

The American Teacher

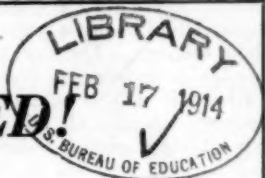
Democracy in Education; Education for Democracy.

VOL. II No. 10

NEW YORK, DECEMBER, 1913

50 CENTS A YEAR

BE PREPARED!



The Mayor of New York is astonished that Teachers should write to him favoring this candidate for School Commissioner, or disapproving that one.

This activity he calls "politics," meaning thereby to condemn it. And he deplores the lack of "discipline" in the school system.

It is too late now to talk of discipline.

The Army and the Police need it still; but Education is throwing it over to its great advantage.

Rather let the Mayor and the People demand that the Teachers learn the fundamental needs of their educational system. Let them demand that the Teachers prepare themselves to give intelligent aid when school officers are to be selected.

THE MANLY ART OF TEACHING

OR

TEACHING AS A PROFESSION

WILLIAM FAIRLEY

Principal Commercial High School, Brooklyn

WE CONSTANTLY hear reproaches or laments, as the case may be, to the effect that teaching, in any grade below college work, cannot be considered a profession. Some men are ashamed to own among active business men that they are school teachers. The world outside often uses the designation *pedagog* slightly. "Oh! he is only a school teacher—impractical—spends all his time dealing with childish minds—looks on things in a narrow way—is so used to being obeyed and believed that he cannot stand up to real men in an open contest of wits." This is what we often hear from without, and it makes us wince. And from within the fold come wails like this: "I wish my work could be rated as really professional—I am looked down upon because I am a teacher—my work is so petty and narrow—it has no great future before it in money or reputation—I feel as if I should like to contribute something worth while to the world's progress, etc." The whole thing is well summed up in the story of the Brooklyn teacher who went West for his health. For a long time no one asked him what he had been or done. But one day riding over the plains with a cow puncher the latter asked him, "Say, Mr. Blank, what did you use to do when you was back East?" "Oh! I was a school teacher." Here the cow man's horse was thrown back on its haunches and the rider said, "Gee! What a hell of a job for a grown up man!" There is an estimate.

We wish to be considered practitioners of an honorable profession: We yearn to be accorded a place in the world of real men. How are we going to get it?

Various remedies have been suggested. We must assert ourselves. We must stand more on our dignity. We must demand larger pecuniary returns for our labors. Recent suggestions before the New York Schoolmasters' Association were that a class consciousness for teach-

ers be created here in the great city by union in a club, and by exerting ourselves in the field of civic betterment and philanthropy. Others have told us that every teacher should get away from his school work by cultivating some worthy hobby, or by working in some line of business or pleasure far removed from the trivial round of the teacher's job. That is all one with telling the doctor who is lamenting his poor success that he ought to take up photography, or aeronautics, or join a league for the suppression of pianolas.

The one way to create or to elevate the profession of school teaching is to make it a profession by going at it in a professional way. And that very few of us are doing.

Listen to a few illustrative growls.

One is: "There is so much petty clerical work, which is below the dignity of a professional man." Some of us might hear the same wail from the army officer. Till he gets up into the field ranks he is loaded down with the pettiest kind of reports. A lieutenant was sent out with two men after some bad Indians. His chase led him over almost desert country. Wherever he could get a meal or a shelter in dug-out or cabin, he was forced to get three vouchers for every item of service. Yet he did not kick. It was part of his profession of chasing Indians. Take heed, ye truant hunters, who recoil because you have to send three postcards to Mr. Smith to find out why John was absent.

Wail number two is, "There is so much repetition of the same routine task of trivial instruction." True; the *pons asinorum* or the first declension are rather likely to be the same tomorrow as today; but they are as new to the beginner as is the first remembered Christmas to the four-year-old. Not quite so interesting, but fully as important. A friend recently cited the case of a potter

who deftly affixed wet clay handles to cups as they passed by him on a slowly moving belt. Inquiry showed that the potter had stuck handles on cups eight hours a day for thirteen years. If he were ill, he lost his pay. No Saturday off, no three days at Thanksgiving, no week at Christmas and Easter, no glorious ten weeks in the summer. Shame on us potters in the human clay who moan about the dullness of our repetitions! Or, are we not potters, but just the comparative of that—potterers?

Ullulation number three runs, "There is no food for my spirit in my daily task." That remark was actually made by a crazy teacher to the writer when that teacher was set to correct some spelling lists. Madame Curie might have said there was no food for her spirit in the toilsome experimenting, most of it fruitless, which at last led her to radium. But all her sampling and tabulating and adjustment of such petty balances (so petty, why could she not have a Fairbanks coal scale and do something grand?), was only a means to an end. And surely there is an end in school-teaching, if not of it.

Murmur number four: "I have such poor material to work with." That is just the same intellectually as if the hospital surgeon were to howl, "Oh dear! I do not have any easy cases. My fractures are all compound, comminuted. My appendices are all gangrened! Let me off with measles and chicken pox!" Why, these men exult in the chances to show their skill. They have beautiful cases. And save for the solemn times when they know death impends, they go to work with more enthusiasm as the case presents the more difficulties.

All such talk helps to make the case harder when we try to insist that a cold, cruel world ought to consider us as professional men. There is lots of whining babyishness in our so-called profession at present.

Where is the real remedy for this hurt dignity of ours? Believe it, pedagogs, it lies not in getting away from all these things, but in getting at them and into them and thru them in the worthy way.

Taking our allegedly poor material, and our confessedly fine equipment for what they are worth, what can we do with them? It is in order to remark parenthetically here, that the higher one looks in the educational system the poorer the teaching becomes. The best and most scientific work is done in the elementary schools. Professionally the grade teacher is better trained than the average high school instructor, and the latter is far more scientific than the college professor. Frobel, Pestalozzi, Montessori were primary workers. Surely there is a scientific field to be developed in the secondary school.

We all have a magnificent area for scientific research spread before us. But grunting about poor salaries, and strained nerves and shattered dignity is not going to help us. Notice the opportunities.

First of all the problems of the intellect.

Here you have a thousand-fold divergence of talent, interest, adaptation, home life, congenital influence. No two boys are alike in mind more than in body. The same essential question needs to be put in a different way to one twin from what it does to another. Minds must be studied as ears are studied and skins and pulse-beats and respirations are by the physicians. One child is good at figures but poor in literature. One can draw, and another can appreciate history. One mind thinks in terms of motion, another thinks in words or in visual images. These variations call for scientific study and treatment. And the teacher who goes at such problems in the scientific way is making his work professional, and it will not be professional until he does so go at it.

Another phase of our professional study leads us to a consideration of the physical problems involved. You know all these. They are such as the heating, lighting and ventilation of the class room. Deal with these professionally, and not in the spirit of the charwoman. Verily, some janitors are more scientific than some teachers. The despised setting up drill can be made sacramental—the outward and visible sign of an inward and

spiritual grace. Teachers will come in time to watch as carefully whether the pupil stands well to recite as to see that he uses good English. Pupils may be nervous, ill (even rough boys). They may be victims of anemia, adenoids, going thru the purgatory of adolescence with its alternative exits to heaven or to hell. Some knowledge of the home surroundings, on the physical side, of our pupils would make many of us more gentle, more considerate, more helpful, leading us to a larger understanding and sympathy with our young patients.

Then, last but not greatest, is the moral aspect of our possibly professional work.

No teacher has a right to howl about his lack of recognition by the world until

his work becomes first and foremost a moral effort. It must start in his own intrinsic worth as a man, and aim at the most profound worth in the pupil. The men who have made their mark in secondary education, have made it not because they were drillmasters or martinets, but because virtue went out of them into the boys who in later years learned that they had revered them, not for what they knew, but for what they were.

We may well then change the spirit of the story told at the beginning, and say, "Teaching! What a heaven of a job for a grown up man!" And if any man thinks he has grown too big for the job, he had better fall back into real estate or insurance.

STANDARDIZING THE COURSES IN THE UNIVERSITY OF HARD KNOCKS

BENJAMIN C. GRUENBERG

IT BEHOOVES THOSE engaged in the business of education to keep informed on what basis the practical man has for his complaint against our schools. Much of the criticism by outsiders is no doubt "ignorant" criticism; but we cannot dismiss all criticism because some of it is ignorant. Much of the criticism is no doubt colored by selfish interests—as when the merchant demands that his office boy, fresh from school, plunge promptly and efficiently into the particular work required in his office—and much of the criticism may be insincere "muck-raking." But we cannot shut our ears to criticism because some of it is selfish and some of it is merely noise.

Wherever an honest effort has been made by educators to understand the problem of the outsiders and the criticism of the outsiders there has developed a strong movement toward the introduction of "practical" courses into the schools. Manual Training, introduced about forty years ago, has remained a purely pedagogical, and largely futile device. Drawing and dress-making have in many schools fared better, but the

objectivity of class-room material has not sufficed to make up for the lack of *reality* in the aims and processes of the class-room. Yet we must recognize that the present unrest in education, or at any rate that particular phase of it which manifests itself in the clamor for "vocational" education, is due as much to the fact that *work* has been isolated from life, as to the fact that *education* has been separated from life.

We are told by normal college commencement orators that "education is life"; yet how slight is the resemblance between the set of acquired habits of such a man as Lincoln or Edison, and those of the pedantic professor of primitive Polynesian patriarchates. It is not to disparage learning and scholarship, it is not to belittle the valuable services of "unpractical" men like Spinoza and Darwin, that these extreme contrasts are offered. The point is that our school learning tends to degenerate into trivial pedantry, that our school philosophy tends to develop into disputations, that our school science, even, tends to become formal and fruit-

less mental gymnastics. And the reason lies altogether in the fact that education has been separated from life, that the school procedure has been allowed to develop in guarded isolation from the main currents of human affairs, that the monastic traditions of the impurity of human life and the purity of learning and unapplied thought have too long continued to devitalize education. As the industrial revolution has taken industry away from the home, and thus away from the experience of the child, the school has continued to teach what the home a century ago would not furnish—the three R's—together with whatever new material has been required of it, in the same old way. Now the old way may have been quite adequate when the school had only the three R's to teach, and when the child gets most of his knowledge of the world outside of school. The child has been driven into the school, but the life of the community has not followed the child into the school, and the two have become separated.

On the other hand, the same separation is apparent between industry and life. Before the machine and the steam-engine intervened the technical processes of the household and the farm, of the shop and the mill, of the ship and the counting house, furnished the basis for all real experience and for all effective thought. To learn one's trade or occupation was to learn how to do and to think—and how to live: When the daily work is reduced to a few simple operations in front of a moving mass of brass and steel, there is not only lost the stimulus to think, but there is lost the permission to think. When the daily work gives a minimum of intercourse with human beings and a maximum of intercourse with brute matter and meaningless motion, when it leaves little energy for human intercourse in the little leisure that is left, the work does not educate. The University of Hard Knocks has graduated a few men of genius, as have the "accredited" universities, but neither kind of university can claim special credit for the achievements of the genius. In both cases the graduate succeeds in spite of his schooling.

Life has been emptied of content by the industrial reorganization of the last century, and especially of the last forty or fifty years, inasmuch as the nature of the work that most industrial workers have before them necessitates the transfer to the leisure time of those activities that really make life interesting and worth while. Work is something to be done a part of the time, in order that life may be lived at some other time. In the same way education has been emptied of content; we send out children to school for a few years, in the hope that when the agony is over they will be thereby enabled at least to live better than they otherwise could. But education is not living any more than working is living: each is a *preparation* for living.

The educational revolution which lies before us comes, as has been said, from the acute need for making every stage in life as well as every phase of life, *real*. The world is weary of waiting for life, the children are weary of waiting for life, the workers are weary of waiting for life. We are awaking to the folly of waiting. The children demand that they have a chance to work and to play as well as to "learn." The workers demand that they have a chance to live and to play as well as to "work." Children are quite able to work, if the work is worth while, and interesting in the best sense, and suitably adjusted to their capacities and strength. Workers are entitled to something more than the means for keeping them at work. The meeting-point of these various lines of aspiration and development is not in a factory operated by child labor, nor in a factory provided with a moving-picture show for adults. The meeting-point is in the public's only conscious institution—the public school.

Here the children may be protected against exploitation, and here the workers may find suitable recreation. Here the public may become acquainted with the world of work, and here the worker may learn of the growth of civilization, as of the advances in his own occupation. It is here that the ideals and standards of the university can be joined to the wisdom and the reality of hard knocks.

Experiments in this direction are being made in all parts of the country, and we would do well to keep in touch with these experiments. In Boise City, Idaho, the high school has been revolutionizing itself very vigorously for three years past. In this high school many kinds of vocational courses are offered on the basic assumption that honest, purposeful, effective work has educational value equal to that of perfunctory memorizing of meaningless formulas. Pupils who take the commercial course handle the supplies of the school, keep the accounts and do the needed clerical work. Next year it is planned to have these pupils do all the accounting for the whole school system. The assumption here made is that keeping books for a real business is just as "educational" as keeping books for imaginary transactions; and while these real accounts have to be checked up by the teachers for accuracy, it should be no more difficult to check up real accounts than make-believe accounts.

The drafting department does real work. The boys have made all the drawings and specifications for a school building that the city has built, and they have completed drawings—down to the blue-prints—for another school. The boys who study carpentry do work on wood that is to become part of a real building. Moreover, they get paid in cash for the work they do for the city, and they receive credit in school for learning to do something. A boy who had made an attempt to master geometry, and who convinced the teachers that geometry was beyond him, was allowed to do practical work in a store, two hours a day for the term, under supervision, with reports, etc., and this work counted as a "point" in place of the geometry.

This high school has a forty-acre-plot at the state fair grounds; plans are under way for maintaining here a model farm. The boys who take agricultural courses may do parts of their work with real orchards and real hay-crops, producing wealth that can be measured in dollars and cents, and at the same time earning credits toward their diplomas. I have a suspicion that they are at the same time laying up treasures in heaven.

The Rochester plan was described in these pages by Professor Forbes, recently, and showed the same element of productive work used as a means of education. Everywhere sewing classes are working on real dresses to be worn, instead of on model hems and pleats, to be examined and rated. The Washington Irving High School, in New York, has for years graduated its girls in dresses made by them in their sewing classes. The sewing class in this same school recently sewed up yards of flannel into bags for protecting the microscopes used by the boys in another school. The saving to the city on this transaction was a mere trifle; the educational benefit to the girls was no doubt very large.

These experiments in public school vocational courses are at least as significant as those made in Fitchburg, Mass., and at the University of Cincinnati. In these so-called "co-operative" schemes, the pupils are assigned to work in pairs, alternating in school and private shop. This plan has been recommended for New York City in the report for the Hanus Committee prepared by Dean Henry Schneider, the originator of the plan in this country. The co-operation is between the school and the shop or the employer, and has the great advantages that it saves an expensive installation for the city, and it keeps the work in direct touch with current commercial practise. On the other side there is need to consider the possible subversion of the school to private interests, the power over the pupil placed in the hands of the employer, and the relative inflexibility of individual adjustment to developing needs or capacities: the commercial needs come first.

We shall probably never be in a position to give a boy a diploma for having reached a certain age in good health and spirits; but we are going a long way in the direction of recognizing that experience with realities has its influence upon the character and some relation to "culture." And we are going to give credit for just decent, useful living of the every-day life.

THE TEACHERS' COUNCIL OF NEW YORK CITY

J. EDWARD MAYMAN

WHETHER THE recently organized Teachers' Council of New York City is the fruit of strenuous labor on the part of the "progressives" in the Board of Education, or whether it is one of the inevitable steps in the evolution of teaching from that of holding a job to that of a self-respecting profession, it is not my present purpose to discuss. Nor am I now particularly concerned as to whether the initial organization was based upon democratic or upon bureaucratic principles. The Teachers' Council of New York City is an established fact. That is and should be our main cause for rejoicing.

It now devolves upon us, thru our Council, to hasten the birth and healthy growth of pure democracy in our profession. It depends upon us, the rank and file, to determine whether the Council shall be a mere pretense or a potent force in the advancement of the best interests of the profession. We have it in our power to support the members of the Council who are doing good and efficient work, or to recall those whose part in the deliberations does not meet with our approval.

It is true, indeed, that the Teachers' Council, as at present organized, can only "furnish information" and "introduce recommendations affecting the welfare of the schools and the teaching staff" and that "all final decisions shall be left to the Board of Education or the Board of Superintendents." There are those in our midst who view these limitations with fear and apprehension lest the "debates and deliberations" of the Council shall never receive the desired official sanction or enactment into law.

But a Teachers' Council with defects is better than no Council at all. We have a nucleus. And if we know how, we may reasonably hope to develop it into an efficient agency for the betterment of conditions for teachers and for pupils.

Those of us who believe that the Coun-

cil is an outgrowth of the recommendations of the recent School Inquiry Committee have reason to be even more sanguine. The recommendation that Professor Elliott makes is:

That appropriate steps be taken to secure the creation of a Supervisory Council to be composed of the City Superintendent, all of his district superintendents, and a selected number of directors, principals of training schools, principals of high schools, principals of elementary schools, and representatives from the teaching staff in the various types and grades of schools. To this Supervisory Council shall be given general powers and directions with regard to programs of study, and all other essential matters relating to the methods and standards of instruction. Until such a representative board is charged with educational responsibility, the city can not hope to get the most efficient service, nor will teachers be given a degree of freedom consistent with the effective performance of the duties given to them.

Farther on he says:

A truly progressive educational policy within the school system requires that co-operation be legalized. No school system fulfills its existence under a control that is feudal in character.

Professor Elliott elucidates the same point in the May 1913 number of *THE AMERICAN TEACHER*:

My own conception of the Supervisory Council is not that of the "advisory" council, now being advocated for the New York City school system. A properly constituted Supervisory Council would consist of a permanent representative body of teachers and educational directors with *legalized* powers and functions; not subject to political interference under the guise of retaining to the people or person vested rights and privileges; nor dependent in the scope and character of its activities upon the benevolent paternalism of the Board of Education. President Churchill's aim to create an organization of representatives of the teaching staff for advisory purposes is in the right direction. But his shot is bound to fall short, because his advisory council will have only those powers and responsibilities that the Board may see fit to give to it. Without permanent authority it will have no real responsibility. Without responsibility it becomes merely an ornament, and not an element of strength to the structure of the government of the schools.

Who shall say that a real Teachers' Council with real legal powers is an unrealizable dream? It is not unreasonable to expect the members of the present Council to do so well that they will command the respect of the teachers, the Board of Education, and the public at large. When that stage is reached it will be comparatively easy to force a reorganization of the Council on the lines laid down by Professor Elliott, or on lines suggested by the teachers themselves.

In the meantime the Council should grasp every opportunity to show that it is honest, fearless, broadminded, democratic, tactful, unselfish, and efficient. All this can be done under the present legal rights without the aid or intervention of the Board of Education.

Manifestations of this kind will at once enlist the loyalty and support of the entire teaching body, and foster a feeling of wholesome respect on the part of the Board of Education and of the Board of Superintendents.

Casting aside any criticism that may be leveled against the presumption of an "outsider" as unworthy of broadminded and democratic people, the following suggestions are offered with the fervent hope that they will engender a line of thought and action which will ultimately redound to the best interests of the teachers and the

children.

1. All meetings of the Council should be open to the teachers and the public.

2. All committee meetings of the Council should be open to the teachers and the public.

3. Regularly appointed teachers of the City of New York should, upon majority vote of the Council (or committee), have the privilege of the floor at any of the meetings.

4. Not only should teachers be given the privilege of the floor, but they should also be invited to participate in special committee work.

5. Inasmuch as the membership of the present Council consists of class room teachers and supervisors in the proportion of three to one, it is but fair to expect that the officers shall be class room teachers and supervisors in the same proportion as nearly as possible. The reasons for this are many and self-evident.

As was said above these suggestions can be carried into effect under the present legal status of the Council.

Many other suggestions such as representation by schools, improved methods of election, selection of members at large, proportionate representation, readily come to mind. These will be discussed later.

POLITICS AGAIN

ONLY too often has the charge of "politics" been made against school board members. But this time the charge is leveled against the teachers themselves who are supposedly free from this taint. It has come to our notice that some delegates chosen to elect members to the Teachers' Council of New York City have used questionable methods of electioneering. That this is possible is, of course, due to the by-law of the Board of Education under which these elections are held. In order to prevent a recurrence of the same evil we beg to call attention to a resolution recently adopted by the Teachers' League of New York: "Resolved, That the Teachers' League of New York record itself in favor of making each school staff the unit of representation in the Conference of Delegates that will elect members to the Teachers' Council."

The present plan of representation by teachers' organizations is undemocratic and unprofessional. In the first place private teachers' organizations have no legal standing in these elections. Only teachers who pay membership dues to some organization may have the privilege of voting for Council members. Thirdly, this method leads to an abnormal growth of mushroom organizations and questionable methods of procedure.

On the other hand, the individual school staff has a legal and professional standing. Its membership includes all the teachers, and the opportunity for questionable methods is materially decreased. Most important of all, the school unit plan would lead to unity and solidarity, harmony and co-operation in the teaching force of the entire city.

The
American Teacher

Democracy in Education ; Education for Democracy

Published monthly, except July and August, by

THE AMERICAN TEACHER
129 Lafayette Street, New York.

GABRIEL R. MASON *President*
MARK HOFFMAN *Treasurer*
J. E. MAYMAN *Business Manager*

HENRY R. LINVILLE . . . *Editor-in-Chief*
BENJAMIN C. GRUENBERG, *Managing Editor*

Address all manuscripts and other communications to THE AMERICAN TEACHER,
129 Lafayette Street, New York.

Send notice of change of address promptly
giving the old as well as the new address.

The Magazines will be sent to subscribers until an
order to discontinue, together with all arrearages, is
received. At the time of expiration, a pink renewal
notice will be found in the copy.

REMITTANCES should be made in postal money-
order, express order, draft, stamps or check (New
York exchange).

Subscription price, 50 cents for the year.
(Foreign, 60 cents)

Copyright, 1913, by THE AMERICAN TEACHER.



Entered at the Post Office of New York
as second-class matter.

VOL. II. DECEMBER, 1913. No. 10

This paper seeks to advance the status of the teacher to the dignity and the influence of a profession, by advocating high standards of admission to the calling; by urging an extension of the opportunities for the participation of teachers in the direction of educational affairs; and by supporting the organization of teachers for all legitimate professional purposes.

OUR SECOND YEAR

THE managers of THE AMERICAN TEACHER have given an uncommon amount of service to the movement for democracy in education, with considerable financial loss, and, the best educational politicians will tell you, without hope of reward in promotion.

Educational politicians and financial agents gave the paper "six months to live." It completes this month its second year, not with a balance on the credit side of the ledger, but with a large amount of constructive work done, and with the consciousness of increased power for still greater work.

The paper has made for itself a reputation for keenness in analyzing educational problems, for interpreting and pointing out the significance of educational practises, for ability in discriminating between the unpopular agent in education and his wise and unwise acts, and for courage in holding to certain ideals in education and in society.

This is what is called a class paper. It studies the problems and fights the battles of a special class of public servants. And, like all class papers, except those that are established for the selfish ends of the members of the class, THE AMERICAN TEACHER has to struggle constantly to live.

The paper is small, and should remain small, for there are so many publications to read in these productive days. The printing bills of the paper are not large, but they come in with startling regularity. This month, contrary to our custom, we make a special appeal to believers in the democratic idea. *Write and offer to help obtain financial support thru more subscriptions.*

THE TEACHER-MOTHER

THE New York teacher who was dismissed by the Board of Education for bearing a child without the permission of the Board of its President, appealed to the courts and won her case. This decision establishes the principle that a teacher may not be dismissed or otherwise penalized for the natural consequences of an act that is not itself unlawful or forbidden. Moreover, it establishes the principle that a teacher may appeal from the actions of the Board of Education, going to the courts like a real citizen. How long these principles will remain establishit, it is impossible to say, for it is understood that the Board is to appeal to a higher court.

SIDETALKS WITH SUPERINTENDENTS II.

J. S.

A LONG interval of time has intervened since I last gave you the benefit of some ideas of mine on the useful relation of your office to the teachers under your direction. That interval has been employed in developing other ideas. Here is one of them:

Not long ago a member of the board of trustees of an educational system said to me that many people were disposed to criticize harshly the administration of the superintendent of schools of his town. "I know the Doctor has his faults," said he; "they are many and serious. But where can you find in the system the man that can take his place? There is not one, Sir!" Reluctantly I was forced to admit that there was not one in sight who had shown himself to be the equal of the master. I grew sad in contemplating the disaster that would certainly befall the educational system of that town in the natural order of time.

Later it happened to occur to me that the school board member belonged to a large and powerful corporation which had been in existence over half a century. I knew that the corporation has lost by death and resignation several of its strongest men, even in the time of my acquaintance with it. But I could not recall that the school board member or any other of the corporation had thot of these losses as threatening the existence of the institution. On the contrary, the loss of the older strong men seemed rather a benefit, bringing in, as it did, other strong men of greater vigor and newer ideas of administration and development.

Furthermore, my friend seemed glad to acknowledge that the younger men of his company were given opportunities to show their power. As soon as they proved their ability they were given authority in the management, for the sake of the service they might render to the corporation. The directors knew that the strong young men would not stay in a company that gave them no opportu-

nity to prove their strength. They also knew it to be self-destructive to have but one man ready for each important post.

But the school system "is different." Why there should be a different set of ideals of business management for efficiency and preparedness is more than I can understand. Of course there isn't any reason why it should be so; it only is so.

When I find my mind dwelling on the case told me by the school board member I wonder how he could have let the suicidal policy of the school system escape his notice. If the superintendent is the only man in the system who can do the superintendent's work, then it must be because the board has not practiced the principles of its own members as they practice them in their private business, or, more likely, because the members of the board have permitted the superintendent to keep all able men away to gratify a personal vanity—his ambition to be master of everything.

I believe there are legal punishments for those who stop the wheels of commerce and prevent food from reaching the homes of starving people. Shall we stand and grin helplessly if an autocratic superintendent, for the sake of vanity, or for any reason whatever, starves the minds of the people, and prevents them from obtaining able service from the best talent the profession of teaching affords?

All superintendents are not vain. If you feel that way about it, then this story may not give you cause to worry.

The correct answer of the single pupil by no means guarantees the understanding of the other pupils. The wrong answers frequently are the better test in this respect. For this reason, a conscientious teacher dislikes the quick retreat from the wrong answer and the light passing to the correct answer. On the contrary, he clings to the original answer, for that shows him what has been apprehended and how. It furnishes the opportunity to assist the weak, to guide the erring.—HERMANN WEIMER, in "The Way to the Heart of the Pupil."

CREDIMUS VI

"We believe that teachers will never get the right to 'a voice and a vote' in the work for which they are especially trained until a considerable number of them demand it themselves."—From "Credimus" in December, 1912, number.

When the movement for democracy in education gains the strength necessary to bring it as an insistent issue before the educational public, we may well expect to hear the ancient doubt that "the majority do not want it." For answer we need only to remember that majorities never have been the first to begin anything.

Our special and immediate task is to try to bring a "considerable number" of the teachers to care for better conditions and better treatment and for knowing the social significance of their work. What a considerable number is, nobody knows in this case, or needs to care. Three men formed the committee and started and carried thru the movement that drove protected policy gambling from the City of New York. What need we to talk of numbers? Strength of conviction, force of purpose, sincerity of devotion, and only a little money are what we need.

Altho the agitation for democracy in education can be kept up by a few, and the idea be made to grow, still democracy needs the many, for that is what the whole idea is about—the productive thinking and the intelligent rule of the many. For this reason the democratic movement must never consist in "getting something" for the teachers. Those who encourage teachers in that error are hindering the real and vital growth of the movement. Observations made on the work of educational organizations show that those that accomplish their work thru the activity of a few energetic persons do not necessarily develop in their members anything more than the desire for more help.

Self-activity for growth into the spirit of democracy is just as necessary for teachers as it is in the education of children. Part of our task, then, lies in

getting our fellow teachers to desire to help themselves.

ANOTHER SCHOOL COUNCIL

THE TEACHERS of the DeWitt Clinton High School of New York City have adopted the school council idea. Five teachers were chosen at a recent election held by the faculty. Incidentally, the heads of departments were declared ineligible to election, on the ground that they already advise the principal on the conduct of the several departments of the school. The new council will cooperate with the principal in formulating the problems and shaping the policies of the school. Next month we hope to have occasion for recording other adoptions of the school council plan.

THE SCHOOL SURVEY AND THE TEACHER

A SPECIAL commission is making a comprehensive survey of conditions in the rural, high and normal schools of Ohio. The plan of the survey includes a thoro inspection of the physical and sanitary features of each school visited, the equipment, the proficiency of the pupils and the methods of the teachers. One of the excellent features of the survey is the manifest purpose to bring out facts that will lead directly to improvement, and the commission is prepared to change the forms of its questions and schedules as many times as necessary to get the best. We reprint in this number the two sides of Card V, which is subject to change on the basis of good suggestions received. Every teacher should not only feel free to make criticism of these schedules, but should feel it his duty to make pertinent suggestions. You should also feel free to send to Dr. H. L. Brittain, the director of the survey, at the capitol, Columbus, O., for copies of the other blanks used in the survey.

CLASSROOM INSTRUCTION CARD
TO HELP TEACHERS DISCOVER THEIR OWN STRENGTH AND WEAKNESS
TO HELP SUPERVISORS HELP TEACHERS WHERE NEED IS GREATEST
 Issued by the Bureau of Municipal Research, 261 Broadway, New York

CITY	SCHOOL	GRADE	H. S. YEAR	TOPIC	TESTS MADE IN
DATE	TIME	TO	SUBJECT	PRESENT	REGISTER
			CONFERENCE	OTHERS	PRESENT

I—PERSONALITY OF TEACHER (Check ✓)

1 Teacher appears to be

vigorous weak
 poised nervous
 neat slovenly
 at ease embarrassed

2 Voice is (Check ✓)

pleasing harsh
 clear indistinct
 low high

4 In her personal relations with pupils does she appear (Check ✓)

to stimulate to suppress
 to win cooperation to antagonize
 to be sympathetic harsh
 strict lax
 even tempered irritable
 reasonable unreasonable
 unduly serious humorous
 tolerant intolerant
 dignified undignified

Illustrations

Illustrations

II—THE RECITATION (Underscore type of lesson) Drill, Problem, Topic, Appreciation

1 No. of pupils in class appearing to be interested

energetic indifferent
 lively lazy
 independent dependent

2 Responses of pupils: No. giving

(a) fluent topical recitations
 (b) word or phrase responses
 (c) sentence responses
 (d) incoherent responses
 (e) failing to answer

3 No. of pupils in section

not reciting reciting once twice
 three times more than three times

4 No. pupils in room but not in reciting section

No. industrious indolent
 minding their own business
 interfering with others

5 No. of pupils asking

pertinent questions of fact
 relevant thought-provoking questions

6 Time lost (Check ✓ under yes and no)

(a) Calling class
 (b) Dismissing class
 (c) Distributing materials
 (d) Indistinct speech of teacher
 (e) Indistinct speech of pupils
 (f) Unnecessary talking of teacher
 (g) Unnecessary talking of pupils
 (h) Failure to have devices ready
 (i) Use of ill-adapted devices

Revised classroom instruction card first used by the Ohio state school survey commission : for 15 other cards used address Dr. H. L. Brittain, director, Columbus, O.

(Check ✓)		(Check ✓)	
11-7 Teaching Ability as shown by		Teaching Ability	
Evidence and Remarks		Evidence and Remarks	
a Extent to which teacher's questions are (1) thought-provoking..... (2) calling for facts..... (3) suggesting the answer..... (4) answered by "yes" or "no" (5) irrelevant..... (6) not definite—vague..... b Extent to which material to recitation is (1) confined to text..... (2) within pupil's comprehension..... (3) related to children's lives and experiences..... (4) adapted to children's present or future needs..... (5) worth while..... c Extent to which the teaching (1) is rambling..... (2) is formal, mechanical..... (3) stimulates initiative of pupils..... (4) requires independent thinking..... (5) develops pupil's resourcefulness..... (6) requires cooperation of pupils..... (7) is fixed on essentials..... (8) requires pupils to organize material..... (9) utilizes children's experience..... (10) clears up pupils' difficulties..... (11) shows use of material in solution of present or future problems.....		d Extent to which pupils of lesson..... (1) had a clear idea of purposes of lesson..... (2) were self-reliant..... (3) tested their own solutions..... (4) acted and thought on their own account..... (5) cooperated with teacher and classmates..... (6) persisted in getting desired results..... (7) differentiated between essentials and non-essentials..... (8) organized their material..... (9) seemed well-grounded in previous work.....	
		8 Was the Assignment a. definite and clear?..... b. related to present lesson?..... c. such that the pupils were prepared to attack it intelligently?..... d. formal—from text book?..... e. by topics or problems?..... f. hastily made at dismissal?..... g. omitted?.....	
		9 Correction of Essential Errors (1) Describe method used..... (2) Are non-essential errors too much emphasized?..... (3) What record is kept of recurring errors likely to retard progress of pupils?.....	

Superintendents' requests for this card: Dayton 3025; Cincinnati 500; N. Anshoro 300; Williamsport 300; Cochen 100, Hot Springs 1000; Philadelphia a plate, etc

Examiner

Physical conditions or other extenuating circumstances likely to distract pupils or teacher e. g. thunderstorms, disturbance in street, noise in hall, interruptions

BOOK NOTES

All books can be ordered from
THE AMERICAN TEACHER

MEDICAL INSPECTION OF SCHOOLS.

By LUTHER HALSEY GULICK, M. D., and LEONARD P. AYRES, Ph. D. Svo. pp.xx+224. (Russell Sage Foundation.) Fourth Edition, completely revised. New York, Survey Associates. 1913. \$1.50 prepaid.

HEALTH AND THE SCHOOL; A Round

Table. By FRANCES WILLISTON BURKS and JESSE D. BURKS, Director of Municipal Research, Philadelphia. With an Introduction by FRANK M. MCMURRY. 12mo. pp. xx+393. Illustrated. New York, D. Appleton & Co. 1913. \$1.50 net.

The health condition of the school is a primary responsibility of the community, for two different reasons. If education is so much a concern of society that it is rightfully made compulsory, the state owes it to the children to guard them against any injury that the enforced association with others may entail. In the second place, if this education is of importance, the state owes it to itself that the conditions for its administration shall be the most favorable. Most of us do not need to be retold of the close connection between the physical condition of the child—and of the teacher—one the one hand, and the effectiveness of the schooling process on the other. Indeed, we are rapidly coming to think of the schooling process very largely in terms of the physical condition within the child and of the physical conditions of his surroundings.

The investigations of Doctors Gulick and Ayres, under the auspices of the Russell Sage Foundation, may be considered as epoch-making, in the sense that the publication of their results a few years ago stimulated hundreds of communities to increased efforts in the direction of medical inspection and health protection. Several reprints of this book were made. This year a revised edition is published, bringing the data closer to date. Those engaged in school administration should be acquainted with the facts and principles brot out in this book.

Among books intended for teachers, none in this field is as valuable as the recently published "Health and the School." The text

is in the form of a "round table," in which a city superintendent, a school board member, a complacent and conservative business man, a social worker, a physician and an "awakening woman" discuss the children's health as a community problem, from their varying points of view.

The first chapter raises the question whether health and education are incompatible, and the fundamental importance of considering health is well brot out. The health conditions of the children, the sanitary conditions of the building, etc., the health relations of the programs, etc., are discussed in successive chapters. The second part of the book deals with the opportunity of the school in promoting health thru co-operation with the home, thru direct medical aid, thru instruction, thru health supervision, etc. Part III is a "program of child hygiene," and deals with the home, air, food, clothing, playgrounds, health habits, the doctor and health problems of institutions. Part IV treats of socialized health and compulsory health. The views of the conservatives and of the obstructionists are considered, as well as those of the enthusiast. There are excellent diagrams and pictures from many sources, and critical references to further reading. There is a good table of contents and an index, and the arrangement of the material contributes to the usability of the book. Altho the book is not primarily a textbook in hygiene, teachers of this subject will find it very helpful. But the book should find a place in every school library and on the desk of every progressive principal.

INTEREST AND EFFORT IN EDUCATION.

By JOHN DEWEY, Professor of Philosophy in Columbia University. Riverside Educational Monographs. 16mo. pp. x+102. Boston: Houghton Mifflin Co. 1913. 35 cents.

Current discussions as to "soft pedagogy," directed against the so-called *doctrine of interest*, generally miss the heart of the doctrine by confusing the superficial attention a child may give to the novel or striking or amusing, with the continuity of interest that arises from the reaction of the developing personality of the child to the elements of his environment. The doctrine of interest does not require that we provide devices for amusing the

child, or for attaching an adventitious sugar-coating to the unpalatable lessons of the curriculum. It requires that we direct our efforts as teachers to discovering the needs of certain little animals, and meeting those needs to the best of our ability. The assumption is that the instincts of a healthy child constitute a safer index of the capacities and needs of that child than the school program or the course of study. On the other hand, the doctrine of interest does not eliminate the use of effort; but effort must mean something more than strain against difficulties. It is neither profitable nor wise to make children butt their heads against stone walls, and the "discipline" value of such exercises is something worse than questionable. Yet every child can be led to exert himself to the utmost if a suitable internal connection has been established between a purpose that is real to him and the means upon which he is to expend his effort. The unity of the child's activities is to be derived from his nature as an organism, not from a theoretical or symbolical unity that exists only in the mind of the teacher.

"Interest," says Professor Dewey, "is not some one thing; it is a name for the fact that a course of action, an occupation, or pursuit absorbs the powers of an individual in a thorough way." It is primarily a form of self-expressive activity, and as such cannot be suppressed without harmful consequences.

The demand for effort is to be met by providing worthy ends and adequate means for their realization. In time a child can become interested in the means. The tasks we set children must offer sufficient obstacle to ready performance, that they may be stimulated; but they must not be so hard as to discourage activity.

Teachers who are convinced that true education comes only from the enforced performance of disagreeable tasks, as well as those who are eager to apply sound theory to their practise, should read this little book carefully. Many a perplexing classroom problem will be illuminated thereby.

Men and women who are incapable of managing their most immediate and most intimate vocational affairs are not fit to be teachers.

THE OPEN COURT

To the Editors, THE AMERICAN TEACHER:

The "warning" on the first page of the November issue of THE AMERICAN TEACHER is admirable. If the magazine could impress that bit of wisdom upon every teacher in the system, it would mean a long step forward.

FAYETTE E. MOYER.

Montclair, N. J.

To the Editors, THE AMERICAN TEACHER:

The magazine keeps up its interest finely. The article "Credimus V" analyzes with notable discrimination a situation almost lost sight of, but, as it seems to me, of vital importance. The six crisp paragraphs on the front page, "There is danger," are especially timely and strong.

WM. McANDREW.

New York.

To the Editors, THE AMERICAN TEACHER:

For the enclosed 50 cents please send me another hundred dollars' worth of cheer and vigor for the coming school year, by way of THE AMERICAN TEACHER.

My seeming slowness in renewing has been because of a long absence from home, and not because of any reluctance.

I am indeed indebted to you for such a gracious and generous introduction to THE AMERICAN TEACHER. It is a splendid little publication—independent and breezy and vigorous—and I'm wishing it well with all my heart.

A year's contact with your ideals and thoughts—and your fearless expression of them—would make any pedagogue proud to put out the hand of fellowship and say, with Kim's Red Llama, "We be craftsmen together, thou and I."

So here abide thanks, good wishes and warm appreciation—but the greatest of these is appreciation.

DOROTHY PAUL.

New Orleans.

Write and tell us how you like our articles. Besides money for the printer, we need intelligent criticism of what we print.

Agar

HERBERT HALL

INSTITUTE for ATYPICAL CHILDREN

FOUNDED APRIL 1, 1900, BY

MAXIMILIAN P. E. GROSZMANN

MAINTAINED BY THE

National Association for the Study and Education of Exceptional Children

This institution is one of the activities of the N. A. S. E. C. and is intended solely for the "different" child, the difficult child, the handicapped normal child, whether boy or girl. No feeble-minded, degenerates or otherwise low cases are considered. The object of this institution is to train the

EXCEPTIONAL CHILD

Whether overbright or somewhat backward, to be able later to compete with the average normal child. In addition to the ordinary branches the course of study includes physical training, nature study, manual and constructive work, etc. Methods and Equipment are based upon the most modern pedagogic principles. Medical care is a prominent feature of the work. HERBERT HALL is the pioneer institution in this line of education. The Association maintaining it lays emphasis upon the needs of the misunderstood normal child in contrast to the overstimulated interest in the feeble minded and abnormal. "Watchung Crest," the home of HERBERT HALL, comprises over twenty-five acres of land and is situated on Watchung Mountain, a spur of the Blue Ridge, five hundred feet above sea-level (four hundred feet above Plainfield).

For terms, catalog and information address

WALDERMAR H. GROSZMANN, Principal
"Watchung Crest." PLAINFIELD, N. J.

The Public

A National Journal of Fundamental Democracy, and a Weekly Narrative of History in the Making.

For alert and progressive men and women.

Weekly, One Dollar per year.

537 South Dearborn Street - Chicago

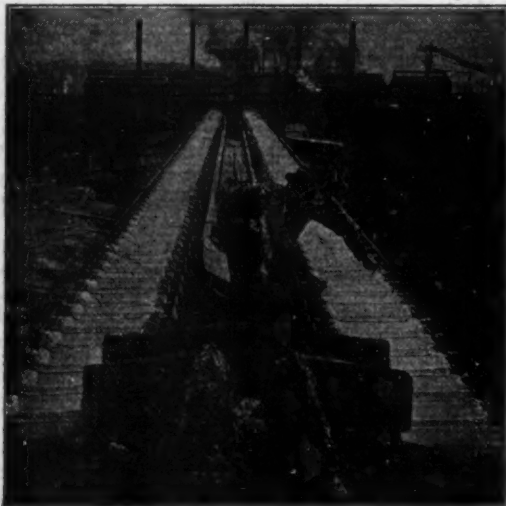
THE ELEMENTARY TEACHER

Devoted to the improvement of the economic conditions of the grade teachers of the United States.

Organ of the National Grade Teachers Association

Published monthly at Baltimore

Fifty cents a year.

LANTERN SLIDES AND STEREOGRAPHS KEYSTONE "600 SET"

6323—Modern Pig Iron Machine at Rest, Pittsburgh, Pa. Copyright.

Dr. J. Paul Goode, University of Chicago, says: "This makes one of the most significant advances of recent years in the better equipment for school work."

Great historical places, industries of the world, smoking volcanoes and the cold frigid glaciers have had their surface skimmed off and actually carried into the classroom so that mind can feel its way into their very midst. The cross reference system is simple and yet so unique and complete as to harmonize the "Set" with every subject in the regular school course. Do you know that our "600 Set" has an equivalent teaching value of 6000 subjects? Our selling method places them within your reach.

Do you wish the free use of our colored lantern slide Lecture Sets? Literature sent upon request.

KEYSTONE VIEW COMPANY

(Inc.)

Dept. E. MEADVILLE, PA.

When answering Advertisers please mention THE AMERICAN TEACHER

1