section of this Bulletin.

Although in many local situations these two movements may be largely separate they have many common elements.³ No program of preschool education is complete without parental cooperation while the parent education movement has found some of its most active supporters among the parents of young children.⁴

Emphasis upon child study.—The problems of the preschool period of childhood have been systematically studied only within the past thirty years. Research in this field can be grouped under certain heads: studies in the medical phases, studies of physical and mental development, studies of emotions and personality development, and studies of instructional and educational problems.

The medical work with the preschool child involves: pre-natal care to eliminate congenital defects, reduction of mortality losses amongcent.

mothers, child care to reduce disease and deaths, and the correction of physical defects.

Research and experimentation in these fields have often been stimulated by amazing statistical evidence.⁵ Over one-third of the cases of blindness occur between birth and one year of age.⁶ Thirty-five percent of the deaf cases were present or caused at birth.⁷ In 1920 one mother died for every 135 babies born.⁸ The death rate among young children is illustrated by the Detroit figures in Table 8. A complete report for all ages up to nineteen years would show the 10 to 14 period as the age of least health hazard.

TABLE 8.—DEATH RATES FOR DETROIT CHILDREN IN 1921

Age	Population	Number of deaths	Annual rate per 1000
Under 1.....	20,456	2,304	113.0
1.....	20,499	411	20.0
2.....	21,361	202	9.5
3.....	23,062	151	6.5
4.....	21,681	114	5.3
5.....	20,999	106	5.0

Sources of data: Dr. Thomas D. Wood, *Health Education*. National Education Association. p. 16.

Medical science has made intensive drives to reduce infant mortality. Minimum standards for mother and child care have been provided for in the Sheppard-Towner Bill of 1921. Campaigns have been waged to arouse an interest in the health of young children.⁹ In New York approximately 700,000 children received the Schick test for diphtheria and those found susceptible were treated toxin-anti-toxin.¹⁰ After five years of this immunization work the death-rate had been reduced 50 per-

¹ In connection with the chapter, see the sections of this Bulletin on parent education. Also, Table 14.

² An exhaustive treatment of preschool and parent education has been prepared by the National Society for the Study of Education. The complete reference: Meek, Lois H. (Chairman). "Preschool and Parent Education." *Twenty-eighth Yearbook*. Public School Publishing Company. 1929. 875 p.

³ Meek, Lois H. "Child Study in the Preschool Field." *Progressive Education*. January, February, March, 1926. p. 39-44.

⁴ Hill, May. "The Nursery School and Parental Education." *Sixth Yearbook*. Department of Elementary School Principals, National Education Association. 1927. p. 145-61.

⁵ See *Causal Factors in Infant Mortality*. Children's Bureau, United States Department of Labor, No. 142. 1925. 245 p.

⁶ Gesell, Arnold. *The Preschool Child*. Houghton Mifflin Co. 1923. p. 105.

⁷ Gesell, Arnold. *Ibid.* p. 109.

⁸ Gesell, Arnold. *Ibid.* p. 23.

⁹ Gesell, Arnold. *The Preschool Child*. p. 13-37. Also, articles in current issues of *Child Welfare*, official publication of the National Congress of Parents and Teachers.

¹⁰ Wood, Thomas D. *Health Education*. p. 14.

A large portion of our present data on the physical and mental growth of the preschool child has come from research stations, such as The Iowa Child Welfare Research Station,¹ The Yale Pscho-Clinic,² the New York Bureau of Educational Experiments,³ the Teachers College, Columbia University, Institute of Child Welfare Research,⁴ the Child Welfare Research Station, University of Minnesota,⁵ and the Institute of Child Welfare at the University of California.⁶

Some idea of the experimental work of the above child study centers may be secured from a study by Gesell and Lord:

Problem: to make a psychological comparison of nursery-school children from homes of low and high economic status.

Method: Eleven children from homes of high, and eleven from homes of low, economic status were paired and studied by the clinical method; 330 clinical measurements and estimates were made on fifteen different items. The following items dealing with language were studied: *vocabulary*—pointing to objects, naming objects and pictures, defining five and eight words in the Binet series; *conversation*—language used in reacting to Binet pictures; *information*—naming parts of body, sex, age, colors, right and left hands, days of week; *spontaneity of speech*—observed in relation to child's initial adjustment to the situation, and his spontaneous comments during the course of the examination.

Findings: Restraint and inhibition in spontaneous speech were found to be more prevalent among children from homes of low economic status than among children from homes of high economic status. The most outstanding difference in the two groups was in the greater amount of conversation in the children from homes of high economic status.⁷

Watson's experimental work illustrates the investigations made into the fields of the emotions and the personality. After studying infants during the early months of life he concluded

that the basic emotional reactions are love, fear, and anger.⁸ Experiments have shown that one child will exhibit love reactions and another fear reactions when confronted by the same stimuli. These differences in response are due to the previous "conditioning" of the child in relation to the particular stimuli. For example, a child frightened during his first experience with a white rat, would show fear on subsequent occasions when confronted with any furry object. The possibility of "unconditioning" or changing the response of a child has also been demonstrated.⁹

Although some of the problems of personality have been discussed elsewhere in this Bulletin, a general conclusion by Watson has significance at this point:

The individual then remains hampered by his past. Possibly no one of us escapes unscathed through the childhood and adolescent stages. The early situations when again faced by the adult may not call out the overt infant reactions but they do not wholly lose their power to stir up the old implicit emotional activity. The most convincing evidence for this view comes from psychopathology, but daily life gives us also convincing evidence.¹⁰

What does research indicate to be the significant fact of the preschool period? Essentially this: In the preschool period the child acquires the basic physical and mental habits with which all future education must deal. This fact largely accounts for the baby clinics, habit clinics, nursery schools, and similar organized efforts to bring to children and parents the benefits of scientific knowledge.¹¹

Kindergarten education.—The preformal education most widely recognized in the American schools has been the kindergarten. Table 9 gives an idea of the rapid growth of kindergartens during the period from 1890 to 1926.

¹ Baldwin, Bird T., and Stecher, Lorle I. *The Psychology of the Preschool Child*. D. Appleton and Company. 1924. 305 p.

² Gesell, Arnold. *The Mental Growth of the Preschool Child*. The Macmillan Company. 1926. 447 p.

³ Johnson, Buford. *Mental Growth of Children in Relation to Rate of Growth in Bodily Development*. E. P. Dutton and Company. 1925. 160 p.

⁴ Andrus, Ruth. *An Inventory of the Habits of Children from Two to Five Years of Age*. Bureau of Publications, Teachers College, Columbia University. 1928. 51 p.

⁵ Goodenough, Florence. "The Relation of the Intelligence of Preschool Children to the Education of Their Parents." *School and Society* 26: 54-56; 1927.

⁶ Jones, H. E. "A Preschool Research Program." *Journal Educational Method*. December, 1928. p. 168-70.

⁷ Summarized statement from the *Twenty-eighth Yearbook of the National Society for the Study of Education*. 1929. p. 312.

⁸ Watson, John B. *Psychology from the Standpoint of a Behaviorist*. J. B. Lippincott Company. 1919. p. 194-230.

⁹ Jones, Mary C. "The Elimination of Children's Fears." *Journal of Educational Psychology*. October, 1924. p. 382-92.

¹⁰ Watson, John B. *op. cit.*, p. 416.

¹¹ Forest, Ilse. "What and Why of Nursery Schools." *Children, The Magazine for Parents* 3: 14-15, 57; September, 1928.

Between 1914 and 1924 the general population of the United States increased 14 percent as compared with a 32.5 percent growth in kindergarten enrolments. Over 12 percent of the estimated number of children of 4 and 5 years in the United States for 1922 were enrolled in public or private kindergartens.¹

The kindergarten movement in the United States has been influenced by two groups (1) those who would adhere rather closely to the principles and practices of Froebel, and (2) those who would make progressive adjustments in terms of recent child study. These various aims of kindergarten education and local factors have produced many diverse types of kindergartens.² Not only are there differences between school systems, but individual schools may vary as to the comprehensiveness of their program. One school may restrict itself to procedures designed to develop the child intellectually and socially. To this program another school may add a plan of physical education, including rest periods, physical examinations, correction of physical defects, and nutrition classes. Some kindergartens almost completely ignore the parents, while in other communities parental advising and adult classes are considered important parts of the program.

Kindergarten education has been characterized by its informality. Child development has been based upon participation in active, happy, industrious community life.³ Often the activities of the kindergarten have been, for the most part, considered worthwhile in them-

selves and not as specific preparation for formal instruction. The exact contribution of kindergarten instruction to subsequent school success is a problem requiring further study.⁴

Day Nursery.—Originally the day nursery was established to care for the children of employed mothers. Since this purpose was not primarily educational the day nursery has developed largely under charity and church influence rather than under the public school.

The program of the day nursery is usually primarily concerned with the physical welfare of the child. Opportunities are provided for play, bathing, and feeding under conditions equal to or superior to those in the homes of working people. Due to lack of coordinating and supervisory influences some day nurseries have not developed according to the best health standards. Recently, municipal and state supervision has done much to correct unsatisfactory conditions.

In the more progressive centers the program of the day nursery includes more than passively caring for children during working hours. Physical examinations of nursery children often show a need for medical attention. Clinics have been established for the correction of physical defects and in many instances preventive practices are being introduced into the home.

Serious doubts have been raised in regard to the permanent value of the day nursery as a philanthropic institution.⁵ However, as a health center the day nursery can fill an edu-

¹ Vandewalker, Nina C. *Progress in Kindergarten Education*. United States Bureau of Education Bulletin 1925, No. 18, p. 1.

² Waite, Mary G. *The Kindergarten in Certain City School Surveys*. United States Bureau of Education Bulletin 1926, No. 13, p. 4-29, 32-40.

³ Moore, Annie E. *The Primary School*. Houghton Mifflin Company. 1925, p. 10.

⁴ Contributions on this point:

Detroit Public Schools. "The Effect of Kindergarten Attendance Upon Progress and Quality of Work in the Grades." *Research Bulletin*, No. 10, 1925.

Goetch, E. W. "The Kindergarten as a Factor in Elementary School Achievement and Progress." *State University of Iowa. Studies in Education*, Vol. 3, No. 3. 1926. 47 p.

MacLatchy, Josephine. "Attendance at Kindergarten and Progress in the Primary Grades." *Bureau of Education Monograph No. 8*. Ohio State University. 1928. 144 p.

Smith, Coleen M. "A Study to Determine the Effectiveness of Kindergarten Training." *Elementary School Journal* 25: 451-66; February, 1925.

⁵ Barton, Eleanor, quoted in Arnold Gesell's *The Preschool Child*, p. 40.

TABLE 9.—KINDERGARTEN ENROLMENT SINCE 1890

Years	1890	1895	1900	1905	1910	1915	1920	1926
Enrolment in public and private schools.....	31,227	65,296	225,394	311,056	346,189	486,800	510,949	727,687

Source of data: Phillips, Frank M. *Statistical Survey of Education*. Bulletin 1928, No. 12. United States Bureau of Education, p. 12.

cational need.¹ Under present conditions elementary school principals will find the day nursery an institution to meet certain economic and social problems. With the improvement in equipment and practices of the day nursery it may become a cooperating institution with the school in improving the physical and mental hygiene of the community.²

Nursery School.—The basic aims of the nursery school movement are: to provide for the healthy growth of children, to increase physical control and power of sustained attention, to multiplying interests, and to encourage happy freedom in creative activity.³ Also, the nursery school in the United States has served as a center for the education of parents and students of child development. The typical nursery school combines the best features of the day nursery and the kindergarten.

Forest has described three types of schools, (1) those founded by college experimentalists or by other persons interested in research, (2) those established by parents to provide a better education for children under existing social conditions, and (3) those provided to improve the educational status of the day nursery.⁴

The practices of nursery schools depend largely upon the purposes of those who established the particular school.⁵ Schools established by research groups devote considerable study to controlled experiments of child nature and of teaching methods. A few institutions provide opportunities for teacher training. The home contact, an essential phase of all nursery schools, varies considerably as to the amount of instruction on child care, the improvement of physical condition, and home diet.

In general, the nursery school is characterized by: educational work, parental education,

physical and mental hygiene, and experimentation.

The educational procedures of the nursery school resemble the activities of a progressive kindergarten, but are much broader in scope. The essential differences are illustrated by such typical nursery school activities as: outdoor and indoor play with toys, sand piles, and large muscle apparatus; simple music and stories; toilet activities such as washing, combing hair, and brushing teeth; resting; assisting in serving lunch; eating; dressing, and sleeping.⁶

It is claimed that the nursery school does not attempt to replace the home, but simply aims to enrich the experiences of the child.⁷ A program of this type requires cooperation with the parents. Forest reports that many nursery schools have some special provision for home contacts.⁸ In some nursery schools, the parents are encouraged to help with the children and thereby profit by the technics of a skilled teacher.⁹

A positive mental hygiene is characteristic of the nursery school where "the joyous laughter of children is the sure sign that all is well; it means health intelligence, happiness, and all that is good."¹⁰ An environment of this sort involves wholesome social contacts with other children and the wise direction of the emotional life. When this preventive environment is too late then intensive study of the child and a program of reconstruction must be resorted to.¹¹ There is now ample evidence to show that wise child guidance and proper parental instruction are two important means for preventing the mental disturbances of maturity.¹²

Nursery schools vary considerably as to the amount and technical character of their experi-

¹ Baker, S. Josephine, quoted in Arnold Gesell's *The Preschool Child*, p. 39.

² Forest, Ilse. *Preschool Education*. Macmillan. 1927. p. 310-28.

³ Owen, Grace. *Nursery School Education*. E. P. Dutton and Company. 1920. p. 25.

⁴ Forest, Ilse. *op. cit.*, p. 293.

⁵ Several outstanding nursery schools have been described in the *Twenty-eighth Yearbook*, National Society for the Study of Education, p. 140-234.

⁶ See such references as: Grace Owen (Editor). *Nursery School Education*, E. P. Dutton Company. 1920.

Also, Johnson, Harriet M. *Children in the Nursery School*, The John Day Company. 1928. 325 p.

⁷ Stolz, Herbert R. "The California Congress and Research." *Child Welfare* 22: 417-18; May, 1928.

⁸ Forest, Ilse. *Preschool Education*. Macmillan. 1927. p. 302.

⁹ Forest, Ilse. "What and Why are Nursery Schools." *Children, The Magazine for Parents* 3: 15; September, 1928.

¹⁰ Owen, Grace. (Editor). *Nursery School Education*. E. P. Dutton and Company. 1920. p. 24-25.

¹¹ Of particular interest is the work of Dr. D. A. Thom in the Habit Clinics for Preschool Children, Boston, Massachusetts.

¹² See: Blanton, Smiley, and Blanton, Margaret G. *Child Guidance*. The Century Company. 1927. p. 309. Also: *The Challenge of Childhood* by Ira S. Wile. Thomas Seltzer, 1926, p. 3-12.

mental programs. Some schools, in connection with research laboratories, emphasize careful and scientific observation of child behavior. Other schools are organized primarily to set up a rich educational experience for certain children.

In general, there are three differences between the nursery school and the kindergarten. First there is a tendency toward greater freedom in the nursery school. After discussing typical kindergarten activities Miss Owen said:

While we lay stress on all of these experiences, let us not forget the value of long quiet spaces in the daily life of the Nursery School Child, when nothing will be required of him, and he is free to run about, watching others at work or play, to lie on the floor or grass or to wander at large in the garden amongst the flowers.

Second, the nursery school differs from the kindergarten in that its program is broader. It is interested in nutrition, physical improvement and mental hygiene to a degree not typical among most kindergartens. In a sense, this interest in all of the factors which influence children during the early formative years is the nursery school's unique contribution to education.

The third difference concerns the organization of nurseries and kindergartens. The nursery school admits children at an earlier age than does the kindergarten. The typical kindergarten uses only half-day sessions while the nursery school requires the full day to develop the wide variety of its activities.¹

The meaning of preschool education for the elementary school.—The nursery school movement represents a recent development of Rousseau's contention that the child is not a miniature adult. Nursery schools demonstrate repeatedly Dewey's philosophy that the school is life as well as preparation for life. Probably, the most significant contribution of the nursery school has been the focusing of attention upon the early years of childhood.² It endeavors to apply the discoveries of research in improving the inadequate child environment of modern

life. Two groups of persons are primarily concerned, the children and the parents. What does this mean for established schools and their staffs?

No elementary school principal can read the literature of the preschool movement without realizing the tremendous influence it will have on all education. Research shows that in those early years are developed the essentials of personality upon which subsequent education must build. Yet realizing the contributions of the movement, what can the typical principal do? In cooperation with the superintendent and others the principal should encourage: the establishment of necessary nursery schools, the redirection of established kindergarten-primary work, and the establishment of clinics.

The establishment of a nursery school calls for careful study of the local school community. If existing agencies are caring adequately for the preschool child it is doubtful that a duplicating agency should be developed. Furthermore, one of the important essentials of a nursery school is a well-trained staff. The establishment of a school under persons not trained in nursery-school methods and imbued with the spirit of the work would be placing the experiment in danger of failure.³ Data on these problems can be carefully compiled by the principal who wishes to facilitate the work of the superintendent, school board, parent-teacher association, civic club or other cooperating agency.⁴

In many situations the redirection of existing schools may serve to apply the nursery school theory to older children.⁵ Kindergartens may well adopt an attitude of child study. More attention can be given to nutrition, rest periods and the mental life of the child without seriously changing the regular kindergarten program. Often facilities exist to admit younger children to kindergarten training.

One wide-spread activity, closely related to the nursery-school movement, is that of the child clinic.⁶ These clinics have as their basic purposes the study and improvement of the mental life or the physical health of children.

¹ Forest, Ilse. *Preschool Education*. p. 336.

² See *Progressive Education*, January-February-March, 1925, as follows: Johnson, G. E. "Original Nature and the Preschool Years," p. 5-7. Gesell, Arnold. "The Changing Status of the Preschool Child," p. 8-10. O'Shea, M. V. "Preschool Education," p. 11-14.

³ Miss Patty S. Hill on The training of the nursery school teacher in *Childhood Education*, October, 1926, p. 72-74.

⁴ How the Kalamazoo Nursery School was started. *Childhood Education*, May 1927, p. 418.

⁵ Gesell, Arnold. *The Preschool Child*. p. 57-67.

⁶ Many technics and applications of clinical procedure are given in *The Mental Growth of the Preschool Child* by Arnold Gesell. The Macmillan Company. 1926.

In no sense are these two phases of life separate, but the Habit Clinics of Boston emphasize primarily the mental health.¹ Other clinics are established by local and state agencies,² parent-teacher associations,³ and others interested in the correction and prevention of physical defects.

Under the general guidance of the superintendent of schools, the elementary school principal has a place in the inauguration and maintenance of child clinics.⁴ It may be necessary for him to arouse the interest of public spirited medical specialists. He may have to advise and assist in the campaign to secure the necessary financial support. In many cases he can offer the facilities of his school building for the housing of the clinical work. At all times, by virtue of his knowledge of the community, he may render significant service in securing the aid and the interest of the parents of preschool children.

Summary.—Recent research among preschool children has revealed the existence of many traits and weaknesses not generally recognized. The potential influence of these factors on the ultimate welfare of society has stimulated two movements: preschool and parent education.

Preschool education seeks to lay the foundation of a sound physique and personality through the prevention of disease, the correction of defects, the establishment of good habits, the instruction in useful knowledge and the integration of all life processes.

Preschool education enlists the interest and cooperation of parents. This work with parents constitutes the contribution of preschool education to parent education.

The existing agencies for preschool education are the day nursery, nursery schools and the kindergartens. These organized efforts are not far apart as to their philosophies, technics, and potential contributions to childhood education.

The best way of handling preschool education in each community is a problem for local study. Should the school system establish nursery schools? Are the existing agencies handling the problem? Would classes for parents be sufficient in this particular school? Can the

kindergarten program be redirected to meet the demands for preschool education? What can be done in a cooperative way through baby clinics, special weeks, newspaper publicity and similar activities? What is the elementary school's place in this work? Questions of this type must be carefully considered by the progressive principal who is endeavoring to meet the educational needs of his school community.

Probably in some schools it will not be advisable to attempt organized preschool classes. But this does not prevent principals from cooperating with existing child-study centers and clinics. Many progressive principals will recognize the value of applying the information and technics of preschool education to the solution of problem cases. Other ways of utilizing the benefits of preschool research will suggest themselves.

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A detailed survey of the child hygiene movement from earliest times. Discusses technical practices and statistical data.

2. BALDWIN, BIRD T., AND STECHER, LORLE I. *The Psychology of the Preschool Child*. D. Appleton and Company, New York. 1924. 305 p.

Based upon a study of the physical, mental and social growth of children between the ages of two and six years. Tentative standards are set up for the measurement of physical and mental development of the preschool child. Many suggestions of measurement technics and educational activities. Appendix lists useful books, phonograph records, and sources for supplies.

3. CLEVELAND, ELIZABETH. *Training the Toddler*. J. B. Lippincott Company, Philadelphia. 1925. 172 p.

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4. DAVIS, MARY D. *Nursery-Kindergarten-Primary Education in 1924-1926*. United States Bureau of Education Bulletin 1926, No. 28. Washington, D. C. 46 p.

Summarizes practices in school systems in relation to the education of young children. Discusses teacher training. Cites references to current literature.

¹ See: *Every Day Problems of the Every Day Child* by Dr. Douglas A. Thom. D. Appleton. 1928.

² Bradley, F. S. "Pennsylvania Protects her Preschool Children." *Child Welfare* 21: 63-65; October, 1927.

³ Bayly, Ann. "The Parents' Educational Bureau in Portland, Oregon." *Child Welfare* 21: 34-36; September, 1927.

⁴ The scientifically trained principal will be interested in the research possibilities discussed by Arnold Gesell in the *Journal of Educational Research* 14: 81-87; September, 1926.

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6. GESELL, ARNOLD. *The Preschool Child*. Houghton Mifflin Company, New York. 1923. 264 p.
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7. GESELL, ARNOLD. *The Mental Growth of the Preschool Child*. The Macmillan Company, New York. 1926. 447 p.
An outline study of the psychology of infancy. Detailed statements of data derived from the first-hand study of normal children. Applications of research findings for the use of persons interested in making estimates of the developmental status of young children.
8. GROVES, ERNEST R., AND GROVES, GLADYS H. *Wholesome Childhood*. Houghton Mifflin Company, Boston. 1924. 183 p.
Contains advice based upon the authors' experiences with their own children. Deals with the child from infancy through adolescence.
9. HOWES, ETHEL P. (Director). *The Nursery School as a Social Experiment*. Smith College, Northampton, Massachusetts. 1928. 38 p.
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10. JOHNSON, BUFORD J. *Mental Growth of Children in Relation to Rate of Growth in Bodily Development*. E. P. Dutton and Company, New York. 1925. 160 p.
Consists largely of data gathered within regular schools. Descriptions of many measuring technics. Data emphasizes the rate of growth rather than the status at any one period.
11. JOHNSON, HARRIET M. *Children in the Nursery School*. John Day Company, New York. 1928. 325 p.
History of and technics developed in a nursery school under the author. Contains many suggestions for teachers.
12. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, COMMITTEE ON PRESCHOOL AND PARENT EDUCATION. *The Twenty-eighth Yearbook, Parts I and II*. Public School Publishing Company. 1929. 875 p.
An exhaustive survey of theory, research and practices in preschool and parent education. Extensive bibliographies.
13. THOM, DOUGLAS A. *Everyday Problems of the Everyday Child*. D. Appleton and Company, New York. 1928. 350 p.
Suggests practices and principles to use in connection with such problems as anger, fear, thumb-sucking, sex, and delinquency. Based upon the author's experience in habit clinic work among young children.

THE FUTURE DEVELOPMENT of public hygiene and education in the preschool field offers an inviting subject for speculation, and also for study and experimental demonstration. That in a future day the principle of compulsory education and health may be legally extended to include the kindergarten and pre-kindergarten child is, at least, an interesting possibility. It is apparent even now that socialized if not compulsory ways should be found to improve the educational lot of certain types of handicapped children of preschool age. A developmental supervision of wider scope may be extended to preschool children in general, whether handicapped or not. We must develop methods of approach whereby the psychological and educational aspects of hygiene may become associated with pediatric and public health activities in the preschool field. This does not require that we congregate all babies, toddlers, and runabouts in institutions; it is possible to graft a mental hygiene and an educational service upon existing arrangements.—Arnold Gesell, *The Preschool Child*, p. xiv.

Parent Education¹

ADULTS have profited in an educational way from libraries, chautauquas, museums, theaters, and their own vocations.² But many persons have not fully utilized their opportunities for more formal schooling. Probably organized efforts in this field have been handicapped by the tradition that a grown person's mind does not respond readily to learning. Recently, parent-study groups and experimental studies of adult learning have demonstrated new educational possibilities with persons who have left the existing schools.

Comprehensiveness of adult education.—The term adult education has been recently defined, as follows:

Adult Education, with exceptions herein noted, refers to education under public auspices for persons of maturity who, being engaged for a major portion of their time in other occupations, are devoting some time to educational pursuits.³

Therefore, adult education would include Americanization classes, parenthood and parent education. Parenthood education is the instruction given to people to prepare them for the responsibilities of establishing and maintaining a home.⁴

Parent or parental education cultivates home environments in which children may grow to physical, mental and moral health. Hence, it works with parents and other adults who are responsible for the care and raising of children.

Studies of adult learning—In 1893 William James indicated that learning ability was at a low ebb among adults when he said:

Outside of their own business, the ideas gained by men before they are twenty-five are practically the only ideas they shall have in their lives. They cannot get anything new. Disinterested curiosity is past, the mental grooves and channels set, the

power of assimilation gone. Whatever individual exceptions might be cited to these are of the sort that prove the rule.⁵

A review of early research findings in adult learning indicate that the subjects tested seemed "eminently plastic and teachable in every mental function that was examined."⁶ However, these early investigations may have included only superior adults.

In the more recent studies an effort was made to avoid the weaknesses of early investigations. Control situations were set up for the learning of algebra, biology, civics and other regular school subjects. Comparisons of data were made in terms of age, training, vocations and other factors. One study of 886 pupils in public evening schools was of particular value in bringing out differences in learning ability from the age of 14 to 30 and over. Taking the group which gained the most as 100 or standard, the relative learning ability of the various age-groups were:

59 for age 14 to 16 years
85 for age 17 to 19 years
100 for age 20 to 24 years
89 for age 25 to 29 years
87 for age 30 or over.⁷

On the basis of data similar to the above Thorndike made the following practical application:

The facts should, however, cure us of considering early learning as a law of nature, or as invariably superior, and of treating learning by adults as something irregular, remedial, casual, and trivial. Furthermore, if a community becomes rich enough to afford eleven thousand or twelve thousand or thirteen thousand hours of schooling for all, it becomes increasingly doubtful whether years should be added on to seventeen, to eighteen, to nineteen, rather than inserted at twenty or twenty-five or thirty.

¹ In connection with the chapter, see the sections of this Bulletin on preschool education. Also, Table 15.

² Fisher, Dorothy Canfield. *Why Stop Learning?* Harcourt Brace and Company. 1927. 301 p.

³ National Education Association, Department of Superintendence. "The Articulation of the Units of American Education." *Seventh Yearbook*. 1929. p. 480.

⁴ See such references as: Groves, Ernest R., and Groves, Gladys H. "Parenthood Training." *Child Welfare* 22: 349-52; April, 1928.

Binkley, Martha. "High School Craft Courses for Girls and Boys." *Journal of Home Economics* 20: 153-56; March, 1928.

Kugel, Daisy A. "The Opinion of Parents Regarding the Teaching of Family Relationships." *Journal of Home Economics* 21: 1-6; January, 1929.

Williams, Alice. "Child Care Program in a Continuation School." *Journal of Home Economics* 20: 99-101; February, 1928.

⁵ Quoted by Thorndike in the introduction to his *Adult Learning*, p. 3.

⁶ Thorndike, Edward L. (and others). *Ibid.*, p. 15.

⁷ Thorndike, Edward L. "The Teachable Age." *Survey Graphic* 61: 36; April 1, 1928. p. 36.

If adults are able to profit so much from instruction, why do many of them fail to do so? Thorndike concluded that:

The decrease in learning, which does, on the average, occur, may be explained by various combinations of the four factors, general health and energy, ability to learn, interest in learning, and opportunity. A decline in general health is probably of great significance in respect of the decline of learning at very late ages (say sixty-five to eighty-five), but is of small consequence for changes from the score of years around fifteen to the score around thirty-five.

Child clinics and parent education.—Objective data submitted by Gertrude Laws show how parents may be helped in diagnosing their attitudes and practices.¹ The parents studied were members of child study groups organized in connection with a child guidance clinic. At the first meeting the parents filled out a blank which brought out the typical attitudes and practices in the handling of children. After several months of study other tests were given to provoke further self-analysis. Under this technic many parents became acutely conscious of the weaknesses of their practices. Two potent values of the procedure were: tracing the relationship between parental practice and child responses, and measuring of changes in parental attitudes brought about by organized study.²

A large portion of the parent education in connection with child clinics will probably be individual in character. Usually the problem cases require: a study of the child, an investigation of the home environments, setting up of a program of correction, and follow-up and readjustment work. The reports of Thom's work with problem children refer repeatedly to the importance of reeducating the parents. Particularly important is the work with the mothers in the case of the preschool child.³

Parent education and the nursery school.—One of the distinct contributions of the nursery school movement is its emphasis upon parent education. According to Gesell, parent education was one of Froebel's aims for the

kindergarten, although in present-day practice it is often neglected.⁴

One procedure in present education in connection with the nursery school may be illustrated by the Northampton Cooperative Nursery School. Children are not admitted to this school unless the mothers agree to "assist" with the school's activities. This work of assisting requires a half day every two weeks during which time the mother's education proceeds as follows:

The assisting mother is not hurried into action. In the first place, she is urged to make use of the excellent school library which contains current material on child guidance and nursery school practice. * * *

The assisting mother at first observes, having been instructed by the head teacher how to observe; she then takes an active part in all technics of the school, including assistance in the toilet and on the play-ground. . . . Later she may be assigned individual children to study, and may come to take full direction of a group on occasion. She thus understands, as only a continuous participant can, the special aims and methods of the school, and is enabled to continue at home the same attitude and training.⁵

In addition to the assisting work the plan of the Northampton School provides for study and discussion groups. The programs of these meetings are arranged by a committee of parents in cooperation with the school authorities. Experience has shown that these meetings become more conducive to spontaneous discussion when held in the individual homes. The interest of fathers has been enlisted by invitations to special meetings.⁶

Parent education and the city school system.—In many cities parent education is not sponsored directly by the local school system. Some child-study groups have been formed by progressive principals in connection with the primary classes. Often parent-teacher associations and similar organizations may form classes in connection with the work of their own group.

In Tulsa parent education is a regular activity under the Mothercraft Department of

¹ Laws, Gertrude. *Parent-Child Relationships*. Contributions to Education No. 283, Teachers College, Columbia University. 1927. 56 p.

² Laws, Gertrude. *Ibid.* p. 34.

³ Thom, D. A. *Habit Clinics for the Child of Preschool Age*. Children's Bureau Publication No. 135, United States Department of Labor. 1924. 71 p.

⁴ Gesell, Arnold. *The Preschool Child*. p. 154-56.

⁵ Howes, Ethel P., and Beach, Dorothea. *The Cooperative Nursery School*. Smith College. 1928. p. 33-34

⁶ Howes, Ethel P., and Beach, Dorothea. *Ibid.*, p. 34-36.

the city schools.¹ The director of this work is a member of the superintendent's staff.

According to recent reports, the work established in 37 schools has reached approximately 2000 men and women. Classes have been given in child psychology, discipline, and similar topics. Each course is divided into units of six, nine, or twelve weeks depending upon the nature of the subject.

All classes meet weekly for one and one-half to two hours sessions. Most sessions consist of lectures followed by discussions. Mimeographed outlines are distributed frequently to facilitate the work. In some courses each parent is expected to select a problem for special study. These special studies are usually simple investigations, but serve to care for individual interests.

Each study group elects a representative to the study class council which meets with the Director of Mothercraft. Through this organization the director stimulates class morale, prepares leaders, and puts across city-wide projects such as health surveys. Often, directors of testing, art, and similar staff officers are asked to explain the work of their departments to the study-class council.

Classes for expectant mothers.—The anticipation of early babyhood problems by instructing expectant mothers has been tried in one city. This pioneer work in Cleveland has been described as follows:

The Pre-natal Education Committee of the Cleveland Health Council are conducting classes for expectant mothers at the five visiting nurse stations of Cleveland. This is pioneer work since both the health and child-control sides are presented. The groups are taught by a graduate nurse who presents health and care of the mother and baby, and

by the Chairman of the Child Training Committee who presents simple guidance in mental health of the expectant mother and happy effectual management of the child during his first few years.²

Other agencies interested in parent education.—The improvement of ways in which parents care for their children is not limited to the preschool period. Each succeeding year of the child's life brings new problems for parents. The demand for assistance with the child of school age has stimulated the widespread development of reading courses and child-study groups.³

The reading courses are particularly attractive to parents who for one reason or another cannot enroll in formal study groups. The American Library Association has a series of "reading with a purpose" leaflets.⁴ The United States Bureau of Education issues reading lists and pamphlets.⁵ Other suggestions may be secured from the Children's Bureau of the United States Department of Labor.⁶ In many local situations universities and colleges are offering special classes and correspondence courses.⁷

Parent education sometimes takes the form of child study groups.⁸ This type of work has been encouraged by the National Congress of Parents and Teachers,⁹ the Child Study Association of America,¹⁰ and the American Association of University Women.¹¹ All of these organizations supply bibliographies, outlines and supplementary materials.

The practical applications of medicine and other data are given in publications of the American Child Health Association.¹² Each month the *Child Welfare* magazine of the National Congress of Parents and Teachers contains articles and outlines on child study.¹³ A clearing-house of progressive principles and

¹ Harrison, Eileen M. "Tulsa Schools Maintain Classes to Educate Parents for Home Tasks. *School Life* 14: 16-18; September, 1928.

² Myers, Garry C. "Parent Education." *Progressive Education*. July, August, September, 1927. p. 216.

³ Watson, Amey E., and Watson, Frank D. "Opportunities for Parental Education." *Progressive Education*. October, November, December, 1926. p. 323-32.

⁴ Such as *The Young Child* by Bird T. Baldwin, 1928. American Library Association, Chicago.

⁵ For example: Reading lists, No. 21, *Twenty Good Books for Parents*, No. 29, *The Preschool Child*, and No. 32, *The Whole Child*. Also, eleven parent education letters by Garry C. Myers.

⁶ From the Children's Bureau: No. 73, *Child Welfare Programs*. No. 143, *Child Management*, and No. 30, *Child Care*.

⁷ For example: The Institute of Child Welfare, University of Minnesota; Iowa Child Welfare Research Station, University of Iowa; Division of Parental Education, Cleveland College.

⁸ Gans, Bird S. "Child Study Groups, Methods and Materials." *Progressive Education*. October, November, December, 1926. p. 333-37.

⁹ National Congress of Parents and Teachers, 1201 Sixteenth St. N. W., Washington, D. C.

¹⁰ The Child Study Association of America, 54 West 74th St., New York City.

¹¹ American Association of University Women, 1634 I (eye) St., Washington, D. C.

¹² American Child Health Association, 370 Seventh Ave., New York City.

¹³ For example: "Problem Parents" by Garry C. Myers, *Child Welfare*. May 1928, to August, 1929. Also "Children and Their Parents" by Douglas A. Thom and George K. Pratt, *Child Welfare*. March to July-August. 1928.

practices may be found in the publications of the Progressive Education Association.¹ Each month the Child Study Association of America publishes the *Child Study* magazine. Recently, the general interest in children has created a demand for worthwhile articles in current periodicals.²

Parent education and the elementary school.—Recently scientific study of environmental factors has revealed data of significance to all education. Experiments with young children have indicated the potent influence of environment during babyhood. Surveys of physical and mental health among children show the existence of defects which yield to expert treatment. There is evidence in problem cases that many abnormal conditions could have been prevented if parents had but utilized present-day knowledge.

Preschool education and parent education have developed largely to meet the problems touched upon in the above paragraph.³ In parent education rapid growth of study groups among parents has been particularly significant. In 1923 and 1924 the American Association of University Women reported 23 study groups while in 1925-26 there were 157 groups enrolling approximately 1500 parents.⁴ Rapid growth has been characteristic of the groups sponsored by other agencies.⁵ Many elementary school principals have encouraged this work because:

1. There is evidence that the parents and the home exert an important influence upon the ability of the child to do school work.

2. The school's efforts to promote health and improve conduct are dependent upon the home's willingness to cooperate.

3. Objective evidence shows that parental attitudes can be raised to a more constructive level through systematic instruction in study groups.

4. In some communities the home has shifted so many responsibilities to other agencies that the disruption of family has been threatened.⁶ Parent education can assist many homes to recognize and assume their proper places in the lives of children.⁷

5. Many lunchrooms, health centers, clinics, improved playgrounds, and similar tangible activities are outcomes of an intelligent interest on the part of school patrons.⁸ Child study groups can do much to acquaint parents with the importance of school facilities in solving health and social problems.

Summary.—Adult education includes Americanization classes, parenthood instruction, and parent education. Recent activity in all of these lines have been stimulated by the development of study groups and the findings of research. Experiments disprove the traditional opinion that adult learning must cease after twenty-five years of age. There is evidence to prove the possibility of adult learning by persons who are favored by interest and opportunities.

Parent education is a phase of adult education which seeks to guide parents and others in caring for children. Recently it has been emphasized by the interest in the preschool child. Research among young children has thrown new light upon the parent's responsibility for a favorable environment during early infancy. In disseminating this information among parents a number of organizations have issued publications, established clinics, and formed child-study groups.

The whole program of adult education offers many suggestions to the elementary school principal. Study-group activities and publications can be incorporated into the school's publicity program. But of even greater importance is the work among parents which seeks to improve the educational opportunities

¹ Progressive Education Association, 10 Jackson Place, Washington, D. C.

² For example:

Thom, Douglas A. "Moulding Personality in the Preschool Age." *American Childhood*, September, 1928.

Boss, Agnes. "A New Kind of Baby Record." *Children, The Magazine for Parents* 3: 12, 45; September, 1928.

Estabrooks, G. H. "Three Things Every Child Craves." *Hygeia*, September, 1928.

³ See: "Parents As Students" in *Why Stop Learning* by Dorothy Canfield Fisher, p. 116-47.

⁴ Davis, Mary D. *Nursery, Kindergarten, Primary Education in 1924-1926*. United States Bureau of Education Bulletin 1927, No. 28. p. 9-10.

⁵ See: "Parent Education." Garry C. Myers. *Progressive Education*, September, 1927. p. 215.

Also: "Progress in Child Development and Parental Education." Anna E. Richardson. *Journal of Home Economics* 20: 725-6; October, 1928.

Also: Flora M. Thurston. "What's Ahead for Parents?" *Progressive Education*. January, February, March, 1929. p. 40-44.

⁶ Discussed briefly by Dr. Jessie Allen Charters in "Parent Education and A State University" *Educational Research Bulletin*. Ohio State University. October 3, 1928, p. 285-89.

⁷ Yeomans, Edward D. "Salvaging the Family." *Progressive Education*. October, November, December, 1926. p. 283-88.

⁸ See current issues of *Child Welfare*, official magazine of the National Congress of Parents and Teachers.

of childhood. How much more useful will this parental interest be if it is guided by the substantial findings of careful research?

Selected References

1. AMERICAN ASSOCIATION FOR ADULT EDUCATION. *Proceedings of the Third Annual Meeting*. Published by the A. A. A. E., New York. 1928. 161 p.

Presents a digest of the addresses and proceedings of the meeting held at Swarthmore College in May, 1928. Glimpses of current tendencies in the various phases of adult education.

2. AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. (Lois H. Meek, Educational Secretary). *Interests of Young Children*. Guidance Materials, No. III, 1634 Eye Street N. W., Washington, D. C., 1926. 40 p.

Outlines and references for study groups interested in the play life of the preschool child.

3. AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. (Lois H. Meek, Educational Secretary). *Schools and Children*. Guidance Materials for Study Groups, No. II. 1634 Eye Street N. W., Washington, D. C., 1927. 80 p.

Contains questions and references on mental tests, health, gifted children, discipline, retarded children, school costs, teacher preparation, and similar topics. Designed to acquaint parents with the literature bearing on elementary school problems.

4. CHILD STUDY ASSOCIATION OF AMERICA. (Margaret J. Quilliard, Director of Field Work). *Child Study Discussion Records; Development, Method and Technics*. 54 West 74th St., New York, 1928. 74 p.

A compilation of helpful methods and materials for use of groups composed of parents with limited educational background.

5. CHILD STUDY ASSOCIATION OF AMERICA. *A Selected List of Books for Parents and Teachers*. 54 West 74th St., New York. 1928. 78 p.

An annotated list of books on adolescence, health, play, child study, sex education, ethics and similar topics. Indexed.

6. FISHER, DOROTHY CANFIELD. *Why Stop Learning*. Harcourt, Brace and Company, New York. 1927. 301 p.

Summarizes the current tendencies in adult education. Points out the importance and opportunities of continuous education through correspondence courses, libraries, women's clubs, child-study groups, chautauquas, museums, and similar agencies. Reviews adult education in European countries.

7. HOWES, ETHEL P., AND BEACH, DOROTHEA. *The Cooperative Nursery School; What It Can Do for Parents*. Smith College, Northampton, Massachusetts. 1928. 74 p.

Describes the administration of a nursery school organized in cooperation with parents. Suggests how parents may assist in the school work.

8. LAWS, GERTRUDE. *Parent Child Relationships*. Contribution to Education No. 283. Bureau of Publications, Teachers College, Columbia University. 1927. 57 p.

Reports an experiment in measuring the attitudes and practices of parents. Suggestive as to methods in measuring attitudes of child study groups.

9. MYERS, GARRY C. *Six Programs for Child Study Groups*. (For committee of the Ohio Branch, National Congress of Parents and Teachers.) Published by the State Department of Education, Columbus, Ohio.

Practical suggestions and questions for meetings on childhood fears, anger, jealousy, children's lies, habit building and property habits. Contains a habit rating scale. Bibliography.

10. MYERS, GARRY C. *Helping Our Children to Succeed in School*. Published by the United State Bureau of Education. 1928-1929.

A series of letters to parents discussing such problems as the "dawdling habit" among school children. Give practical suggestions based upon case studies.

11. NATIONAL CONGRESS OF PARENTS AND TEACHERS. Current issues of the *Child Welfare* magazine. 1201 Sixteenth St. N. W., Washington, D. C.

Each issue contains a department on child health (by the American Child Health Association). Programs for child-study groups and special articles on parent education.

12. THORNDIKE, EDWARD L. (and others). *Adult Learning*. The Macmillan Company, New York. 1928. 335 p.

Reports the facts on the changes in amount and nature of the ability to learn between the ages of fifteen and forty-five. Summarizes previous investigations. Shows evidence that adults can learn efficiently, if not handicapped by lack of interest, ill-health or similar difficulties.

13. THORNDIKE, EDWARD L. "The Teachable Age." *Survey Graphic* 61:35-37; April, 1928.

Summarizes some of the findings reported in *Adult Learning*.

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Books and Other Sources of Information

The tables presented in this section were compiled from the suggestions of a number of experts.¹ Elementary school principals will find that this list of books supplements and enlarges upon an earlier compilation.² Additional references can be secured from the United States Bureau of Education.³ References to current periodicals can be found by

referring to the footnotes of the main text above.

Following the tables of this section the reader will find a list of educational and semi-educational organizations. Many principals will want to write for the publication lists of these organized groups.

the replies received. The names of the persons replying are indicated in the footnotes of each table.

¹ An opportunity to make suggestions was given to approximately one hundred persons. The tables are based upon
² National Education Association, Division of Research. "The Principal Studies His Job." *Research Bulletin*, March 1928, p. 116-19.

³ United States Bureau of Education. *Bulletins of the Bureau of Education, 1906-1927*. Bulletin 1928, No. 17, Government Printing Office, Washington, D. C. 1928. 65 p.

TABLE 10.—BOOKS SUGGESTED FOR HEALTH EDUCATION¹

Author	Title ²	Publisher	Year
American Child Health Association..	Health Survey of 86 Cities.....	American Child Health Association.	1925
American Child Health Association..	Report of the Cambridge Health Education Conference.....	American Child Health Association.	1924
Andress, J. M. and Bragg, M. C.....	The Sunshine School.....	Ginn.....	1928
Andress, J. M., Aldinger, A. K., and Goldberger, I. H.....	Health Essentials.....	Ginn.....	1928
Baker, S. J.....	Child Hygiene.....	Harper's.....	1925
Blanton, Smiley and Blanton, Margaret.....	Child Guidance.....	Century.....	1927
Broadhurst, J.....	Home and Community Hygiene.....	Lippincott.....	1925
Burnham, Wm. H.....	The Normal Mind.....	Appleton.....	1924
Chapin, C. V.....	Sources and Modes of Infection.....	Wiley.....	1912
Chaplin, Hugh and Strecker, E. A.....	Signs of Health in Childhood.....	American Child Health Association.	1927
Commonwealth Fund.....	Fargo Demonstration Reports.....	Commonwealth Fund.....	1928
Dausdill, T.....	Health Training in Schools.....	National Tuberculosis Association	1923
Dresslar, F. B.....	School Hygiene.....	Macmillan.....	1913
Emerson, Wm. R. P.....	Nutrition and Growth in Children.....	Appleton.....	1922
Fisher, I. and Fisk, E. L.....	How to Live.....	Funk & Wagnalls.....	1925
Galloway, T. W.....	Sex and Social Health.....	American Social Hygiene Association.	1924
Gulick, Luther H.....	The Efficient Life.....	Doubleday.....	1907
Hallock, Grace T.....	Dramatizing Child Health.....	American Child Health Association.	1925
American Child Health Association..	Health Trends in Secondary Education.....	American Child Health Association.	
Hoag, E. B. and Terman, L. M.....	Health Work in the Schools.....	Houghton Mifflin.....	1914
Jordan, E. O.....	Test Book of General Bacteriology.....	W. B. Saunders.....	1924
Kerr, James.....	The Fundamentals of School Health.....	Macmillan.....	1927
La Rue, D. W.....	Mental Hygiene.....	Macmillan.....	1927
McCullum, E. V. and Simmons, Nina.....	Food Nutrition and Health.....	Address Authors: Box 25, Baltimore, Maryland.	1925
McKenzie, R. T.....	Exercise in Education and Medicine.....	W. B. Saunders.....	1923
Mangold, Geo. B.....	Problems of Child Welfare.....	Macmillan.....	1924
Massachusetts Institute of Technology.....	School Health Appraisal Form.....	Massachusetts Institute of Technology.	
Oliver, Thomas (and others).....	The Health of the Child of School Age.....	Oxford Press.....	1927
*O'Shea, M. V. (Editor).....	The Child: His Nature and His Needs.....	Childrens Foundation.....	1924
Payne, E. G. and Gebhart, J. C.....	Method and Measurement of Health Education.....	New York Association for Improving the Poor.	1926
Payne, E. G. and Schroeder, L. C.....	Health Safety in the New Curriculum.....	American Viewpoint Society.....	1925
Roberts, Lydia J.....	Nutrition Work with Children.....	University of Chicago Press.....	1927
Sedgwick, W. T.....	Principles of Sanitary Science.....	Macmillan.....	1902
Stafford, G.....	Preventive and Corrective Physical Education.....	A. S. Barnes.....	1928
Staley, S.....	Calisthenics.....	A. S. Barnes.....	1926
*Terman, L. M.....	Hygiene of the School Child.....	Houghton Mifflin.....	1914
Turner, Claire E. and Collins, G. B.....	Community Health.....	D. C. Heath.....	1928
Wallin, J. E.....	Mental Health of the School Child.....	Yale University Press.....	1914
Wickman, E. K.....	Children's Behavior and Teachers' Attitudes.....	Commonwealth Fund.....	1928
Wile, Ira S.....	The Challenge of Childhood.....	Thomas Seltzer.....	1925
Williams, J. F.....	Administration of Physical Education.....	Macmillan.....	1922
Winslow, C. E. and Williamson, P.....	The Laws of Health and How to Teach Them.....	C. E. Merrill.....	1926
*Wood, Thomas D. (Chairman).....	Health Education.....	National Education Association.....	1927
Wood, Thomas D. and Brownwell, C. L.....	Source Book in Health and Physical Education.....	Macmillan.....	1925
Wood, Thomas D. and Cassidy, Rosalind.....	The New Physical Education.....	Macmillan.....	1927

TABLE 10.—BOOKS SUGGESTED FOR HEALTH EDUCATION (Continued)

Author	Title ²	Publisher	Year
Wood, Thomas D. and Lerrigo, Marion.	Health Behavior.....	Public School Publishing Company.	1927
*Wood, Thomas D. and Rowell, H. G.	Health Supervision and Medical Inspection.	W. B. Saunders.....	1927
Wood, Thomas D. and Rowell, H. G.	Health Through Prevention and Control of Diseases.	World Book Company.....	1925

¹ These books were suggested by: William R. P. Emerson, Warren E. Forsythe, Ira V. Hiscok, G. T. Stafford, Hugh G. Rowell, C. E. Turner, Ira S. Wile and C. E. A. Winalow.

² Annotations of several of these books will be found at the end of the chapter on building health.

* Books marked with an asterisk (*) were mentioned three or more times.

TABLE 11.—BOOKS SUGGESTED FOR MENTAL HYGIENE¹

Author	Title ²	Publisher	Year
Averill, L. A.....	Educational Hygiene.....	Houghton Mifflin.....	1926
Blanton, Smiley and Blanton, Margaret.	Child Guidance.....	Century.....	1927
Brewer, J. M. and Others.....	Case Studies in Educational and Vocational Guidance.	Ginn.....	1926
Burbank, Luther.....	The Training of the Human Plant...	Century.....	1907
Burnham, Wm. H.....	The Normal Mind.....	Appleton.....	1924
*Cameron, H. C.....	The Nervous Child.....	Oxford University Press.....	1924
Chicago Association for Child Study and Parent Education.	Intelligent Parenthood.....	University of Chicago Press.....	1926
Fletcher, John M.....	Problem of Stuttering.....	Longmans, Green.....	1928
Flugel, J. C.....	Psycho-analytic Study of the Family.	Stechert.....	1921
Green, G. H.....	Psycho-analysis in the Class-room.	Putnam.....	1921
Groves, E. R.....	Personality and Social Adjustment.	Longmans, Green.....	1924
Gruenberg, B. C.....	Guides of Childhood and Youth.....	Macmillan.....	1926
Gruenberg, B. C.....	Outlines of Child Study.....	Macmillan.....	1925
Healy, Wm.....	Honesty.....	Bobbs Merrill.....	1915
Healy, Wm.....	Mental Conflicts and Misconduct...	Little.....	1917
Irwin, E. A. and Marks, L. A.....	Fitting the School to the Child.....	Macmillan.....	1924
Jennings, H. S. and Watson, J. B. et al	Suggestions of Modern Science Concerning Education.	Macmillan.....	1918
Kirkpatrick, E. A.....	The Individual in the Making.....	Houghton Mifflin.....	1911
Kirkpatrick, E. A.....	Fundamentals of Child Study.....	Macmillan.....	1917
La Rue, D. W.....	Mental Hygiene.....	Macmillan.....	1927
Mateer, Florence.....	The Unstable Child.....	Appleton.....	1924
Buffalo Mental Hygiene Council.....	Mental Hygiene of Normal Childhood	National Committee for Mental Hygiene.	
*Morgan, J. J. B.....	Psychology of the Unadjusted School Child.	Macmillan.....	1924
Morton, G. F.....	Childhood Fears.....	Macmillan.....	1925
McDougall, Wm.....	Outline of Psychology.....	Scribners.....	1923
O'Shea, M. V. (Editor).....	The Child: His Nature and His Needs.	Childrens Foundation.....	1924
Pfister, Oskar K.....	Psycho-analysis in the Service of Education.	Dodd.....	
Pratt, Geo. K.....	Your Mind and You.....	Funk & Wagnalls.....	1924
Pringle, Ralph W.....	Adolescence and High School Problems	D. C. Heath.....	1922
Reavis, Wm. C.....	Pupil Adjustment in Junior and Senior High Schools.	D. C. Heath.....	1926
Sayles, Mary B.....	The Problem Child at Home.....	Commonwealth Fund.....	1928
*Sayles, Mary B.....	The Problem Child in School.....	Commonwealth Fund.....	1927
*Thom, D. A.....	Everyday Problems of the Everyday Child.	Appleton.....	1927
Thomas, W. I.....	The Unadjusted Girl.....	Little.....	1923
Van Waters, Miriam.....	Youth in Conflict.....	New Republic.....	1925
Wallin, J. E. W.....	Clinical and Abnormal Psychology.	Houghton Mifflin.....	1927
Wallin, J. E. W.....	The Education of Handicapped Children.	Houghton Mifflin.....	1924
Wallin, J. E. W.....	Mental Health of the School Child...	Yale University Press.....	1914
Wells, Fred L.....	The Mental Adjustments.....	Appleton.....	1917
White, Wm. A.....	Mechanisms of Character Formation.	Macmillan.....	1916
*White, Wm. A.....	Mental Hygiene of Childhood.....	Little.....	1919
White, Wm. A.....	The Principles of Mental Hygiene.....	Macmillan.....	1924
Wickes, F. G.....	The Inner World of Childhood.....	University of Chicago Press.....	1926
Wile, Ira S.....	Challenge of Childhood.....	Thomas Seltzer.....	1925
Williams, F. E.....	Mental Hygiene (Reprint).....	National Committee for Mental Hygiene.	1923

¹ These books were suggested by: Smiley Blanton, William H. Burnham, William Healy, D. W. La Rue, Zoe Leatherman, D. A. Thom, J. E. W. Wallin and William A. White.

² Annotations of several of these books will be found at the end of the chapter on mental hygiene.

* Books marked with an asterisk (*) were mentioned three or more times.

TABLE 12.—BOOKS SUGGESTED FOR INDIVIDUAL DIFFERENCES¹

Author	Title ²	Publisher	Year
Averill, L. A.	Educational Hygiene.....	Houghton Mifflin.....	1926
Baker, S. J.	Characteristic Differences in Bright and Dull Pupils.	Public School Publishing Company.	1927
Barr, A. S. and Burton, W. H.	The Supervision of Instruction.....	Appleton.....	1926
Bode, Boyd H.	Modern Educational Theories.....	Macmillan.....	1927
Buckingham, B. R.	Research for Teachers.....	Silver Burdette.....	1926
Burt, Cyril	The Young Delinquent.....	Appleton.....	1925
Cubberley, E. P.	The Principal and His School.....	Houghton Mifflin.....	1923
*Department of Elementary School Principals.	Yearbooks.....	National Education Association.....	1922-
Dickson, V. E.	Mental Tests and the Classroom Teacher.....	World Book Company.....	1929 1923
Freeman, Burks, (et al)	Twenty-seventh Yearbook, National Society for the Study of Education.	Public School Publishing Company.	1928
Freeman, F. N.	Mental Tests.....	Houghton Mifflin.....	1926
Gates, A. I.	Psychology for Students of Education.	Macmillan.....	1923
Gist, A. S. and King, W. A.	The Teaching and Supervision of Reading.	Scribners.....	1927
*Hollingsworth, L.	Gifted Children: Their Nature and Nurture.	Macmillan.....	1926
Hollingsworth, L.	Psychology of the Normal Child.....	Macmillan.....	1920
*Hollingsworth, L.	Special Talents and Defects.....	Macmillan.....	1923
Hull, Clark L.	Aptitude Testing.....	World Book Company.....	1928
Inskip, Annie.	Teaching Dull and Defective Children	Macmillan.....	1926
Irwin, E. A. and Marks, L. A.	Fitting the School to the Child.....	Macmillan.....	1924
Kelley, T. L.	Interpretation of Educational Measurements.	World Book Company.....	1927
Kilpatrick, W. H.	Education for a Changing Civilization	Macmillan.....	1926
Kilpatrick, W. H.	Foundations of Method.....	Macmillan.....	1925
McCall, W. A.	How to Measure in Education.....	Macmillan.....	1922
*Morgan, J. J. B.	The Psychology of the Unadjusted School Child.	Macmillan.....	1924
Nutt, H. W.	Current Problems in the Supervision of Instruction.	Johnson Publishing Company.....	1928
Otis, A. S.	Statistical Method in Educational Measurement.	World Book Company.....	1925
*Pintner, R.	Intelligence Testing.....	Henry Holt.....	1923
Reed, Homer	Psychology of the Elementary School Subjects.	Ginn.....	1927
Terman, L. M.	The Intelligence of School Children.	Houghton Mifflin.....	1919
*Terman, L. M.	The Measurement of Intelligence.....	Houghton Mifflin.....	1916
Thayer, V. T.	Passing of the Recitation.....	D. C. Heath.....	1928
Thorndike, E. L.	Educational Psychology Vol. 1, 2, 3, (Also, Briefer Course).	Bureau of Publications Teachers College.	1921- 1925
Thurstone, L. L.	The Nature of Intelligence.....	Harcourt Brace.....	1924
Trabue, M. R.	Measuring Results in Education.....	American Book Company.....	1924
Whipple, Helen D.	Making Citizens of the Mentally Limited.	Public School Publishing Company.	1927

¹ These books were suggested by: Leta S. Hollingsworth, F. B. Knight, and J. T. Worlton.² Annotations of several of these books will be found at the end of the chapter on individual differences.

* Books marked with an asterisk (*) were mentioned two or more times.

TABLE 13.—BOOKS SUGGESTED FOR CHARACTER EDUCATION¹

Author	Title ²	Publisher	Year
Adler, Alfred.....	Understanding Human Nature.....	Greenberg.....	1927
Bode, Boyd H.	Fundamentals of Education.....	Macmillan.....	1921
Briggs, T. H.	Curriculum Problems.....	Macmillan.....	1926
Burnham, Wm. H.	The Normal Mind.....	Appleton.....	1924
*Burt, Cyril.....	The Young Delinquent.....	Appleton.....	1925
Cabot, Ella Lyman	Ethics for Children.....	Houghton Mifflin.....	1910
Cabot, Ella Lyman	Courses in Citizenship.....	Houghton Mifflin.....	1918
Cabot, Ella Lyman	Seven Ages of Childhood.....	Houghton Mifflin.....	1921
*Charters, W. W.	Teaching of Ideals.....	Macmillan.....	1927
Chicago Association for Child Study and Parent Education.	Intelligent Parenthood.....	University of Chicago Press.....	1926
Coe, George A.	Law and Freedom in School.....	University of Chicago Press.....	1928
Coe, George A.	Social Theory of Religious Education.	Scribners.....	1917
Coe, George A.	What Ails Our Youth.....	Scribners.....	1924
*Dewey, John.	Human Nature and Conduct.....	Henry Holt.....	1922
Dewey, John.	Moral Principles in Education.....	Houghton Mifflin.....	1909
Engleman, J. O.	Moral Education in School and Home.	Sanborn.....	1918
Finch, Charles E.	Guide Posts to Citizenship.....	American Book Company.....	1927
Galloway, T. W.	Sex and Social Health.....	American Social Hygiene Association.	1924
Gibson, Jessie E.	On Being a Girl.....	Macmillan.....	1927
Golightly, T. J.	Present Status of the Teaching of Morals in the Public High Schools.	George Peabody College.....	1926

TABLE 13.—BOOKS SUGGESTED FOR CHARACTER EDUCATION (Continued)

Author	Title ¹	Publisher	Year
Groves, E. R.	Personality and Social Adjustment.	Longmans, Green.	1924
Hadfield, J. A.	Psychology and Morals.	Robert McBride Company.	1925
Hague, E. F. and others	Studies in Conduct with Character Case Conferences.	University Publishing Company.	1928
Hartshorne, Hugh	Childhood and Character.	Pilgrim Press.	1919
*Hartshorne, Hugh and May, M. A.	Studies in Deceit.	Macmillan.	1928
James, Wm.	Talks to Teachers.	Henry Holt.	1916
Kilpatrick, W. H.	Foundations of Method.	Macmillan.	1925
Kilpatrick, W. H.	Source Book in the Philosophy of Education.	Macmillan.	1926
Lee, Joseph.	Play in Education.	Macmillan.	1915
Martin, H.	Formative Factors in Character.	Longmans, Green.	1925
McDougall, Wm.	Character and the Conduct of Life.	Putnam.	1927
*Morgan, J. J. B.	Psychology of the Unadjusted School Child.	Macmillan.	1924
*National Education Association.	Character Education Bulletin No. 7 (Milton Bennion, Chairman).	United States Bureau of Education.	1926
*Neumann, Henry.	Education for Moral Growth.	Appleton.	1923
O'Shea, M. V. (Editor).	The Child: His Nature and His Needs.	Childrens Foundation.	1924
Patric, Angelo.	The Problems of Childhood.	Appleton.	1926
Reavis, W. C.	Pupil Adjustment in Junior and Senior High Schools.	D. C. Heath.	1926
Roback, A. A.	The Psychology of Character.	Harcourt Brace.	1927
Sayles, Mary B.	The Problem Child in School.	Commonwealth Fund.	1925
*Sharp, F. C.	Education for Character.	Bobbs Merrill.	1917
Sisson, E. O.	The Essentials of Character.	Macmillan.	1910
Soares, T. G.	Heroes of Israel.	University of Chicago Press.	1928
Starbuck, E. D. and others	The Iowa Plan.	National Capital Press.	1922
Starbuck, E. D. and Shuttleworth, F. K.	A Guide to Literature for Character Training.	Macmillan.	1928
*Symonds, P. M.	Nature of Conduct.	Macmillan.	1928
Thomas, Wm. I. and Thomas, D. S.	The Child in America.	Knopf.	1928
Trow, William C.	Scientific Method in Education.	Houghton Mifflin.	1925
Wickman, E. K.	Children's Behavior and Teachers' Attitudes.	Commonwealth Fund.	1928
Yonge, Charlotte M.	Book of Golden Deeds.	Macmillan.	1927

¹ These books were suggested by: Milton Bennion, Ella Lyman Cabot, Fred M. Gregg, Hugh Hartshorne, Mark A. May, Henry Neumann, C. E. Rugh, Frank S. Shuttleworth, Edwin D. Starbuck and Goodwin Watson.

² Annotations of several of these books will be found at the end of the chapter on character education.

* Books marked with an asterisk (*) were mentioned three or more times.

TABLE 14.—BOOKS SUGGESTED FOR PRESCHOOL EDUCATION ¹

Author	Title ¹	Publisher	Year
Andrus, Ruth.	Tentative Inventory of Habits of Children from 2 to 4 Years of Age.	Bureau of Publications Teachers College.	1924
*Arlitt, Ada	Psychology of Infancy and Early Childhood.	McGraw Hill.	1928
Baker, S. J.	Child Hygiene.	Harper's.	1925
*Baldwin, Bird T. and Stecher, Lorle I.	Psychology of the Preschool Child.	Appleton.	1924
Blanchard, Phyllis.	The Child and Society.	Longmans, Green.	1928
Blanton, Smiley and Blanton, Margaret.	Child Guidance.	Century.	1927
*Cleveland, Elizabeth.	Training the Toddlers.	Lippincott.	1925
*Fenton, J. C.	A Practical Psychology of Babyhood.	Houghton Mifflin.	1925
*Forest, Ilse.	Preschool Education.	Macmillan.	1927
*Gesell, Arnold.	Infancy and Human Growth.	Macmillan.	1928
*Gesell, Arnold.	The Mental Growth of the Preschool Child.	Macmillan.	1925
*Gesell, Arnold.	The Preschool Child From the Standpoint of Public Hygiene and Education.	Houghton Mifflin.	1923
Groves, E. R.	Personality and Social Adjustment.	Longmans, Green.	1923
Groves, E. R.	Social Problems of the Family.	Lippincott.	1927
Hall, G. Stanley.	Educational Problems, Vol. 1.	Appleton.	1911
International Kindergarten Union.	Pioneers of the Kindergarten in America.	Century.	1924
*Johnson, H. M.	Children in the Nursery School.	John Day.	1928
Kirkpatrick, E. A.	The Individual in the Making.	Houghton Mifflin.	1911
McMillan, M.	The Nursery School.	Dutton.	1919
Owen, S.	Nursery School Education.	Dutton.	1920
Peckett, Lalla H. and Boren, D.	Early Childhood Education.	World Book Company.	1923
Peckstein, L. A. and Jenkins, F.	Psychology of the Kindergarten-Primary Child.	Houghton Mifflin.	1927

TABLE 14.—BOOKS SUGGESTED FOR PRESCHOOL EDUCATION (Continued)

Author	Title ²	Publisher	Year
Reynolds, Martha.....	Negativism of Preschool Children....	Bureau of Publications Teachers College.	1928
Shinn, M. W.....	Biography of a Baby.....	Houghton Mifflin.....	1900
Stevenson, Emma.....	The Open-Air Nursery School.....	E. P. Dutton.....	1923
Thom, D. A.....	Everyday Problems of the Everyday Child.....	Appleton.....	1927
National Society for the Study of Education.	Preschool and Parent Education.....	Public School Publishing Company.	1929
Children's Bureau, United States Department of Labor.	Pamphlets: No. 30 (1925) No. 60 (1919) No. 111 (1923) No. 122 (1924) No. 135 (1924).	Government Printing Office.....	1919-1924
Watson, J. B. and Watson, R. A.....	Psychological Care of Infant and Child.....	Norton.....	1928
White, Wm. A.....	The Mental Hygiene of Childhood....	Little.....	1919
Wickes, F. G.....	The Inner World of Childhood.....	Appleton.....	1927

¹ These books were suggested by: Arnold Gesell, Buford Johnson, E. A. Kirkpatrick, Lydia J. Roberts, Herbert R. Stolz and Helen T. Woolley.

² Annotations of several of these books will be found at the end of the chapter on preschool education.

Books marked with an asterisk () were mentioned three or more times.

TABLE 15.—BOOKS SUGGESTED FOR PARENT EDUCATION ¹

Author	Title ²	Publisher	Year
Baldwin, Bird T.....	The Young Child.....	American Library Association....	1928
Blanchard, Phillis.....	Child and Society.....	Longmans, Green.....	1928
Blanton, Smiley and Blanton, Margaret.....	Child Guidance.....	Century.....	1927
Burnham, Wm. H.....	The Normal Mind.....	Appleton.....	1924
Butterworth, J. E.....	The Parent-Teacher Association and Its Work.....	Macmillan.....	1928
Cabot, Richard C.....	What Men Live By.....	Houghton Mifflin.....	1914
Dewey, Evelyn.....	New Schools for Old.....	Dutton.....	1919
Groves, E. R.....	Parents and Children and Youth.....	Macmillan.....	1926
Gruenberg, B. C.....	Outlines of Child Study.....	Macmillan.....	1925
Lee, Joseph.....	Play in Education.....	Macmillan.....	1915
Lindeman, E. C.....	The Meaning of Adult Education....	New Republic.....	1927
*Mason, M. S.....	Parents and Teachers.....	Ginn.....	1928
Miller, H. C.....	The New Psychology and the Parents.	Thomas Seltzer.....	1923
Morgan, J. J. B.....	The Psychology of the Unadjusted School Child.....	Macmillan.....	1924
Myers, Garry C.....	The Learner and His Attitude.....	Sanborn.....	1925
National Congress of Parents and Teachers.	Proceedings.....	National Congress of Parents and Teachers.	1928
O'Shea, M. V. (Editor).....	The Child: His Nature and His Needs.	Childrens Foundation.....	1924
Patrl, Angelo.....	The Problems of Childhood.....	Appleton.....	1926
Quilliard, M. J.....	Child Study discussion records: development—methods—techniques.	Child Study Association of America.	1928
Sayles, Mary B.....	The Problem Child at Home.....	Commonwealth Fund.....	1928
*Sayles, Mary B.....	The Problem Child in School.....	Commonwealth Fund.....	1927
Scott, M. F.....	How to Know your Child.....	Little.....	1915
Scham, M. and G.....	The Tired Child.....	Lippincott.....	1926
Stearn, Alfred.....	Challenge of Youth.....	Wilde.....	1925
Stearn, Alfred.....	Education of the Modern Boy.....	Small.....	1925
*Thom, D. A.....	Everyday Problems of the Everyday Child.....	Appleton.....	1927
Van Waters, Miriam.....	Parente and Probation.....	New Republic.....	1927
Van Waters, Miriam.....	Youth in Conflict.....	New Republic.....	1925
White, Wm. A.....	Mental Hygiene of Childhood.....	Little.....	1919
Wickes, F. G.....	The Inner World of Childhood.....	Appleton.....	1927
Wickman, E. K.....	Children's Behavior and Teachers' Attitudes.....	Commonwealth Fund.....	1928
Wile, Ira S.....	The Challenge of Childhood.....	Thomas Seltzer.....	1925
Wood, Thos. D. and Lerrigo, Marion.	Health Behavior.....	Public School Publishing Company.	1927

¹ These books were suggested by: Ruth Andrus, Joy E. Morgan, Garry C. Myers, Margarietta Reeve and Frank D. Watson.

² Annotations of several of these books will be found at the end of the chapter on parent education.

Books marked with an asterisk () were mentioned two or more times.

TABLE 16.—BOOKS SUGGESTED FOR PROGRESSIVE EDUCATION¹

Author	Title ²	Publisher	Year
Bonser, Fred. G. and Mossman, L. C.	Industrial Arts for Elementary Schools	Macmillan	1923
Burk, A. and others.	A Conduct-Curriculum for Kindergarten—First Grade.	Scribners	1923
Cobb, S.	The New Leaven	John Day	1928
Coleman, Satis N.	Creative Music for Children	Putnam	1922
De Lima, Agnes.	Our Enemy the Child	New Republic	1925
Dewey, John	Democracy and Education	Macmillan	1916
Dewey, John	The School and Society	University of Chicago Press	1915
Dewey, John and Dewey, Evelyn.	Schools of Tomorrow	Dutton	1915
Dewey, Evelyn	New Schools For Old	Dutton	1919
Ferriere, Adolph	The Activity School	John Day	1927
Hartman, Gertrude	The Child and His School	Dutton	1925
Keelor, Katherine	Curriculum Studies in the Second Grade	Bureau of Publications Teachers College	1925
Kilpatrick, W. H.	Education for a Changing Civilization	Macmillan	1927
Knox, Rose B.	School Activities and Equipment	Houghton Mifflin	1927
*Lincoln Elementary School Staff	Curriculum Making in an Elementary School	Ginn	1927
Mathias, Margaret	Beginning of Art in the Public Schools	Scribners	1924
*Mearns, Hughes	Creative Youth	Doubleday	1926
Mitchell, L.	Here and Now Primer; Here and Now Story Book	Dutton	1921
Moore, Annie E.	The Primary School	Houghton Mifflin	1925
Morgan, Arthur E.	Education: The Mastery of the Arts of Life	Little	1919
Pratt, C.	Experimental Practice in the City and Country School	Dutton	1924
Progressive Education Association	Creative Expression through Art	Progressive Education Association	1926
Progressive Education Association	Creative Expression through Music	Progressive Education Association	1927
Progressive Education Association	The Environment for Creative Education	Progressive Education Association	1927
*Rugg, Harold and Shumaker, Ann	The Child-Centered School	World Book Company	1928
Thorndike, E. L.	Education for Initiative and Originality	Bureau of Publications Teachers College	1925
Troxell, Eleanor	Languages and Literature in the Kindergarten—Primary Grades	Scribners	1927
Washburne, Carleton and Stearns, M. M.	Better Schools	John Day	1928
Washburne, Carleton and Stearns, M. M.	New Schools in the Old World	John Day	1926

¹ These books were suggested by: Gertrude Hartman, Annie E. Moore, Mary M. Reed and Carleton Washburne.² Annotations of several of these books will be found at the end of the various chapters.

* Books marked with an asterisk (*) were mentioned three or more times.

TABLE 17.—BOOKS SUGGESTED FOR SEVERAL PROBLEMS¹

Author	Title ²	Publisher ³	Year	Character Education	Health	Individual Differences	Mental Hygiene	Parent Education	Preschool Education	Progressive Education
Averill, L. A.	Educational Hygiene	25	'26			x	x			
Baker, S. J.	Child Hygiene	22	'25		x				x	
Blanton, Smiley and Blanton, Margaret	Child Guidance	9	'27		x		x	x	x	
Burnham, Wm. H.	The Normal Mind	6	'24	x	x		x	x		
Burt, Cyril	The Young Delinquent	6	'25			x				
Galloway, T. W.	Sex and Social Health	4	'24	x	x					
Groves, E. R.	Personality and Social Adjustment	30	'24	x			x		x	
Gruenberg, B. C.	Guides of Childhood and Youth	34	'26				x	x		
Gruenberg, B. C.	Outlines of Child Study	34	'25				x	x		
Kilpatrick, W. H.	Education for a Changing Civilization	34	'26			x				x
Kilpatrick, W. H.	Foundations of Method	34	'25	x		x				
Kirkpatrick, E. A.	Individual in the Making	25	'11				x		x	
La Rue, D. W.	Mental Hygiene	34	'27		x		x			
Morgan, J. J. B.	Psychology of the Unadjusted School Child	34	'24	x		x	x			
O'Shea, M. V.	The Child: His Nature and His Needs	11	'24		x			x		
Patri, Angelo	The Problems of Childhood	6	'26	x				x		
Reavis, W. C.	Pupil Adjustment in Junior and Senior High Schools	23	'26	x			x			

TABLE 17.—BOOKS SUGGESTED FOR SEVERAL PROBLEMS (Continued)

Author	Title ¹	Publisher	Year	Character Education—	Health	Individual Differences	Mental Hygiene	Parent Education	Preschool Education	Progressive Education
Sayles, Mary B.....	The Problem Child in School..	12	'28	x			x	x		
Sayles, Mary B.....	The Problem Child at Home..	12	'28				x	x		
Thom, D. A.....	Everyday Problems of the Everyday Child.....	6	'27				x	x		
Wallin, J. E. W.....	Mental Health of the School Child.....	65	'14		x		x			
White, Wm. A.....	The Mental Hygiene of Child- hood.....	29	'19					x	x	
Wickes, F. G.....	The Inner World of Childhood.	60	'27					x	x	
Wickman, E. K.....	Children's Behavior and Teachers' Attitudes.....	12	'28		x			x		
Wile, Ira S.....	The Challenge of Childhood..	54	'25		x		x	x		
Wood, Thos. D. and Lerigo, Marian.....	Health Behavior.....	49	'27		x			x		

¹ For the names of the authorities see the footnotes to the special lists as given in the tables 10-16.

² Annotations of several of these books will be found at the end of the different chapters.

³ Publishers are numbered in this column according to their order in Table 18. For example; S. J. Baker's Child Hygiene is published by No. 22 and according to Table 18 publisher No. 22 is Harper and Brothers, New York.

TABLE 18.—ADDRESSES OF PUBLISHERS OF BOOKS LISTED IN TABLES

Publisher	Address	Publisher	Address
1. American Book Company.....	New York City, N. Y.	36. Charles E. Merrill.....	New York City, N. Y.
2. American Child Health Association.	New York City, N. Y.	37. National Capital Press.....	Washington, D. C.
3. American Library Association.	Chicago, Ill.	38. National Committee for Mental Hygiene.	New York City, N. Y.
4. American Social Hygiene Association.	New York City, N. Y.	39. National Congress of Parents and Teachers.	Washington, D. C.
5. American Viewpoint Society.....	New York City, N. Y.	40. National Education Association	Washington, D. C.
6. D. Appleton and Company.....	New York City, N. Y.	41. National Tuberculosis Association.	New York City, N. Y.
7. A. S. Barnes.....	New York City, N. Y.	42. New Republic.....	New York City, N. Y.
8. Bobbs-Merrill Company.....	New York City, N. Y.	43. New York Association for Improving the Poor.	New York City, N. Y.
9. Century Company.....	New York City, N. Y.	44. W. W. Norton Company.....	New York City, N. Y.
10. Child Study Association of America.	New York City, N. Y.	45. Oxford University Press.....	35 W. 32nd St., New York City, N. Y.
11. Childrens Foundation.....	Valparaiso, Ind.	46. George Peabody College, Bureau of Publications.	Nashville, Tenn.
12. Commonwealth Fund, Division of Publications.	New York City, N. Y.	47. Pilgrim Press.....	Boston, Mass.
13. John Day Company.....	New York City, N. Y.	48. Progressive Education Association.	Washington, D. C.
14. Dodd, Mead and Company.....	New York City, N. Y.	49. Public School Publishing Company.	Bloomington, Ill.
15. Doubleday, Page and Company	New York City, N. Y.	50. G. P. Putnam's Sons.....	New York City, N. Y.
16. E. P. Dutton and Company.....	New York City, N. Y.	51. B. H. Sanborn and Company.	Boston, Mass.
17. Funk and Wagnalls Company.....	New York City, N. Y.	52. W. B. Saunders Company.....	Philadelphia, Pa.
18. Ginn and Company.....	New York City, N. Y.	53. Charles Scribner's Sons.....	New York City, N. Y.
19. Government Printing Office.....	Washington, D. C.	54. Thomas Seltzer (Bon).....	New York City, N. Y.
20. Greenberg, Publisher, Inc.....	New York City, N. Y.	55. Silver, Burdett and Company.....	New York City, N. Y.
21. Harcourt, Brace and Company.	New York City, N. Y.	56. Small, Maynard and Company.	Boston, Mass.
22. Harper and Brothers.....	New York City, N. Y.	57. G. E. Stechert and Company.....	New York City, N. Y.
23. D. C. Heath and Company.....	New York City, N. Y.	58. Teachers College, Bureau of Publications, Columbia University.	New York City, N. Y.
24. Henry Holt and Company.....	Boston, Mass.	59. United States Bureau of Education.	Washington, D. C.
25. Houghton Mifflin Company.....	Richmond, Virginia	60. The University of Chicago Press	Chicago, Ill.
26. Johnson Publishing Company.....	New York City, N. Y.	61. University Publishing Company	Lincoln, Neb.
27. Alfred A. Knopf.....	Philadelphia, Pa.	62. W. A. Wilde.....	Boston, Mass.
28. J. B. Lippincott Company.....	Boston, Mass.	63. John Wiley and Sons.....	New York City, N. Y.
29. Little, Brown and Company.....	New York City, N. Y.	64. World Book Company.....	Yonkers-on-Hudson, New York
30. Longmans, Green and Company.	New York City, N. Y.	65. Vale University Press.....	New Haven, Conn.
31. Robert McBride and Company	New York City, N. Y.		
32. E. V. McCollum.....	Box 25, East End Station, Baltimore, Maryland.		
33. McGraw-Hill Book Company.....	New York City, N. Y.		
34. The Macmillan Company.....	New York City, N. Y.		
35. Massachusetts Institute of Technology.	Cambridge, Mass.		

Organizations Supplying Materials to Principals¹

Most elementary school principals are exceedingly busy persons. Often in the press of school affairs it is necessary to send requests to certain national committees or associations. Unless the desired addresses are immediately at hand the letters may be delayed or entirely forgotten. Such difficulties can be largely avoided by a mailing list as given below.

¹ For a complete list of educational organizations see: *A Handbook of Educational Organizations*. Bulletin 1926, No. 16. 82 p. United States Bureau of Education.

² Attention is called to the National Education Association's Committee of ten to investigate the use in the schools of propaganda provided by outside agencies. Under the chairmanship of Dr. Edwin C. Broome, Superintendent of Schools of Philadelphia, this committee will formulate principles for the guidance of school workers.

The listing of organizations in this section does not mean that the Division of Research of the National Education Association endorses the publications of these groups. In a few instances, printed materials have been examined which should be useful to elementary school principals. However, the Division of Research recommends that all printed publications be examined critically by each principal in terms of the best principles and practices of education.²

Name of Organization	Address	Name of Organization	Address
American Association for Adult Education.	41 East 42nd St. New York, N. Y.	Child Study Association of America	54 West 74th St. New York City, N. Y.
American Association of University Women.	1634 Eye St. N. W. Washington, D. C.	Child Welfare Committee of America.	730 5th Ave. New York, N. Y.
American Association to Promote the Teaching of Speech to the Deaf.	1601 35th St. Washington, D. C.	Children's Bureau.....	U. S. Department of Labor Washington, D. C.
The American Child Health Association.	370 Seventh Ave. New York City, N. Y.	Children's Clinic.....	Detroit Teachers College Detroit, Mich.
American Federation of Organizations for the Hard of Hearing.	1601 35th St. Washington, D. C.	Children's Foundation.....	Valparaiso, Ind.
American Foundation for the Blind	1147 Grand Central Palace 125 East 46th St. New York, N. Y.	The Commonwealth Fund.....	1 East 57th St. New York City, N. Y.
American Home Economics Association.	617 Mills Building Washington, D. C.	International Society for Crippled Children.	800 Lorain County Bank Building Elyria, Ohio
American Humane Education Society.	180 Longwood Ave. Boston, Mass.	Iowa Child-Welfare Research Station.	State University Iowa City, Ia.
American Library Association.....	86 E. Randolph St. Chicago, Ill.	Joint Committee on Methods of Preventing Delinquency.	50 East 42nd St. New York, N. Y.
American Medical Association.....	535 N. Dearborn St. Chicago, Ill.	National Association for the Study of the Platoon or Work-Study-Play School Organization.	532 17th St. N. W. Washington, D. C.
American Red Cross.....	17th & D St. N. W. Washington, D. C.	National Association of Visiting Teachers.	1421 Race St. Philadelphia, Pa.
American Social Hygiene Association.	370 Seventh Ave. New York City, N. Y.	National Child Labor Committee..	215 Fourth Ave. New York City, N. Y.
American Society for the Prevention of Cruelty to Animals.	50 Madison Ave. New York City, N. Y.	National Child-Welfare Association	70 Fifth Ave. New York City, N. Y.
Boy Scouts of America.....	200 Fifth Ave. New York City, N. Y.	National Committee for Mental Hygiene.	370 Seventh Ave. New York City, N. Y.
Bureau of Education.....	Department of Interior Washington, D. C.	National Community Center Association.	Columbia University New York City, N. Y.
Bureau of Educational Experiments	144 West 13th St. New York City, N. Y.	National Congress of Mothers and Parent-Teachers' Association.	1201 Sixteenth St. Washington, D. C.
Camp Fire Girls.....	527 Fifth Ave. New York City, N. Y.	National Dairy Council.....	910 S. Michigan Ave. Chicago, Ill.
Elizabeth McCormick Memorial Fund.	848 North Dearborn St. Chicago, Ill.	National Education Association...	1201 Sixteenth St. Washington, D. C.
General Education Board.....	61 Broadway New York, N. Y.	National Health Council.....	370 Seventh Ave. New York City, N. Y.
Highway Education Board.....	Willard Building Washington, D. C.	National Kindergarten Association.	8 W. 40th St. New York City, N. Y.
Institute for Child Guidance.....	145 East 57th St. New York, N. Y.	National Probation Association....	370 7th Ave. New York City, N. Y.
Institute of Child Welfare.....	University of Minnesota Minneapolis, Minn.	National Research Council.....	B & 21 Sts. N. W. Washington, D. C.
Institute of Child Welfare Research	Teachers College New York City, N. Y.	National Safety Council.....	108 E. Ohio St. Chicago, Ill.
Institute for the Co-ordination of Women's Interests.	Northampton Cooperative Nursery School Smith College Northampton, Mass.	New York Society for the Experimental Study of Education.	College of the City of New York.
Institute of Euthenics.....	Vassar College Poughkeepsie, N. Y.	National Society for the Study of Education.	10 Putnam St. Danvers, Mass.
Institute on Social & Religious Research.	370 Seventh Ave. New York City, N. Y.	National Tuberculosis Association.	370 Seventh Ave. New York City, N. Y.
International Kindergarten Union..	1201 Sixteenth St. Washington, D. C.	Playground and Recreation Association of America.	315 Fourth Ave. New York City, N. Y.
Character Education Institution..	3770 McKinley St. Chevy Chase Washington, D. C.	Progressive Education Association.	10 Jackson Pl. Washington, D. C.
Child Education Foundation.....	866 W. End Ave. New York, N. Y.	Philadelphia Child Health Society..	311 S. Juniper St. Philadelphia, Pa.
		Rockefeller Foundation.....	61 Broadway New York City, N. Y.
		Society for Visual Education.....	327 S. La Salle St. Chicago, Ill.

Research Bulletins Previously Issued

- Facts on State Educational Needs.* Vol. I, No. 1, January, 1923. 64 p. (Out of print.)
- Can the Nation Afford to Educate Its Children?* Vol. I, No. 2, March, 1923. 72 p. Price per copy, 25 cents.
- Teachers' Salaries and Salary Trends in 1923.* Vol. I, No. 3, May, 1923. 116 p. Price per single copy, \$1.00.
- Five Questions for American Education Week.* Vol. I, No. 4, September, 1923. 56 p. (Out of print.)
- Facts on the Public School Curriculum.* Vol. I, No. 5, November, 1923. 48 p. (Out of print.)
- Current Facts on City School Costs.* Vol. II, Nos. 1 and 2, January and March, 1924. 64 p. (Out of print.)
- Teachers' Retirement Allowances.* Vol. II, No. 3, May, 1924. 32 p. Price per copy, 25 cents.
- Facts on the Public School for American Education Week.* Vol. II, No. 4, September, 1924. 40 p. (Out of print.)
- The Problem of Teacher Tenure.* Vol. II, No. 5, November, 1924. 40 p. Price per copy, 25 cents.
- Public School Salaries in 1924-1925.* Vol. III, Nos. 1 and 2, January and March, 1925. 72 p. Price per copy, 50 cents.
- Taking Stock of the Schools.* Vol. III, No. 3, May, 1925. 32 p. (Out of print.)
- Keeping Pace With the Advancing Curriculum.* Vol. III, Nos. 4 and 5, September and November, 1925. 96 p. (Out of print.)
- The Ability of the States to Support Education.* Vol. IV, Nos. 1 and 2, January and March, 1926. 96 p. Price per copy, 50 cents.
- Efficient Teaching and Retirement Legislation.* Vol. IV, No. 3, May, 1926. 72 p. Price per copy, 25 cents.
- A Handbook of Major Educational Issues.* Vol. IV, No. 4, September, 1926. 72 p. (Out of print.)
- Major Issues in School Finance—Part I.* Vol. IV, No. 5, November, 1926. 32 p. Price per copy, 25 cents.
- Major Issues in School Finance—Part II.* Vol. V, No. 1, January, 1927. 64 p. Price per copy, 25 cents.
- Salaries in City School Systems, 1926-27.* Vol. V, No. 2, March, 1927. 64 p. Price per copy, 25 cents.
- The Scheduling of Teachers' Salaries.* Vol. V, No. 3, May, 1927. 64 p. Price per copy, 25 cents.
- The Advance of the American School System.* Vol. V, No. 4, September, 1927. 32 p. Price per copy, 25 cents.
- School Records and Reports.* Vol. V, No. 5, November, 1927. 132 p. Price per copy, 50 cents.
- Creating a Curriculum for Adolescent Youth.* Vol. VI, No. 1, January, 1928. 80 p. Price per copy, 25 cents.
- The Principal Studies His Job.* Vol. VI, No. 2, March, 1928. 68 p. Price per copy, 25 cents.
- The Advance of the Teacher Retirement Movement.* Vol. VI, No. 3, May, 1928. 56 p. Price per copy, 25 cents.
- Practices Affecting Teacher Personnel.* Vol. VI, No. 4, September, 1928. 52 p. Price per copy, 25 cents.
- Can the Nation Afford to Educate Its Children?* Vol. VI, No. 5, November, 1928. 48 p. Price per copy, 25 cents.
- Can the States Afford to Educate Their Children?* Vol. VII, No. 1, January, 1929. 44 p. Price per copy, 25 cents.



NLESS SIGNS FAIL, the elementary principalship is on its way to better things.

A change is coming through evolution rather than through more drastic means. We can all help evolution along. If those who have vision will keep up a campaign of education, we can look forward to a time when not only a new generation of principals but many of those long in service may attain a training and an attitude of mind that will make them truly artists in their work.—

Charles L. Spain, Deputy Superintendent of Schools, Detroit, Michigan.