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THE FOURTH YEARBOOK

The
Elementary School Principalship—
A Study of its Instructional
and Administrative Aspects

Edited by
ARTHUR S. GIST

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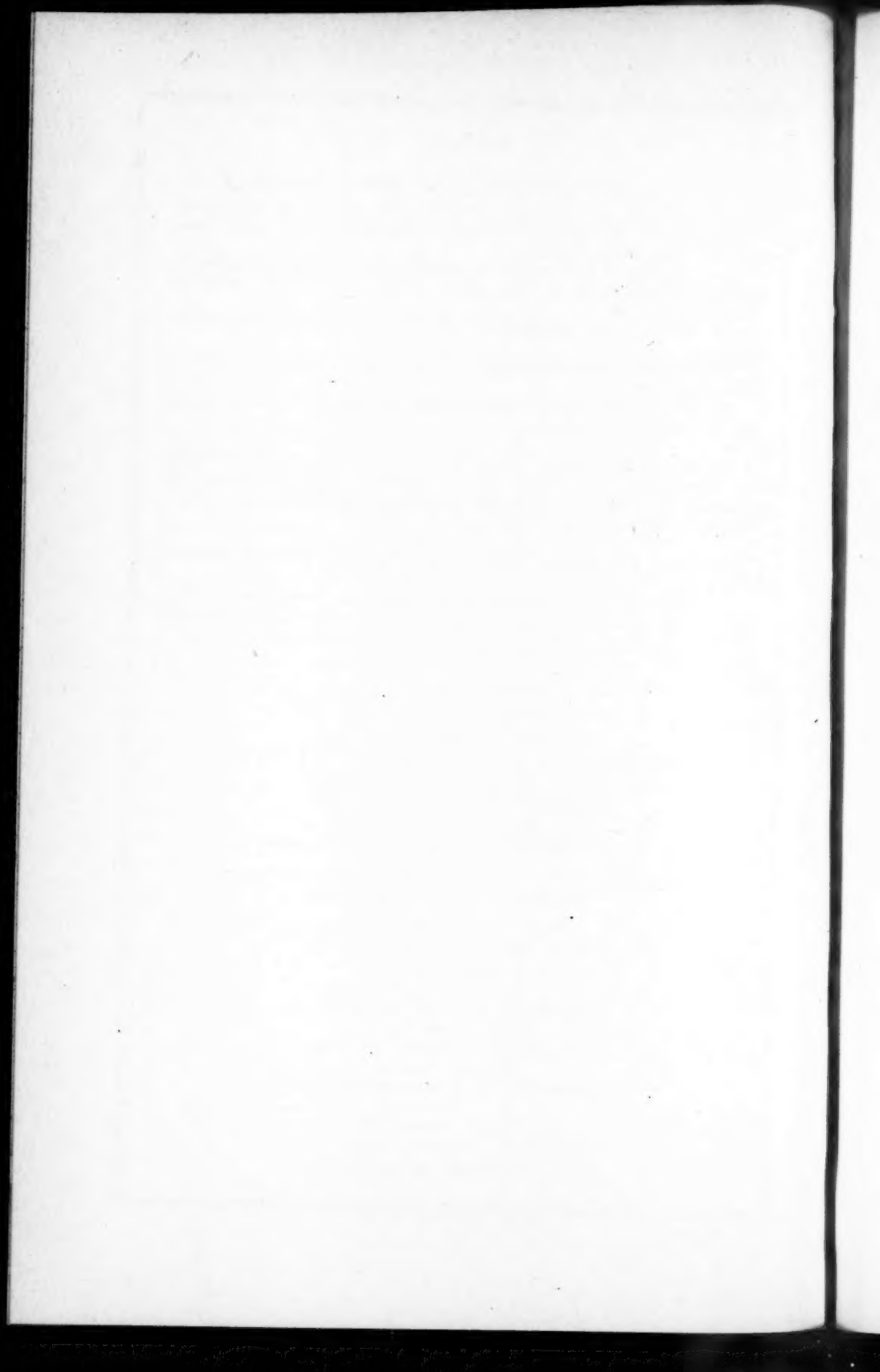
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PREFACE

The Department of Elementary School Principals of the National Education Association places before its members and others interested in education another publication, which it is hoped will be of value as well as a stimulation to professional alertness and activity.

The topic of the First Yearbook was The Technique of Supervision; of the Second Yearbook, The Problem of the Elementary School Principal in the Light of the Testing Movement; and of the Third Yearbook, The Status and Professional Activities of the Elementary School Principal. In the Fourth Yearbook, the instructional and administrative phases of the elementary school principalship are treated in a suggestive manner by practical educators, most of whom are principals of elementary schools.

This Department is indebted to those who have given valuable assistance in contributions and in placing the editor in touch with capable and interested contributors. We are especially grateful to the Research Division of the National Education Association for valuable and prompt assistance with certain lines of investigation, to the Division of Publications for the efficient handling of the printing of our publications, and to S. D. Shankland, the executive secretary, for the able management of important details concerning the work of our Department.

ARTHUR S. GIST,
Editor, Fourth Yearbook,
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THE HARBINGER

THE FOURTH YEARBOOK of the Department of Elementary School Principals is presented with that satisfaction known by a captain when his ship has been piloted into a safe harbor although another captain steered it through the dangers of the local channel. With utmost appreciation of the Editor of our Yearbook and gratitude to all those who contributed to making it the greatest production of its kind, its presentation to the members of this Department and to the world is a history-making moment.

This work is evidence that we have accepted the challenge thrown down to us by society at large and our profession in particular. It also is further evidence that this Department has shed its swaddling clothes and is now in its later childhood, growing by leaps and bounds into vigorous youth.

One of the indications of our established place in the educational world is the recognition of our educational publications. The bulletins and the yearbooks have attracted attention at home and abroad. Acknowledgments from various ministers of education in Europe, favorable comments from the London papers, appreciations from South American republics, as well as from the many superintendents of education in the different States of our own country, reprints and reviews in the leading educational journals, all tend to place our professional contribution through these mediums upon a secure basis, and indicate that a real service has been rendered. In the clearness of professional technique and educational procedure, in scientific approach to all problems, in professional alertness and vision, and in practicability, the literature of the Department holds high place. Doctors of education are using these yearbooks as sources of reference in university classes in education. They are also our collaborators and are in close touch with the latest lines of research and investigation in the educational field pertaining to this Department. Thus it is locally, nationally, and internationally that we are being recognized as a vitalizing force collecting, organizing, disseminating data and a great body of scientifically derived and established facts and truths.

So far we have accepted the challenge. Every principal of an elementary school is today on his mettle endeavoring to satisfy the demands upon him that the educational pyramid may be sound at the base, since upon it rests the entire structure. The material must be the best, and the workmanship must approach perfection.

Another evidence of our vigor is the realization of the need of professionalizing our Department. As the lawyer has professionalized his calling from a clerkship to a closed activity, as the physician has professionalized his vocation from a barber pole to its present status, so we, in our line of endeavor, should employ our enormous amount of scientific data toward professionalizing the elementary school principalship.

To that end your president has this year appointed three committees. The first of these is to work on Courses of Study for the Training for the Elementary School Principalship, to be given in teacher-training colleges and universities. On this committee are two college presidents, three heads of departments of education in the largest educational institutions of our country, one school board member, one superintendent of schools. The rest of the committee, including the chairman, is from our own Department.

The aim of this committee is to raise the entrance requirements for the elementary school principalship to equal those of the high school principalship, or even to those of the college professorship, in order that a single salary schedule may be feasible and applicable. Such a schedule will allow talent a free choice to serve in its chosen field of education, at the same time affording the dignity which accompanies adequate compensation. The field of the elementary school principalship is as broad as education itself. Rare talent is lost each year because of the stupidity of inherited philosophy which places emphasis upon the wrong end—that is, at the finish instead of at the beginning of institutional training.

The Salary Committee will study the field as a whole. Our aim is to ascertain what is a fair compensation—what will make our welfare secure economically, that the principalship may carry with it “richness in the abiding satisfactions,” broadness in its community contacts, and permit its devotees to be well-poised and consecrated.

The third committee is one that has defined an ethical policy and aims for our membership. These aims are tentatively stated as follows:

1. That the Department of Elementary School Principals requires of its members high standards of scholarship and preliminary professional training for admission into its ranks.
2. High standards of professional vision, ideals, and growth for those in service.
3. A recognition of our major functions as a basis for attaining these ideals.
4. A high standard of professional ethics toward each other, toward our superior officers, toward our public.

Another committee is to work on Educational Progress. By means of it a general view of educational developments in our field is presented for our information and use.

Each year of our growth brings its specific problems. As a Department, we have endorsed the Education Bill and the Child Labor

movement. Our ideal from the beginning is the betterment of elementary school education. Whatever contributes to that end finds us ready to serve.

Daily we strive for the development and preservation of American aims as set forth in the Declaration of Independence—and in the Preamble of the Constitution of the United States, that an intelligent citizenry and electorate may be developed, trained, and established for real service to mankind.

MRS. JESSIE M. FINK, *President.*

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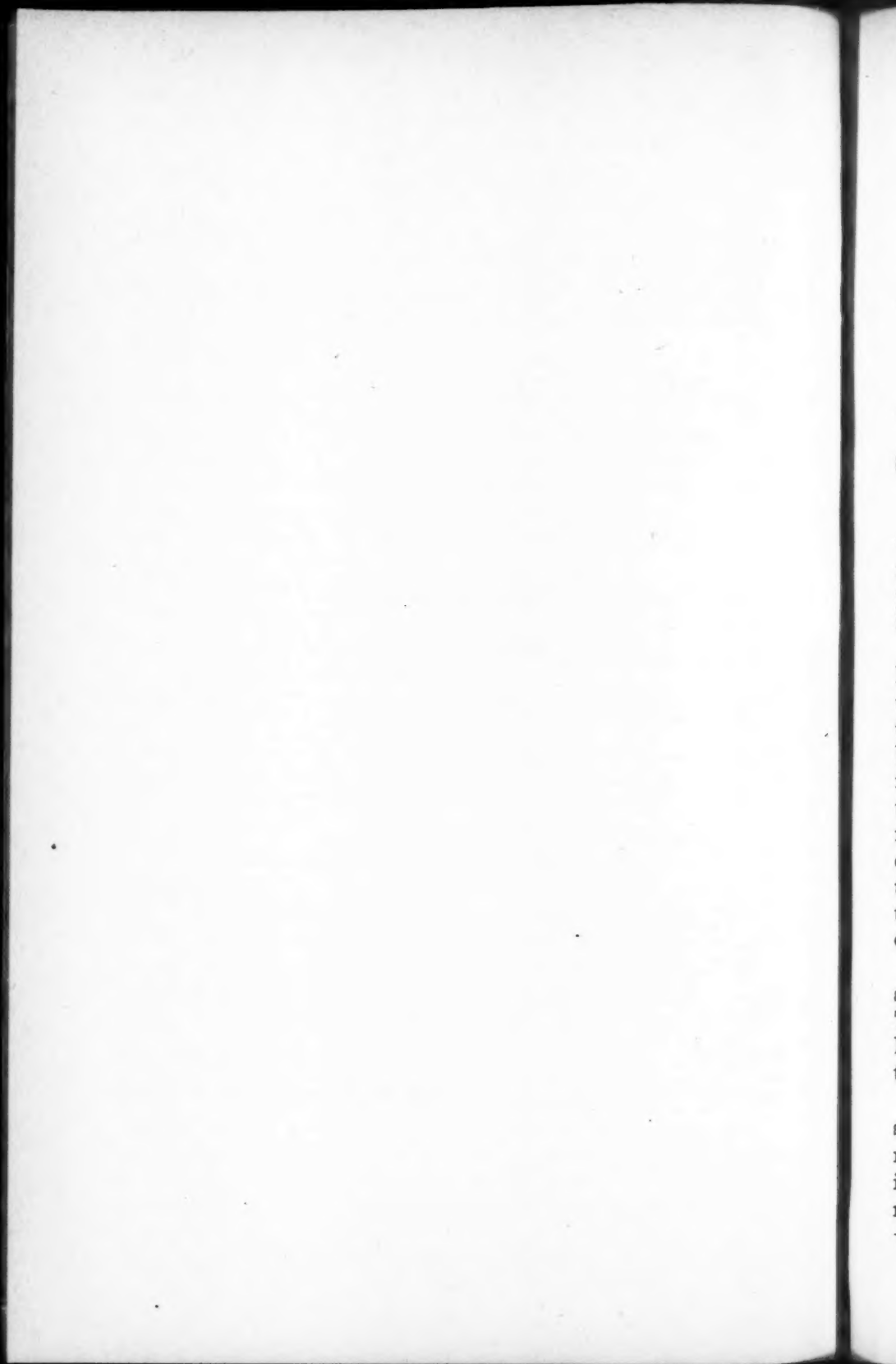
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SECTION I
INSTRUCTIONAL



CHAPTER I

A GENERAL OUTLINE COVERING A DESIRABLE AND PRACTICAL COURSE IN NATURE STUDY FOR THE ELEMENTARY GRADES

M. R. VAN CLEVE

*Director of Nature Study and General Science in the Toledo, Ohio, Schools, and
President (1924-1926) American Nature Study Society*

THE TITLE to this article was not of my choosing. I should not have used the word "practical," because it is a word of rather a wide variation of meaning in educational literature. However, if we take it to mean in regard to a nature study course that the materials of the course will function in the child's life to his eternal profit, this meaning is probably inclusive enough to justify all that is given below.

The status of nature study as regards both its educational philosophy and its practice in the schools is perhaps farther from stability than for most of the other subjects in the curriculum. One reason for this is that it is relatively a new subject; another is that it has hardly been given a fair trial anywhere in the country until within the last five years. This statement may be questioned by some who are aware that nature study has been in the educational program for twenty-five years, but let those persons ask themselves whether any adequate effort has been made to train teachers to teach nature study, to assist them by proper supervision, to provide textbooks and other materials, to give administrative approval—except in a dozen cities and in two or three State-wide programs.

What is offered in the following pages is merely the best that one specialist in this field has to offer out of the experience in one city. The writer has reason to believe, however, that most if not all of the leaders in this phase of education would agree in large measure with the program as outlined here.

The American Nature Study Society will complete during 1925 several important investigations which will make possible a statement on the best theory and practice now existing. These researches, it is hoped, will be of considerable benefit to all those interested in nature education in the elementary schools.¹

¹ Those interested in seeing this report, address writer.

A. DESIRABLE OBJECTIVES FOR NATURE STUDY

It should be our endeavor to help children attain

1. *Knowledge* of many interesting and beautiful things in nature, especially those of the home garden, the city, and the woods and fields near home; their names, how and where they live, and what their use or injury to us may be directly or indirectly. This is for living things. For inorganic objects and phenomena: What they are, why they are, and their relation to our lives.
2. *Habits and skills*—(a) Of careful observation and reporting of things in the out-of-doors to the end that nature becomes an interesting book which one never tires of reading and telling others about. (b) Of planning, care, patience, and diligence in growing plants and raising animals. (c) Of thinking, in an effort to explain the "how" and "why" of natural phenomena, pertaining to both living and non-living things. (d) Of seeking recreation in communion with nature.
3. *Attitudes*—(a) Of habitual interest in nature fostered by a spirit of inquiry. (b) Of interest and respect for the labors of scientists to discover truths of nature and to help man to make the best possible use of nature for his own best good. (c) Of belief in the conservation of natural resources. (d) Of desire to contribute to home betterment by growing gardens.
4. *Appreciations*—(a) Of beauty in nature. (b) Of the interesting facts revealed in studies of structure, function, behaviors, adaptations, relationships, etc. (c) Of references to nature in literature, music, and art. (d) Of the power and goodness of the Creator of the world; and of the privilege of living here.

B. PRINCIPALS AND CONSIDERATIONS WHICH SHOULD GOVERN THE SELECTION OF THE CONTENT OF A COURSE OF STUDY

1. *Local nature*—The materials of instruction should be selected for the most part from local natural objects and phenomena. The giant sequoias furnish a good nature study subject for California, but not for New England; cotton for the South, but not for the North.

2. *Nature study and geography*—The above paragraph suggests a difference in the function of nature study and geography in considerations of nature. The cotton plant and its uses is a first-rate geography subject for any school, anywhere, because the geography interest is primarily in man's use of nature.

On the other hand, the primary interest of nature study is nature itself as it appeals to intellect and feeling; hence, nature near at

home is the best subject-matter. Geography and nature study frequently can claim the same subject—for instance, cotton in Georgia schools. Also the consideration of local land forms, characters of soils, etc., in any locality is equally good nature study and geography, and it makes no difference which school subject gives such lessons. But far beyond the treatment of local nature which the geography lessons may give there is still plenty of nature left as important in child education as those used in the geography lessons.

Furthermore, the same subject may be treated differently in the geography and nature study lesson. For example, the uses of corn may be adequately treated in geography, but the life history of the corn plant is more distinctly a nature study interest.

3. *Topics seasonal*—The lesson subjects should be selected with a regard for the seasons of the year—for example, most insect studies in the early autumn months (at least for most parts of the country) and much time in the spring course for bird study. This rule suggests the demand for as large as possible use of real material in the schoolroom (live insects, fresh leaves, twigs, flowers, etc.), and better yet lessons given in field trips if only short ones in the school yard and school block. This is not forbidding the use of pictures, mounted and preserved material, and books—all of which are important aids, but not to be compared with first-hand experience with natural objects. Some nature lessons are independent of season, such as those rocks and minerals, astronomy lessons, simple physical and chemical experiments.

4. *Sequence and unity*—The course of study should be progressive—that is, new animal, plant, and non-living subjects should be added each year, and those previously listed reviewed. The spiral plan of organization should be utilized whereby the same subjects may be approached in different ways. For example, a fifth grade by the consideration of bird migration may review much that has previously been studied regarding certain birds. A sixth grade may still get a surer knowledge of the same birds without danger of the ennui of repetition if they attack the problem, "What birds should be killed and which ones protected?" These two examples show how unity may be given to the course as a whole, and that is a desirable thing.

5. *Place in the school program*—The course should be constructed with the intention of having the lessons taught regularly as important in themselves, which necessitates a time period in the weekly or daily program. It has been sufficiently demonstrated that nature study does not succeed as a handmaiden to other school subjects.

6. *Correlation with other subjects*—Due consideration must be given to the importance of correlation. It is well to select for a given grade some of the nature subjects which are used in the basic readers for that grade; also, those which relate to the geography lessons, to the English lessons, and to the hygiene lessons.

7. *Children's interests*—It is quite important, of course, that the interests of the children should be a governing factor in the selection of nature study material. But it must be remembered that children are often interested in things that are beyond their understanding, and such topics should be avoided. Let it be also remembered that many interests may be easily and quickly developed which are not already present in children of a given age.

8. *Living and non-living things*—A proper balance of organic (living) and inorganic (non-living) materials should be made. Nature study courses have probably somewhat neglected inorganic subjects in the past. In general, however, physical nature study is best fitted to junior high school pupils (seventh, eighth, and ninth grades). A great deal of experiment is needed to determine the proper placement of these different elements.

9. *Four general elements*—An effort also should be made to properly balance the informational, aesthetic, social, and economic elements in the course of study. The aesthetic may well be considerably emphasized in the primary grades; the social and economic in the fifth and sixth grades.

10. *School gardening*—School and home gardening activities should be regarded as a type of nature study projects, should be included in the nature study course and not maintained separate from it.

C. SUGGESTIONS CONCERNING CONTENT AND TREATMENT OF CONTENT

In harmony with principle one—that materials of instruction be selected from local natural objects—what is best for an inland northern city like Toledo would not necessarily be well adapted to the South or to the sea-coasts. Furthermore, the courses of study in large cities would have emphases somewhat different from those of small towns or rural schools.

Therefore, it seems to the writer that rather than to set down even a brief, month by month and grade by grade outline, it would be better merely to give illustrative suggestions. And these suggestions will of necessity come largely out of our experience in Toledo. It is hoped that they will be definite enough so that interested principals and teachers in any locality may be able to get from them whatever

help may be needed in formulating their own courses of study. They are grouped in the following sections:

1. Suggested topics for a course of study having an average time allotment of seventy-five minutes per week through the kindergarten and the first six grades.
2. The treatment of these topics in the various grades.
3. General suggestions as to teaching devices and methods.

1. NATURE STUDY TOPICS

- a. Thirty species of the commoner birds native to the locality. In cities that have zoos a few of the foreign birds in the zoo may be substituted.
- b. Animals used for pets: Cat, dog, mice, goat, pony, pigeons, canary, parrot, chickens, and any others commonly used.
- c. Insects of the home, garden, and community, such as flies, mosquitoes, cockroaches, bed bugs, clothes moths, house fly, ants, bees, cabbage and tomato worms, potato beetle, plant lice, grasshoppers, cricket, the most common tree insect pests. Water insects: Dragon fly, May fly, caddis fly, whirligig beetle, water strider. Other insects: Katydid, tree cricket, walking stick, lace-wing, ant-lion, cicada, firefly, lady beetle, a weevil or two, six or eight of the commoner butterflies and moths, a few solitary and social wasps.
- d. Domestic animals of the farm.
- e. Other mammals: Squirrel, chipmunk, rabbit, woodchuck, field mice, or other common rodents. Eight or ten other native mammals such as opossum, coon, porcupine, bat, mole, fox, bear, deer (selecting those mammals most common in the locality). Cities with zoos could substitute or add some zoo mammals not native to the region, even from foreign countries.
- f. Other animals: The earthworm, crayfish, three or four types of spiders, one land and one water snail, two or three species of frog, the common toad, salamander, lizard, a few turtles, a few common snakes.
- g. Twenty-five of the most common species of trees; ten shrubs including some cultivated ones.
- h. Twenty of the most common wild flowers, including some weeds.
- i. Ten of the most common garden flowers.
- j. Ten of the most conspicuous constellations of stars, the moon, the sun, Jupiter, Venus, Mars, and Saturn.
- k. Weather observations, including cloud forms and directions, rain, hail, snow, lightning.

- l. Consideration of the local topography, the work of streams. Origin and types of soils. A few common stones, especially those of local quarries.
- m. Garden work. In the schoolroom: The planting of a few vegetable and flower seeds and bulbs with observations of growth. In the gardens: Proper preparation of soil, planting and further care of the growing plants. The amount of this work depends entirely upon how much supervision is possible.
- n. Other physical nature study: Paper windmills, teeters, magnets, compasses, whistles, squirt guns, kites, sailboats, evaporation of water, toy balloons.

To those readers to whom the above seems like a too formidable array of topics, let it be said that there are only about two hundred subjects listed (excepting the garden work for which some out-of-school time is needed); and that would mean only one topic per week and seventy-five minutes' time for it on the average. And this is more time per topic than is often needed, for we are dealing with little children, and a topic which might well be used for a ten-hour study in a college science class can be adequately handled in one hour with children of the grades.

To those who may think that the biological topics are too predominant, we will say that it is our belief that children are, on the whole, much more interested in living things and can more easily understand the facts concerning them. Sometimes they are much interested in physical phenomena—electrical ones, for instance—which are far beyond their understanding, and therefore the bulk of physical science should be left for the junior high school general science courses and beyond.*

2. THE TREATMENT OF TOPICS IN THE VARIOUS GRADES

Kindergarten, first and second grades—The important things here are teaching the children to recognize natural objects and learn their names, to see and enjoy the beauty of them, to dwell upon the home life of animals, including the care of the young by the father and mother animals, to observe and talk about simple facts of behavior. To illustrate the last two points:

Where does the mother squirrel make her nest?

How does she make it comfortable for her babies?

How does she carry her babies?

Have you seen a squirrel gathering acorns and nuts? Where did she put them?

Have you fed squirrels? How do they eat the nuts?

Have you seen a squirrel running in the snow? What do its footprints look like?

*The elementary school of the University of Chicago is experimenting with physical science topics in the first six grades.

What comes out of the seed first when it sprouts?
When the little bean plant first comes out of the ground, how does it look?
What does the little plant eat, and where does it get its food?
What does a flower turn into when it fades?

What do you feed your kitty?
Can she get any food for herself?
Why can she walk more quietly than a dog can?
How does she fight?

The natural objects mentioned in these three grades may well be quite numerous, but rather complete studies should be made in each grade of 3 to 5 birds, 3 to 5 mammals, including pets (the wild mammals being those common to the locality), 2 or 3 insects (those most easily seen and whose behaviors are conspicuous and interesting—grasshoppers, crickets, ants, and bees, for instance): 1 or 2 other animals that are active, such as the frog and turtle. 1 or 2 domestic farm animals. 1 or 2 garden flowers of simple structure, such as tulip, crocus, nasturtium.

General observations of the weather, including such considerations as where the rain comes from and the beauty of snow crystals; the planting of 2 or 3 seeds of flowers, grains, and vegetables, and observing their growth stages; making paper windmills, and making teeters with simple considerations of how they work.

Third grade—Here may be added to the points brought out in the earlier grades some considerations of adaptations, such as "How seeds are scattered" (necessitating the collection and observation of various kinds of fruits and seeds), "How the grasshopper escapes its enemies," "How the mole can live in the ground." The study of a few complete life histories, such as those of the toad, dragon fly, the snail.

The projects here can be larger ones, such as the collection of fruit types mentioned above, and such a one as the tree nursery project in which seeds of various trees are planted and the seedlings transplanted later in the school yard or at home. More fact details can be worked out here than in previous grades. For example, with each bird studied, not only its colors should be considered but its song, flight, and nest-making. It would be useless to name any special animals or plants for this grade, for it is much better for each locality to make its own selection in the distribution of topics. The third-grade children can well take a larger number of topics for careful study than are used for the first and second grades—perhaps 25 per cent more.

Previous topics can well be reviewed. Four or five wild flowers of field and wood should be recognized by flower and leaf. A few constellations of stars should be taught here.

Fourth grade—In line with principle 4, that the course of study should be progressive, in this grade a new approach may be secured by the consideration of family relationships. For example, by reviewing and by adding a few new ones, these children may learn to know six or eight members of the sparrow family, including some not called sparrows, such as the goldfinch and cardinal, learning of course the family characteristics. Other bird families may also be studied. Similarly with mammals, such as the rodent family. Similarly with insects, such as the butterfly and moth groups. Similarly with flowers, such as the lily family, and buttercup family. Similarly with trees, such as the maple and oak families.

In this grade a review of weather phenomena with some consideration of causes may well be attempted. In connection with local geography lessons, considerations of local topography, its origins and changes, with a few simple facts about soils may be given. Magnet and compass studies will be appropriate here. Likewise the sun and its changing positions; and the moon's phases, without attempt at explanation.

Fifth grade—Larger units of study should be undertaken in this grade, such as basing review studies, as well as new studies of birds on the general topic "The migration of birds." The collection of birds' nests is a good project which gives another approach.

As to insect lessons, since it seems well to differentiate the approach in the fifth and sixth grades, the fifth may study useful insects—that is, insects that are friends of man, such as the lace wing, lady beetle, ichneumon fly, honey bee, and some wasps.

Use mammals useful to man also, including the domestic animals of this and perhaps other countries. Studies of body structure in simple terms, and some interesting functions, such as cud-chewing, some facts of classification, breeding for improvement, should be made. The usefulness of some other animals, such as spiders and the earthworm, fit into this grade.

The tree work may be based on such a problem as "What are the good and poor trees for city planting?" This should lead to a review as extensive as possible of all the recognized characteristics of 20 or 25 species both in winter and summer, as well as a consideration of their merits and demerits.

Intensive garden work becomes worth while with children of this age. To give variety, it seems to be a good practice to emphasize in this grade the growing of flowers, and in the sixth grade vegetable-growing. In addition to the necessary practical information relating to gardening, an opportunity is here given for learning many interesting things about the structure of flowers, their family relation-

ships, natural and artificial types of propagation, and the history of their development from wild types.

Sixth grade—It seems well to make economic considerations, especially conservation, the chief method of attack in this grade. Hence, the bird studies may all be based on the general problem, "What birds should be protected by law?" This necessitates a search for authentic information regarding the food habits of each bird.

The tree studies may deal largely with lumber trees and their respective uses. And a thorough study of the forestry industry and conservation problems follows.

The wild flower studies may center around the question, "What flowers should be preserved and which ones destroyed?" Consideration of the ecology of weeds is a source of great interest (where each originally came from, under what conditions it grows best, what characteristics it has to make it so successful, etc.). This study necessitates the recognition of the most troublesome weeds and the learning of methods of extermination. This has a direct and important bearing upon the gardening project.

The gardening work in the sixth grade may well be devoted largely to the growing of vegetables, although flower gardening may be included.

The insect work should deal largely with the insect pests of home and garden and how to destroy them. Although the learning to know insect pests and eradicate them does not necessitate a knowledge of their life history and habits, considerations of these latter things should by no means be neglected. For the creatures are interesting, and often beautiful, though they move us to wrath. The conservation of wild animal life leads to a discriminating study of the good and bad points of our commoner mammals, as well as of our reptiles, especially snakes (which are so much misunderstood).

Seventh and eighth grades—It is becoming a common practice to start general science in either of these grades, and a large part of such courses is physical science with such topics as air, water, heat, light, magnetism, and electricity. As stated earlier, it seems to many that the extended consideration of such topics should be delayed to these grades. However, it may become advisable to substitute some of these for some of the biological topics we have listed.

3. A FEW REMARKS ABOUT METHOD

As many as possible of the nature lessons should be given outdoors if only in the school yard or school block. The next best thing is to

have real material in the schoolroom in sufficient quantity so that each child can have some. The problem method should be used often. The best exposition of this is in Trafton's "Teaching of Science in Elementary Schools."

Projects, such as collecting, cutting out, drawing, making books, making aquaria, planting, etc., should be extensively used. Nature games of all sorts should be devised by the teacher. As much reading material as possible should be provided for the children, but the nature lessons should not degenerate into mere reading lessons.

The final criterion by which to judge any and all lessons is "the follow-up," what the children find out-of-doors and bring in, or tell the teacher about.

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- E. R. Downing. Our Living World (Source Book of Biological Nature Study) and Source Book of Physical Nature Study, both published by University of Chicago Press, Chicago, Illinois.
- G. H. Trafton. The Teaching of Science in Elementary Schools, Houghton, Mifflin and Co.
- U. S. Government. Teachers should write to the Supt. of Documents, Washington, for catalogs of Government publications on nature subjects. These catalogs are free.
- The Nature Magazine. Washington, D. C. \$3.00 per year. An excellent publication.

The following cities, through their boards of education, have issued in print excellent courses of study in nature study which can be purchased: Berkeley, California; Detroit, Michigan; Toledo, Ohio; and Pittsburgh, Pennsylvania.

Two other excellent courses of study are one by Prof. E. L. Palmer, of Cornell University, published by the Comstock Publishing Co., Ithaca, New York, and one by Miss Alice Jean Patterson, published by the Public School Publishing Co., Bloomington, Illinois.

CHAPTER II

A NATURE STUDY THEME: BIRDS IN LONG BEACH

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IN THE Long Beach schools, nature study is given in the first four grades and is taught by the classroom teachers. It is the administrative policy to have it taught eventually in the first and second grades by the activity teacher in the unit system and in the third and fourth grades by departmental teachers in the platoon system, as these systems are extended in our elementary schools.

Our general aims, so far as the topic under consideration is involved, are: To provide for the pupil a wholesome means of spending leisure hours; to teach him a regard for law, such as those protecting wild life, by discovering the scientific bases upon which those laws are established and operate; to develop an interest in and a sympathy toward nature and a regard for life.

Our method is observational as much as possible. Short field trips are made to the school grounds, the school garden, to near-by vacant lots, to the seashore, and to city parks. We have a number of prepared study skins and mounted birds, deserted nests, and animal cages used for canaries, pigeons, chicks, or bantams. These are supplemented by pictures, slides, and films. After the real experience, we employ the instructional method, using conversation, story, poem, song, and dramatization (impersonation not personification).

Our subject-material is drawn from the immediate environment and organized in seasonal sequence as much as practical. The most common animals and plants are most used. In California, prominence is given to special occasions, such as Conservation, Bird, and Arbor Day, Thanksgiving, and Forest Protection Week. We correlate with language, gardening, art, music, when the correlation is natural and mutually to the enrichment of the course. In order to unify the multiplicity of nature objects and processes and make the results of our teaching cumulative, we organize this subject-material around definite ideas or themes rather than around objects. We do not have a second-grade house finch and a third-grade mocking-bird (an old criticism), but a second-grade idea and a third-grade idea. If the house finch or the mocking-bird or both serve our purpose, we use them in either grade or both grades. Our subject-material is organized by grades rather than by cycle. We used the cycle method for four years but came to the conclusion that it was adapted more to the convenience of supervision than to the training of the ordinary classroom teacher and to the interests and needs of the children.

Birds as a theme run through our entire course. This is planned upon the conviction that birds are a National asset, that they are to be conserved, that they offer one of the best means of influencing children to take up an avocation, and that they offer an opportunity of teaching humane treatment of animals. The esthetic phase of bird life is emphasized in the primary grades, and later both the esthetic and the economic. In the primary grades we do not emphasize the darker aspect of bird life—mischievousness done by some—much less methods of control of undesirable bird citizens. These are not naturally problems of child life, but grow out of the experiences of older children. In the fifth grade when we take up school gardening, the pupils find that the English sparrow and house finch take some toll upon the garden. Since this problem presents a real situation, we consider it then. Even here we try to withhold judgment until food charts of the birds under suspicion are made and accounts balanced. In the meantime we protect the plants and consider methods of supplying the bird with other kinds of food.

First grade—Not much attempt is made at organizing subject-material into themes in this grade. The aim is rather to give the pupil a general acquaintance with and interest in seven or eight of the most common birds. The ones chosen are those that are conspicuous on account of their abundance, such as the English sparrow and house finch or on account of size, such as the gulls; those that have striking coloration or color patches conspicuous in flight, such as the blackbird, meadow-lark, robin, and mocking-bird. Here we emphasize any structure, habit, mannerism, etc., that is conspicuous, that aids in the identification of birds, such as shape of bills and the food the bird eats, long necks and legs of our shore birds, foot structure as revealed in tracks in dust or beach sand. The last offers a good opportunity for dramatization by having the pupil walk like a blackbird and hop like a sparrow.

Second grade—Bird study in this grade is organized as part of a general theme, "Animals and man as home builders." After considering ants, bees, wasps, and spiders as architects, we take up "Birds as Home Builders" and conclude the theme with "Man as a Home Builder." We take up the nesting habits of birds in the fall, prompted by the theory that children may be tempted to interfere with nest-building if taken up during the nesting season. Each school is making a collection of deserted birds' nests, which is used as a basis of bird work in this grade.

For the benefit of the teachers, a key to the nests of our common summer-resident birds, based upon shape, building material, method of support, and natural position, has been prepared.

The bird builders most emphasized are the common ones, since they are the ones that contribute most nests found—namely, English sparrow, mocking-bird, California shrike, and those that are noted for the beautiful architectural designs of their nests, such as the orioles, bush-tit, Tule wren, humming-bird, and Cliff swallow. To these, or in place of some of them, we add any other builders whose nests are available.

Deserted birds' nests can be made rather dry subject-material if identification is the end in view. But since they are easily obtained and examined, we use them merely as a point of contact for studying live birds. We take up such problems as: What bird built the nest? What material did it use, and where did it get it? Where and how did the bird build it? Which sex made it?

In this grade we teach the pupil to distinguish between the sexes of the birds if the differences are marked as in the orioles, differences between the birds in immature and mature plumage, as in the gulls, and between birds often confused by amateurs, as the mocking-bird and the California shrike.

Third grade—For one semester of this year we consider birds as travelers along with other travelers. After having discovered how plants travel we take up bird migration and as a culmination to the theme, "Man as a Traveler." We give the last topic a dim historical background.

A few of our noted bird travelers are: The Audubon warbler, Gambel sparrow, and pipit. These birds are so easily identified, the Audubon warbler by its note and yellow rump so conspicuous in flight, the Gambel sparrow by its note, and the pipit by its note and peculiar teetering habit when at rest, that the time of their fall arrival and spring departure can be easily determined, so that teacher and pupil enter into competition to see who can establish a record of the earliest fall arrival and the latest spring departure. Another well-known winter visitant is the California gull. These gulls visit every school campus in the city every day in quest of a free lunch. Prominent transients are the Bonaparte gull and the Western tanager. All these birds, with the exception of the Bonaparte gull, are common visitors to the school grounds.

We engage in several class projects in this grade. One is the working out of a chart of migrants, containing such data as: When seen, where, and by whom. Other projects are the making of booklets with a collection of common bird pictures classified as migrants or the making of a class record of migrants, illustrated by bird pictures of all birds found on the school grounds.

In this grade we teach the pupil to distinguish between different species of the genus, such as the Bullock and the Arizona hooded orioles, California, western, and glaucous winged gulls, and Audubon, yellow, and lutescent or dusky warblers.

Fourth grade—The dominant theme of the fourth year is "Conservation of Birds and Trees." We make this the culmination of the general theme, "Birds." In this grade much of the previous experience finds its best expression. For the first semester we organize Audubon clubs. Teachers introduce the subject by asking the questions, "What value are birds?" "Should we protect them?" After the pupils have found satisfactory answers to these questions, teachers tell a short story of Audubon, the lover of birds. This is followed by discussions of bird reserves and of laws protecting them, reasons for the laws, and how they operate. When the "psychological time" comes, the teacher asks the pupils if they would not like to have a club to help enforce these laws and protect the birds. Most of the children want one. After the club is organized and its aims stated, every nature study recitation is regarded as a meeting of the society and is presided over by the president. The program for each meeting is prepared by a committee of which the teacher is a member. We find that this method of socialized recitation works well for both pupil and bird.

For the benefit of the teacher, we have prepared suggestions on organization, methods of procedure, outlines for sixteen meetings, and a bird chart giving such data as migration, food, location of nest, nesting material, and notes of our common birds.

For part of the second semester, we continue the theme "Conservation of Trees and Birds," but emphasize forests, trees, methods of planting, etc., and end the theme by a Conservation, Bird, and Arbor Day program on March 7th, Luther Burbank's birthday. Trees and shrubs are planted on the school grounds (shelter and nesting places for the birds) in accordance with plans furnished by the agricultural department, under the direction of the fourth grades. Sometimes a bird or tree pageant is presented symbolizing some idea of bird or tree life and conservation.

Since we consider a phase of bird life in this grade not emphasized previously—economic value—we try to determine the economic status of some of the common birds taken up in the lower grades and add a few new ones, such as the black phoebe, mourning dove, goldfinches, desert sparrow hawk, red-shafted flicker and other woodpeckers, local birds of which we can get Audubon leaflets.

All of our nature subject-material is organized in the same way throughout.

CHAPTER III

THE STUDY OF LOCAL FLORA

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LOCAL FLORA

GENERAL STATEMENT

THE TERM local flora has been interpreted to include the following:

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|-----------------------------|--------------------------------|
| A. Plants with woody stems: | B. Plants without woody stems: |
| I. Trees: | I. Wild flowers. |
| 1. Shade. | II. Weeds. |
| 2. Fruit. | III. Cultivated plants: |
| II. Shrubs: | 1. Flowers of yard and garden. |
| 1. Wild. | 2. Vegetables. |
| 2. Cultivated. | 3. Field crops. |
| III. Vines: | IV. Flowerless plants. |
| 1. Wild. | |
| 2. Cultivated. | |

In planning the study of local flora by grades certain fundamental ideas have been kept in mind:

1. That this course cannot hope to fit the special needs of individual communities, but that it should give a general view of how the various groups of plants may be studied. Each community will need to select the trees, wild flowers, garden problems, and so on, to be put into each grade.

2. That the work should deal with *living* things as nearly as possible.

3. That the work in each grade with any topic should be in advance of the work given on that topic in the grade just preceding.

4. That while repetition should be avoided from grade to grade, some facilities for reviews should be provided.

5. That the work with any topic should be in season and determined by local conditions.

6. That plant study, which involves a pupil activity in terms of doing something, making something, is fundamentally important here as in any other subject.

7. That the ultimate outcome of the study of local flora in any community should be a real appreciation, on the part of boys and girls, of trees, flowers, and other plant forms.

8. That one test of this proper appreciation of plant forms is shown in their interest in raising flowers, vegetables, and fruits in the home garden and in protecting wild plant forms. (Judicious

picking of wild flowers, keeping up a wild flower garden, planting trees, and checking the spread of forest fires.)

9. That proper appreciation of plants depends upon teaching certain definite facts about them: Name, habits of growth, interesting characteristics, and uses to man.

10. That these facts should come to be fixed in the child's mind through frequent repetition under natural conditions.

11. That incidental to the development of real appreciation of plants this study may result in: (1) Reducing the cost of living by the raising of plants, (2) the use of more healthful food, (3) how to best coöperate with others in protecting wild life, (4) how to make our surroundings more beautiful.

12. That this study of plants may give to the child an avocation, something that his heart is in and which calls him after his working hours are over. In the words of Stoddard:

Summer or winter, day or night,
The woods are ever a new delight,
They give us peace and they make us strong,
Such wonderful balm to them belongs.

FIRST GRADE

Flowers—1. *Cultivated*: (a) Take the children on a walk to a flower garden which is near to identify a few of the common flowers, as nasturtiums, four-o'clock, balsam, pansies, dahlias, etc. Teach name and chief color. Look for seeds of nasturtiums and other seed-bearing plants and collect for spring planting. (b) Make envelopes for seeds collected, recalling the name of each plant represented. (c) Learn to identify flowers brought in by children. Teach name and color. Show colored pictures of the flowers and see if the children can name them. (d) Draw and color the more simple flowers shown. (e) Mount pictures of flowers cut from seed catalogs. (f) Use every opportunity to review names of flowers, as, when children bring in fresh flowers of a morning, ask one child to see if there are any asters in the bouquet, and if so, to take them out and put in a separate vase. This may continue until all the flowers are named. After the flowers are all placed, other children may give the name of each kind. (g) How to have flowers in our classroom may be considered in the fall and the planting of bulbs for spring blooming be carried out. Seeds collected in the fall may be planted in eggshells in the spring and the plants taken home to be planted out-of-doors.

2. *Wild flowers*: (a) Take walks, if convenient, to find the common wild flowers, as wild aster, goldenrod, and gentian. Give name,

and note the chief color. Pick a few of each kind found and take to the room to be placed in water. Use these later for a review of names. Flowers that are plentiful may be collected in larger quantity than indicated, but it is not too soon to tell children that there are some flowers which should be picked with care. Study flowers brought in by children. Teach names and identifying characteristics. Show colored pictures of flowers and see if children can name them. Draw and color the more simple flowers.

Vegetables: (a) Visit a vegetable garden some time in the early fall for the purpose of naming all vegetables found there. Name the vegetables which are ready to harvest. (If a garden is not available, take a trip to a grocery store.) (b) Later have an indoor lesson in which the vegetables are brought to the room. Name each one and talk about its use as a food. Show pictures of vegetables and have children name them. Draw pictures of vegetables and color.

Trees—1. Shade: (a) Outdoor lesson. Visit a tree near the school. Select one that is common in the community. Develop the idea that trees are good for shade. What parts do you see when you stand under the tree and look up? The name of the tree may be given by the teacher. The correct method of naming should be used from the beginning, as white oak, silver maple, Carolina poplar, or American elm. Next note the part of the tree which holds up the branches, and give its name, trunk. Note the kind of bark and give the word which best describes it. If the tree is large, the roots may be observed in terms of their importance. Collect leaves and fruit for later study. (b) Indoor lessons. Study shape and size of leaf of tree studied outdoors to fix identifying characteristics. Let the children trace the leaf several times. Have the best of these colored and saved for later reviews. Note the color and shape of fruit and find the seeds. Plant a few seeds to show that these will produce plants. Teach the poem, "Come, Little Leaves," or "Leaves at Play," or the song, "The Tree Loves Me."

A second tree may be studied during the fall months. Care should be taken to choose one not easily confused with the first one studied. The spring work should include a visit to the tree studied in the fall that the observations may be complete.

Bring in the buds of pussy willows in the spring. Place some in water and watch the unfolding of catkins. Teach the song, "Pussy Willow."

SECOND GRADE

Flowers—1. Cultivated: (a) Learn the names of flowers in mother's garden at home. Learn to know these flowers by the seeds as well as by the blossoms. Make a collection of flower seeds, placing

them in uniform-sized bottles, or envelopes. The spring study may include a review of plants represented in the seed collection and the preparations necessary to the planting of certain ones in window boxes.

2. *Wild: Aim*—To increase the child's knowledge of wild flowers and at the same time awaken an interest in the protection of wild flowers and other plant forms. (a) To extend the knowledge of wild flowers, have a field excursion to find new plants and to review those already known. Learn chief identifying characteristics of each. Ask the children to decide which of the flowers found are more plentiful. Follow this with suggestions regarding the careful picking of flowers, indicating which kinds should be left standing and which ones may be picked. (b) Follow the field lesson with other discussions on the problem, "Why should we protect our wild plants?" Show the class posters from *Nature Magazine* and other sources. Children of these grades have the patience and endurance to continue their search for flowers until rewarded. It is the duty of the school to bring them to an appreciation of flowers that will lead them to leave some of each kind standing wherever they are found. (c) Continue this study with the spring flora. Look for evidence of definite results.

Trees: (a) Teach two new trees following much the same plan as given for the first grade. A plan of review to include all trees studied should be devised for the spring work. Use leaves as decorations in the classroom.

Vegetables: (a) Make a careful study of one or two vegetables by bringing an entire plant into the schoolroom. Teach the parts of a plant. Introduce the children to careful observation.

THIRD GRADE

Flowers—1. *Cultivated:* (a) Interest children in a flower show as means of reviewing names. Teach proper arrangement of plants for exhibit, also how to select the blossoms. From this lead to the problem: (b) How may these flowers be grown? Assist the children in making definite plans for the planting of some flower in the spring. Plant bulbs outside for spring blooming.

2. *Wild:* (a) Make a survey of the community to find what wild flowers need protection. Do this for both spring and fall. Let the study result in starting a wild flower garden if the survey justifies. Make the work such that it can be followed up by later grades.

Vegetables: (a) The idea of a vegetable fair may be used in this grade as a means of interesting children: (1) In raising vegetables for food, (2) in knowing the vegetables desirable for food, (3) in the growing of plants as an avocation.

Trees—1. *Shade*: (a) Review the names of trees studied earlier by the use of leaf, fruit, and shape of tree. Use some field study supplemented by pictures and written descriptions. (b) Study nut-bearing trees and shrubs of the community, showing the fruit and leaf of the most common varieties. Try germination experiments to show one use of nuts. Learn names of nuts found in grocery store. Study source of each.

2. *Weeds*: Note weeds of the garden. How to get rid of weeds? Destroy the seeds before they ripen. Make a chart showing weed seeds carried by the wind. Show a leaf also.

FOURTH GRADE

Flowers—1. *Cultivated*: (a) Have a report on work done with growing plants the previous spring. Have lessons on how to improve the work. Make a carefully planned study of certain common plants based on observation.

2. *Wild*: (a) Continue the work in conservation of wild flowers. Write to the Wild Flower Preservation Society, Washington, D. C., for posters and other material on the conservation of wild flowers. This grade should make a definite advanced contribution to the conservation plan started in the third grade.

Vegetables: (a) Gardening as a home project should take on a definite form in this grade. Make a chart showing vegetables easily grown. *Problem*: What must I know about these plants to be able to grow them? Read Government bulletins and other references for information. The child should be guided toward a reasonable amount of gardening in the hope that he may not be discouraged in his first efforts.

Trees—1. *Shade*: (a) Make a careful study of all pod-bearing trees in the locality. Collect samples of fruit and leaf for a chart. Review trees studied in earlier grades. Make the study natural. Devise games to insure interest.

2. *Fruit*: (a) Make a study of identifying characteristics of fruit trees of the section. Consider such problems as: What conditions hinder the production of fruit in the locality? Is it possible to make the industry pay? Visit a grocery store to learn what fruits are found there. Study the source of each and the economic conditions which control their production.

Farm crops: (a) Certain economic plants may prove of value in this grade as: What part of the broom-corn plant is used for the making of brooms? What kinds of corn are successfully grown in

the region? What are the most desirable conditions for the production of corn? What are the uses of corn?

Weeds: (a) This study should be in connection with the garden work and the growing of plants. *Problems:* What weeds do I find in my garden? Which ones are more common? How can these weeds be destroyed? Experimentation as well as reading should be encouraged as a means of solution.

FIFTH GRADE

Flowers—1. *Cultivated:* (a) Study a simple flower in terms of its parts. The teacher may take the first few flowers apart so that the parts may be readily observed. Later, help the children to find the parts without destroying the flower. The purpose of this study may be questioned. Added appreciation of all flowers should result from this increased knowledge of a flower. Have children start bulbs for Christmas blooming. A valuable project is the sale of these plants at a holiday season.

2. *Weeds:* (a) *Problem:* How can we rid our lawns, gardens, and waste places of weeds? Steps in the solution are: Which ones are annuals, biennials, perennials, and how are the seeds carried? When do they blossom? When are the seeds mature? Guard against conclusion with insufficient proof.

Vegetables: Study one or two garden plants with care. *Problem:* How may potatoes be produced with profit in this locality? Consider selection of seed, soil, dangers from disease, cultivation, and care. Select other crops of importance in the section.

Trees—1. *Shade:* (a) Classify trees in terms of type of fruit, as winged, nut, pod, berries. Classify again in terms of leaf, simple or compound. (b) Make a careful study of the pines and firs. Begin with a careful study of a common variety, such as the white pine, taking care to fix all important identifying characteristics. Follow this with a comparative study of other members of the family noting important differences. (c) Special uses of each kind as: The spruce for airplanes, white pine for finishing lumber, etc. Make charts showing uses of each. (d) Make a careful study of a twig developing the following: When buds are formed, kind of buds, their covering, arrangement, scars found on a twig, breathing pores, or lenticels. *Problem:* Why do trees drop their leaves?

2. *Fruit:* (a) Have a spring study of the apple tree, including its history from the flower to the fruit. Apples, as to kind, apple regions of the world, and enemies of the apple. Observe "Apple Week" by holding an apple exhibit.

SIXTH GRADE

Flowers—Cultivated: (a) Plan a flower exhibit in terms of date of blooming. Use this as an introduction to the problem: What flowering plants are desirable for beautifying home grounds? Get information from garden guides, seed catalogs.

Shrubs—Wild and cultivated: (a) Study different ones in answer to the question: Which ones are desirable for lawn planting? Visit grounds in the locality for the purpose of comparison. Learn names and identifying characteristics of the common shrubs. Continue observation in the spring. Develop simple facts regarding the planting of a lawn. Study vines and trees in terms of beautifying the lawn.

Vegetables: (a) Plan a garden exhibit. Give pupils instruction regarding the selection of products, preparation, and arrangement. *Problem:* How to keep fruits and vegetables for the winter season. Organize a canning club. Include both fruit and vegetables.

Poisonous plants: (a) Make a study of all such plants in the locality. This should include information sufficient to safeguard students against poisonous plants of various types, as poison ivy, poison sumac, snow-on-the-mountain, pokeweed, poisonous mushrooms, nightshade. Give simple prevention of ivy poisoning. *Problem:* How may the number of these plants be decreased? How to know the edible mushrooms.

TREE STUDY IN SIXTH GRADE

Aim: To awaken a lasting interest in trees as desirable members of any community from the æsthetic and economic standpoint.

Introduction: Arouse an interest in trees as good citizens by presenting the question, What is your choice of a national tree? Give the facts regarding the campaign and the general publicity given the movement. In this connection, the "Hall of Fame for Trees" may add interest to the subject of trees and at the same time contribute to the selection of a national tree. Let the class select the tree candidates in the locality. They should then be started on the road toward finding the important facts in favor of each tree. The good voter casts his vote only after he has the facts. This investigation is best carried on in groups.

Recitation: Immediately following the introduction of the problem an outdoor observation lesson on one tree is desirable. Important points to consider are: Leaf, arrangement, color, shape, size; fruit, size, shape, where found on the tree; bark on both old and young wood; shape of tree; other points which aid in identification; its value in street planting. After a few trees have been studied in

this way other trees may be taken up by comparison with these. These indoor lessons may be greatly improved by the use of illustrative material. Charts for individual trees showing bark, wood, leaf, twig, fruit, pictures of tree in summer and winter are helpful. Actual specimens are desirable, but when these are not available, well-selected photographs make good substitutes.

The following outline contains the important points to be considered in connection with each tree candidate.

I. Important identifying characteristics: (1) Leaf, shape, size, outline, arrangement on branches. (2) Fruit, shape, size, color. (3) Bark on trunk and branches. (4) Buds, size, shape, arrangement, outside covering. (5) Shape of tree.

II. Uses of the tree: (1) Find all the ways in which your tree can be used. (2) Make charts showing objects made from the wood.

III. Its range of growth: (1) Conditions necessary for growth. (2) Sections where found.

IV. Its desirable characteristics: (1) General hardness. (2) Beauty. (3) Ease of identification. (4) Economic value. (5) Value in street planting.

V. Its distribution in the locality: (1) Chart sections of the city or town showing the distribution of the tree in the community.

VI. Its historic significance.

Pupil activities: The teacher's efforts in the class periods should aim to direct and encourage certain definite worthwhile activities on the part of the pupils. The more essential of these pupil activities are:

1. Reading from different sources, as Keeler, *Our Native Trees*; Pack, *The School Book of Forestry*; *Trees as Good Citizens*; Rogers, *The Tree Book*; Sargent, *Manual of Trees of North America*; and different geographical references available to find the various points listed.

2. Visits to various sections of the city to ascertain such facts as: How many different varieties of this tree are found here? In what sections of the town are they located? What is the size of the largest tree of this variety in the region?

3. Talks with adults regarding the points which they have observed about the different trees being considered.

4. Collecting pictures, samples of wood, bark, leaves, etc., and arranging these in suitable form for exhibition.

5. Make charts showing the various ways in which the wood of different trees may be used.

6. Organize all the information obtained into a complete discussion setting forth the truth about each tree.

7. At least a few members of each group should make short speeches which summarize the important points in favor of individual trees.

8. Plan a publicity campaign for the purpose of interesting the community in the question of voting for a national tree.

9. Hold a tree exhibit to which the public is invited.

10. Start a school museum of interesting tree material as, specimens of leaves, bark, wood, fruit, pictures of any of these, charts showing objects made from the different woods.

11. Observe Arbor Day and make definite plans for the protection of trees needing attention.

12. Select historic trees of the community and decide upon appropriate means of identification.

13. Hold an election day for the purpose of voting on the national tree.

14. Organize groups of students for the work of instructing younger students in the school regarding trees, their importance, and care.

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CHAPTER IV

HISTORIC PITTSBURGH—A PROJECT

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A PROJECT is a tentatively devised and often impracticable plan.—*Webster*. This definition is particularly apt in reference to elementary school projects, because the devising of the plan should constitute an important part of the work, and no doubt the original plan often proves impracticable.

The value of the project is primarily its value to its producers in terms of plan and execution, secondarily its value to the schools and to the community in terms of the finished product. Even in an elementary school it is possible to have a practical plan devised in part by the pupils under the guidance of the teacher and have it culminate in a finished product which has some intrinsic value.

A project should be selected with reference to: (1) Adaptability to the capacity of the pupils, (2) accessibility of material, (3) the value of the finished product. The occasion for the selection of the subject Historic Pittsburgh is the fact that the Washington Crossing Bridge over the Allegheny River is nearing completion at the spot where George Washington and Christopher Gist crossed on December 30, 1753. In Pittsburgh, the Gateway of the West, there are many names reminiscent of pioneer days and memorials of famous men and noble deeds and sights, which bear mute testimony to the struggles of our early settlers.

On inquiry it was found that in the visualization department of the Pittsburgh public schools there was no set of slides of historic Pittsburgh. We were informed by the director of the department that such a set of slides with accompanying lecture would be a valuable contribution. We had thus satisfied the requirements set up as general guiding principles—that is, the subject was within the capacity of the children, the material was easily accessible, and the finished product would be a valuable contribution to the public schools.

The next step was the presentation of the idea to the pupils. It was done in the following way: "Boys and girls, the desire has been in my mind for some time to work out some project with you. (Great interest shown.) The new bridge over the Allegheny River at Fortieth Street has suggested a subject. (Blank expression on faces.) Does any one know what this bridge will be called? (Correct answer.) Why should it be called the Washington Crossing Bridge?"

This led to the story of Washington crossing the river, the Washington Public School near this spot, the memorial tablet on the school, and so naturally to other historic sites in the city.

The general facts of American history being fairly well known, the historic sites easy of access, the appeal to photograph and keep in permanent form these memorials of the past was a most natural one and met with an enthusiastic response.

Our immediate objective was to mount the kodak prints with typed descriptions beneath and fasten the mounts together in album form with an appropriate cover of original design. As we proceeded with the work, it was decided to have enlargements made instead of using the small prints of various sizes, since the large picture would show more detail and could be displayed on the walls to better advantage. The final stage in the development of the objective was to have lantern slides made and present them to the department of visualization of the Pittsburgh public schools so that all the schools of the city might have the opportunity to study in picture form our own city's historic sites.

We decided on the committee plan to carry out the project with the least duplication of effort and consequent loss of time. The photographic committee visited the historic sites and took pictures, the descriptive committee assigned topics to members of the class and corrected the descriptions, and the transportation committee arranged for automobiles to take the photographic committee to the various sites. The art committee selected with the advice of the class, together with the supervisor and the teacher of art the size, shape, and color of the mounts, the position of the prints, and the descriptive material. It was decided to have a class competition for the cover design. The winning design consisted of the old Block House surrounded by conventional trees surmounted by the smoking stacks of our factories. The general committee had a busy time arranging the details, selecting the most important sites, checking up on the descriptions, and collecting the funds to pay for the developing, printing, enlargements, and lantern slides.

It happened that a meeting of the platoon principals was to be held in Colfax School, just about the time of the completion of the project. Two members of the class were chosen to present the project in the auditorium to the upper-grade classes, principals, and other visitors. This served as an additional incentive to keep the work from lagging.

The following is the illustrated lecture presented by the pupils:

Pittsburgh is noted for its industries, its beautiful homes, and its educational facilities. However we should not allow its historic places to be forgotten. For this

reason the 8B class is attempting, on a small scale, to preserve by means of photographs and lantern slides some of the most important historic sites of our city.

In order to accomplish this work, committees were appointed to have charge of different things, namely, photographic, descriptive, art, transportation, and a general committee in charge of the whole.

We have selected fifteen views with a written description of each, but we expect to add to this number until the list is fairly complete. We have prepared an album with enlargements of our kodak prints, with description below each picture, and a cover of original design.

In order that all the schools of the city may have the benefit of these pictures, we have had lantern slides made which we wish to present to the department of visualization of the Pittsburgh schools.

Slide No. 1—This equestrian statue of Washington stands in West Park, North Side. His services to his country as general and as president are well known. At the age of 21, he was entrusted with a message from the Governor of Virginia to the French Commander at Fort Le Boeuf, a very difficult and dangerous journey at that time. On his way he passed through what is now Pittsburgh.

Slide No. 2—The Washington School on Fortieth Street, in Lawrenceville, is located near the place where he and Christopher Gist crossed the Allegheny River.

Slide No. 3—There is a tablet to the right of the entrance of the Washington School as a memorial to this crossing. "Near this spot and on the morning of December 30, 1753, George Washington and Christopher Gist crossed the Allegheny River on their return from their perilous mission to the French Commandant at Fort Le Boeuf."

Slide No. 4—A more striking memorial is now under construction—namely, the Washington Crossing Memorial Bridge, across the Allegheny River at Fortieth Street.

Slide No. 5—It is said that Washington stood on what is now called Mt. Washington and recommended that a fort be built on the point between the Allegheny and Monongahela Rivers.

Slide No. 6—This view shows the point from the Manchester Bridge looking down the Ohio River.

Slide No. 7—This shows the fork of two rivers and the beginning of the Ohio River. Washington little dreamed that he had recommended so wisely and that 150 years later a city of more than half a million would be located at the forks of the Ohio.

Slide No. 8—The old Block House is all that remains of the once famous Fort Pitt from which Pittsburgh takes its name. Built by General Stanwix in 1759 at a cost of 60,000 pounds.

Slide No. 9—The French had previously built Fort DuQuesne on this site, which General Braddock was sent to capture in 1755. This tablet on Sixth Street in Braddock, just above the Pennsylvania Railroad, marks the farthest point west reached by Braddock's army. He was surprised and completely defeated by combined force of French and Indians, in spite of the efficient help given by Washington.

Slide No. 10—This tablet on the office building of the Edgar Thompson Steel Works marks the site of the spring at which General Braddock was attended after being defeated.

Slide No. 11—The army retreated and crossed the Monongahela River near the mouth of Turtle Creek.

Slide No. 12—No man since Washington has become to Americans so familiar, so beloved a figure as Abraham Lincoln. Every American should know his life and writings. On February 15, 1861, he made an address from the balcony of the Monongahela House, at the corner of Water and Smithfield Streets. This hotel, built in 1847, is still in use and in a good state of preservation. He said in part: "Let the people on both sides keep their self-possession and just as other clouds have cleared away in time, so will this great Nation continue to prosper as heretofore."

Slide No. 13—About a year and a half after Lincoln left Pittsburgh, September 17, 1862, there was a terrible explosion in the Arsenal in Lawrenceville, in which about 100 women and girls lost their lives. This tablet in Arsenal Park commemorates their supreme sacrifice for their country.

Slide No. 14—Grant Street where the Court House and the City-County Building now stands marks the spot where the advance guard of General Forbes' army under Major Grant was attacked and destroyed by the French on September 14, 1758.

Slide No. 15—On Pennsylvania Avenue, near the forks of the road, stands the memorial to Stephen C. Foster, the sweet singer of Pittsburgh, whose songs are known and sung in practically every American home.

After the lecture was given, the slides were presented to Mr. John A. Hollinger, the director of visualization. In his acceptance he complimented the class on the valuable contribution which they had made to the schools. He followed this in a few days with a letter which was read to the class. The letter follows:

MY DEAR MR. DEEVERS—I am writing this to thank you and through you to thank your 8B group for the lantern slides and historical sketch of points of interest in Pittsburgh.

This is a very fine project for your school. It is doing a real piece of work that has definite value for the schools of Pittsburgh. Project work of this kind in the schools certainly will bear abundant fruit in the lives of the children. It is a real education.

I have already received several requests for the use of the set of slides and the descriptive material which you contributed. From this you can see that considerable use will be made of these slides, when it will be generally known that they are available for the use of the schools.

Looking forward with pleasure for more of this kind of work and assuring you of my heartiest coöperation, I am sincerely yours,

JOHN A. HOLLINGER, *Director.*

I have tried to give in concise form the steps in the development of this project, from its presentation to my own mind until the finished product was in actual use in the schools.

CHAPTER V

THE SUPERVISION OF HISTORY

VELORUS MARTZ

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SUPERVISION of instruction is frequently regarded as a classroom exercise. Such an attitude seems to assume the major premise, that we know what we are trying to do, and places the emphasis on the manner of doing it. But with increasing experience the writer is becoming more and more firmly convinced that for supervision as well as for teaching the most fundamental and vital thing is a conscious purpose and a well-defined objective.

There seem to be what perhaps we may be permitted to call two schools of supervision. The one is inclined to emphasize the technique of classroom management. It takes note of such things as the time consumed in the distribution of materials and supplies, the number and character of the teacher's questions, the proportion of the class manifesting interest and attention, the number of pupils reciting successfully, etc. Such objective facts, it is maintained, afford a concrete basis for impersonal judgment of the success of the teacher's efforts. The other school of supervision assigns much less weight to these things and essays to appraise that intangible element of the situation that we ordinarily call spirit. The difference between the schools seems to be almost a matter of inborn attitude. It is not that they are seeking necessarily different ends, but they are forming judgments from different sets of data. The methods of supervision employed, as well as the effect upon the attitude of the teacher, are likely to differ in a somewhat marked degree.

The present writer confesses to a decided leaning toward this second school of supervision. This does not mean that he fails to recognize the value of the criteria stressed by the objectivists but is rather a confession that he has never been able to "do it that way." What may be said therefore, in the discussion that is to follow is not offered as an attempt to present an approved or superior method of supervision but rather as an experience that may have some value for those who have encountered difficulty similar to that of the writer.

When the writer first became a supervising principal, he approached the job with no little uneasiness of mind. In the first place he was conscious of the fact that the attitude of a large percentage, if not an actual majority, of the older and more experienced teachers toward supervision could scarcely be described as cordial. In fact,

being himself of the old school and trained under the older methods, this was in large degree his own attitude. In the second place he was aware that, in many instances, he was not so competent to advise his teachers how it should be done as they were to do it. In such a situation it is not surprising that very little was done that could legitimately be classed as supervision.

The writer could not escape the conviction that if supervision failed to gain the support of the teachers there must be something wrong with that type of supervision. He thus became interested in supervision as a problem in itself. He began to feel that if it could be made in like manner a problem to the teachers they would become equally interested and would willingly coöperate in its solution. In this he was not making an original discovery but was merely becoming acquainted with what others had already found out and were putting into practice. One trouble with the old type supervision was that it went on the assumption that the supervisor knew the answer and that his duty was to tell the teacher what to do in order to get it. Whereas, the truth of the matter is that frequently the supervisor does not know the answer any more than does the teacher. But this should only add zest to the game. Have we not noticed the manifest increase of interest on the part of a class when a question or problem arises unexpectedly to which the teacher does not know the answer? Then the class and the teacher work it out together. Here is a real problem; there is real coöperation in its solution and genuine interest in the outcome. Supervision might learn a lesson from a situation such as this.

We believe that the first duty of a supervisor is to strive to develop, if it is not already there, a professional attitude in the teacher. This means cultivating interest in teaching as an activity in itself, making it a problem toward whose solution thought and study are devoted. A problem involves an outcome or a goal which we desire to attain and some uncertainty as to the means of achieving it. Then, in actual experience, we try different methods of solution and appraise their value as they aid or hinder our progress toward our goal. If we can accomplish something like this with our teachers we are in a fair way to become scientific in our attitude toward teaching and may reasonably hope for ultimate success in our efforts.

If what has been said be true, then it follows that our first concern is not with methods, but with aims and objectives. Arriving at these should be a coöperative enterprise. It is doubtless to be desired that the supervisor and teacher agree upon objectives but it is not indispensable. Certainly it is not the function of the supervisor arbitrarily to impose his aims and objectives upon the teacher. His

broader experience should give some weight to his position, but if he is unable to convince the teacher of the validity of his aims let her teach for her own. The vital thing is that teaching should not go on without a well-defined purpose carefully thought out.

All that has preceded seems equally applicable to any subject but we trust it will not be difficult to make a specific connection with the supervision of history to which topic we are supposed to direct our discussion. The first step will be for the supervisor and the history teachers to arrive at some understanding of the objectives toward which history instruction in their school is to be directed. We do not know what the conclusion will be but we can imagine that it will have to do with bringing the child to a clearer understanding of his social environment, that intelligence may govern both his judgments and his conduct in relation thereto. Mere acquaintance with the facts of history possesses some conventional value. A person in polite society would often find himself embarrassed were he ignorant of events and characters of the past of which every educated man or woman is supposed to have some knowledge. This of itself might be considered sufficient reason for teaching history, but without doubt there would be general agreement that preparation for participation in a social environment offers an objective immensely more far-reaching and more fundamental. In fact it is so broad and inclusive that for classroom purposes it needs to be broken up into more concrete and specific aims. Thus we may teach history (1) to deepen our appreciation of our heritage from the past, (2) to develop a clearer understanding of causal relationships in history, that the pupil may come to realize that our present social state is not an accident but the logical result of conditions and forces of preceding years, (3) to develop critical judgment by establishing standards of justice and fair play that may aid in determining our attitude toward present-day problems, (4) to deepen the conviction that justice cannot be denied without, some day, a penalty being exacted. The list might be easily extended. This sounds rather difficult for the elementary school, but a teacher who is alert to these things can do a great deal even with young pupils. We may teach the Declaration of Independence as a document adopted July 4, 1776, in which this country declared its independence of Great Britain, or we may teach it as marking a new era in the history of the human race. Never before had any government been established on the principles therein proclaimed. It became our contribution to the cause of human freedom. We may also point the Declaration of Independence more directly to our own times. If we agree that "governments derive their just powers from the consent of the governed," what effect does

that have upon our attitude toward the request of the Philippine Islands for independence?

If our aims and objectives become well-defined, a fairly definite clue to method is likely to be given. If we are teaching to develop intelligent judgment and conduct in present-day situations, we cannot be content to treat history merely as a record of past events. But we must stand ready to seize every opportunity to lead the pupil to see what meaning these things of the past have for his own life and time. An event has meaning for us when we understand what difference it makes in our life. A thing has meaning when we know what we can do with it, what it can be used for. A situation has meaning when we know how to adjust ourselves to it. The history period must be then not merely a time for recitation but a time also for linking up the experience of the past with the child's own experience, to enrich and broaden its meaning, to cause him to see the things about him with different eyes, to live in a new world. These things the pupil must come to see for himself, he must do his own thinking. Hence, we get a second clue for method. Real thinking takes place in a problematic situation. Therefore, the teacher must not hand out ready-made judgments to the pupil but rather put the matter to him in the form of a problem whose solution he must seek for himself. If England was in the wrong in attempting to tax the colonies by the Townshend Acts, is the United States also in the wrong in levying similar taxes upon Porto Rico?

This largely tells the story as we see it. A conscious aim; an earnest attempt to accomplish this aim by linking history with the child's own experience and doing it in a way that calls for thought rather than for memory. So far we seem to have dealt with the teaching of history much more than with the supervision of that teaching. But supervision is merely the job of getting a plan of instruction into operation in the classroom. The present writer knows no better method of securing this end than getting the teacher somehow to adopt the plan as her own, recognizing the thing as a problem, but as her own problem in whose solution she is much interested, knowing that the supervisor is also deeply interested in the same problem and she may look to him for advice and suggestion, but that the answer as yet lies hidden from both of them.

If we can bring about a situation such as this, how will it affect supervision? In the first place, it seems apparent that much of what has been suggested can be done outside the classroom. The statement is not infrequently made that a supervisor should spend three fourths or nine tenths of his time in the classroom. The writer is not prepared to subscribe altogether to that notion of supervision. In group

and individual conferences, in the exchange of ideas that takes place in the informal contacts day by day between teacher and supervisor much can be done to help a teacher to a broader and clearer vision of her work. This is supervision of a vital nature.

Secondly, the scheme offered deals with teaching frankly as a problem. It does not offer a ready-made device or method to meet each classroom situation. It attempts to present an aim and a principle in accordance with which we endeavor to realize that aim. But it does not relieve the teacher of the responsibility of using her own intelligence and initiative.

The fact that the situation has taken on the character of a problem in which there is mutual interest should have a desirable effect upon the relation of supervisor and teacher. When the principal steps into the room he is coming not so much to see how the teacher is conducting her work as to learn what progress is being made with that problem in which both are interested. If things go well, it is the teacher's success as much as the supervisor's. If things go ill, it is the supervisor's failure as much as the teacher's for the whole affair is a coöperative enterprise. The writer recalls some instances of having been requested to visit a class in order to witness the failure of some device or method he had proposed. We wish the teacher to feel that she is conducting an experiment, for the outcome of which the supervisor has as much responsibility as herself. If we can help to relieve the tension so frequently evident when a "supervisor" is present, a great advantage will have been gained.

A principal who views supervision as we have attempted to present it, when in the classroom will probably be watching the children more closely than he does the teacher. He is more interested in results than in devices and will appraise the teacher's methods in terms of the reaction of the pupils. The vital question is not, Did the teacher use this method or that method? but, Did she "get it across" to the pupils? One teacher may do it in one way; a second teacher may achieve the same result in a different way.

Although we have emphasized the fact that the supervisor does not know the exact answer to the problem he will have learned that many proposed answers are wrong, or in other words that some methods are not the proper ones. It thus becomes necessary at times to try to secure a change of method on the part of the teacher. It is not sufficient to tell the teacher that her method is wrong. If we have no better one to suggest we probably might as well keep still. We do not want the teacher to get the impression that we visit her classes primarily to inspect her work and appraise her methods, but because of our interest in the problem upon which she is engaged. Methods

should be discussed merely as a feature of that problem. If we believe that the teacher has failed to develop some important phase of a situation, or to connect it up with the child's experience, it is probably not best to tell her bluntly that she has missed the main point. Rather may we make a suggestion somewhat as follows: "It has occurred to us that the reconstruction period might well be used to drive home the absolute necessity of popular education in a democracy. The evils of the carpet-bag régime where only what might be expected at any time when government falls into the hands of an illiterate class. Should we ever neglect public education we may expect to suffer something of what the South endured during those evil days. We believe it would be well when you come to the reconstruction period again to attempt to develop something of this, and it is possible the period may be given a meaning in the lives of the pupils that otherwise they might fail to get."

Lastly we believe that an approach to supervision such as we have attempted to present has some merit in that it leaves the teacher with the feeling that teaching is not a cut and dried affair. She is sailing a sea well charted in many places but which still has large areas unexplored. It may be her fortune to discover a new and more direct route to port. One of the dangers a teacher faces is traveling over the same course so often that its familiar sights no longer awaken her enthusiasm. Zest is a vital factor in her attitude toward her work, and we know of no better way of keeping ourselves keyed up than by leaving the way open for an adventure or a discovery.

But it may be asked, "Are supervision and teaching never to pass the stage of uncertainty and unsolved problems?" Surely; year by year the problem is being more clearly stated and the methods of attack more sharply defined. Still it may be truly said that when a teacher has arrived at the state where there no longer exists in her mind any doubt as to her objectives or her methods of attaining them, that teacher is past supervision or no longer needs it.

We have attempted to present supervision as a problem. Such a problem, we believe, will give us a guiding principle by which to judge classroom procedure and yet leave sufficient uncertainty in the situation that we must feel the responsibility of making our own decisions and at the same time sense the possibility of an adventure in the outcome. The writer does not wish to pose as having solved this problem. Far from it. The wrong answers far outnumber the right ones. In his moments of despondency his only consolation is in the thought that even in big league circles a batting average of .300 is regarded as an achievement.

CHAPTER VI

THE SCHOOL ASSEMBLY AS A STIMULUS TO THE ACADEMIC SUBJECTS

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WITH THE development of the modern school system has come many additions to the curriculum as originally planned. These changes are a natural outgrowth of the change in social conditions.

We believe that the fundamental purposes of our schools today are to train pupils to be good citizens and to develop in them the qualities which make for service and leadership. Since we believe in these purposes, the employment of any activity which will bring about this result is justifiable. We must so organize our work that pupils may have opportunities to participate as citizens in a democracy of their own. They must have the opportunity to assume responsibilities and to discharge them with satisfaction to themselves and to their classmates. Pupils who are good citizens of a school community and who through repeated successful participation in the duties and responsibilities of the group acquire the habits and skills necessary to good citizenship are more likely to be good citizens after leaving school.

One of the most potent agencies for developing initiative, service, and leadership is the school assembly. It affords an excellent opportunity to create community spirit and also loyalty—that intangible something which can be gained only when all feel that they are working together for one cause. The assembly period should come to the pupils as a felt need rather than as a plan imposed upon them by teachers or principal. Pupils should be the principal participants in the assembly period and the programs should to a large extent grow out of the regular class work or the life of the school. Since no pupil has an opportunity to take all the subjects offered in the curriculum, programs may serve to explore many phases of school work which the pupil would not otherwise know. Whole fields of interests are opened up which may enrich his leisure time and which may affect his future choice of courses.

The assembly period offers an opportunity to the English classes to motivate their work to the fullest extent. It gives an opportunity

for oral composition in which not only the content counts but the voice and poise of the individual giving the message. It furnishes a real audience situation. There is no better way of showing boys and girls how the English language functions in their lives than by making it their duty to present in simple and effective English a message that is of interest to an audience. The presentation of the actual subject-matter could be given much better by any member of the faculty but that would rob the pupils of one of the best opportunities to gather information, organize, and present their views of the subject.

Imitation plays a large part in a child's life at this age. Hence, dramatizing a selection from his literature work becomes of real interest to him. Very few boys but would be thrilled to play the part of Ulysses in the *Odyssey* or Sir Galahad in the story of the *Holy Grail*. Trying out for the different characters, arranging the stage setting, studying the customs of the period to decide upon the costumes, afford rich opportunities for oral English work in the discussions which will necessarily take place in preparing the work. Can there be stronger motivation for an English class than that afforded by the preparation of one of these selections presented at assembly?

Presenting an original play, "Bookland," in which the conversation and action were centered around books from the school library such as, *Heidi*, *Prince and the Pauper*, *King Arthur*, *Sara Crewe*, *Understood Betsy*, and the *Odyssey* not only furnished an opportunity for excellent English work in class and assembly, but was instrumental in widely increasing the circulation of these books. Another similar device was a book party where all the class assembled making preparations for the event. The pupils, acting as hostesses, called upon different ones to name characters to be invited to the party. When the character was named the reason for the invitation had to be given, as, "Let us invite Robin Hood. He is so adventurous and will have so many things to tell us." Or, "We will invite The Little Colonel, she is such a natural girl and not a goody-goody." "Joan of Arc must come because she is so brave and has a mysterious atmosphere about her." "Of course we must have Pollyanna; she makes us all feel so happy." If the number of invitations to be issued is limited, it will produce a keen discriminating interest on the part of pupils to have their favorite characters invited. They must produce good reasons to secure the support of the other pupils. Often it is beneficial to put the vote to the entire assembly after all arguments are heard.

A program with the entire class representing an advisory period in which the question of good manners in the home, on the street,

on the street car, and in the lunchroom were discussed and many suggestions made for improvement. Debates, current events, talks on subjects pertinent to the best interests of the school, such as the meaning of school spirit and how best to promote it; plans for leaving the school better than they found it; discussions and selection of the attributes that make a good citizen; selection of a name for the school paper; different campaigns; speeches on behalf of candidates for school offices; short story and original poem contests; pantomimes illustrating original stories; slogans for Red Cross and Community Chest drives are but a few of the ways in which the assembly can prove a stimulus to the work in English.

Many of the more timid pupils will become so interested in this form of work as to entirely lose their timidity. Such contributions as the following when voted the best by the student body will develop a feeling of confidence in the most retiring. These were prepared in English classes, presented at assembly, and later printed in the school paper.

MY MOUNTAIN HOME

There's a place in the heart of the mountains,
It's the place that is dearest to me;
Where the splashing creeks sparkle like fountains
And the mocking bird sings from the tree.

There's a trail that is winding and turning
Toward the sun as it sinks in the West;
There's a heart that is longing and yearning
For the place in the world it loves best.

There's a place where the birds while a winging
Repose in the whispering pines,
And the columbines nodding and swinging
Whisper secrets of glad summertime.

There's a cave with its darkness repelling,
But its walls are of wondrous hue;
For its beauty there's no place excelling
And its wonders forever are new.

There's a little old trundle-down home there,
Surrounded by cedar and pine,
That's a place that I always will love best,
Though I roam in a far-away clime.

There's a welcome that gladdens and soothes me
When I come from my wanderings to rest,
And my world-weary heart becomes carefree
When I rest in my own home nest.

MARY BEGOLE, *Eighth Grade.*

SLOGANS—COMMUNITY CHEST

- "Give for the joy of giving; think what good it will do."
"Give for the good of living, and joy will come back to you."
"Stop-Look-Loosen."
"Say It With Money."

Ease your conscience and your heart,
Give all you can, and do your part
For the Community Chest.

Sand's Home with people sick and blue,
They need the money more than you;
Fill the Community Chest.

Think of the orphans, homeless and small,
Think of the blind, and then you'll give all
To the Community Chest.

The Neighborhood House cause is one of the best,
You give the money; they'll do the rest.
Pack the Community Chest.

For your city's good standing and pride,
Hand out your money far and wide.
Help the Community Chest.

SAMUEL SHERMAN, *Eighth Grade.*

Other academic subjects can be handled equally well. To tell pupils that certain facts are true and to give them the comparison of figures means but little. A real interest not only for those listening but for the performers as well is aroused when the assembly program is given over to the explanation of graphs worked out in the mathematics classes. Such graphs were used to show the mileage of railroads in different countries; what America eats each year; the amount of money spent for education against the amount spent for luxuries; the number of people per thousand who died from disease in the Mexican, Civil, Spanish-American, and World Wars and that a less number died from disease during the World War on account of better medical aid; how their school team stands in the games lost and won; where they rank with other schools in thrift; how the pupils increase in weight after entering the nutrition class; how the boy who leaves school at eighteen when he reaches twenty-four years of age has earned over two thousand dollars more and worked four years less than the boy who leaves school at fourteen. Each pupil chose the subject for his graph, which had a particular interest for him, and he was required to present in a definite manner the knowledge he had gained.

Mathematics races and challenges using the fundamental processes, fractions, and decimals not only create interest but have a high educational value. The mathematics classes have even invaded the field of English in writing sketches and plays for assembly

showing the part mathematics plays in life and how frequently it is used by the Boy Scouts in their work.

After pupils have selected their electives and are fully convinced of their value, they are eager to sell them to the other pupils. Some interesting and instructive programs have been given by the language department, as conducting a class where the pupils were dressed as Roman school boys. The roll call and entire lesson being conducted by the teacher as it was in ancient times gave a good idea of the customs of those times. This project contrasted with the school life of the boys and girls of today and furnished an atmosphere for the subject-matter.

In another assembly program, Mother Goose summoned the "Old Woman Who Lived in the Shoe" with all her children to gather around her and then with the aid of the Mother Goose characters gave nursery rhymes such as:

Ad urbem venit Doodlius cum
Caballo et calone
Ornavit pluma peleum
Et dixit Macaroni.

Erat puella parva
Cui erat parvus cincinnus
In media fronte
Et cum erat bona
Erat optima certe
Et cum erat mala
Erat plessima.

and explained to them the reasons for studying Latin. Myths and stories of the early life and history of the Romans, well-known hymns, as *Adeste Fideles*, *Ave Maria*, and versions of *Holy Night*, given in Latin, and rounds, such as:

Roma ardet, Roma ardet
Cave, cave
Igni, igni, igni
Aquam inunde, igni unde.

aroused much interest in the subject even in the pupils who were not in the department.

The French and Spanish departments used the modern fairy tales, as the "Three Bears," "Little Red Riding Hood," "Cinderella," and many others with appropriate songs and rhymes translated into language for dramatization. Following is a program given by a first-year French class. The stage was set to resemble a classroom. The pupil acting as teacher greeted the class in French as they entered. The entire recitation was carried on in French and showed

the different kinds of work which had been covered by the class; as, blackboard work, translation from French to English and English to French, telling fables, giving rhymes and singing. The period ended with the flag salute in French.

One of the best means of broadening the knowledge of pupils is the field of science. This subject challenges even English in its adaptability. There has never been an age when there was such a wealth of material in science which can be made of interest to boys and girls as at the present time. Programs on the following subjects have been profitably used: Electricity; how airplanes and dirigibles are made and what part they are playing in our history; simple experiments to exhaust the oxygen from the air, show the effect of a vacuum, and the circulation of the air. All serve to show the powerful forces back of what we observe every day and how science is becoming more and more important in our every-day life.

Those working in the field of the social sciences may count themselves most fortunate. Herein lies one of the greatest opportunities for training in citizenship, as it affords the closest correlation of subject-matter with actual performance of civic duties. Pupils learn how peoples live together and how to organize and conduct communities. In this connection they organize their form of school community, draw up the constitution, and provide for amendments, hold elections, and conduct their meetings. Every assembly is presided over by a student chairman who follows prescribed rules of order. Here is the opportunity for the social science department to work out through the home room organization the qualities necessary to make good citizens and to determine what duties and responsibilities good citizens have toward the community and how they should be discharged. In this way the pupils actively organize and participate in a real organization in which each individual is learning good citizenship by successfully practicing it. The discussions of the assembly programs carried on in the classrooms or home rooms have a great influence in unifying the entire school by developing large loyalties from small ones.

The organization of the assembly programs is very important. Since the school is a miniature democracy, it must afford opportunities to a maximum number of pupils. The plan employed must be one that will contribute most to the every-day needs and desires of the pupils and help them to do better the desirable things they are going to do any way. All programs should be under the supervision of a committee composed mostly of pupils with faculty members as advisors. Those desiring to put on a program must be able to convince the committee that it is worth while as well as interesting.

This requires organization by the group and arrangements for even the slightest detail. Here the timid child may get his first introduction to the platform in a minor way but one which will give him poise and bearing. The more homogeneous a school is the freer the pupils are to participate. In order that all pupils may coöperate to the greatest extent at least a part of each program should be planned, criticised, and rehearsed in the regular class time. This is time well spent as it helps to stimulate an interest in the academic work.

It must be remembered that the assembly programs are not to be finished products but a creditable performance where the pupil understands and appreciates thoroughly the subject used as a means of self-expression. During the semester each group is responsible for only one program. All pupils may not have an active part in a program, but everyone will have an opportunity to do something toward it, if only taking care of the curtains or looking after the lights.

The real value of the assembly program is almost immeasurable as its effects carry over into nearly all activities of the leisure hours of life as well as into more practical affairs. It teaches pupils to conduct themselves properly in group gatherings, to respect and coöperate with the group both as leader and follower, to select and organize material suitable for presentation, to think quickly and clearly while on their feet, to express themselves forcefully. It teaches pupils to be polite, courteous listeners.

Not the least value of the assembly is its socializing power. Pupils and teachers participating on an equal basis in the same activity brings about a comradeship which can be obtained in no other way and one that is most useful in carrying on the regular class work. The assembly is the best means of securing higher standards in comradeship through coöperative effort, citizenship, and scholarship.

CHAPTER VII

THE PRINCIPAL AND THE DELINQUENT BOY

ALMA BARTELS

Principal, Larimer School, Pittsburgh, Pennsylvania

SO MUCH has been said and written about the delinquent boy that one really hesitates to add anything more; and yet, when one attempts to carry out in practice the many theories and suggestions that have been given, one finds them almost totally inadequate to meet the needs of the new situations as they arise.

Many conditions have to be taken into consideration—the home and its environment, the community, and the school. If the home is a poor one, the chances are that the delinquent is not at his best physically. Some members of the family may be below par mentally, although this is not always the case. Then, perhaps, there is an overcrowded condition—eight or ten children, and, in some homes, several boarders, living in two rooms. Invariably, in situations like this, the mother is a poor housekeeper, and the father incapable of meeting the requirements necessary as head of the family. This is the situation found in many congested districts. Even in the better homes, conditions oftentimes exist that are a hindrance to the boy. Here the mother may be so busy with her social duties that she hasn't time to give to him. As for the father, he may be so interested in his business that he neglects to give him the companionship he needs.

Where, in these days of rush and bustle, do we find the family circle? It is hurry with the dinner so that we can attend the movies, or a lecture, or perhaps the theater, or a dance; each member of the family having his own interests, until one wonders if the various members of the family ever do really become acquainted in the truest sense of the word.

Then there is the community. In the congested districts, it is probably just as undesirable as the home—overcrowded, unsanitary, neglected, and, what is worst of all, having no playground. If municipalities could only be convinced of the necessity for playgrounds, not only in these neglected districts, but in all districts, perhaps there would be less juvenile delinquency. I hope the day is not far distant when every school building will have a well-equipped playground for the girls and smaller children and an athletic field for the older boys and men. As a nation, we do not play enough.

What boy doesn't love baseball, football, basketball, volleyball, and the various other indoor and outdoor games? Make a boy captain of his team, or even permit him to be one of the players and what an interest you have stirred up within him! First, there is the social side, affording training in loyalty to his team, to his school, or other organization. Here he learns the meaning of fair play, and last, but not least, he learns the value of good sportsmanship. Isn't this life? Even in the better districts of large cities it is nothing unusual to see boys gathered in alleys and in vacant lots, or on the streets, playing their games, and just when interest is keenest, along comes a policeman and orders them away because someone in the neighborhood has complained of the noise. How often have I heard the cry, "Well, where can we play?"

And now for the school itself. Is it the most attractive place in the community? This does not necessarily mean the most beautiful building, but does it serve the purpose for which it is intended? It should be a protection from the wind, the sun, and the weather, should be well-heated, well-lighted, sanitary, and well-equipped. The teachers should be specially trained, sympathetic, and with such a whole-hearted interest in their pupils that their influence reaches out into the whole community. The principal should be the leader, ever on the alert to see that his school meets all the needs for his pupils and for his community. His personality should be such that teachers and pupils, yes, and parents too, will feel free to come to him to solve their problems.

From the time the boy is six years of age until he is sixteen he spends the greater part of his time in school. Since, just now, it is the delinquent boy in whom we are interested, naturally our first question should be, "What is the cause of this delinquency?" I wonder sometimes if we aren't in too much of a hurry to solve this problem. It takes less time and it is so much easier to mete out punishment or a penalty than to talk things over with him. We are so busy with other school problems that unconsciously we choose the quickest way. What is the result? We lose our hold on the boy. If we could only take the time to go back far enough to find the cause! We should make the boy feel we are interested in him, that we want to help him, that we are his friends. Rather err on the side of being too lenient with him until you get all the facts in the case than lose his confidence. Many cases of bad behavior are not due to anything seriously wrong in boys; they are just the result of excess energy.

I have seen boys openly accused in the classroom of conduct of which they apparently were guilty, and yet, after a heart-to-heart talk with them, I found it was not a question of guilt or misconduct.

They just didn't understand, and how our hearts go out to a boy when, after one of these talks, with tears in his eyes he says, "I didn't know. I wish someone had told me long ago."

Is the boy that plays truant always in the wrong? What about our curriculum? Are we sure we have one that reaches him? Where is the fault when Tony doesn't like school? We must include in our curriculum activities that will be more attractive than the street, the vacant lot, the swimming hole, or the shanty under the bridge.

Then again, it may not be the curriculum. Could it be the teacher? Many conscientious teachers have knowledge of the subject-matter, but fail miserably because of their ignorance regarding the nature of the pupil to be taught. How about the principal? I often wonder if it isn't, to a great extent, my fault when I haven't reached these boys. Perhaps I should be more patient, give them more time. They are only human and love attention just as you and I do. Often I call on them to help me. How their faces beam! Later when I find they are back at their old game again, I find that I had, for the time being, directed my attention elsewhere. Then it means begin all over again—slowly, patiently, lovingly—until an interest is awakened and there is a desire to learn. My boys know that I exact no penalty from them for truancy, but I do have them understand that they are placing a burden on their parents and that I shall hold their parents responsible. This is where the responsibility belongs, but we can help by taking a personal interest in the boys.

Some delinquent boys are so because of physical or mental defects. If physical, these should be brought to the attention of the parent to be corrected. Medical inspection in our schools has surely raised the physical standard of our boys and girls. It is a rare occasion these days that one comes in contact with a parent who will not give his child the necessary medical attention. Eye strain, defective hearing, enlarged tonsils, adenoids, decayed teeth are all common causes of bad behavior. The dental clinics in the schools are a boon to those parents who have not the means to provide for this work. If the teacher and the principal would only take time to study the medical records of these boys there might perhaps be less trouble with him. Now, milk is being supplied to those schools that desire it. A child may get a bottle of milk each day for four cents. In my school a study of the medical records was made and each teacher was given the names of the pupils in her room that are underweight or poorly nourished. These pupils are encouraged to take milk. Where parents cannot afford to pay for it, an effort is made to provide it for them.

If the defect is mental, a psychological examination would be of great assistance. Teachers should be made to see that these deficient children must be regarded differently from normal ones.

Sometimes the difficulty is neither physical nor mental. Wouldn't it be worth while to visit the home to see under what conditions he is living? I am always happy when my teachers suggest visiting in the homes of their pupils, but I always insist that they never go to make a complaint. That should be done in the principal's office. You know how aggravating it is to have the teacher or the principal call and to have the neighbors say, "I wonder what Jimmy has been doing today. The teacher has gone there." How much better it is to have the pupils and the parents look forward to your coming. Let them know you are coming, and the chances are that they will be glad to receive you, the house nice and clean, with mother and the children in their best dress, and who knows, perhaps the best china out in your honor, with a cup of tea or a dish of ice cream. And then isn't it the end of a perfect day if you have something good to tell mother about her boy?

No matter how troublesome a boy is, we can always find some good if we just look for it. So often we are prone to criticize him because we have heard about him from every teacher since he has entered school. We dread to enrol him and yet, if we should endeavor each day to find something favorable upon which to comment, we would find that eventually he would realize that we are his friends. I have in mind just such a boy, who came under my care. Nobody could say anything worth while about him. Even his family despaired of ever being able to influence him. What he needed was encouragement. Always the negative method had been used. "Don't, don't, don't," all day long. Fortunately for him he was spared being brought before the juvenile court. Today he is a successful and highly respected citizen.

Then again, we are always eager to send for father or mother when Salvatore is in trouble. Wouldn't it be wise occasionally to send for them to tell them of some good work he has done? When you do, be sure to have Salvatore there when you tell them. You like to hear favorable comments made about you, and he is only human. If we could just remember that oftener.

Sometimes the delinquent boy is a member of a gang, perhaps the leader. We should not get the idea that the gang spirit is essentially bad. It is of the greatest help and yet the greatest danger to the adolescent boy. As one writer has said, "At its best it crystallizes loyalty and precipitates idealism as nothing else can. At its worst it eats away individuality and leaves only the crushing control of a

boss. But in any event it must be dealt with, must be understood." Don't censure him for being a member of a gang. Let him see you are interested in his gang. Have him bring the members to meet you. Find out how and where they spend their time. Perhaps the gang can help you and then unconsciously they can be led to do good work. Sometimes organizing them into a club is of great benefit. What they need is something definite to do.

Let me say in closing that handling the delinquent boy is necessarily a slow process. Yet isn't it worth while? The greatest Teacher that ever lived said, "Take heed that ye despise not one of these little ones." So let us ever be patient with them, dealing slowly, kindly, lovingly. This means counsel, forgive, forget, encourage, again and again, "not seven times, but seventy times seven."

CHAPTER VIII

EYES IN EDUCATION

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PERHAPS the most prominent of all present-day educational questions is the problem of adapting education to meet the needs of every child. It is constantly under consideration whether it be the specific problem of the mentally sub-normal, the mentally super-normal, the child with physical deficiencies, or the more general problem of individualizing education for the benefit of the average child. Important in this question of square pegs and round holes is the problem of the visual misfit, important not only specifically, but as a factor in all other phases of the problem. When the handicap of defective vision is minimized, many a child supposed to be mentally sub-normal is found to be average, many an average child is found to have undiscovered and unused talents, and many a nervous condition and disciplinary difficulty is removed.

Most people do not fully understand the amount of variation in degrees and types of vision. It is thought that, if people see, they belong to one class, the sighted; if they do not see, they belong to another class, the blind. Everything is either black or white. In reality, there are as many different degrees of vision as there are shades of gray between black and white. Dr. Jackson¹ found only 51 eyes out of 4000 or 1.3 per cent, to be emmetropic or visually perfect. The remaining 98.7 per cent represent all the varying shades of gray. Dr. Terman² tells us in his book, *The Hygiene of the School Child*, published in 1914, that from 10 to 30 per cent of the school population have seriously defective vision. He recommends routine eye examinations for all school children, treatment and glasses and special consideration for those whose vision is still so defective as to render them educationally handicapped. A more recent statement of the problem is found in an article entitled *The Right to See Straight* in the April 1, 1922, issue of the *Survey*. Dr. Thomas D. Wood, an authority in the field of physical education and hygiene, says, "Out of the twenty-four million school children of the United States, ten million are laboring under a serious handicap—defective

¹Jackson, Edward, *Normal and abnormal refractions*, in Randall and de Schweinitz's *American Textbook for Diseases of the Eye, Ear, Nose and Throat*, pp. 212-35.

²Terman, Lewis M., *The hygiene of the school child*, p. 273.

vision." It is true that with treatment and glasses many defective eyes can be brought up to the normal standard of vision—that is, many gray tones can be made white. On the other hand, there are many which cannot be made normal. It is about the education of these children whose eyes are still seriously impaired even after treatment and glasses have been applied that we wish to speak in particular.

The majority of these children with greatly impaired vision were wholly unable to get along in the public schools.¹ Since they could not see well enough to pursue their studies in the normal way, they were sent to institutions and public school classes for the blind. These children with low vision, neither white nor black but too dark gray to hold their own in the ranks with their more fortunate light-gray comrades, were forced into the ranks of the blacks, into schools for the blind. There also they were misfits and a burden. These training centers for the blind were no better equipped to meet the needs of such children than were the regular public school classes.

The solution of this difficult problem was found in the public school sight-saving class. The first class of this kind was opened in Boston in 1913 at the request of Mr. E. E. Allen, director of Perkins Institution and Massachusetts School for the Blind. In the same year, Mr. Robert B. Irwin, supervisor of the Department for the Blind of the Cleveland Public Schools, opened a similar class in that city.

These children with low vision—the visual misfits of the schools—were then being taken care of in two cities of the country at least. But often the solution of one problem discloses another. It was soon brought to the attention of the administrators of these classes that there were many more children in need of these special opportunities than those obvious ones who could be detected immediately by the teacher. Through the eye tests conducted by the medical department of these school systems and similar examinations in public and private clinics, more children were discovered who because of their defective vision should be in a sight-saving class.

This study on the part of oculists and administrators as to what eye conditions and what degree of visual acuity should make children eligible for sight-saving classes resulted in the determination of standards.² There is a difference of opinion among oculists as to the eye conditions which make children eligible. The tables referred

¹ An account of the historical development of these classes may be found in the 1920 Harvard Bulletin *Sight-saving classes in the public schools*, by Robert B. Irwin.

² Examples of these standards can be found in the Harvard Bulletin referred to in Footnote 1.

to in the footnote are an excellent guide, but every case must be determined individually. Two children who have the same degree of vision according to the test may vary greatly in their ability to use that vision. It can be stated generally that every child with a serious defect of vision should have special educational consideration, if not from the point-of-view of educational opportunity, then certainly in the matter of vocational guidance, for all persons should be directed into the avenues of work wherein their limitations, whatever they may be, will present the least handicap.

It seems quite probable that many differences of opinion with respect to the amount of vision needed to make children eligible for sight-saving classes are the result of looking at the question from two different angles. It may be considered from the point-of-view of the adult or from that of the child. It must be remembered that the amount of eyesight needed by an adult to pursue successfully his work along accustomed lines can be less than that required by a child who is constantly meeting the unfamiliar. One cannot be dogmatic about this question. The baffling and vexatious "border-line" is present here as in the field of intelligence. There are three definite groups into which children who should be in sight-saving classes can be divided:

A. Those children whose vision is so low that they cannot do the regular classroom work.

B. Those children with low vision who are getting along in the regular classroom but either are not doing the maximum amount of work of which they are capable, or else are accomplishing this at the expense of their general health or social development.

C. Those children whose eye conditions are such that study in the regular grades would aggravate the condition and decrease their vision.

A few illustrations will help to make these broad groupings more understandable. These examples will also give a better idea of the service rendered by sight-saving classes.

Case 1—A boy with two sevenths vision was thought by his principal to be sub-normal. The oculist referred him to the sight-saving department. A comparison of the results of standard tests given some time after he had been attending a sight-saving class with similar tests given before his enrolment, showed definitely that his retardation was due to his low vision and not to sub-normality.

Case 2—A girl with decidedly superior ability was just making her promotions. Because of her very low vision she was transferred to the sight-saving class. When she was able to read her work more easily she was able to make a double promotion.

Case 3—A girl was kept out of school by her oculist on account of the condition of her eyes. Her mother heard of the sight-saving

classes and asked the doctor for permission to let her attend. At first she was permitted to use her eyes for only fifteen to thirty minutes daily and this for the purpose of working her arithmetic on the board. After three months, her eyes were examined again, and the doctor said that she could continue indefinitely. She was given permission to use her eyes a little more each day. This girl has been in the sight-saving class for three years. She now has the doctor's permission to use her eyes for all school work. One of these years has been spent in high school and her work has been of such quality that she has become a member of the honor society at the end of her freshman year.

Case 4—A boy who entered the sight-saving class with one fourth vision had 100 per cent better vision at the end of the year.

Case 5—A girl who was near-sighted was very nervous and did not get along well with the other children on the playground. She did not sleep well. It would often take hours before she could go to sleep at night and then she would moan in her sleep. After being in a sight-saving class only three weeks her condition showed a marked improvement. She went to sleep readily, was not so nervous, and got along better with her playmates.

Case 6—A boy, a disciplinary problem in the first and second grades was transferred to the sight-saving class on account of his low vision. When he first entered he was so nervous that he jumped whenever any of the desks were moved. At the end of two months he apparently did not notice that anything was going on, so completely had his nervousness left him. He was repeating the high second when he entered. At the end of a year he was able to make up his deficiency and rejoin his comrades in the low fourth.

It is not the purpose of this paper to discuss the conduct of sight-saving classes, but as they should be an integral part of every school system, all educators should know something of their organization. Rooms for these classes are chosen in schools conveniently located from the point of view of transportation facilities, kinds of available space, and density of school population. Usually there is only one class or center in a school. This is partly because of the number of children to be served in that district and partly due to the method of conducting the work.

The selected room should have the best possible natural light. If it is bi-laterally lighted, a northeast exposure is preferable. If it has windows on only one side, it is most desirable that the light should come from the north. Rooms should never be chosen which have the daylight obstructed by tall buildings near at hand. A liberal amount of sky should be visible from any part of the room. The walls are

decorated in a neutral buff or gray tint. The color used depends upon the prevailing climate. If there is an abundance of sunny days, a warm French gray is better. Where there is a predominance of cloudy dull days, a buff tint will make the room more cheerful. Everything in the room is given a soft, restful finish. The desks and woodwork are refinished with a mat surface. All reflecting surfaces are removed. Glare is avoided as much as possible. Crosslights are eliminated by carefully adjusting the shades. Translucent shades hung from the middle of the window are used so that the maximum amount of daylight can enter with the minimum amount of direct sunlight. In order that the children can always have at least ten foot-candle of light on the tops of their desks, a well-diffusing, indirect, artificial lighting system is used to make up for the deficiency of daylight.

The books used in these classes are printed in twenty-four point bold-face type—"clear type." This is from two to three times as large as the ten or twelve-point type used in most textbooks.¹

All other printed materials, such as maps, designs, and pictures, are enlarged on this scale. The children are taught to write large by using an ordinary drawing pencil with a soft and very black lead and paper ruled with music lines three quarters of an inch apart. Buff-tinted, unglazed paper is used for books and desk work. As much of the writing as possible is done on the blackboard. The room is equipped with movable desks so that they may always be placed in the best position for light and for map and blackboard work.

The sight-saving room is used chiefly as a study hall. Here the special teacher reads all necessary references and other material not

¹ These eight lines are printed in clear type.

procurable in clear type. The children go to their regular grade rooms for all oral recitations and some or all dictated written work, depending upon the lighting conditions under which they must work in the regular room.

The application of the fundamental principles of eye hygiene—good lighting, clear writing, and avoidance of reflecting surfaces—should not be limited to the sight-saving room. They should be applied everywhere. The eyes of a person today are expected to do at least from ten to fifteen times as much as were those of primitive man. The savage used his eyes chiefly for seeing at a distance. He did not make them work for hours at a time focusing on small objects near at hand. The fashioning of his tools and the training he received required more patience than close vision. Nature evolved eyes to meet the needs of her children, but civilization has outstripped visual adjustment.

The majority of children are born far-sighted. Their eyes are not fully developed until after the period of adolescence. Physiologically, the eye is developed at the age of six, but it undergoes many changes from then through adolescence. During this period, many far-sighted eyes become near-sighted and it is in this change that much havoc is wrought. The conditions under which *all* children use their eyes should be such as to minimize the strain necessarily imposed upon them by education and the demands of modern life.

After the classroom is properly decorated and equipped from the point of view of eye hygiene, it then remains for the teacher to make the best use of it. The maximum amount of desirable light can always be had by adjusting the shades or using the artificial lights. It should be remembered that natural and artificial light do not blend well. The lighting system should be so strong that, whenever it is used, the shades can be completely drawn.

Many teachers unconsciously write in small characters on the blackboard. They are very near the writing and can read it easily. It may even look too large to them, yet the child in the back of the room may be tiring himself and straining his eyes in an effort to read it. The teacher can discover the best size and type of writing to be used by viewing what she has placed on the board from different parts of the room. She cannot make her writing too legible. The work has been put there for the children to read and assimilate. The more easily it can be read the less is required of the child's efforts for the mechanics of reading and the more of his energy can be devoted to mental activity. The writing should always be placed on the board where there are no crosslights or reflections.

Reading affords one of the best means for detecting low vision. Children with low vision hold their books too near their eyes. The normal distance is from fourteen to eighteen inches. These children also have evident difficulty in reading the work on the blackboard.

Children's eyes are very plastic and errors of refraction are often overcome by overworking the eye, with the result that routine eye examinations do not always detect the presence of eye strain. Children who have errors of refraction—that is, those whose eyes are defective in such a way that the images are not clearly focused on the retina, have one or more of the characteristic symptoms of eye strain; inflamed eyelids, blood-shot eyeballs, watery eyes, frequent headaches, are drowsy, fatigue easily and are inclined to be nervous, hold their heads in peculiar positions, miscall letters and words. Children showing such symptoms should have treatment and glasses. The teacher, in her relation to the children, is in a unique position to observe these symptoms and must assume her share of the responsibility for the health of her pupils' eyes.

The permanent establishment of sight-saving practices can only be secured by making such a program one of the building objectives. As such, the principal is responsible for making it effective. Here he is called upon again to be both supervisor and administrator. He will have to see that his teachers understand the importance of eye hygiene and the symptoms of defective vision. Then he will have to make sure that the teachers are giving this part of their work the attention it deserves. The principal occupies the key position of leadership in educational work. It is under his jurisdiction that educational thought is translated into classroom practice. Since the educational philosophy of today embraces the best physical and social as well as mental growth of the child, the general saving of sight in his building and coöperation in the proper care of children with low vision and severe eye strain, are added to his responsibilities.

The eyes are our most important instrument for receiving the perceptions on which learning is based. They cannot safely be neglected or abused.

CHAPTER IX

THE EDUCATION OF THE CRIPPLED CHILD

ALICE CHRISTIANAE

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IN THIS GREAT LAND of ours there are few special schools established for the education of crippled children, although it is self-evident that the crippled child is entitled to an education. Cities that for years have maintained schools for the deaf and blind have neglected the crippled. There are two reasons for this neglect: (1) The handicaps of the deaf and blind call for special teachers for academic work, hence a special school. (2) Because the vast majority of crippled children can be educated in the regular school, the more helpless ones have been overlooked.

In 1914 the Russell Sage Foundation published *Care and Education of Crippled Children in the United States*. At that time there were public schools for crippled children in only four cities: New York, Chicago, Detroit, Cleveland.

Formerly, schools for crippled children were started through philanthropy and when well established the cities were asked to assume the burden. In Cleveland in 1889 a small group of young girls, known as the Sunbeam Circle, became interested in buying crutches and braces for crippled children. As they grew older, they enlarged their work and later established a kindergarten to which they brought the children in their own horse-drawn busses. This was the beginning of Sunbeam School.

In 1910 the Cleveland Board of Education provided the teachers and a temporary building. In 1912 Ohio passed a law allowing \$150 towards the education of each crippled child attending a special school, at which time the school board assumed all responsibility.

The special school is no longer dependent upon philanthropy. The Rotarians, Kiwanians, and Masons are deeply interested in crippled children. They are assisting in obtaining legislation that provides both for their care and education. In our own State of Ohio, due to their efforts the State will now allow, if necessary, \$300 per year toward the education of each crippled child in the special school.

The number of children eligible for a special school is not so great as to be formidable. There were enrolled in the public schools of Cleveland, 1923-1924, 1500 crippled children. Of these 190 were in the special school. To be eligible for our school a child must be

of sound mentality and his crippled condition must be such that he is physically unable to attend unless transported, or in such condition that it would be unsafe for him to go to a regular school. Crippled children of normal mentality unable to attend the special school may receive home teaching.

The vast majority of crippled children can and do attend the regular schools, and it is our aim in the special school to return our pupils to the regular schools as soon as their physical conditions make it possible. However, a pupil is not discharged until he is able to perform the necessary school activities with safety and without undue effort. After he is discharged he is still under special supervision. In this way Sunbeam School is able to keep in touch with all its transferred pupils.

While in the special school each child receives individual exercises prescribed by his orthopedic doctor if such treatment is indicated. These exercises are given by specially trained teachers who have worked under orthopedic doctors either in hospitals or in orthopedic doctors' private gymnasiums treating crippled children. When the pupil is transferred a specially trained teacher visits him in the regular school and gives him whatever further treatment is recommended. She also keeps in touch with his orthopedic doctor and with the home. Because of this extended supervision, we are often able to discharge pupils from Sunbeam School earlier than would otherwise be advisable.

Hundreds of crippled children who do not need to attend the special school are being cared for in a way similar to our transfers so that Cleveland has in her regular schools over 700 crippled children under such special care.

The school coöperates with the many different social agencies, such as The Association for the Crippled, Associated Charities, Humane Society, State Board of Charities, Mothers' Pension, as well as the various hospitals and dispensaries.

In November, 1923, Sunbeam School especially built for crippled children was formally opened. It is located on an elevation opposite a large open space in a quiet neighborhood away from the smoke of the city. In the distance can be seen the blue lake, and overhead a vast expanse of sky with its ever-changing clouds. Here these little children brought from all sections of a great city can hear the songs of birds and can actually play on the grass.

It is a one-story building with spacious corridors affording room for wheel-chairs, kiddie kars, and coaster wagons. There are hand rails for those who need them. The classrooms are bright and cheerful. With low windows and a monitor roof, they are flooded with

sunshine. The blackboards are lower than in the regular school in order that they may be used even by a child in a wheel-chair. The chairs and desks have been selected with great care and are based upon long practical experience in the needs of special types of seating for the various cripple disabilities. Each classroom is adjacent to combination wash-rooms and toilets, one for the boys and one for the girls. Two classrooms share the same wash-room and toilet facilities.

There are rest rooms which may be used as sun rooms and open-air rooms. Here the children, either as classes or as individuals, go daily for rest under the care of a matron. All under weight, all recently operated cases, and all crippled from bone tuberculosis must take rest periods.

In a room designed and equipped for special exercises you will find stall-bars, benches, suspension rings, and mats as in the ordinary gymnasium, but you will also find the special tables, benches, the posture mirrors, the electric bakers, and the schematograph. Here the children come for their massage, muscle training, and posture work. Records are kept of the conditions of the children and the progress made by means of charts, photographs, tracings, etc.

The children are brought to school in six well-equipped auto busses, owned and operated by the board of education. These are driven by experienced chauffeurs, who are paid by the month. In each bus there is a guard whose duty it is to carry the helpless children to and from the bus. Five busses can be unloaded at one time. When the busses are backed up the double doors of each vestibule section are opened. The floor being on a level with the bus, many of the children are able to walk from an electric-heated bus to an exhaust-heated entrance. Between these vestibules are alcoves in which may be kept the wheel-chairs, kiddie kars, and coaster wagons, used in unloading.

Sunbeam School in educating the crippled child provides for his transportation, rest, exercises, massage, and a nourishing meal, but it does not allow the parent to shift his responsibility upon the school or State. Parents are required to see that their children go to the dispensaries whenever necessary and that braces are kept in repair. These are some of the parental responsibilities which cannot, without detriment to the child, be assumed by any one else. Our school does take its pupils to the hospitals to receive instructions from the orthopedic doctors about treatments and recommended care, but it does not take them for brace repair.

We begin with the kindergarten. The younger the child is brought among the other children the better for him socially. In the family there is a tendency to wait upon the crippled child and to allow him

privileges not granted to his brothers and sisters. He may become selfish and domineering. In the kindergarten he learns to live with other children who are perhaps more helpless than he. Here he is able to perform his share of service. He learns to work and to play, and the world becomes beautiful. In addition to the social training he receives constructive care for his defect and is often able to enter the first grade of the regular school.

We are prepared to take children from the kindergarten through the eight grades. We do the work of the regular schools and are under the same supervision. Since we transfer children at any time during the year, when the physical condition indicates, it is necessary for us to follow the same course of study as the regular schools. Very few children must remain with us through eight grades. When pupils reach the ninth grade, they should be given the opportunity to mingle with normal children even if they must be transported to the regular high school. Buildings with elevators can handle wheel-chair cases. Our senior high schools offer so many courses and are so well-equipped that the crippled child should be given the advantages of such an educational background.

Some advocate pre-vocational training, vocational guidance, and vocational training as a part of the work of the special school. Crippled children should not have vocational guidance or training until they at least reach the age at which it is given to the strong, active child.

In speaking of vocational guidance being given pupils, Mr. Joy E. Morgan, in his address before the Department of Elementary School Principals in Washington, said that with the great changes constantly taking place in the industrial world, there might be no opportunity to use that for which the child had been especially prepared. This would also be true of the crippled child, but the main objection is that, in giving vocational guidance to a crippled child, there would be a tendency to overemphasize the handicap. This handicap may be much decreased, materially changed, or eliminated. Crippled children need occupational information the same as normal children. In the past years some schools had crippled children weaving rugs, caning chairs, or cobbling shoes instead of giving the time to their elementary education. This policy, especially in our public schools, is being rapidly discarded under the influence of a more progressive policy.

In placing crippled adults in industry, it has been found that they vary greatly in their individual aptitudes. In one year a certain organization reported that they had placed 225 crippled adults in 47 different kinds of jobs. This would seem to indicate that their

training need not be limited to a few occupations and that the training of crippled children for certain lines of industry is out of place in a special school. With a good educational background the crippled child may be readily trained later for that which he is physically and mentally capable of doing.

Play, which means so much to the normal child physically, mentally, and morally, is even more necessary for the crippled child. There has been little of the play life so natural to children for the boy or girl who has spent months or years in a hospital. Very few of them are taught to play at home. When they are in the regular schools they cannot always compete with the normal child, but in our special school where all are handicapped they can and must be taught to play. They need it for the control it gives the body. They need it to develop the individualistic and the social qualities. To be of benefit it must be taught, organized, and supervised.

Sunbeam School has a playroom in which are basketball goals, the volleyball set, swing chairs, and the rocking board, also kiddie kars, the teeter-totter, and various kinds of games and balls. Besides this playroom, a corridor 200 feet long and 12 feet wide is used for play in stormy weather.

Our special teachers before preparing for the orthopedic work have had at least two years in a physical training college. They are, therefore, qualified to organize and supervise the play as well as to give corrective exercises and massage. For our academic work, we are fortunate in having teachers of pleasing personality who have been successful with normal children. Although these teachers see that the pupils are as comfortable as possible and have their needed rest and exercise, the classroom work is carried on the same as in the regular schools. Here the crippled child, notwithstanding his physical handicap, is being educated as the normal child.

CHAPTER X

THE BRIGHT PUPIL—AN ENRICHED COURSE IN PLACE OF ACCELERATION

W. H. BURDICK

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THE MEASUREMENT movement in education focused attention upon the bright pupil. The dull pupil was always conspicuous because of his failure to progress normally through the curriculum. The bright pupil was not discovered because he was able to progress normally. The widespread use of intelligence and achievement tests discovered a large group of children who are exceptional as well as a large group of children who are below average. Terman¹ gives the following percentage distribution of our school population:

- 1 to 3 per cent—gifted.
- 10 to 20 per cent—bright.
- 54 to 78 per cent—average.
- 10 to 20 per cent—slow.
- 1 to 3 per cent—special.

The terms *gifted*, *bright*, *average*, *slow*, *special*, give some indication of the modification in organization and curriculum which should be made to take care of these five groups of children. It is taken for granted that we should treat each group differently. Equality of opportunity requires that each child be given the opportunity to progress at his own pace through the courses of study. The 1 to 3 per cent in the special group should be taken care of in special classes. The slow, average, and bright groups can be taken care of by a three-track course of study. For the gifted we will have to have special classes or make a combination of enrichment and acceleration.

This is a brief outline of the program that was adopted for the elementary schools of Schenectady in November, 1923. Since we are concerned here with the bright pupil only, this discussion will be limited to the progress we have been able to make in Schenectady since November, 1923, in taking care of the large group of above average children.

There are, in general use, two administrative methods of providing for bright pupils. One is enrichment; the other is acceleration. Enrichment means holding the pupil in the grade which is normal for his age and adding something to the instruction. Acceleration

¹Terman and others. *Intelligence tests and school reorganization*, World Book Company, Yonkers, New York, 1923.

means carrying him through the curriculum at more than ordinary pace. Which plan is best? The general guiding principle is to obtain for the bright child an opportunity to do work at a higher intellectual level, so that he may live up to capacity and not develop indolence. Both plans would do this. The acceleration plan, however, would carry bright children into high school and college immaturity and socially undeveloped where they must associate with chronologically old and socially mature people. In the case of the bright pupil, the acceleration plan does not seem to be desirable. However, in the 20 per cent of the school population which makes the bright group we have all degrees of brightness and maturity. Some of the best of the group can work through an enriched course of study more rapidly than the others and can do three years of an enriched course of study in two. So our program, as finally developed, allows the 1 or 2 per cent, that is, the gifted, to have an enriched curriculum, and at the same time some acceleration, while the remainder of the bright group progress a grade a year through an enriched course of study.

How pupils are classified—Pupils are placed in the above average, the average, or the below average group, or Course One, Course Two, or Course Three as we call the groups, on the basis of group intelligence tests, achievement tests, and teacher's judgment. For the first grade, we have used the Detroit First Grade Intelligence Test and the Rhode Island Intelligence Test; for the other grades we have used the Illinois Examination, the Haggerty Intelligence Tests, the Haggerty Reading Tests, and the Stanford Achievement Tests. As an example of how we make the classification, the procedure followed in January, 1924, will be outlined. The complete Illinois Examination was given in grades four, five, and six. Each teacher, by following the directions for the examination, found a mental age, an arithmetic age, and a reading age for each pupil. By using the McCall¹ technique, an estimate age for each pupil was derived. These four factors were averaged and a promotion age obtained for each pupil. Each pupil's promotion age was divided by his chronological age and a promotion quotient obtained. If the promotion quotient was over 110, the pupil was placed in above average group, or Course One. If the promotion quotient was between 90 and 110, he was placed in the average group, or Course Two. If the promotion quotient fell below 90 he was placed in the below average group, or Course Three. How this worked out may be seen from Table 1.

Curriculum adjustments for bright children—Our curriculum adjustments are very tentative and not at all complete. During the

¹ McCall, *How to measure in education*, 58 p., Macmillan Company, New York City, 1922.

spring of 1924, teachers and supervisors worked together on a course of study in English, including reading, spelling, writing, and composition. This was mimeographed and put into the hands of the teachers in September, 1924. This will be tried out for one year, thoroughly revised, and printed. Teachers and supervisors are now working on courses of study in the other school subjects.

In the course of study in English, a definite attempt is made to have enrichment for Course One children. Our guiding principles were that bright pupils should attack problems on deeper levels and by more elaborate methods than other pupils and that high standards

TABLE 1—NUMBER OF CHILDREN IN EACH COURSE AND PER CENT IN EACH COURSE

Grade		Above average Course One	Average Course Two	Below average Course Three	Total
4B	Number	91	354	360	805
	Per cent	11.3	44.0	44.7	100
4A	Number	107	290	265	662
	Per cent	16.2	43.8	40.0	100
5B	Number	117	445	373	935
	Per cent	12.5	47.6	39.9	100
5A	Number	111	330	245	686
	Per cent	16.2	48.1	35.7	100
6B	Number	128	398	284	810
	Per cent	15.8	49.2	35.0	100
6A	Number	133	338	256	727
	Per cent	18.3	46.5	35.2	100
Total	Number	687	2155	1783	4625
	Per cent	14.8	46.6	38.6	100

should be set for bright children in the tasks that are of a drill, memory, or routine nature. That is, we would have advanced subject-matter presented by a different method in the content subjects, at the same time demanding a high standard in the drill subjects.

Is it desirable to have a bright child learn to spell many thousand words just because he has the capacity to do it? No, but he should learn the few thousand he will have most use for in life and the proper use of the dictionary and a few important spelling rules. Should the bright child learn to spell more words than the below average child? Yes, about twice as many, because he is going to have more need for writing as he will probably go further in school and enter a profession that will require the spelling of more words than will be required of the below average child. In following out

these ideas, we made use of Thorndike's Word Book, Horn-Ashbaugh Speller, and Starch-Mirick Speller, choosing for the below average course of study words that were in either spelling book and among the first thousand on the Thorndike list, for the average course of study words in either spelling book and among the second thousand on the Thorndike list, and for the above average course of study words in either spelling book and among the second or third thousand on the Thorndike list. This is not a great amount of enrichment, but we require absolute mastery. We do not feel justified in requiring words that the child will never use.

The reading and literature work has been enriched by requiring that more books be read by the bright pupils. The pupils in Course One are required to read at least five more supplementary books and five more library books than are required of the Course Two children. The Course One children are required to make a higher score on a standardized reading test in order to earn promotion than is required in Course Two. In literature, more poems and stories are required in Course One. A higher standard in oral and written composition is set by a local scale similar in form to the Hillegas scales.

The major part of the enrichment as outlined in the English course of study comes from supplemental reading of biography and of advanced books and through projects. The Course One classes are encouraged to propose worth-while projects not only in connection with their regular work but projects in anything in which the class may be interested. In working out these projects, the children gain the necessary practice in reading, spelling, writing, and composition. While the English course is not at all complete, similar revisions are under way in other school subjects.

Does enrichment function?—A partial answer can be made to two questions: (1) Do Course One children do better when they are segregated or when they are in mixed classes? (2) How do Course One classes compare with the city average for their grade?

In order to answer the first question, the achievement of two Course One classes, a 4A class and a 5A class, is compared with the achievement of children exactly matching them in brightness but taught in mixed classes. To distinguish between the two groups we will call one the experimental group; the other, the control group. The experimental group was taught by one teacher in one room, the control group was scattered in several rooms and sitting with Course Two and Course Three children. The two are exactly alike, child for child, in promotion quotient, an index of ability to learn explained above.

Is the difference in favor of the experimental group significant?

The difference in composite score in the case of the 5A grade was nine, and in the case of the 4A grade it was four. These differences are subject to two kinds of errors, variable errors of measurement and chance variation due to sampling. The effect of the variable errors of measurement can be found by determining the probable error of the difference. This is found by using the formula $P. E. (Diff) = \sqrt{P. E._1^2 + P. E._2^2}$ in which formula $P. E._1$ and $P. E._2$ stand for the probable errors of measurement of the two averages

TABLE 2—GRADE 5A, SCORES ON STANFORD ACHIEVEMENT TEST FORM 1
EXPRESSED IN AGE EQUIVALENTS

Group	Number of pupils	Reading	Arithmetic	Nature study and science	History and literature	Language usage	Spelling	Composite
Experimental	25	13-0	13-2	11-5	12-4	11-4	12-1	12-9
Control	25	12-5	12-5	11-5	12-2	10-9	12-0	12-0
Difference in favor of Experimental (in months) ....	.....	7	9	0	2	7	1	9

TABLE 3—GRADE 4A—SCORES ON STANFORD ACHIEVEMENT TEST—FORM ONE—
EXPRESSED IN AGE EQUIVALENTS

Group	Number of pupils	Reading	Arithmetic	Nature study and science	History and literature	Language usage	Spelling	Composite
Experimental	28	12-6	11-9	11-0	11-4	11-1	11-8	11-8
Control	28	11-6	11-6	10-8	11-2	10-10	11-7	11-4
Difference in favor of Experimental (in months)		12	3	4	2	3	1	4

whose difference is taken. This probable error of measurement of the average is found from the formula $P. E. (m \text{ average}) = \frac{P. E. M.}{\sqrt{n}}$, in which $P. E. M.$ is the probable error of the distribu-

tion of the original scores. By working out these formulæ, the probable variable error of measurement associated with the difference of 9 in the composite of the 5A grade is 1.63 and with the difference of 4 in the composite of the 4A grade is 1.44. In general, if an average or difference is two or three times its probable error, it can be considered significant. Some significance can therefore be attached to these differences.

Would any sampling of children, under the conditions of this experiment, give the same results? McCall¹ indicates a method of determining the answer to this question by finding an experimental coefficient which should have a value of 1.00 to make the conclusion

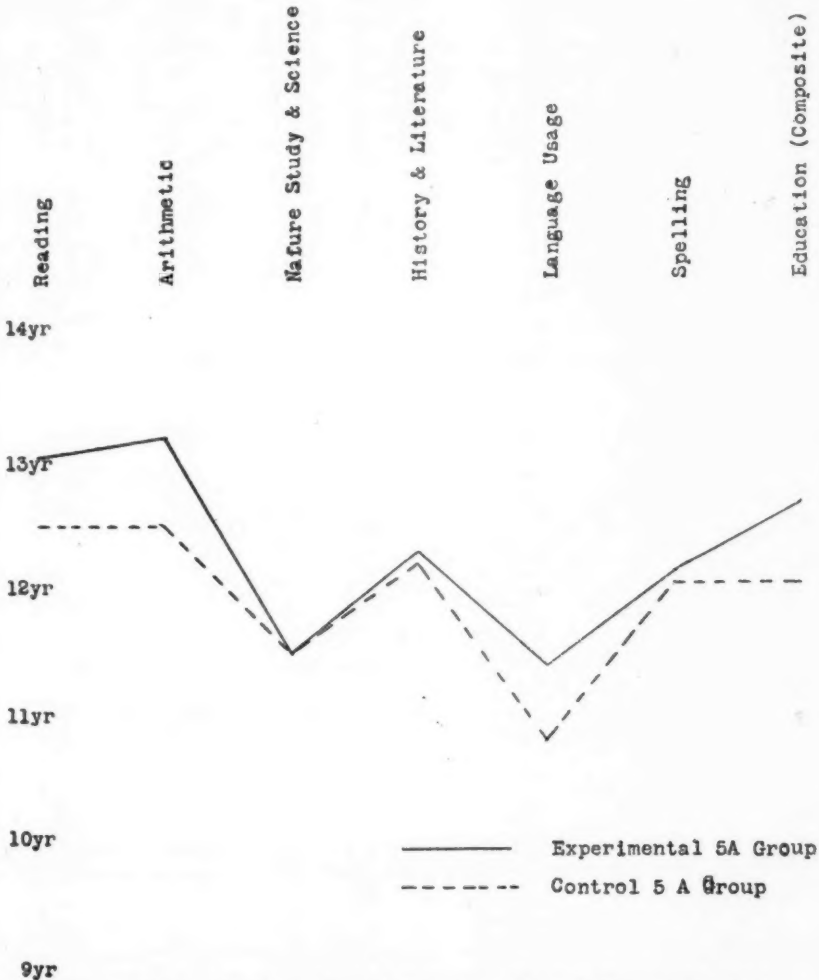


FIG. 1—Grade 5A—Experimental Group vs. Control Group—Stanford Achievement Test, Form One.

a practical certainty. This experimental coefficient in the case of the 5A grade is 1.3, indicating practical certainty, and in the case of the 4A grade .66, indicating probability, that under the same conditions the experimental group would be superior to the control group.

¹ W. A. McCall. *How to experiment in education*, 155 p., New York, Macmillan Company, 1923.

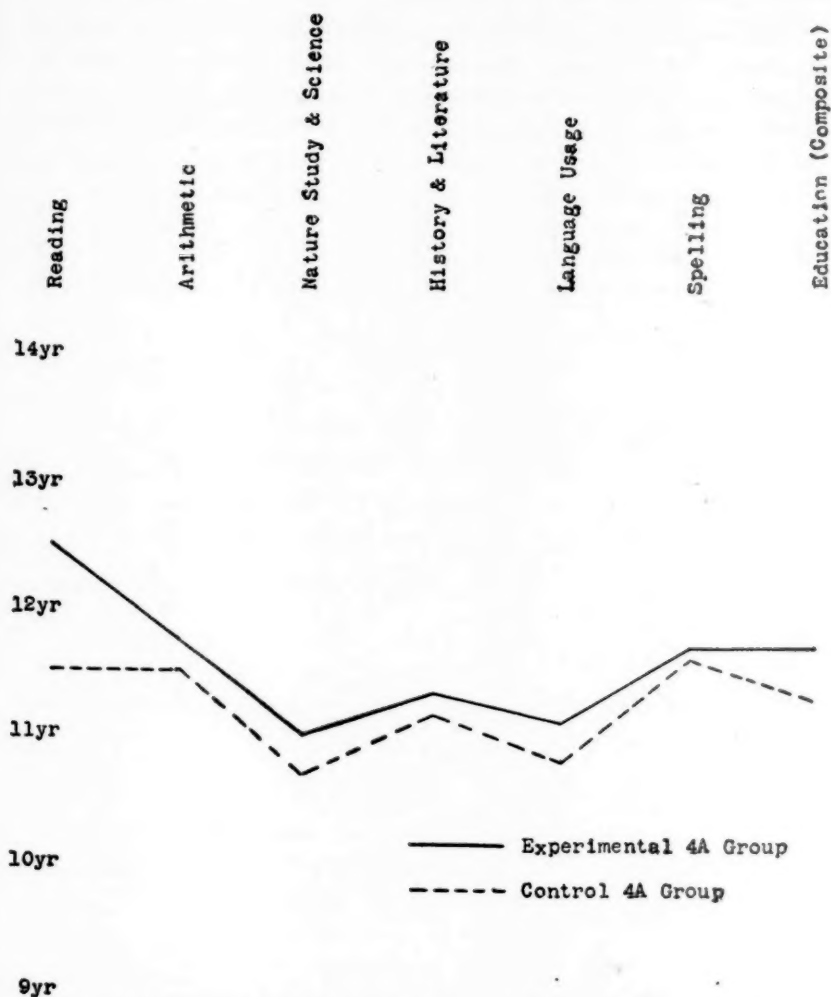


FIG. 2—Grade 4A—Experimental Group vs. Control Group—Stanford Achievement Test, Form One.

TABLE 4—A 5A COURSE ONE CLASS COMPARED WITH THE CITY AVERAGE STANFORD ACHIEVEMENT TEST, FORM ONE—AGE EQUIVALENT SCORES

	Reading	Arithmetic	Nature study and science	History and literature	Language usage	Spelling	Composite
A Course One Class	13-0	13-2	11-5	12-4	11-4	12-1	12-9
City 5A Average..	12-0	12-5	11-3	11-7	10-11	11-9	11-7

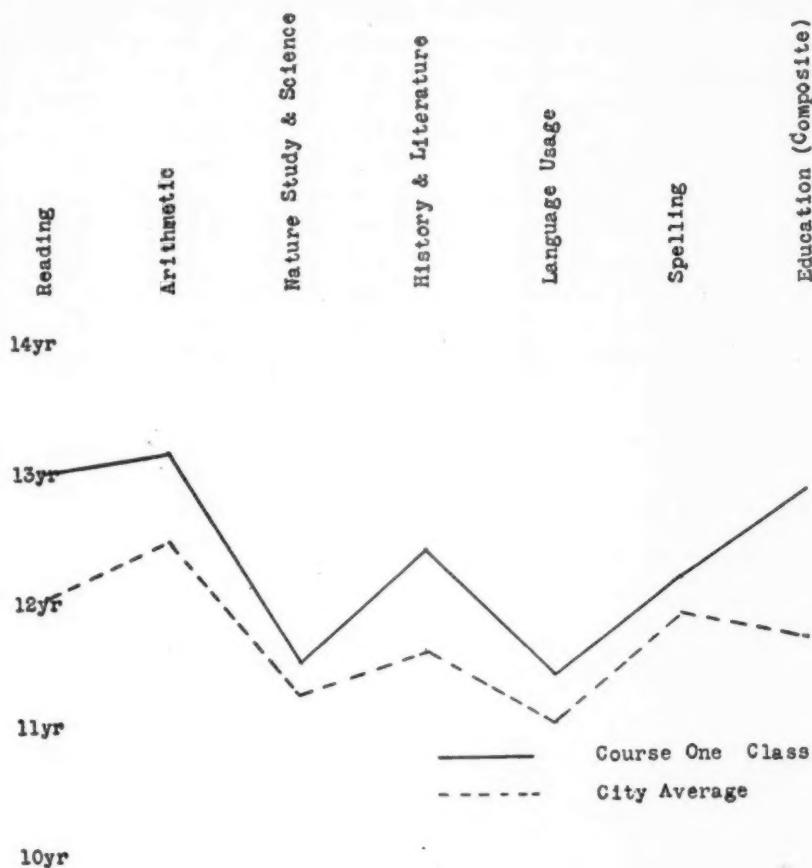


FIG. 3—Grade 5A—Course One Class vs. City 5A Average—Stanford Achievement Test, Form One.

TABLE 5—A 4A COURSE ONE CLASS COMPARED WITH THE CITY AVERAGE STANFORD ACHIEVEMENT TEST, FORM ONE—AGE EQUIVALENT SCORES

	Reading	Arith- metic	Nature study and science	History and lit- erature	Language usage	Spelling	Com- posite
A Course One Class	12-6	11-9	11-0	11-4	11-1	11-8	11-8
City 4A Average..	10-11	11-2	10-6	10-7	10-4	10-7	10-9

Tables 4 and 5, together with Graphs 3 and 4, show the superiority in achievement of Course One children over the city average achievement.

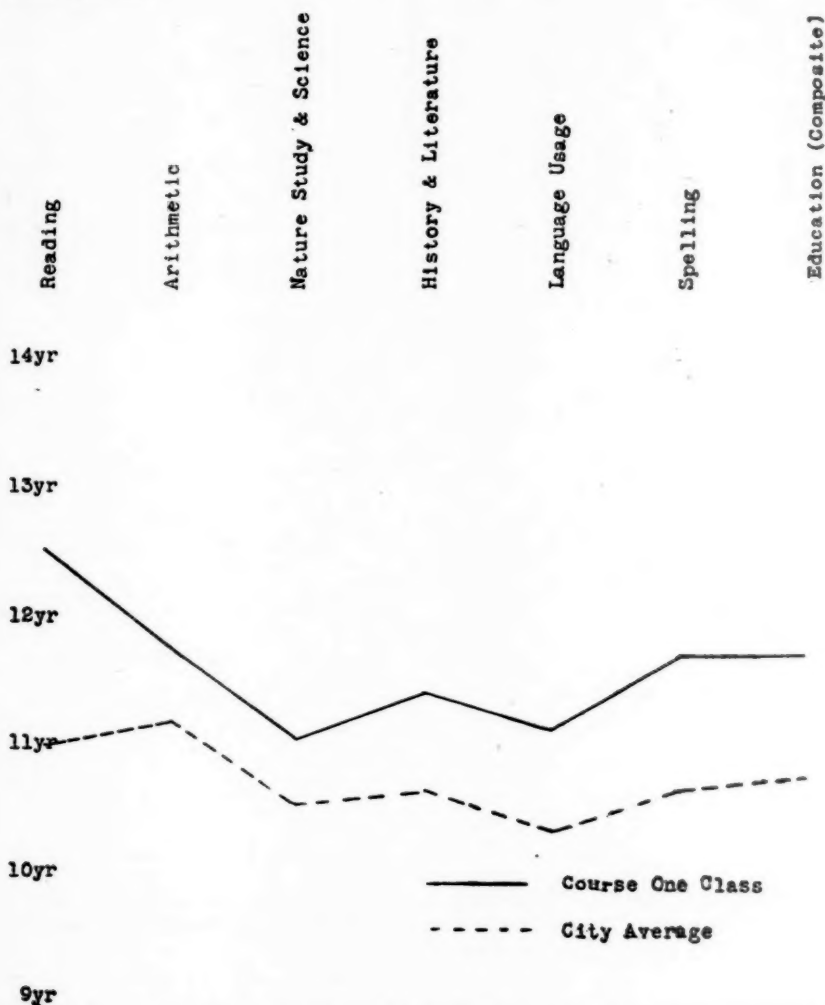


FIG. 4—Grade 4A—Course One Class vs. City 4A Average—Stanford Achievement Test, Form One.

SUMMARY

1. An enriched course of study for bright children is a promising approach toward solving the problem of individual differences.
2. Enrichment is more desirable than acceleration. Acceleration and enrichment may both be used for especially gifted children.

3. Work at a higher intellectual level must be provided bright children.

4. An index of brightness involving an intelligence measure, an achievement measure, teacher's judgment, and chronological age, may be used for the purposes of classification.

5. Enrichment in English that has been worked out so far includes enrichment in spelling, reading, and literature, and involves extended use of the project method.

6. Statistical data which is available points to the conclusion that bright pupils do better when segregated than they do in mixed classes.

7. The achievement of bright pupils as measured by standardized tests is far superior to the achievement of other pupils.

CHAPTER XI

HOME STUDY

F. H. BUDD

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SOME YEARS ago Mr. Bok, the editor of the *Ladies' Home Journal*, became convinced that our public school system is a failure. He tried to impress that fact on his readers by a series of editorials and contributed articles. Then he asked, "What are we going to do about it?" At intervals some one finds out that the schools are failing and sets out to remedy the fault—and the schools survive. Mr. Bok proposed to strike at what he considered the root of the evil, the cause of the failure, home study. He proposed that all parents should make a thorough investigation of the problem of home study at Christmas time (when the schools were closed) by reading his articles, and then to put the parental foot down on "home study." Mr. Bok proved to his satisfaction that the American public school system is a failure; that one of its most glaring defects is "home study" by which the parents teach the children and the teacher hears them recite; that children who have no home study progress faster than those who do; and, most astonishing of all, children do not do the work assigned anyway.

That was in 1912. The public school system is still on the job, and the problem of home study is still with us. We cannot solve this problem by shutting our eyes to it; we cannot solve it by abolishing home study. It is both a problem and a great opportunity to be taken advantage of. Most superintendents pay no attention to the question. It is the problem primarily of the elementary school principal. A large majority of the principals have not paid any attention to the question and have let the decision fall to the individual teacher. Those who wish have home study; those who do not care to be bothered do not.

We may not approve of home study in principle, yet the majority of parents seem to expect it and most children feel better when work is assigned. In fact, children and parents sometimes judge the work of the school and the ability of the teacher by the character and amount of home work assigned. Assigning and requiring are different things. Possibly our assignment is all right, but we fall down on the requirement, it is too much trouble to check up on it and correct the papers.

I took the classes for one of the departmental teachers not long ago. I did not assign any home work. I overheard a conversation in the hall something like this. "Aw, he's no good. Miss _____ knows more than he does. We haven't had any home work this week." Now, that may all be true, probably is, that is why Miss _____ occupies that particular position. But it set me to thinking, especially the reason assigned for the conclusion. I rose perceptibly in the estimation of the class by assigning a stiff home lesson—and collecting the papers, examining, and returning them.

There are several angles to the problem: Does home study seem to counteract the habits of study we are trying to establish in school? Can we expect to gain right habits of study if we allow a large part of the actual study to be done out of school? Practice makes perfect. But can we be sure our pupils are observing the rules of study we lay down in school unless they do their studying in school. Some drill lessons might be assigned for home work if we could be sure the child would not dawdle and learn habits of inattention and carelessness instead of accuracy and speed.

Before I began thinking about the problem, memory work seemed to me a good assignment for home work. Lately I found the girl in my house trying to memorize Lincoln's Gettysburg Address, a phrase at a time, mispronouncing or omitting the small words. I inquired into the method of memorizing taught in school and found that the teacher expected quite different procedure. Now I question if memorizing cannot be done more quickly and more satisfactorily in school?

Several principals suggested that assignments be made in the social studies because with such assignments all that the children are required to do is to read. But when one considers how few elementary school children can actually read, one hesitates. Of course, they can all call words, but very few can read and think through an assignment in history or geography. Study consists in thinking about what we read, comparing, consulting, agreeing, or disagreeing. Then, too, if we happen to be placed in a school where the children come from homes where they speak the only English heard, such an assignment is impracticable. So, too, would be assignment of investigations concerning community problems or questions that touch both home and school. Since I have many parents of such children in the Americanization school I can see how futile such an assignment would be.

About the time we have concluded to do away with home work we are confronted with our already overburdened curriculum. Have we time to teach in school all the subjects required and not demand

some study after school hours? We are agreed that the schools are not carrying any fads and frills except those the people, through their representatives, the legislators, have demanded that we teach. There is no subject we care to eliminate. Six hours a day is all that a growing child should spend in school even with physical training and play periods included. We still have the problem of introducing children to the background of our civilization and of preparing them in some measure to meet the diverse conditions of present-day living.

We have the problem of using home study in such a way that we may get the benefits and avoid the dangers. We want to link up the home and school, to afford the parents an opportunity to find what kind of work we are requiring of their children, to keep the children off the street for an hour or so in the evening, to make apparent the importance of school and school requirements. On the other hand we shall try to avoid allowing the children to learn poor habits of study and allow them sufficient time for free outdoor play and for home chores, and allow time for music lessons, and so forth.

In studying the problem, we prepared a questionnaire and sent it to one hundred and fifty elementary school principals in New Jersey. Seventy-seven of these principals responded, enough to make the result a fair cross-section of the State, city, and rural, native born and foreign. This list of questions was prepared in an attempt to find out what is the present practice and opinion regarding assigning home work in the elementary school and to find if there is any definite idea of what may or what ought to be done.

There seems to be a general agreement that some home work may be given in grades 5 to 8 and even to some extent in grade 4, the amount and range increasing through to grade 8. One or two principals stated that they do not allow home work; several more that they do not require it. In other instances, home work is assigned in those subjects upon which—rightly or wrongly, consciously or unconsciously—we base our promotions, arithmetic, history, language, geography, and spelling. In most schools reporting, home work is not required but teachers are allowed and often expected to assign tasks to be done at home. Usually, there is no plan for checking up on the amount or character of work done. There is no scheme for regulating which subjects shall be assigned each day. In the seventh and eighth grades it may happen that two or more departmental teachers may assign a lesson for the same day or all may neglect to assign on the same day.

One principal expressed the opinion that the school ought not to have any control over the home time of the pupils and therefore cannot enforce its demands for home study, so, why try? Most teachers

and principals are convinced that children should not receive help from the home folks. About 75 per cent think that parents demand home work and judge the school by the amount and character of work assigned children to do at home. A good many parents do not believe they are getting their money's worth unless the children have lessons to study at home. They lay the cause of failure to the lack of home work.

On the other hand, there are those who do not care about the school or who think it an imposition to carry the school into the home. And there are those whose children work every spare moment, before and after school. As one principal wrote, "We must cater to the people whose children we teach to insure our staying in town."

A few schools allow children of the first grade to take reading books home for the effect. It stimulates interest on the part of children, and thus strengthens the connection between home and school. A few will not allow books to be carried home under any circumstances—and they can present strong reasons for the stand. Strangely enough the reason most often given is that the home influence counteracts the habits of reading taught in school. The method must be taught and followed up.

Most principals agree that home study, to be valuable, must be supervised. But how? The most satisfactory suggestion laid emphasis on the character of the assignment and on the faithfulness of the check-up. Several answered quite truthfully that home work cannot be supervised. No school used home work as a basis for promotion except as the daily recitation marks reflect the result of home study. In one school extra credits were allowed for the completion of extra home work.

There are very few answers to the question "how to assign home work." It may be that the question is vague. I wanted a discussion of the theory and practice of home assignment and its mechanics. One suggested that the lesson be assigned at the beginning of the period and that home work consist of lessons already taught and explained in school. Several devices were suggested for keeping track of the assignments made in the departmental grades. One was to reserve a small square of blackboard for the assignment and to require each teacher to write her assignment in the space provided. Another suggestion was to have a subject assigned for each day and only those subjects given for home work on that day. Another suggested a combination schedule of home work days and record of work done. Lessons are not required but children are allowed to take home certain books on certain days and then record on a chart the work done. This seems good, because it prevents doubling up and furnishes

a visible reminder of work done. It will not insure that children do their work, neither will it insure correct habits of study.

The type of community does not seem to influence the thought of teachers in regard to home work. It seems at first thought that the character of the school population would indicate the desirability or undesirability of assigning lessons to be learned at home. In actual practice the kind of homes the children come from may determine whether the children can do school work at home or not. In theory it makes no difference.

The following shows the tabulation of answers to questionnaire:

Will you please answer and discuss the following questions?

1. Do your teachers assign home work?

(a) Grades 1-4.

1st 5

2nd 5 (Out of 77 papers.)

3rd 10

4th 18

(b) Grades 5-6.

59

(c) Grades 7-8.

62

2. In what school subjects do you require home study?

Arithmetic	Reading	Spelling	History	Geography	English
39	12	38	43	42	34

3. Do you allow first-grade children to carry home their reading books? Please discuss your answer.

(a) No, because children memorize lessons.

(b) Occasionally to show parents what children are doing.

(c) Old books other than basal readers.

4. Is promotion in your school based on home study?

(a) No.

(b) Except as the results of home study show in daily recitations.

5. Should home study be supervised? If so, how?

(a) How can it?

(b) Parents can not know school methods.

(c) By careful assignment of lessons and checking results.

6. Have you worked out a satisfactory method of assigning home study? Will you describe it?

(a) Most answers were "no."

(b) Several weekly schedules for home study assignments were reported.

(c) Devices for keeping up daily interests and checking results.

7. What would you advise in regard to a lengthened school day, supervised study in school, and no assigned home study? Please discuss answer.

(a) Most believe $5\frac{1}{2}$ or $5\frac{3}{4}$ hours long enough school day and want supervised study in that time.

(b) Some believe that lengthened school day is sure.

8. Do parents seem to demand that their children bring work home?
(a) Generally. Yes, especially when the child is failing. They do not assume responsibility for its performance. Probably the traditions of a former generation holding over into the present.
9. Does the type of community in which school is located influence your answer to the above questions?
The type of community does not greatly affect answers to these questions.

CHAPTER XII

VISUAL AIDS IN EDUCATION

THE ORGANIZATION FOR VISUAL INSTRUCTION IN CLEVELAND

WILLIAM M. GREGORY

Director of Educational Museum, Cleveland Public Schools, Cleveland, Ohio

I. OBJECTIVES IN THE USE OF VISUAL AIDS

- a. To give concreteness to ideas.
- b. To connect words with objects.
- c. To visualize information.
- d. To economize time in understanding facts.
- e. To interest pupils with materials.
- f. To provide the approach to problems.
- g. To bring the real world into the school.
- h. To give the pupils the best substitute for travel and the outdoor excursion.
- i. To vitalize different phases of school studies.

II. PRINCIPLES GOVERNING THE EDUCATIONAL USE OF VISUAL MATERIALS

- a. All visual aids must illustrate the activities of the curriculum.
- b. Visual materials must be provided for the schoolroom at the opportune time in the development of a subject.
- c. Visual materials must be prepared as carefully as textbooks.
- d. Visual aids must be graded and adjusted to the development of pupils.
- e. The different types of aids vary in educational efficiency and must be employed for different purposes, otherwise economy of time and efficiency are lost.

III. ORGANIZATION FOR VISUAL EDUCATION IN CLEVELAND

For economy and efficiency a single center has been organized which is responsible for visual education. The central organization in Cleveland for visual instruction, is the Educational Museum. This organization has a staff consisting of a director and three assistants. Their duty is to obtain visual aids, correlate them with the school curriculum and make all material easily available to teachers and pupils.

It is not the duty of the Educational Museum to make aids, but rather it is a collecting center for the distribution of visual aids to

the entire school system. This organization demonstrates the use of visual aids with pupils. All material is tested for efficiency as an educational tool.

This organization is in close touch with the new courses of study that are being planned and provides committees with information as to the visual materials that are obtainable.

The Educational Museum has a delivery service consisting of a truck and driver which makes possible the distribution of visual material as it is desired by the schools. Orders for material may be placed at any time by telephone or letter. All visual aids may be retained in use for one week.

The rapid development of visual education has produced a great variety of visual aids. It is impossible for each individual school to provide itself adequately with the necessary visual materials. In a large system if each school provides its material, it means expensive duplication, endless waste of time and funds, and lack of uniformity in administering the courses of study. Hence, there is economy in placing all visual aids in a city system under a trained organization that is responsible for its selection, use, repair, and its efficiency in the class.

All expenditures for visual aids should be for high standard materials which are closely related to school work. In the purchase of lantern slides only high standard material should be purchased. Old slides should be rejected, those of poor photographic quality should be discarded. In motion pictures, the school executive knows that large sums may be expended without any educational return. There should be a clear distinction between educational value and entertainment. A large city system should have a library of educational motion pictures. In the purchase of films, it is wise to buy all films whose purchase price equals a three weeks' rental. Buy only the non-inflammable films. We find a non-inflammable film will give 100 showings.

IV. MATERIALS FOR VISUAL INSTRUCTION IN CLEVELAND

To give a visual service to the Cleveland schools, visual aids are grouped as shown below. A mimeographed catalog is distributed twice each year. This catalog gives all materials available. In the new courses of study each problem topic has its visual aids which have been selected to illustrate the subject.

a. *Mounted pictures in sets*—The picture collection consists of 40,000 pictures mounted on stiff cardboard and arranged in sets. The mounted pictures last longer in practical use and stand nicely for display in the chalk trays. Each set is placed in a heavy tagboard

envelope that serves to protect the pictures and lessens the distribution labor by saving wrapping. The sets of mounted pictures are closely related to the subjects in the school curriculum. Geography, history, hygiene, art, nature study, community life, general science, fairy stories, literature, famous people, local history, industries, animals, plants, etc., are some of the large groups which are divided into many separate definite sets. In geography for instance, the United States, Massachusetts, Boston, Lexington. General sets are not effective. A definite subject, as Iron Mining in Lake Superior, is more effective than general pictures on iron. The art sets have special lessons along with duplicate pictures so that each pupil has a copy of the same picture.

Each picture is classified in its proper place as part of a set. Many sets are in duplicate, 20 to 30 pictures form the average set. Titles are generally typed with some explanation on the back of picture.

Photographs, 9 x 12 inches, constitute the backbone of the collection. These photographs are bought unmounted in plain black and white.

The sets of mounted pictures have a wide circulation in the public schools. Their greatest service is in bringing facts that aid pupils in understanding the ideas of the lesson.

b. *Lantern slides*—The lantern slide library consists of 10,000 selected slides that are arranged in unit sets of 15 to 40 slides each. The courses of study suggest the different units that are ready for circulation and use. Each unit has been carefully chosen for class use and especially prepared for the teacher. This is a saving of time and energy. Each set is placed in a substantial case and ready for immediate circulation. The slides may be rearranged by the teacher, some may be used, others not, as the lesson may require.

The Educational Museum does not attempt to make the slides but expends its funds for slide negatives and photographs that have educational value. Duplicate slide sets are necessary in some subjects.

Colored slides, while very effective, are expensive. Comparatively few of the lantern slides in the Educational Museum are colored.

It is estimated that each slide circulates nine times during the year. It is considered our best visual aid. The lantern slides are very effective in reviewing a lesson, in an approach to a new subject, and in placing before a class new ideas for discussion.

c. *Moving picture films*—A library of moving picture films has been selected entirely for educational use in the schools. It is not considered a wise expenditure of public funds to rent entertainment films and pass them rapidly from building to building. If the motion picture is of educational value, it should be made available to the

teacher when required by the class. Hence, the most suitable moving pictures have been purchased and made available to the teacher as desired. It is necessary that the motion picture be always accompanied by a clear synopsis, which shows the titles appearing on the film and the action of each scene. It is necessary that this synopsis be in the hands of the teacher before the picture is shown. The teacher uses the motion picture to give children experiences and an opportunity for observation. Hence, the motion picture lesson should find the teacher active and pointing out the significant things. It is an advantage to give the class a definite introduction to the subject of the picture before it is shown, and to follow each picture by an opportunity to express what they observe.

The motion pictures are housed in the Educational Museum, where expert repair is given them. The films are distributed upon call to any school in the system. The greatest difficulty in the use of motion pictures is that of the operator, and this could be easily solved if each school would select a teacher to care for visual aids, including the operation of the motion picture projector. All subjects are on non-inflammable film. The film lessons having the largest circulation in Cleveland are as follows: Iron, Lumber, Wheat, Milk, etc.

d. *Posters, charts, and diagrams*—The poster collection illustrates correct habits in diet, exercise, sleeping, bathing, etc. These posters are 22 x 17 inches and are organized into sets which closely parallel the courses in hygiene and physiology. The posters are on stiff cardboard so that they may be placed in chalk trays or may be suspended by means of eyelets. Wooden racks are provided for display in halls or large study rooms. The posters are effective in health drives when it is desired to influence the entire school.

e. *Raw materials and manufactured products*—The collection of raw materials and manufactured products are all working sets. Each set shows the raw materials that are consumed in making a manufactured product. The entire process is shown. Accompanying the materials are pictures, reading matter, and photographs. Light but strong fiber shipping cases contain the exhibits. Some of these exhibits are silk, cotton, wool, wheat, cocoa, tea, coffee, coal, leather, hard wood, rice, etc. The demands for these materials are greater than can be supplied.

f. *Dolls*—The doll collection is an experiment. The present collection includes Pilgrims, Indians, Eskimos, Abraham Lincoln, General Grant, Greek, Roman, medieval, and local history characters. The dolls are of educational value in that they center the interest and give concreteness to the study of Indian life, Puritan life, etc., for pupils in the different grades. Some of the dolls have been made

to inspire children to make similar dolls. All subjects have been dressed and clothed in the manner and the material of the time and country which they represent. The doll collection is largely experimental but it has educational possibilities.

g. Models—The models are cased for circulation and have peculiar problems because of their weight and liability to break. Models showing the surface of Cleveland, Ohio, the Panama Canal, and other important regions have the widest use. These models are made of heavy *papier-mâché* and found to stand rough handling, in transportation. Plaster of Paris models are not suitable for circulation. Models of the entire body, the ear, the eye, and the jaw, for use in hygiene and physiology classes have proved their value. Some models and apparatus for general science have been used. A cutout gas engine, a model steam engine, and other pieces that are not easily obtained by schools are supplied by the Educational Museum.

h. Postal cards—A postal card collection embraces nearly every country and all the States. These cards have been largely used with reflectoscopes, but generally the postal cards are not a satisfactory aid in visual education. The pictures are not clear and distinct. For class work where each child uses a card more satisfactory results have been obtained.

i. Historical objects—Historical objects have been selected for pupils to handle and use. They are of such size that they are easily packed and shipped. Indian implements, clothing, bows, arrows, snowshoes, wampum, axes, arrowheads, stone hammers, etc., are of value in the teaching of Indian life.

The collection of colonial tools and utensils is small, but has been widely used. The tools are hoe, wooden hay fork, shoulder yoke, corn grinder, spinning wheel, foot warmer, candle molds, candle snuffer, clock, wool comb, mortar.

CHAPTER XIII

THE WORK OF THE FIELD MUSEUM OF NATURAL HISTORY IN ELEMENTARY EDUCATION

JOSEPH LLOYD BACHE

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ECONOMIC and other causes have recently returned to the teaching ranks many women who have been absent from the work for a dozen or more years. They may have been ranked as excellent teachers twenty years ago. They may yet be well-equipped so far as information is concerned. But if they have not kept in active touch with the progress of elementary education, they will be found sadly out of touch with modern teaching methods.

Not only have the methods inside the school changed but the attitude of the community and civic life has changed as well. A few years past found libraries, historical societies, and natural history museums quite out of touch with the people. Only at certain hours and on certain days could admittance be gained. Restrictions were placed on the use of the contents. But all these conditions are rapidly changing. These institutions are opening their doors to every avenue leading to wider popularity and broader fields of usefulness.

Everywhere we find libraries seeking new channels to encourage the circulation of books. Branch libraries are located in rural school-houses. Traveling vans make regular visits to distant parts of the county offering opportunity to the country boy and girl to become acquainted with the best books. Small requirement is made in the way of guarantee that the books will be properly used and returned. In our large cities borrowers are encouraged to take out several books at one time. They may retain books for long periods during vacations. Teachers are granted the permission to requisition sufficient books for their classes. These books are delivered at the school and called for after a lapse of several months. Great good has resulted from this broader policy.

The excellent results secured by libraries in coöperating with the public schools is being equalled by other institutions. Historical societies and natural history museums are inviting the schools to make the greatest use of the material which has been so carefully collected and classified. No longer are these buildings open but a few hours each week, and at such times as they could not well be visited by school children. Saturdays and Sundays are especially selected as days when

children will be invited to make the most use of the opportunity to visit. All this is but a phase of a new movement along modern educational lines.

It is of the work in elementary education being done by the Field Museum of Natural History in Chicago that we wish to speak. The Field Museum was the outgrowth of the World's Columbian Exposition held in Chicago in 1893. At the close of the exposition the building which housed the art treasures during the fair was given over to a museum which was made possible by the generous gift of Marshall Field. Into this was gathered every possible specimen of natural history interest. All other exhibits, no matter how valuable, were consistently declined. The building was fire-proof, but not well adapted to the needs of the museum. Its location was distant from the center of the city. A new building at a new location had to be provided.

The location selected could not have been improved upon. It shows the far-sighted wisdom of the men responsible for its future and reflects the new Chicago which is rapidly taking form and which will make this city the most beautiful in the world. The Field Museum of Natural History is located at the south end of Grant Park, on the lake front in Chicago. When this park is completed it will be unsurpassed by any in the world. The Greek architecture selected is in keeping with the architecture of the Stadium, located just to the south. The Lake Shore Drive, much of which is rapidly nearing completion, will be unequalled anywhere in magnificence or in magnitude. The Field Museum will be one of the fine buildings which grace its beauty.

But the work of the museum does not stop with offering the public access to its many wonders of scientific interest. The directors, realizing the limitations of museum cases, sought other methods of widening the scope of the museum's usefulness. Thousands of residents of Chicago are unable, or disinclined, to visit the museum. This is especially true of children. Some plan must be devised to take the museum to them. The matter was taken up with the board of education in Chicago with the idea of securing the coöperation of the public schools. Arrangements were made by which the museum was to be taken to the children, inasmuch as the children could not all go to the museum. This was made possible by the Harris Fund.

Specimen cases have been built, each about a yard square, and five to eight inches in depth. The front of each case is covered with glass. Hangers are provided at the top. Two wing slides are concealed in such a manner that they may be drawn out when the case is properly adjusted on its frame in the schoolroom. These slides

contain printed matter describing the exhibit in simple language. The cases are light, strong, and attractive.

A wide variety of subject-matter has been prepared and placed artistically in the cases. Bird life is shown in its natural surroundings. Painted backgrounds and natural settings have been carefully arranged with due regard for the true habitat. Insect life is shown feeding on leaves which form the food in nature. Small mammal life is portrayed at home both above and below ground. Reptilian life, vegetable products, mineral products, and commercial processes of manufacture are shown.

These cases are delivered at the schools; a regular program of delivery and call is maintained. The exhibits are usually permitted to remain in each school about two weeks. This necessitates two or more rooms using the exhibit each day. The teacher places the case containing the exhibit on its stand at the front of the room, and the children are permitted to examine its contents at leisure. The slides containing the printed matter are drawn out, and read either by the teacher or by the class as individuals. Then the lesson may take any form the teacher may devise. At times it is correlated with the geography lesson. Again it may take the form of either an oral or a written English lesson. For this it is excellent, as it combines information with interest. The child is anxious to write or tell what he has learned. He forgets the recitation and is natural in his exposition of his subject. Combined with the material of the textbook and the school stereopticon slides, these cases furnish a fund of information far above the ability of the average class to digest.

There are some amusing features in connection with the use of this material. Children ask interesting questions, and at times betray gross ignorance or popular superstition concerning the most common animals. The attitude of the children is interesting. Occasionally one will see a child press his face close to the glass covering an exhibit of reptiles, an act which would send chills through the country-bred child more acquainted with the nature of this form of animal life.

Transportation for these traveling exhibits is provided by auto truck especially equipped for this work. Provision is made for the repair of damaged cases while en route, for damage will occur to both the exhibits and the cases. This permits of the continuous use of material without withdrawal and loss of time which would be necessary if the damaged cases had to be returned to the workshop for minor repairs. This is but another evidence of the efficiency with which this work has been organized and is being carried out.

As experience points the way, improvements will be made and the work of these movable specimens may be made more valuable by some closer relation between the museum and the children. Possibly some way may be found by which the children will report to the museum and receive credit for the work they have done while the material was in the school. Children love recognition, and a card showing the number of subjects the individual child had observed and his observation of each might inspire both the pupil and the teacher to greater activity. In addition it might indicate to the museum authorities those subjects which were most interesting and wherein they might improve the material and arouse a deeper interest on the part of the student. Again, some individual from the museum may be assigned the work of visiting the schools and studying the results obtained. With greater experience in this kind of work and with broader knowledge of the subject-matter than the average teacher could be expected to have, a specialist should materially increase the value of the work now being done.

Another phase of the work of the Field Museum for school children is the moving pictures given each Saturday morning in the museum auditorium. The pictures are continuous from nine-thirty to twelve o'clock. The films are designed to both amuse and to instruct. Great care has been taken to show pictures which are accurate and interesting as well. Much time and money must have been expended in order to get films which might not pay for purely theatrical purposes. Bird migrations might not prove a great attraction at the neighborhood movie, but as shown by the museum it proved a popular and highly instructive film. In no other way could one learn so much in so brief a time. To witness a solitary bird nesting in June in Norway and ten seconds later see the very same bird swinging on a papyrus reed with the Pyramids in the background is a lesson not easily forgotten. When the air is shown filled with countless birds winging their way in one direction over the river Nile as they seek milder climes, one is inclined to receive a better idea of the magnitude of bird migration than is possible in any other way.

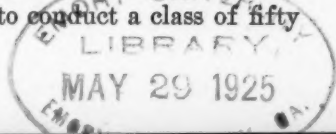
Another of the popular films shown pictured life on the earth a million years before the moving picture man was abroad with his camera, but he has succeeded in catching and reproducing conditions of plant and animal life then extant in a manner which arouses our admiration and wonder. The study portrayed was the life of the dinosaurs, those giant lizards that roamed the world ages ago. Their tremendous size is shown by the relative size of the men and boys pictured in the same films. How the work was accomplished only the camera man can explain. Suffice to state that we saw these gigan-

tic creatures walk about, eat, and fight others of their kind. And in the same film we saw human beings, mere pigmies as compared with these denizens of a world long since past and gone. To be more explicit, three dinosaurs were tracked to their lairs and photographed. They were the Pterodactyl, the Stegosaurus, and the Trachodon. But lest these names may be confusing we are told by captions that put into plain English they mean, "wing fingered," "roof lizard," and "rough tooth." These names are more easily understood. We learn that the Pterodactyl was a flying lizard in size ranging from the common sparrow of today, to a giant with a wing spread of twenty-five feet. The Stegosaurus was a giant armored with great plates of horny substance, and his living was secured from plants. He doubtless furnished tempting food for the Trachodon who lived on animal food and had two thousand teeth in his powerful jaws. These great slow-moving reptilian creatures taught us prehistoric life ere the cave man receded before the great advancing ice sheet.

The lectures illustrated by stereopticon and moving pictures given on Saturday afternoons appeal to older audiences but are no less interesting. The speakers are men trained in the subjects they depict. Pictures from all parts of the world are described in language not too technical for the average child but sufficiently interesting for the learned adult.

The popularity of this work of the museum is increasing as it becomes better known. One sees transportation busses from suburban towns thirty miles distance parked in front of the museum during these lectures. Presumably these are the busses used to carry the children to community schools, and utilized on Saturdays for this admirable purpose. This is another phase of the new education, and live boards of education, ever ready to take advantage of the opportunities to offer the children of their communities this work, acknowledge a broader conception of their duties.

The museum has arranged for personal attendants to accompany children and teachers through the building to explain the exhibits. Notification may be made by the teacher of the time of the visit on postcards furnished by the museum. An hour is assigned and the class is met at the door by a trained instructor whose duty it is to conduct the children through the various departments in which they are interested and explain the exhibits. No person untrained in this work could equal the valuable information imparted. The difficulty in this work is the transportation of the children to and from the museum. Unfortunately there is no street car or elevated now near the museum. This will eventually be remedied. The private conveyances are too expensive, and to attempt to conduct a class of fifty



children half a mile from the transportation line to the museum is in itself a difficult task. This lessens the value of the work to the schools as a whole. Some way may be found in the future by which the classes will be conveyed to the museum and returned to the school by the board of education in its own busses.

The problem of serving schools distant from Chicago is more difficult of solution. Possibly traveling exhibits may be shipped to the schools and returned much as is now done by the museum for the Chicago schools. This, in connection with radio lectures given by the museum staff and heard by the children listening in at the school assembly halls, might open a way for popular education more comprehensive than has yet been. Surely a way will be found to utilize, far more than has ever yet been done, the valuable activities of the many institutions now extant in almost every community, in the way of scouts, hiking clubs, wild flower clubs, local history clubs, nature study classes, biology and geology clubs, and many more of kindred nature. And in all this the Field Museum of Natural History is blazing the way by the excellent work it is doing for the boys and girls now in our public schools.

CHAPTER XIV

THE INFLUENCE OF TRIPS TO THE CHICAGO ART INSTITUTE UPON OUR CHILDREN

HARRIETTE TAYLOR TREADWELL

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BY A PERMIT from the superintendent of schools, for nineteen years we have been sending eighth-grade classes once each semester to visit our magnificent Art Institute, rapidly becoming second to none in the world.

The reports from the children all through these years have been most interesting. Class discussion and home discussion have followed. The wonder of the trip has been handed down from older sister to younger brother. He in his turn has asked to see the statues and pictures the sister had talked about upon her return home. This home talk has made the trips popular year after year. Almost every child in a class goes; those who do not lament it when the class reports show them what they have missed. The resolution to go next time always follows.

If no influence remained but the mere passing through the marvelous beauty halls, hung with pictures and lined with statuary, it were enough. The majesty and beauty of the great edifice itself are enough. The getting ready the detailed plans as to child eagerness, parent consents, board of education arrangements through the art department, the Art Institute arrangements, train and bus travel, the gracious art teacher guidance, the fine, devoted, willingness of the classroom teachers to take all of their pupils; just these are enough. But what marvels follow. The children walk up the broad palatial steps. They pass the great Kemyss lions. They salute the George Washington statue with one voice. Then they enter into the building. The expanse and splendor and distances of opportunity burst upon the children in every direction. The thing we hoped for has been accomplished. And no word yet said. They have come. Never again will life be quite the same. Over and over and over again the musical memory of that rare art moment of that first seeing will recur to these child visitors. Beauty and art and majesty have entered into their lives as never before.

The gracious courtesy of the Art Institute officials and guides, their cordial taking care of the children, their great hostship, make pupils and teachers alike always ready to go again. Wraps are laid aside in the cloak room, and a little chair is given to each child.

Then the art docent, lovely Mrs. Buehr, whose art interpretations to children are incomparable, leads the class away to the special room or rooms to be studied. Child and chair travel quickly along.

This year almost every child in our school in the sixth, seventh, and eighth grades visited the Art Institute in October and November. Twelve rooms of children went. Every class was led to the great Pilgrim statue by St. Gaudens. The children at once told the leader that the great Puritan was on his way to church, Bible under his arm.

The Egyptian room was entered. Mummies were disclosed of five thousand years ago. The poor were swathed in two hundred yards of cotton winding cloth, while the rich were often bound in thousands of yards. The rich were painted in gold because it was sun color, and trimmed with blue because it was sky color. Both rich and poor were painted with pictures. Every picture meant a word, a hieroglyph. Then came a talk on old armor. The skilled artist made wonderful armor for his king. All of the boys were delighted with this talk. An appreciation of a great picture, "The Song of the Lark," was given. The hour was over, and the children went back to the bus or the train.

One boy said: "The time is too short. Next time I shall come alone. I want to stay here a long time."

Another boy said: "I shall bring my mother and my father and my five brothers and sisters down here, and I shall show them what I have seen today. They will be glad. I will be their teacher, and they will see what I have learned."

Sometimes the children have left school in time to have lunch at the Art Institute. This is a delight to them. A real cafeteria party! They know exactly how to manage, for they all enjoy the penny lunch cafeteria service in their own school.

The children go back to school greatly enriched by this art visit. Class discussion, debates and reports, as well as class and individual resolutions for more visits, follow. The children study the lovely pictures in their own rooms. They learn the names of the artists, and semi-yearly a fine picture is bought as a graduation gift. We have sought to make each room lovely with colored copies of art treasures. The children have learned to appreciate the art beauty in their rooms, and the teachers are asked to discuss the room pictures with their children. Sometimes we have art exhibits given to us by artists of ability. From these, children and teachers select home gifts. One boy bought a lovely Forkner water color for his mother for Christmas. He had earned his money by selling Fuller brushes. When his father saw it he said: "Say, Lawrence, that is too expensive a gift for you to give to your mother. Sell it to me and I will

have it framed and give it to her myself." "Nothing doing, Dad," said Lawrence, "you select your own gift. I selected this for mother at school. I couldn't get this same chance again. Besides, I have enough money to pay for the frame too, and the frame is going to be an artistic one as well." Who can measure the influence of these art trips? They are written into the very life of the child itself. Children trained in art appreciation will never have cheap chromos in their homes, nor will they have enlarged portraits of themselves. Perhaps they will have but one picture in a room, but that will be selected with thought and care and with appreciation of art values.

Some of the school pictures that we have bought have increased greatly in value. Five pictures that we bought for one hundred fifty dollars are now valued at one thousand dollars apiece. Still another one that we bought for fifty dollars is now valued at five hundred. Thus these art acquisitions are financial assets to the school. With our increased devotion to art, gifts also have come to us. Mrs. Charles Mulligan gave us many plaster casts of her great sculptor-husband's work. They are priceless gifts that are worth perhaps fifty thousand dollars today.

The public school art society started us out with loan collections. Through their aid six copies of masterpieces were given us. Our library is also lovely with six original paintings by Chicago artists, loaned to us by this great society.

We cannot measure what this art opportunity does for us. The effect goes on and on in ever-widening circles, like those in a placid pool into which a stone has been thrown. We make but one trip a semester to the Art Institute, because we are twenty miles away from this art center. What could we not do if we were nearer and could go more often? We must teach the children to enjoy a great sunset, to enjoy a great landscape, and to delight in sky views and sea views. Our art appreciation needs to be trained. Most of us cannot be artists. We have not the gift. But if we realize the wonder and beauty of great buildings and landscapes, and fine statues, and wonderful tapestries, we help to lift up the art world by that realization. We come to demand the best and we gradually get the best. If we can appreciate skilled workmanship we also serve. We must teach art appreciation to our children by more and more of these field trips.

CHAPTER XV

THE THRIFT IDEA IN EDUCATION

MARY L. G. DeMANIGOLD

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THE 1925 SLOGAN for National Thrift Week was "For Success and Happiness." National Thrift Week is conceded to be one of the foremost annual events in so far as education and financial interests are concerned. Business is prospering enormously from the combined efforts of all enthusiasts of thrift for two reasons—first, because thrift is good business and good sense, and, second, because the development of thrift habits is a high type of service.

There is scarcely an individual who escapes the lure of its promise of dreams to come true, be they idealistic, practical, or basely selfish. But more significant than the lure of the dream is the net of habit formation which envelops the individual and lifts him to a higher plane of development. Therein lies the secret of the power of thrift. If business can turn this power to account for the conservation and development of financial resources, why cannot education turn it to account for the conservation and development of teaching resources?

Business concerns itself with few but vital elements: (1) *Capital*, which is developed by habits of planning. (2) *Saving*, which is developed by habits of self-denial and self-control. (3) *Investment*, which is developed by habits of discussion and reasoning. (4) *Realization*, which is made possible by habits of perseverance. These factors are fundamental and they belong to the inheritance of mankind. So, too, do we find fundamental elements in teaching, and they, also, belong to the inheritance of mankind. What capital is to business, a foundation, *attitude* is to teaching; what saving is to business, a nucleus, *organization* is to teaching; what investment is to business, *method* is to teaching; and what realization is to business, *leadership* is to teaching. Business has a way of being direct, of picking up loose ends, of making the most of opportunities, of being far-reaching in effect, but simple in execution. Surely we, elementary principals, out of our teacher hearts, out of our wealth of experience, out of our developed educational philosophy, can each one individually provide definite goals and definite teacher opportunities for our own particular group of teachers which will enable them to develop correct habits of thinking and working on the fundamentals of teaching.

We pride ourselves on our executive ability, on the tact with which we keep things running smoothly and justly, and on our powers as

supervisors. We agree almost unanimously that supervision is by far the most important of our duties. But we by no means agree on an analysis of the principles and technique of supervision. We look at Miss A who has taught twenty years, we recognize her ability and appreciate her sterling worth, and we wonder why she has always been part of the background. We study Miss B, just assigned from training school with a fine scholarship record, and we wonder if she will ever wake up as a teacher. In spite of our suggestions, our courtesy, and consideration, we feel that we have not made the right connections to bridge the gap between student and teacher. We are horrified to learn that experienced Miss C and beginner Miss D have the habit of burning the midnight oil on lesson plans and teaching devices, because we fear for their health and their social outlook. We are conscious that in these and in many other cases there has been a great waste, a mis-directed output of time, thought, and energy.

We praise our teacher-training institutions with one breath and with the next condemn them because the individual product does not fit our particular order. We try to tell ourselves that there are flaws in the background of home, of society, of personal urge and necessity, of training which teachers bring to their work. Have we not, perhaps, been blind to our own responsibility in the situation? Were we buying a suit, we would expect the fitter to make the adjustment. Were we engaged in putting through a business deal, we would expect our banker or our lawyer to keep his finger on the pulse and guide us correctly. But, as principals, have we given enough consideration to the fitting or adjustment process as a problem of our personal supervision?

Some teachers bridge the gap between student and teacher, between background and actual prolonged experience, between *being led* and *leading* quickly and easily, while the majority miss connections to a greater or less extent, and some fall into a helpless rut from which they seldom emerge. Until recently, supervision has been largely considered in terms of classroom visitation, diagnosis, and criticism. Now, however, we are professionally considering seriously its complexity and valuable opportunities outside of actual classroom visitation. Possibly not least among these is the function of adjustment, of bridging the gap between personal equipment and actual prolonged teaching in any form. If the law of simplicity in objectives and of definite habit formation makes for success and happiness in finance, why should it not in education? Undoubtedly it will, if we consider the problem of adjustment vital in our supervisory plans and if we become to our teachers what financiers are to investors—guides, advisers, and directors.

It was with the idea of saving precious time, thought, energy, and talent for beginning teachers, and of redirecting the course of some who were floundering that the plan presented in this article was designed. It is not presented with assurance nor with an over-estimated idea of its value. It is offered sincerely and humbly for what it is, purely a study adjustment, an effort to provide definite goals and definite teacher opportunities for those who *voluntarily* wish to accept them as aids to a quicker, or broader, development. It was designed with the idea of turning to account the personal resources of professional training, personality, vitality, general and social intelligence of the individual teachers through channels that make for a successful point of contact and a successful development to the end that the individuals concerned might become happy men and women and efficient teachers. It was designed on the supposition that it is the duty and the privilege of the leader of a particular situation to make clear the most vital values of the situation and to provide the way for those concerned to draw upon their personal resources for growth and development.

Attitude, organization, method, and leadership—are these not the elements of strength which make, or the lack of which break, any teacher? We know perfectly well that many a timid, budding teacher has been stunted by a complaining, fault-finding older teacher, who in turn was made such through a floundering existence, continually floating, often bumping, but never arriving definitely anywhere. We know, too, that ineffective organization of the purely mechanical details of a room and building make for discouragement more certainly than any other factor. Another fact which we will admit frankly is that method as outlined in a thesis and method as applied in a classroom are entirely different things, unless the two mediums through which they are expressed; *intelligence* and *personality*, are coördinated. Lastly, we cannot deny that the great difference between a teacher who has attained the real joy and power of teaching and one who has not is a question of leadership. Is it too vague a dream to hope that if we can make through our study, planning, and leadership, happy and successful teachers, they in turn by emphasizing the values which developed them may make of the children entrusted to their care, happy, successful home-makers and citizens?

For practical reasons, it is impossible to touch more than the high spots in this plan which is now in process of development, but your own individual skill and philosophy will read between the lines and no doubt enrich them a hundredfold.

THE PLAN

Time: September, 1924, through June, 1925.

Place: A new 24-section platoon school.

Characters:

- One principal.
- One assistant who teaches part time.
- One clerk.
- Thirty-five teachers—(nine in first-year service).

Policy:

1. No mysteries about any subject.
2. Frank discussion.
3. Mutual courtesy and consideration.

Slogans:

1. One improvement a week.
2. Take care of the details, and the problems will take care of themselves.
3. Watch us grow.

Action:

1. General teachers' meetings. (Average—every two weeks.)
2. Noon talks—ten minutes—once a week—attendance voluntary.
3. Notes—compiled in a loose-leaf notebook—complete outline of every subject discussed—kept on the teachers' table in the library for ready reference.
4. Teacher checks.
5. Auditorium programs—each teacher to prepare a 30-minute program once during the year, based on her own particular line of work and presented to a group of classes and teachers.
6. Committee service—each teacher has a place on one committee for study, research, or personal service. Each committee plans work for the general good of the school.
7. Suggested list of teacher projects.

Some of the topics discussed.

I. Attitude:

1. Policy of the school.
2. Professional organization.
3. Supervision.
4. Supervision checks.
5. Personality.
6. Vitality.
7. Social atmosphere.
8. Teacher rating.

II. Organization:

1. An ideal schoolroom.
2. The strength of a school.
3. My personal habits of work.
4. Executive ability.
5. Planning.

III. Method:

1. Discipline.
2. Subject-matter.
3. Technique.
4. Intelligence.
5. Pupil inventory.
6. Semester goals.
7. Standards.

IV. Leadership:

1. Teacher activities.
2. Pupil participation.
3. Relation to fellow-teachers.
4. Relation to educational problems.

The following is copy of one page from the reference notebook, mentioned in the preceding plan under Action, No. 3:

DISCIPLINE		
A MUTUAL PROBLEM—TEACHER AND PUPIL		
<i>Aims</i> What?	<i>Purposes</i> Why?	<i>Means</i> How?
1. Self-control.	The essence of individual development of a high order.	Obedience.
2. Responsibility.		Definite tasks.
3. Consideration for others.	The essence of worthy community and home life.	Respect for law and order.
4. Effective work.	The means of high service.	Pride in achievement.
5. Form.	The outward evidence of inward growth.	Courtesy. Etiquette.

The following is from the notebook. A few of the teacher checks suggested:

My teacher attitude:

1. Why am I a teacher?
2. Do I like my work?
3. Do I appreciate its opportunities?
4. How do I feel toward other teachers?
5. Am I willing to do extra work?
6. Am I a student?

My habits:

1. Am I prompt?
2. Am I exact about obeying and enforcing school laws?
3. Am I alert to suggestions?
4. Do I see the kernel of a situation?
5. Do I give or accept second-rate work?

My leadership:

1. Do I command attention?
2. Do I win the respect of my class?
3. Am I tolerant?
4. Am I courteous?
5. Do I win the respect of my fellow teachers?

COMMITTEE WORK

1. Reading—Studying group method in teaching reading.
2. Arithmetic—Preparing a project to stimulate, encourage, and perfect interest in the fundamental number facts.

3. English—The school paper.

Arranging a program for the development of spoken English (foreign community).

4. Research—Considering problems of attendance, traffic, and testing.

5. Social—Provides happy times for all inside and sometimes for outsiders.

6. Service—Taking a special interest in those on the sick list, in personal needs of staff members, in welcoming new teachers and substitutes, and in caring for the personal comforts of all by supervising the teachers' restroom.

SUGGESTED TEACHER PROJECTS FOR CONCENTRATION

Each teacher expected to choose one (not more than two) for experiment and development.

1. Stimulation of promptness.
2. Quick and effective taking of attendance.
3. Concise plan of work.
4. Effective seating charts for platoon sections.
5. Pupil inventory.
6. Growth charts.
7. Pupil committee service.
8. Definite procedure chart (room administration).
9. Effective checks on attendance, promptness, reliability, attention, concentration, subject-matter, growth.
10. Effective development in problems of prompt obedience, courtesy, scholarship.

CHAPTER XVI

SCIENTIFIC SELECTION OF SCHOOL TEXTS

L. W. RADER

Assistant Superintendent of Schools, St. Louis, Missouri

SCIENTIFIC METHOD has proved extremely profitable in the commercial and industrial fields during the past decade, when applied to problems either of business or industry. It has revolutionized the business world; it has revolutionized the business of education in spots only. Most failures in business are due to the absence of this element; for the same reason do we find the frequent wreckage of visionary projects in the administration of education, as compared with business failures, because we have no Roger W. Babson to reveal to us this lack of scientific method.

Scientific methods or standards are applied in every field of activity. In the making of arms it requires months to work out sufficient preliminary models. This is also true of the automobile industry. Standardization has almost wholly eliminated waste in the making of one popular car. In fact so thoroughly is this car standardized that some writer has said that it can put itself together, and then travel miles with no other motive power than its reputation. Great insurance companies also have standards by which they evaluate risks on a scientific basis, thereby giving validity to their transactions.

In this light, I contend that the fullest success of both the administrative and the instructional features of a school system is dependent upon scientific method. I do not contend that our method of selection is ideal, or even scientific, but I do believe that it is more scientific than previous methods pursued.

What then is meant by the "Scientific Selection of School Texts"? It is a selection based upon knowledge or data correctly validated, rather than on opinions, however brilliant, of teachers or supervisors.

Again what is the source of this knowledge and data? It is in learning processes and educational objectives. Where do you find these processes and objectives set up and defined? Undoubtedly they are in a good course of study. You want to know what a good course of study is. A good course of study should possess these distinctive features: (1) It must set up objectives or show what to do; (2) give clear directions as to how to do it; (3) specify the source of material with which to do it; and (4) provide means or standards by which the teacher may know when it is done.

With a clear knowledge of the ends to be attained in such a course of study, the selection of a text for achieving such results may be done upon a scientific basis, provided the work is done by a competent committee. When the fast train stops at certain points expert mechanics with torch and hammer go along tapping wheels and axles, here and there. The untrained man would tap all over the wheel yet miss the weak spot. The scientist does it quickly—just a light tap at the right point. In like manner will an expert committee or person who knows the learning processes and the objectives to be achieved select content or textbooks providing the necessary experiences by which the desired achievements may be attained.

At this point I will say that the superintendent must assume all the responsibility for the selection of textbooks. He appoints a committee, yet the burden of responsibility rests with him. He thinks he divides the responsibility by this act, but he does not. He delegates to the committee the right and authority to do a piece of work but this act does not divide responsibility. An effort to transfer responsibility by a superintendent is sometimes made by placing the vote for the selection of textbooks in the hands of teachers. This is either an open admission that he doesn't know anything about the work to be done, or that he has not the courage to assume the responsibility. At least it is an effort to divide the responsibility.

The need for a scientific method for the selection of school texts is made evident by mentioning at this time some of the features or factors which frequently determine such selections. A few of these are:

1. A favorite author or teacher.
2. Favored by former instructors.
3. Other places using it.
4. Contains some favorite devices or pet definitions.
5. Friendship of some agent.
6. Pictures or color of cover.
7. Agent lost out last time.
8. Contains method and content of books I studied.
9. Judging content independent of a curriculum, the text being considered a curriculum, and the committee unconsciously becoming one on curriculum, etc.

But let us consider for a moment a situation where an apparently scientific method ceases to be a scientific method, because of a false premise.

The procedure outlined in the last feature is a common one. Curriculum is frequently made by writing into it with slight revision the chief headings and some of the subordinate topics of a textbook.

A representative of a publishing house came into my office a short time ago with the startling information that the State Course of

Study for a certain subject is based wholly upon the text published by his company, and since his book was the only one which conformed to the objectives of the course of study and since St. Louis pursued a scientific method in the selection of school texts, it became our imperative duty to adopt his book at once.

With this situation existing the scientific method we here propose would be useless, because of the absence of a scientific method in the making of a course of study. A scientific selection of texts is most improbable, if not impossible, without a genuine course of study as a starting point.

In the selection of texts in St. Louis it is assumed that we have for the present the best possible course of study. From this as a starting point the steps in the selection of school texts are as follows:

1. A committee composed of persons (a) who teach the subject in several grades, and (b) who are in a position to have a perspective of the place that the subject holds in the sum total of the child's experience. In other words, teachers representing various grades of the subject taught, and representatives from the principal, supervisor, and educational administration groups.

2. A clear conception of the committee of the general objectives and purposes to be attained by that subject in the program of the grades taking the subject. In other words, a curriculum formulated in fairly specific terms of the field that the subject is to cover.

3. A score sheet constructed by this committee, considering duly the purposes to be attained by that subject in the program of the grades taking the subject. In other words, a curriculum formulated in fairly specific terms of the field that the subject is to cover.

4. Conference of committee over the texts submitted, with critical care, and with important agreements, and serious adverse judgments recorded.

5. Scoring of various texts by individual committee members, followed by conference whenever wide differences of judgment exist.

6. Decision based on maximum total scores.

The making of the score sheet, like the making of the curriculum, is another task which may be so prepared as to become a barrier upon which our scientific method is wrecked. This score sheet may be a list of points or topics identical, or in a measure identical, with the material of some textbook, or it may be prepared independent of all texts, containing thereby scoring points identical with the aims of the course of study.

The committee whose duty it is to select school texts should be competent to make a score sheet with nothing before it except the

course of study. When a series of books upon the same subject are to be adopted, a series of score sheets are necessary.

To illustrate our method more fully, I offer here three score sheets prepared by the committee and used in scoring arithmetics to be used in the elementary schools.

These score sheets when filled out are submitted to the superintendent of instruction, and the adoptions are determined by the highest scores. We do not claim this method to be ideal or to be the best method employed; we do, however, declare it to be the best and most satisfactory so far employed in St. Louis.

SCORE SHEET FOR ARITHMETIC, 4TH GRADE

	Maximum Score	Committee's Scoring								
		A	B	C	D	E	F	G	H	I
A. Problem aspect—35:										
I. The problem form of development.	5									
II. The nature of the thought problems.	5									
III. The exclusion of obsolete material and worth of new material.....	5									
IV. Regard for relative value of topics included	2									
V. Adaptability to children of the average community	5									
VI. Suggestions for work of local interest.	5									
VII. Relevancy of illustrations, diagrams and graphs	8									
B. Habituation aspect—60:										
I. Skillful motivation of drill work and reviews	25									
II. Provision for enlargement of number concept ¹	15									
III. Easy grading of processes and prob- lems	20									
C. Mechanical aspect	5									
I. Format, including page spacing.										
II. Contents, index, appendix, etc.										
Total	100									

Book being scored:

Title:

Author:

Publisher:

Date:

A,
B,
C,
D,
E,
F,
G,
H,
I,

¹ To include concepts of great quantities, concepts of space relations, expression of quantities by scales, expression of variables by graphs, interpreting significance of graphs, and estimating results of the tendencies shown.

SCORE SHEET FOR ARITHMETIC, 5TH AND 6TH GRADES

	Maximum Score	Committee's Scoring								
		A	B	C	D	E	F	G	H	I
A. Problem aspect—50:										
I. The problem form of development..	10									
II. The nature of the thought problems.	10									
III. The exclusion of obsolete material and worth of new material.....	5									
IV. Regard for relative value of topics included	7									
V. Adaptability to children of the average community	5									
VI. Suggestions for work of local interest.	5									
VII. Relevancy of illustrations, diagrams and graphs	8									
B. Habituation aspect—45:										
I. Skillful motivation of drill work and reviews	20									
II. Provision for enlargement of number concept ¹	10									
III. Easy grading of processes and prob- lems	15									
C. Mechanical aspect	5									
I. Format, including page spacing.										
II. Contents, index, appendix, etc.										
Total	100									

Book being scored:

Title:

Author:

Publisher:

Date:

A,
B,
C,
D,
E,
F,
G,
H,
I,

¹ To include concepts of great quantities, concepts of space relations, expression of quantities by scales, expression of variables by graphs, interpreting significance of graphs, and estimating results of the tendencies shown.

SCORE SHEET FOR ARITHMETIC, 7TH AND 8TH GRADES

		Committee's Scoring									
	Maximum Score	A	B	C	D	E	F	G	H	I	
A. Problem aspect—70:											
I. The problem form of development.	15										
II. The nature of the thought problems.	20										
III. The exclusion of obsolete material and worth of new material.....	5										
IV. Regard for relative value of topics included	10										
V. Adaptability to children of the average community	5										
VI. Suggestions for work of local interest.	5										
VII. Relevancy of illustrations, diagrams and graphs	10										
B. Habituation aspect—25:											
I. Skillful motivation of drill work and reviews	10										
II. Provision for enlargement of number concept ¹	10										
III. Easy grading of processes and problems	5										
C. Mechanical aspect	5										
I. Format, including page spacing.											
II. Contents, index, appendix, etc.											
Total	100										
Book being scored:		A,									
Title:		B,									
Author:		C,									
Publisher:		D,									
Date:		E,									
		F,									
		G,									
		H,									
		I,									

¹ To include concepts of great quantities, concepts of space relations, expression of quantities by scales, expression of variables by graphs, interpreting significance of graphs, and estimating results of the tendencies shown.

CHAPTER XVII

AN EXPERIMENT IN GROUP ACTIVITY

ETHEL D. HEDRICK

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THE PURPOSE of this paper is to describe an attempt to reorganize a program of education in a traditional elementary school on the basis of group activities. This reorganization was prompted by the apparent success of a modified project curriculum used in one room of the Donovan School of Ann Arbor during the previous year. It was suggested that a program of this kind be extended to all the grades in order to throw light upon these questions:

1. Is the adoption of such a curriculum practicable in the graded schools of a city system?

2. Will the result be a socialized group of children better fitted to engage in the activities of community life?

The building—The Donovan School, in which the experiment is being carried on, is an ordinary one-story building containing four recitation rooms on the first floor and two large rooms and a store room in the basement. Formerly one recitation room was equipped with tables, chairs, and movable desks. Two rooms were fitted with stationary seats and the remaining room contained the usual kindergarten equipment. One basement room contained a portable stage, a projection lantern, and a small amount of manual training equipment. The second basement room had always been used as a play-room and contained no equipment.

For the accommodation of the new program of education the four recitation rooms on the first floor, instead of being used as ordinary recitation rooms, serve the whole group of pupils as auditorium, library, science room, and kindergarten; the rooms in the basement as kitchen and workshop. The stationary seats were removed from the two rooms which serve as the auditorium and library. The auditorium is now equipped with movable desks brought from other schools, a built-in stage, and a projection lantern, while the library is furnished with odds and ends of tables and chairs gathered together from various schools in the city. At the beginning of the experiment all the books in the building, with the exception of a few sets of readers, were stacked in an unarranged manner in this room. The science room is equipped with aquaria and a terrarium. No changes have been made in the kindergarten room.

In all the rooms, save the library, the desks contain spaces for keeping the children's books and materials. For this room it was

necessary to construct lockers from the available space in a small closet opening into a cloak room.

The equipment of the kitchen with the reorganized scheme consists of a gas range, a small supply of utensils, two cupboards built on one side of the room, a work table, and shelves. The purchasing of these supplies represents the first outlay of money. Dishes and silverware have been borrowed from the supplies purchased for a building under construction until it is thought advisable to purchase a permanent supply.

Little change was made in the workshop except the addition of a small supply of tools and two benches.

The entire expense for making the changes necessary in reorganizing the building has not exceeded \$200. Including an additional sum for supplies during the year, the total amount still remains so small that it is safe to venture that such a program of education may be organized in any building with a minimum cost.

The teaching staff—The four teachers in charge of the experiment have had no special training for the work undertaken. Their training is of the ordinary academic type; only one of them has taken special work in industrial arts and but one has taken a course in project teaching. Three of the teachers are graduates of a standard two-year normal course, and one has completed a four-year course at the University of Michigan. One has had one year beyond the two-year normal course. The teaching experience of the group ranges from three to fifteen years. Of the four teachers, two taught in this particular building previous to the beginning of the experiment, one was transferred from another building in the city, and one is teaching in the city for the first time. Thus it is readily seen that a similar group of teachers may be found in any school in any city. In addition to the four teachers in charge of the experiment, supervisors of art, penmanship, and music come to the building once each week to assist in the development of projects or to advise with the teachers.

The pupils' achievement—At the beginning of the experiment there were 114 pupils enrolled. These were divided as follows:

Grades	Number of pupils
Kindergarten	25
1B	13
1A	10
2B	15
2A	13
3B	13
4B	11
4A	14

Tests in mental ability and educational achievements show a large percentage of the group to be below average. This situation is best depicted through an illustration from one grade in the building. The thirteen children enrolled in Grade 3B average nine years chronologically. Their I. Q.'s range from 75 to 103. On the Thorndike-McCall reading scale the median score in October was 26.5. The standard for Grade 3B on this test is 31; only one individual attained that standard. On the Woody-McCall test of Mixed Fundamentals the median score in October was 2.7 and results ranged from 1 to 10. The standard for the grade is 6.1; this was attained by only one pupil. On the Otis Classification test the results more nearly approximated the standard for Grade 3B, but the test also showed a wide range in the scores attained.

These results may be due to certain environmental conditions over which the school has little direct control, for example, lack of available reading materials in many of the homes, the excessive amount of home duties demanded of some of the pupils, or the use of foreign language in the homes.

The room schedule—The new arrangement of the building provides five rooms and a kitchen for carrying out the reorganized program, but only four teachers are available. Thus to permit one teacher to supervise in the workshop or kitchen during a portion of each morning and to make all rooms, with the exception of the kindergarten, available to all pupils, a special schedule for the teachers is necessary. This schedule provides for the following combinations within different rooms:

1. Grades 1B and 1A in the kindergarten room in the morning. The kindergarten room can be used for this combination as the children in kindergarten do not attend in the morning.

2. Grade 2B meets in the science room and Grade 2A in the auditorium.

3. Grades 3 and 4 meet in the library.

4. After a short planning period in the home room, Grades 2B and 2A combine in the auditorium with one teacher in charge. This arrangement frees one teacher at nine o'clock for supervision in the kitchen or workshop. At the same time, it leaves the science room unoccupied and available for use by another group. When a group is in the workshop the library is unoccupied and available for use. Thus by careful rotation of the grades in the various rooms the different equipment of the special rooms is available to all pupils during the morning.

5. In the afternoon the kindergarten meets in its own room, Grades 1B and 1A meet in the science room, Grades 2B and 2A in the auditorium, and Grades 3 and 4 in the library.

To give a more vivid picture of the procedure the schedule is reproduced in tabular form:

Room	Kindergarten	Science	Auditorium	Library	Workshop
Teacher	Miss E.	Miss C.	Miss C. Miss S.	Miss H.	Miss S.
8:30-9:00.....	1B, 1A	2B	2A	3B, 4B, 4A	Open to any group
9:00-10:00.....	1B, 1A	Open to any group	Groups from 2B, 2A	3B, 4B, 4A	Groups from 2B, 2A
10:00-10:30....		Rest and	lunch in home room		
10:30-11:40....	1B, 1A	2B, 2A	Open to any group	Open to any group	3B, 4B, 4A
1:10-3:30.....	Kdg. 3-3:30 Open to any group	1B, 1A	2B, 2A	3B, 4B, 4A	Open to any group

The schedule is interpreted as follows: The first horizontal row of spaces indicates the rooms and the space below, the name of the teacher in charge of that room at the time indicated in the first vertical column at the left. The remaining spaces indicate the grades occupying the various rooms at stated periods. For instance between 8:30 and 9:00 Grades 1B and 1A are in the kindergarten room with Miss E. in charge; Grade 2B in the science room with Miss C. in charge; Grade 2A in the auditorium with Miss S. in charge; and Grades 3B, 4B, and 4A, in the library with Miss H. in charge. At this time the workshop is open to any group with no one in supervision. From 9:00 to 10:00 the science room is open to any group and the workshop is occupied by groups from Grades 2B and 2A with Miss S. supervising the work.

The program of work—The daily program planned for each group of pupils is based on group activity instead of the traditional school subject-matter. Its purpose is to aid in the development of the project method. The program, as adopted, provides seven periods in the day ranging from twenty minutes to one hour in length. In order to make clear the nature and function of the periods a day's program for Grades 3 and 4 is reproduced.¹

Planning period (thirty minutes)—This period is devoted to a general discussion of work under way or to be undertaken. Plans are made for the different periods of the day and each group of children makes a definite list of things to be accomplished.

¹ Those in charge of the experiment are indebted to the assistant supervisor of industrial arts of Grand Rapids, Michigan, for helpful suggestions in planning this program.

Research period (one hour)—This period is used as a study period. During the time the children search for information with which to answer questions or to settle problems. Questions which arise in arithmetic or other subjects are answered and principles necessary to serve the present need are explained. Later in the drill period emphasis is given the phases of a subject for which the research period shows need.

Activity period (one hour)—This period is devoted to activities in industrial and fine arts, such as the making of clay tablets, parchment, posters, booklets, or costumes, and excursions into the community.

Discussion period (twenty minutes)—At this time individuals bring to the entire group problems which have arisen during the day. These problems have included the making of an hour glass, the making of figures for the sand table, the developing of rules for the slide, and ascertaining where to obtain costumes for a play. The group discusses such problems as these and offers suggestions for their solution.

Appreciation period (forty minutes)—This period includes music, literature, dramatizations, folk dances, reports on outside amusements, and nature study. Great freedom is allowed the children during this period in the choice of subject-matter and emphasis is placed upon self-expression and general culture.

Drill period (forty minutes)—This period is utilized in attempting to bring each child up to grade standard in "fundamentals." Thus in the research or activity periods the development of the project is hindered because of lack of skill in arithmetic, spelling, reading, or writing. These needs are noted and in the drill period special training is given to overcome these weaknesses and to bring the children up to grade standard.

Free period (thirty minutes)—During this period each child is allowed to use his time as he wishes. He may read, play games, work at the sand table, in fact do anything so long as he does not interfere with the activities of other members of the group. The length of the enumerated periods varies with different grades and their order does not remain the same.

Illustrative projects—During the four months in which the experiment has been in operation a few major projects have been initiated and developed to various degrees of completion. One, the library project, offered as an illustration of how the school building and its equipment is used in the socialization of the group, is under the direct supervision of the writer. This project may be divided into

five parts each of which is related to the work in the library. These projects are described as follows:

Curtains and bookcases—It will be recalled that at the beginning of the experiment the books were stacked in a disorganized manner in the library. The group of children occupying the library was consulted as to ways and means of making the room more usable and attractive. They were eager to make plans and to be at work. They suggested that the room needed bookcases, book ends, window curtains, and an orderly arrangement of books, such as is found in a library.

After the discussion of the needs of the room the boys decided to plan and make the bookcases; the girls, the curtains. Educators may disagree over this seemingly logical division of work, but the boys decided that the construction of the bookcases was clearly their work and left the sewing for the girls.

The boys determined the number of bookcases needed for the books in the library. Then they decided to divide themselves into small groups in order that they might work in a more effective manner. The teacher directing this grouping took pains to see that the younger boys were placed in the same group with older boys. In each group a leader was chosen who had demonstrated his ability to work with others. The pupils in each group, being responsible for one bookcase, determined the number of feet of lumber necessary for its construction according to a plan decided on by the combined groups. The bookcases were constructed in the workshop under the supervision of the teacher in charge of that room.

In the development of the project the following aspects of arithmetic had to be emphasized: Measurement of wall space, addition, division, and subtraction of concrete numbers, the significance of board feet, and drawing to a scale. This subject-matter was emphasized in the drill period.

In their part of the project the girls were confronted with the fact that the purchasing of curtain material meant an expenditure of over twenty dollars and that such a sum of money was not available. After a long discussion as to ways and means, it was decided to write a letter to the superintendent asking his advice. It was also suggested that money be earned through the sale of chocolate bars and old books and papers.

The bank account—The letter to the superintendent resulted in the promise of a check for ten dollars, provided that the children would earn a like amount. The children earned this amount through the sale of the candy and old papers as was planned. The sale of the candy resulted in small amounts of money being brought to school

each day. The children considered this situation during a group discussion period and decided to open a "Donovan School" bank account with one of the city banks and to appoint a secretary and treasurer to keep an account of all business transactions. They agreed that the treasurer should balance his books once a month and report to the group.

The children were helped to find how and where to secure the material and information needed in opening a bank account and keeping a ledger. In connection with the bank account, they learned addition, subtraction, writing checks, and business letters, not through compulsion, but through interest. Necessary drill for carrying on the project was given during the drill period.

The children finally selected and purchased the curtain material. They paid for it by a check drawn upon the Donovan School account. The girls utilized the activity periods of several days in the making of the curtains.

A study of records—While the interest in the library was keen and the children were working with books, they were led to think of the development of books in the age-long experiences of the race. After an extended discussion as to how long people had used books like ours and as to how they kept records before books were printed the following questions were written on the blackboard for future reference:

What kind of books did people have who lived long ago?

How did the people write?

Where did our alphabet come from?

In answering these questions the children were introduced to the ancient history of Egypt, Babylon, Phœnicia, and Greece. They constructed clay tablets and parchment and learned to use the alphabets of each of these ancient people in writing on these materials.

During the discussion of the contribution of the Greek people to the art of writing a group of boys decided to make a scroll out of real parchment and write the Greek alphabet on it. They found that a scroll existed among the rare books of the University Library, and both boys and girls in Grades 3 and 4 went to see it. After this excursion the boys started making a scroll similar to the one in the library. One boy instead of attempting to copy the Greek alphabet from a book, volunteered to ask his father, a Greek, to come to school and write the alphabet on the blackboard. This offer was made during the morning planning period and after lunch when the boy returned he brought a letter from the Greek family saying that the father could not come, but that they would find some one to take his place. One afternoon a few days later a Greek came to school and

spent an hour answering questions, writing on the blackboard, and telling the story of the Trojan War as he had heard it in his school.

The scroll was finally completed and is now a much prized possession of the group. It is interesting to add that some members have learned a part of the Greek alphabet through the construction of the scroll.

While the children were interested in the study of Greece and the Greek people, they were given access to as many books on this subject as was possible to collect. As many of these books told of the home life of the ancient Greeks some children became interested in various phases of how the Greeks lived. One group became particularly interested in the food and decided to serve a Greek dinner. Since the available books did not contain recipes for preparing Greek food, it was necessary to seek aid from some of the Greek people in the city. The children in the group finally succeeded in getting a Greek mother and daughter, the latter acting as interpreter, to come to school and bring the necessary ingredients for the Greek "dinner dish." The boys improvised a table in the workshop so that all might watch the preparation of the "notmalde" or meat balls. Some children assisted in getting the food ready and some arranged the library to accommodate the group at dinner. During the preparation of the dinner, the children decided to have those at one table appear in Greek costumes patterned after pictures in the material studied and to have them served in ancient Grecian style.

In order to preserve the information obtained during the study and discussion of records of each of the ancient peoples, the children as a group wrote short stories embodying the information and made posters illustrating various stages in the development of the book. Each story, when printed in the high school print shop, serves as a portion of the reading material for the group. Each poster when completed is mounted and placed in the library. When the project is finished, the posters will represent numerous stages in man's methods of keeping records and will form an attractive decoration for the library.

The permanent interest in this type of work is manifested in the free choice of library books which the children draw from the city library. It may be of interest to add that many children bring stories of the ancient people to school and ask to read them to the other children.

The school paper—The interest in the library project and the activities connected with it were responsible for the planning of a school newspaper, which contains accounts of the work being accom-

plished in school and acquaints the community with the reorganized program.

The children in the library held an election and elected an editor, an assistant editor, and two helpers as the staff of the *Donovan School News*. These officers were all from Grades 3 and 4, but the children of these grades decided that the newspaper could not represent the school unless the other group in the building contributed to it. As a result of this decision, committees visited each room, explained the purpose of the school newspaper, and asked for the coöperation of each group. Everyone approved the plan and agreed to help make the paper a success. The first edition was printed September 25, 1924.

The following headlines are taken from some of the recent editions: Our Science Room; Egyptian Picture Writing; Sight-Seeing (A Trip to Memorial Hall); Greek Clothing; and Chinese Writing.

The material for the newspaper stories is chosen largely from schoolroom experiences and furnishes a review or check of the effectiveness of how well the informational material has been presented and provides much opportunity for language instruction.

The community has exhibited a keen interest in the school paper and has purchased each of the five editions at one cent per copy. The sale of the paper adds to the bank account and to the work of the secretary and treasurer and offers frequent opportunity for a group of children to deposit money in the bank.

The Parent-Teacher Club program—For several years previous to the beginning of the experiment, the parents and friends of the school have been organized into a Parent-Teacher Association, which meets at regular intervals in the school building. The programs have consisted largely of plays and operettas given by the children, and the attendance in the past has depended upon the number of children participating. The importance of these meetings was recognized, but it was thought the programs should require less out-of-school practice and should be drawn more directly from the school activities. Accordingly the programs during the time of the experiment have been especially planned to show the reorganization of the school work and its effect on the fundamentals.

The following program was planned by the children and was given during the early part of the experiment. A group of children from Grade 1A told about the jelly they had made and gave an itemized account of its cost. Two boys brought a bookcase upon the stage and gave a detailed account of its construction and a demonstration of how to determine the cost. A pupil from Grade 3B told about the apron she was making and figured the cost of the material on the

blackboard. Another little girl displayed a linen towel and told about the new kitchen and the need of dish-towels. She finished her story with a description of flax and showed the fibers in the towel. A group of girls exhibited a curtain they were making for the library and gave a brief account of purchasing the material. One pupil multiplied the total number of yards needed for the curtains by the price per yard, thus demonstrating her knowledge of two-place multiplication. Another group closed the program with an account of their work in the kitchen and gave the recipe for the little tarts they had made for the refreshments. Needless to say the program was a success and the parents were convinced that the children were being educated under the reorganized program.

Projects of Grades 1 and 2—The activities with which the other grades in the building have been concerned, and which have been but briefly mentioned, have developed along lines similar to those already described. In many instances interest has been sustained for a period of several weeks and activities have centered around one problem. A particularly noticeable example of this sustained interest in small children was evident in the work done by Grades 1B and 1A in their study of Holland. These children played the home life of Kit and Kat, constructed a Dutch market, made a Dutch home in their playhouse, and made their own reading lessons based on schoolroom experiences. Interest in Grades 2B and 2A has centered around the homes of different people. They have constructed typical homes and have made posters illustrating their study. The results of the experiment in these grades are most gratifying. The play element of the kindergarten has not been submerged by formal lessons and much has been accomplished in skills and attitudes.

APPARENT RESULTS

The results of the experiment thus far may be discussed from the point-of-view of the pupils, the teachers, and the community. It is evident these results are only apparent because the experiment is still in the process of development.

From the pupils' point-of-view the results are of two types, the more or less intangible outcomes and the more directly measurable outcomes. Among the more or less intangible outcomes the children have gained skill through the library and other related projects in the following types of activities:

Relating experiences clearly.

Explaining processes to the combined group.

Writing checks.

- Writing business and friendly letters.
- Keeping accounts.
- Writing stories, personal experiences, and descriptions.
- Reading for information.
- Organizing subject-matter under given topics.
- Using maps.
- Cutting, pasting, and arranging poster material.
- Varnishing.
- Painting.
- Sewing by hand and by machine.
- Spelling words used.
- Writing.
- Performing operations in arithmetic involving addition, multiplication, subtraction, division, fractions, measuring, and ruling.

In addition, the following habits and attitudes have developed to a greater or less degree:

- Awareness of the possibility of self-expression through verbal recital.
- The establishment of a wholesale regard for the contribution of the past to the civilization of the present.
- The creation of a sympathetic attitude toward people of other lands.
- The development of an appreciation of books and pictures.

Among the more directly measurable results are those manifested through the use of standardized tests. It will be recalled that at the beginning of the experiment the children under discussion were given standardized tests in all of the school subjects and the results showed that a large percentage of the group were below grade standard. When two of these tests were repeated in Grade 3B in January the results showed that the children as a group had made normal progress and that some individuals had made more than normal progress. On the Thorndike-McCall reading test this group made an average gain of 2.75 points in 4 months. The normal progress for 6 months for this particular grade is 3.6 points. One individual, whose score was 26 points in October, tested 33 points in January. Some of this gain may be due to the unreliability of the tests, but nevertheless the work of this individual at the present time shows every indication of increased ability in reading comprehension. On the Haggarty reading tests the group made an average gain of 2.85 points. The normal progress for 4 months for Grade 3B is 3.2. All tests given in October will be repeated in June and final results of the experiment in subject-matter cannot be ascertained until that time.

The projects used as illustrations of work being accomplished under the reorganized program have been developed by pupils in the library and little mention has been made of coöperation on the part

of all grades in the building. This factor of building coöperation is most important and has been apparent in many group activities. Two illustrations of it are given below:

1. The children in Grades 2B and 2A were building homes of the African and Indian, but the reading material which gave the information they needed was too difficult. They consulted the boys and girls of Grades 3 and 4 who promised to provide stories which could be more easily read. These older boys and girls collected the information, simplified it, and later had it printed for the younger children.

2. When the children of Grade 1B were studying Holland, a group of girls in Grade 4A saw the need for pictures for illustrating the work and volunteered to provide them. The girls searched through a stack of magazines and made a collection of Dutch pictures which they mounted and gave to the children of Grade 1B.

From the teachers' point-of-view, the results of the experiment are most favorable. They appreciate the spirit of friendliness and helpfulness which exists among the children and willingly sanction a larger amount of freedom than is usually found in the traditional school. They see the value of activity in relation to interest in subject-matter and are eager to aid in the development of any plan presented by the children which may lead to further activity. These teachers, if left to their own resources, would undoubtedly follow a program similar to the one under discussion. This fact attests to the success of such a program.

From the point of view of the community the results are equally gratifying. A direct result is apparent in the attendance at Parent-Teacher Club meetings, which has increased 50 per cent since the beginning of the experiment. The parents are willing and eager to coöperate with the children. This is demonstrated in their purchasing of the school paper, the buying of chocolate bars, the contributing of costumes and stage property for dramatizations, and the acceptance of invitations to parties especially planned for them. Equally as important are the more or less intangible results which manifest themselves in the friendly spirit of the parents toward the teachers, the pride taken in improvements made in the school, and the interest taken in the work accomplished by the children.

The results as stated in the previous paragraphs are not to be considered as final, for final results cannot be given until after the completion of the present school year when standardized tests are repeated and a careful estimate is made of work accomplished under the reorganized program. However, the results which are apparent at the end of five months cause those in charge of the experiment to

believe that it has been decidedly worth while from the viewpoints of pupils, teachers, and members of the community. They are convinced that the socialization of the group, which is a result of the experiment, will aid the children in being more helpful members of the community in which they live and fit them to better engage in the activities of community life. If the present apparent results continue until the close of the school year, those in charge of the experiment will most heartily recommend the adoption of a similar program in any city system.

CHAPTER XVIII

THE BOSTON PLAN FOR TEACHING SPELLING

CHARLES M. LAMPREY

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THE BOSTON PLAN for Teaching Spelling is an attempt to motivate the study of spelling for teachers and pupils. Teachers want to know certain facts about the performance of their own classes and the difficulty presented by words assigned to their grades and to previous grades. Pupils, under right stimuli, want to know not only words arbitrarily assigned, but words that they may have forgotten how to spell or have never studied.

For a long time there has been a growing tendency away from the disjointed "spelling lessons," with word arrangements based on a variety of different theories. The alphabetical arrangement of all the elementary words, with an opportunity to satisfy individual needs at any point in the course, is the logical outgrowth of this tendency.

The plan, as described below, is based on An Experimental Plan for Teaching Spelling begun in the Boston Model School in 1915. It is here set forth substantially in the form in which it was presented to the teachers of Boston in 1923 and 1924.

Improvements in details are being worked out in practice, and with this end in view teachers are encouraged to try out their own ideas so far as these are consistent with the broad purposes of the general plan.

THE NEW BOSTON SPELLING LIST

INTRODUCTION

To Teachers in the Boston Public Schools:

The following abstract of the report of a committee appointed to consider the subject of spelling is given to you for your guidance and information.

The New Boston Spelling List has been printed separately from the Boston Word List and distributed to teachers for convenience in dictating. It is not intended to be used as a textbook in the hands of pupils.

The Boston Word List contains all the words in the New Boston Spelling List and also the words in the Vocabulary List. This is the authorized textbook in spelling and should be in the hands of every pupil from Grades 4 to 8 inclusive.

It is proposed to form a council of teachers to work in coöperation with the Committee on Spelling and to publish the results of their experience in a Spelling Manual giving detailed suggestions for teaching, review, individual study, and testing, and for effective use of the Word List in enlarging and improving the written vocabulary of pupils.

JEREMIAH E. BURKE,
Superintendent of Schools

PREFACE

1. NEW BOSTON SPELLING LIST

The work done in Boston during the last eight years in selecting and evaluating words forms the best available basis for a permanent spelling list for use in Boston schools.

In selecting words for the New Boston Spelling List, the committee has retained nearly all the words of the Boston Minimum Lists and added enough words, after an analysis of other spelling investigations, to make up a total of 2000 words.

It is recommended that the teaching of these 2000 words be required in the grades indicated.

2. BOSTON WORD LIST

No list or spelling book can be regarded as final. New words are constantly coming into use. The degree of accuracy with which familiar words are spelled will change as a result of consistent drill in spelling. The frequency with which many of these words are used may be increased by instruction aimed to enrich and improve the vocabulary of pupils. The committee therefore offers a Vocabulary List, and has combined the two groups of words to form the Boston Word List. The Vocabulary List is not to be printed separately.

Some general suggestions are offered below in the hope and expectation that teachers and pupils will find here a basis for effective work together. It is possible to carry through a city-wide experiment in educational procedure that will have high value.

3. VOCABULARY LIST

(a) The vocabulary of individuals varies to such an extent, even among young children, that it is believed to be desirable to *put before pupils* a much larger number of words than they are *required* to learn. Many words creep into the child's consciousness from reading and conversation and need only the stimulus of a convenient opportunity to take their place in his written language. Reference to the vocabulary words in the Word List will furnish an incentive for this extension of the child's vocabulary in accordance with his natural impulses.

(b) There is another reason for including these additional words. In the discussion on spelling that must go on continually it is desirable that teachers have before them a large number of words that are used in school work more commonly than we suspect. As this larger list is used for reference and occasional discussion it cannot fail to be of service in enabling teachers to give valuable suggestions as

to the inclusion of debatable words in the regular spelling list and to advise as to the grades where these words may best be taught.

4. SELECTION OF WORDS

(a) The words in the Boston Word List were selected after a careful analysis of the following sources:

Ayres. A Measuring Scale for Spelling.

Boston Model School. An Experimental Method of Teaching Spelling.

City of Boston. Minimum and Supplementary Spelling Lists.

City of Chicago. Spelling in the Elementary Schools.

Jones. Concrete Investigation of the Material of English Spelling.

Kelley. A List of Words Misspelled in the Diaries of Third-Grade Children.

Nicholson. A Speller for the Use of the Teachers of California.

Thorndike. The Teacher's Word Book. (First 5000 words in order of frequency.)

(b) The Spelling List was built up by successive steps as follows:

1. Words graded identically in Chicago, Boston and Model School Lists.
2. Words graded identically in Chicago and Boston Lists.
3. Words graded identically in Chicago and Model School Lists.
4. Ayres words remaining. Graded by Model School List or Chicago as second choice.
5. Words remaining in Boston Minimum List. Graded by Boston Minimum List.
6. Words formerly starred in Boston Model School List but not in Ayres List.
7. The grading of some words was changed and additions and eliminations were made based on an intensive study of available information, with the purpose of producing a well-balanced list by grades.

(c) The Vocabulary List consists of the words originally included in the Model School List and the Boston Supplementary Lists, after eliminating most of the simple "ed" and "ing" forms and some words that seemed to have no support in Thorndike's "The Teacher's Word Book."

5. ARRANGEMENT OF WORDS

To put before a child *only* those words assigned to be studied in one particular grade is to limit his facility in the general study of spelling. For the purpose of encouraging the abler pupils to acquire new words outside of the required list for the grade, and of encouraging children of poor spelling ability to review words forgotten or never learned in earlier grades, the Word List is arranged in alphabetical order with the grade in which each word is to be taught indicated at the left.

Experience with this arrangement in the Boston Model School has shown not only that it is not confusing but that it stimulates and helps the pupil to acquire early the very important power of finding words which he desires to learn. Furthermore, it gives to the teacher an opportunity she has never before had to judge as to the rejection of undesirable words and the selection of new ones.

6. USE OF THE WORD LIST

This list will be used in Grades 4 to 8, inclusive, and the book will become the permanent property of the pupil after five years of use. It will serve for the study of words in preparation of the lesson and in review; for the checking of words misspelled and needed by individual pupils in varying degree; and for convenient reference by the pupil while writing—a use that cannot be made of any spelling list or spelling book published for school use at the present time. The pupil can thus be stimulated not only to study carefully and intelligently such words as he needs to study but to watch the growth of his written vocabulary and take an interest in adding new words. When the pupil has occasion to use a word that he is not familiar with and that he does not find in the list, he can write it in the blank space provided in the book and thus have a constructive interest in developing a final list. This method of procedure has been used even in the third grade of the Farragut School with marked success. It is believed that the method suggested is sound in form, stimulating in actual use, constructive in character, and likely to produce definite satisfaction through aroused interest among the pupils.

7. METHOD OF TEACHING

It is expected that each principal will determine with his teachers the methods to be used. The following steps are suggested as preliminary to the individual study of words.

- (a) Dictation of 10 to 20 words at a time from the graded list with or without previous study until all the words assigned to a grade in the Spelling List have been given.
- (b) Immediate correction of words misspelled (correct form to be written in pupil's note book).
- (c) Individual study of words to be based on words that the pupil *spells incorrectly*.

8. REVIEW AND TESTING

Lists of words found difficult in earlier grades will be sent to teachers for dictation at the beginning of each year. The tabulation of results of tests on these words will give information of increasing value in regard to their spelling difficulty. These difficult words may be dictated in the same manner as suggested in No. 7 above, probably before the new words for the grade are taken up.

9. ADDITIONAL WORDS

A blank space is left at the bottom of each page for such words as it may be desirable to add to the printed list. It will probably be found helpful to use this space for local names, for words used largely in school studies but not commonly used after leaving school,

and for new words coming into more frequent use through progress in science and invention.

10. PROJECT METHOD

It is believed by a majority of members of the committee that the use of this Spelling and Vocabulary List (Boston Word List) in the manner suggested will do much to make spelling interesting to pupils and teachers and will encourage the use of the project idea in handling this subject.

Respectfully,

CHARLES M. LAMPREY,
Chairman

THE BOSTON WORD LIST

INTRODUCTION

To the Boys and Girls in the Boston Public Schools:

This Word List contains a Spelling List of about 2000 words that you are required to learn to spell during the first eight years of school. These words are starred (*), and at the left of each word is shown the grade in which the study of the word is required.

In addition to these 2000 words in the Spelling List, there are about 2700 words that we shall call a Vocabulary List. These words are generally not so important as the words in the Spelling List, but you are likely to need a good many of them.

Besides the words printed in this complete Word List, you will need to learn many words in connection with your school studies that you will seldom need to write after leaving school. There will be also names of streets, places, and buildings that you may want to remember, such as: Huntington Avenue, Revere Beach, Forsyth Dental Infirmary. You may write such words, if you wish, as nearly as possible in their alphabetical places at the end of each column. In this way you will be able to help yourselves, and to aid your teachers in judging what additional words are needed and how often they are used.

When you fail to spell a word correctly, or have to look it up in your Word List, perhaps you will be interested to place at the left of the word a small mark like this —. If you do this, you will be able to review and frequently study the words that have given you trouble.

If you write the words dictated by your teacher each day on a plain sheet of paper and then look up in your Word List and check the ones you have spelled incorrectly, you will soon become interested in studying these words whenever you have time, so that you may help your class and your school to have a good rank in any spelling tests that may be given.

Many boys and girls like to write their "hard words" in a little spelling note book. If you copy the words correctly in such a book, it will help you to remember how to spell them, and you can more easily review them when you need to.

It is hoped that this Word List will encourage you to look up any words that are hard for you to spell, though they may belong in grades below your own; and also that you will be interested to look up words that you may wish to use, even if they belong in higher grades. In this way you may, if you wish, almost never misspell a word in your written work in school, or in letters to your friends.

Correct spelling is really very necessary in almost every occupation in life. This Word List or Spelling and Vocabulary List is intended to make it possible for you not only to learn to spell but to learn in an interesting way.

JEREMIAH E. BURKE,
Superintendent of Public Schools

PLAN FOR TEACHING SPELLING WITH THE BOSTON WORD LIST

The following lesson plan was prepared after consideration of numerous suggestions made in reports of sub-committees of the Spelling Council, and it contains the steps believed to be essential in developing a growing interest in spelling on the part of teachers and pupils through the use of the Boston Word List.

By means of the percentage tables and spelling report slips which will be furnished on request, teachers may discover and report with little effort, how hard each word is for their pupils, and it is believed that the results thus obtained will be more valuable than any attempt at the present time to "evaluate" word difficulties on a large scale.

It is the hope of the committee that a considerable number of reports will be made at the end of the year, from which it is expected to obtain interesting and helpful results.

Teachers will please bear in mind that departures from the exact form of procedure outlined in the plan are not only permissible but are to be encouraged, providing always that the purpose is to stimulate interest and to develop independent or coöperative effort.

The notes in fine print throughout the lesson indicate only a few of the numerous suggestions that might be made concerning matters of detail. The general trend of practice, as teachers and pupils become familiar with the plan, should be towards a larger participation by pupils in the work.

In Grades 6, 7, and 8 it is easily possible for pupils to take entire charge of the lesson under right direction, except the dictation of words for written testing.

The value of a lesson may be measured not by the activity of the teacher but by the activity of the pupils.

I. Assignment and Preliminary Study

To be given the day before the written lesson. Teacher has New Boston Spelling List and Spelling Report Slip. Pupils have Boston Word List and "Sentence Papers."

1. Teacher dictates first word in alphabetical order from New Boston Spelling List and writes it on the spelling report slip while pupils look up word.
2. Pupils look up word in the Boston Word List and raise hands when word is found. Check thus, —, at left, when word is found.

Words may be written by pupils at this point, instead of as suggested in II, 2, below.

3. Teacher says "Check." "Help others." "Pronounce and Spell."

The few slowest pupils are assisted by nearest neighbor in finding word. This procedure will soon become automatic and commands are not required.

4. Pupils pronounce and spell, syllabifying the word.

Ten words are taken as above. Time, five minutes.

II. Writing and Use of Words in Sentences. (See IV, 3.)

1. Teacher pronounces each word again, calling attention to any conspicuous difficulty or point of interest.

Teacher asks for volunteer sentences.

2. Pupils write each word on "Sentence Papers" and give sentences as called on.

Spend enough time to make meaning and use clear. The words thus written are to be taken home for study and discussion and a sentence written containing each word.

3. On the following morning before school "Sentence Papers" are exchanged, examined, and discussed by individuals assigned to work together.

It is suggested that the teacher make permanent assignment of pupils to work together in pairs for purposes of correction and drill.

III. Written (Test) Lesson, Correction, Determination of Hard Words and Record Taking

Teacher has percentage table and list of words written the day before on the spelling report slip. Pupils have slips of ruled paper or sheets folded or marked off into four parts, each part to contain ten words.

1. Teacher dictates ten words in order, using each in a sentence or phrase.
2. Pupils write words. Exchange papers and mark X or C.

For the purpose of this correction it is suggested that one of the best spellers pronounce and spell the words while another pupil writes them on the board.

Pass back and examine.

Time for 1 and 2, five minutes.

3. Teacher asks, for each word, "How many wrong?"

Teacher subtracts this number from number present, looks up the per cent that are right in percentage table, and records this per cent at right of word written on the spelling report slip.

4. Pupils write their own misspelled words on piece of composition paper headed "My Misspelled Words," or in individual spelling blank book. These words may be checked in the pupil's Word List by adding a vertical check to the original check, thus, +.

Substantial accuracy may be insured by having pupils work in pairs for purposes of correction and drill as suggested in II, 3, above.

Time for 3 and 4, five minutes.

5. Teacher fills out spelling report slip each day for ten words, and files for reference in later tests and drills.

The report slips are to be sent to the office when year's work is completed.

Report slips may be differentiated as follows:

- a. Original written test record.
- b. Weekly review of harder words record.
- c. Yearly review record.

Thus, Test 68 would be the third weekly (or monthly) review test; 64 the fourth of the final tests at end of year.

IV. Comment

1. This plan is susceptible of wide variation as to detail in writing, reading, discussing, careful study, and sentence drill on words. Teachers choosing to follow it should preserve the essential purpose, which is to stimulate a variety of interesting and attentive efforts, and above all, to require the looking up of words in the Word List by pupils and a written record of each individual's misspelled words made by the pupil.

2. The teacher may pronounce words or may ask pupils to find the next starred word for the grade. In either case attention is insured, effort is stimulated, satisfaction results, keenness, quickness, and accuracy are definitely developed. Good habits of response and coöperation are formed. Each word is seen in printed form, pronounced orally and spelled orally.
3. Oral sentence and written sentence work are both essentially English exercises, but writing the word in a sentence is good application or spelling practice.
4. The written spelling or test lesson follows the conventional method. Use of the Spelling Report Slip is of value in emphasizing and comparing individual results, determining hard words, stimulating effort, and developing class pride. Children like to participate in definite measuring exercises.
5. Making a list of misspelled words and pairing of pupils for mutual help involves recognition of errors, prompt correction, coöperative effort, relief from fixed position and formal class management; and provides means for intelligent review study.

CHAPTER XIX

REPORT OF THE JOINT COMMITTEE ON ELEMENTARY SCHOOL LIBRARY STANDARDS¹

C. C. CERTAIN

*Chairman of Committee representing The Department of Elementary School
Principals and The School Librarians' Section of the American
Library Association*

The committee is constituted as follows, representing jointly the Department of Elementary School Principals of the National Education Association and the School Librarians' Section of the American Library Association:

1. *Representing the National Education Association*

Worth McClure, Assistant to the Superintendent, Seattle, Washington.

Sara E. Slawson, Principal, Eagle School, Cleveland, Ohio.

Cora S. Rushing, Principal, Cheremoya School, Hollywood, California.

Rebecca J. Coffin, Principal, Elementary Department, Lincoln School,
Teachers College, Columbia University, New York City.

G. Bates, Principal, Dwyer School, Detroit, Michigan.

T. C. Young, Principal of South Highland School, Birmingham, Alabama.

2. *Representing the American Library Association*

Jasmine Britton, Supervisor of Elementary School Library, Los Angeles Public School, Los Angeles, California.

Annie Cutter, Schools Department, Public Library, Cleveland, Ohio.

Mabel Williams, Schools Division, Public Library, New York City.

Adelaide Zachert, Director of School Libraries, State of Pennsylvania, Department of Public Instruction, Harrisburg, Pennsylvania.

3. C. C. Certain, General Chairman, Supervisor of Public School Libraries, Detroit, Michigan.

FOREWORD

MODERN DEMANDS upon the public school presuppose adequate library service. Significant changes in methods of teaching require that the school library supplement the single textbook course of instruction and provide for the enrichment of the school curriculum. Children in the school are actively engaged in interests which make it necessary for them to have the use of many books and a wide variety of materials, such as pictures and lantern slides. An essential consideration is that the books and materials be readily available when needed, and under the direction of a library staff which is part of the school organization.

In the traditional schoolroom, the library was more of a luxury than a necessity. Until recently there was no library in most public elementary schools. This was because the schoolroom procedure of the past was an impoverished procedure so far as social values were

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concerned. The teacher spent her time largely in urging the children from day to day to master, page by page or section by section, some instruction. It is a far cry from this traditional schoolroom with its textbook courses to the modern ideals of public school teaching. The modern school is being developed more and more in terms of activities bearing important relations to life outside of the school. The modern school is organized with the purpose of giving children an opportunity to live and develop normally in the home and later in other great social institutions to which they may belong. We no longer teach, or no longer should teach, in terms of deferred values. As some one has said, "The children themselves have a right to live," a right to do more than turn the pages of textbooks. There is need, therefore, of a new department in the school whose function it shall be to assemble and distribute the materials of instruction. This department, moreover, must serve in the specific capacity of giving instruction in the use of books and libraries. It has the dual purpose of library service and library instruction.

In its first purpose, that of school library service, it may be thought of as the one agency in the school that makes possible a definite systematic manipulation and control of the materials of instruction.

Certainly no other factor in school organization bears more directly upon educational environment than does the library. When one considers how seriously a school may be cluttered up by the introduction of magazines and newspapers into classrooms, or how seriously work may be interrupted through a haphazard introduction into classrooms of moving pictures, stereopticons, or victrola records, he will appreciate the importance of having a centralized agency for storing these materials where they may be readily available exactly at the time when they are needed.

Aside from the fact that the school itself is liable to appear disordered without library facilities, there is another important consideration in the fact that good teaching methods depend upon the accessibility of appropriate materials of instruction.

Books, pamphlets, pictures, and maps through the school library are selected, classified, housed, and distributed when needed without loss of time. Then, too, the library has an important bearing upon the *esprit de corps* of the school.

When properly housed and designed, the library does much to contribute to institutional tone and atmosphere. Properly administered, the library makes subject-matter a normal influence in school life. The library is in a functional sense a coördinating agency controlling the use of subject-matter in curriculum activities.—
C. C. Certain, *Chairman*.

REPORT ¹

In this report the committee defines *purposes* and sets up *standards* for the organization and maintenance of the library in elementary schools with a minimum enrolment of 500 or a maximum enrolment of 2000.

The report includes both Standards and Appropriations.

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¹ The Report is an adaptation of the Detroit report with modifications after three years' use in the administration of the elementary school libraries. The committee acknowledges with gratitude the work of the Detroit Committee on Elementary School Library Standards.

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II. CONTINUATION OF THE COMMITTEE

The committee has been continued to prepare standards for the following types of *elementary school libraries*:

Rural Elementary Schools

Rural Consolidated Elementary Schools

Elementary Schools with enrolments of 500 or under

III. SUPPLEMENTARY REPORTS

Reports are partially completed upon:

The remodeling of old classrooms for use as standard libraries in elementary schools

The architectural design of the library room in new elementary school buildings

STANDARD LIBRARY SERVICE FOR ELEMENTARY SCHOOLS, GRADES ONE TO SIX, INCLUSIVE

A. Definitions:

1. Aim. The aim of the library shall be:

a. To train children

(1) To like to read that which is worth while

(2) To supplement their school studies by the use of books other than textbooks

(3) To use reference books and library tools easily and effectively

B. Essentials:

1. Book Collections

a. Scope

(1) Reference books

(a) Any books which are consulted for definite points of information, such as dictionary, encyclopedia, and yearbook

(b) General reference material, such as indexed texts to be used in all study of a fact-getting nature

(b) All books for use of teachers and pupils, which must remain in the library for consultation purpose at all times

(d) Material on all subjects of the curriculum

(c) Examples of the best literature for all grades represented in the schools

(f) Fugitive material of value in teaching

(2) Books to be read for appreciation and enjoyment

(3) Books for teachers

Very few of these books should be bought from the school library budget

(4) Duplicate copies of books in the circulating collection when more than three copies of each title are required

b. Selection

(1) Initial stock. The initial stock shall

(a) Be based on curriculum subject needs and home reading lists

(b) Be based on the approved standards for juvenile books included in authentic lists and publications of the National Education Association and the American Library Association

(c) Include the reference books to be taught in accordance with the library course of study outlined

(d) Include a selection of current magazines from an approved list

(2) Added titles. The added title shall

(a) Keep collection up-to-date

(b) Supply omissions

(3) Replacements

(a) Only titles shall be replaced that have proved valuable

c. Cataloging

(1) A simple author, title, and subject catalog shall be provided

(2) Analytics shall be provided

2. Other Material

a. Visual material

Cards and pamphlets

Clippings from newspapers and magazines

See Appropriations—2. Other materials, pages 346-7

Moving picture films—loans from central office of

Department of Visual Education

Pictures for illustrative purposes

Post cards

Stereopticon slides

Stereographs

b. Victrola records

c. This material shall be recorded by the librarian and distributed from the library

d. Material available from public or even private agencies, such as museums, city, State, or National bureaus or departments, business houses, collectors, etc., shall be distributed by the library.

e. The library shall also be the distributing center for all materials from the department of visual education

3. Equipment

a. The library should be equipped with Atlas stand

Bulletin board of corticine

Case for slides

Case for Victrola record

Catalog case, six drawer

Chairs—one third of the total number of chairs should be 14" high, and two thirds should be 18" high—the 14" chairs to match the 24" tables and the 18" chairs to match the 28" tables

Chairs—tips—necessary if no floor covering is provided

Charging tray

Desk for reference work. See specifications, page 333

Exhibit, glass bookcase

Floor covering—battleship linoleum desirable

Glass covered exhibit case for exhibits from children's museums

Librarian's desk and office type chair

Lockers for librarians (not in the reading room)

Magazine rack

Picture and pamphlet case—four-drawer vertical file, 15½ x 10½"

Portable blackboard—placed in librarian's office, or in library classroom

Shelving—lower open-wall shelving to accommodate eight volumes to the running foot

There should be five shelves in 3-foot sections

Tables—3 feet by 5 feet

One third of the total number of tables for the reading room should be 24" high and two thirds should be 28" high

Typewriter

Typewriter desk—desirable

Typewriter chair—desirable

b. Specifications¹ for and construction of furniture are as follows:

(1) Charging desk chair

Revolving chair to fit desk, 3' 2½" high

White oak, built-up saddle seat, with steel rotary parts; tilt regulated by compression spring

Finish to be office golden oak

(2) Charging tray

Double each side to be 3¼" wide by 3¼" deep by 12½" long

Construction—dovetailed corners. Plain or sawn oak. Felt covered bottoms. To be provided with following block of approved design:

Finish—office golden oak, with high grade varnish, rubbed

(3) Library table

34" x 60" and 24" or 28" high. No drawers

Top—quartered oak—5-ply, 1½" thick

Legs and frame—plain white oak; legs built up 2½", tapered and fastened to top with expansion clips. Apron of frame to be 4" deep

Finish to be office golden oak color, finished with high grade varnish, rubbed. Contractor will submit sample of color

(4) Library chair

Seat 18" from floor

Construction—White oak, plain or quarter sawed. Banister, curved back. Built-up saddle seat on frame construction; seat screwed solidly to frame with screws through frame. Rails of seat frame mortised and tenoned and firmly corner blocked

Finish—Finish will be office golden oak color, with high grade varnish, rubbed. Sample of color required of contractor

(5) Library filing cabinet

To consist of the following sections: 1 to 2 draw unit legal cap size, 26" deep; 1 to 5 draw unit

¹ Prepared by Mr. George Styles, of the Equipment Department, Detroit Public Schools.

for 4" x 6" cards; 1 to 6 draw unit for 3" x 5" cards; 1 top; 1 base

All to be built of oak. Finish to be golden oak

(6) Atlas and dictionary stand

This specification is intended to cover all labor and material necessary for the fabrication of the above stand. All details not called for but considered necessary to make a first-class job are to be incorporated by the contractor

Material—The sides and top of this stand are to be constructed of selected, quartered white oak, free from shakes, knots, and all other defects. All other wood may be selected plain white oak, free from all defects as above. All lumber must be thoroughly slow kiln-dried

Construction—All joints must be fitted in the best approved manner prevalent to make a strong, serviceable stand, and the workmanship bear comparison with the best grade of cabinet work. The shelves are to be fixed. Glued joints must be of a character that would stand a test if made which would break the wood rather than the glued joint

Finish—Color will be office golden oak to match a sample submitted to contractor

(7) Periodical rack

Rack to be free standing type, with slot shelves, in which magazines will stand vertically

Rack to be in graduated depths to accommodate magazines of various sizes, all according to dimensions called for by accompanying drawing

To be constructed of quartered white oak, well seasoned, selected lumber, slow kiln-dried

Cork board to be built in of first-class material, and cemented to three-ply built-up panel with best quality glue, so as to make a firm board for tacking bulletins

All joints are to be tenoned and glued and held with clamps, a sufficient time to assure a first-class job

Tack moulding around cork board in place with finish brads and set brads sufficiently to hold putty

Finish to be office golden oak and to be in accordance with the best practice

4. Supplies

- d. Alcohol, wood, for cleaning brushes
 - Blotters (desk size)
 - Blotters (small)
 - Bone folder
 - Book cards
 - Book supports (olive green)
- d. Calendar (perfection desk)
 - Catalog cards
 - Cards for teaching care of books
 - Chair tips for quiet (unnecessary if floors are covered)
 - Cheese cloth
- d. Celluloid holders for pictures
 - Clips (Gem)
 - Dating stamp and date holder
 - Envelopes
 - Eraser (steel)
 - Eraser (ink and pencil)
- d. Filing box, drop front
- d. Gaylord binders (various sizes)
 - Guide for catalog
 - Guides for charging tray (numbered)
- d. Holders for posters
 - Ink, Higgins' black
 - Ink, David's letterine white
 - Ink well
 - Letter paper
- d. Letter, Wilson ticket and tablet (white assorted sizes)
- d. Magazine covers
 - Mounting board
 - Onion skin by sheet (ungummed)
 - Paper cutter for picture mounts 15" blade
 - Paste (jar)
 - Paste brushes
- d. Pen tray, glass
 - Pencils
 - Pens—Judge's Quill 312
 - Periodical record cards
 - Pocket, plain
 - Post cards
 - Posters for teaching use of library
- d. Reading record book
- d. Record book for circulation
- d. Roller for mounting pictures
 - Rubber bands

- Rubber stamp (name of library)
- Ruler 15"
- Scissors 6"
- Scratch pads
- Shelf label holders (olive green)
- Shelf list cards
- Shellac
- d. Sponge cup
- Stamping pads (red)
- Thumb tacks
- Twine
- Wastepaper basket
- 5. Records
 - a. Essential records shall cover
 - (1) The usual library routine, such as—a record of circulation—an annual inventory record
 - b. Desirable records may consist of any special investigation relating both to children's own choice of books and that under the direction of the librarian of the teachers
- 6. School Library Supervisor
 - a. Requirements of supervisor. The requirements of the supervisor shall include
 - (1) Educational prerequisites of any other supervisor in the school system
 - (2) Graduation from an accredited library school
 - (3) Experience as school librarian for at least two years
 - (4) Experience as a teacher
 - b. Duties
 - The supervisor shall
 - (1) Give advisory help to all school librarians
 - (2) Set up standards for the administration of the school libraries
 - (3) Recommend books and materials of value to the schools
 - (4) Recommend candidates for appointment to positions in school libraries
 - (5) Develop a centralized system of cataloging analytics, etc.
 - (6) Order books and supplies for all libraries
 - c. Appointment
 - (1) The supervisor shall be appointed by the superintendent of schools as the representative of the Board of Education
- 7. School Librarians
 - a. Status
 - (1) The status of the school librarian shall be at least equal to that of the highest elementary grade

teacher as to requirements and salary. In departmentalized schools, her position shall be that of a department head

- (2) The librarian shall be employed by the Board of Education

b. Requirements

The qualification requirements for school librarians shall be as follows:

- (1) Teachers College, four-year course, or its equivalent, such as course specially designed to train school librarians
- (2) Two-year normal course with state life certificate
- (3) Teaching experience
- (4) Public library experience, including work with children
- (5) A library-school certificate

NOTE.—A grouping on the basis of minimum requirements ranked as follows shall be acceptable: 1-3-4, 2-3-4, 2-4-5.

NOTE.—A university degree is highly desirable in any of these groupings.

c. Duties

The duties of the school librarian shall be:

- (1) To organize the library and look after all details of administration
- (2) To teach the use of libraries and books through close coöperation with the departments of the school
- (3) To encourage recreational reading in every way possible
- (4) To make recommendations to the principal of the school concerning administrative policy, materials, and books for the library
- (5) To confer with other elementary school supervisors, the supervisor of the school libraries, members of the public library who are interested, on the selection of books and materials needed
- (6) To assist the teachers of the schools in every way possible in securing material for their teaching—for example:
 - (a) Annual purchasing list
 - (b) Suggestions concerning inter-library loans
 - (c) Recommendations concerning sources of free material
- (7) To be in charge of the library full time

NOTE.—Sets of textbooks for class use are not to be cared for by the librarian.

C. Housing:

NOTE.—In planning for the housing of the library the architect should be governed by the following considerations:

The purpose of the library shall be solely to afford a reading-room and a center for library activities as defined in this report.

The library reading-room shall be reserved exclusively for library use and shall not be used for meetings that in any way interfere with the children's using the library. The library shall be essentially a reading-room and shall not be converted into a study hall.

1. The Library Reading-Room

a. Location

- (1) A central location on the second floor is usually found most satisfactory for the reading-room
- (2) It shall have an exposure admitting plenty of light and sunshine
- (3) Unless there is a possibility of having skylights, the width of the room shall not be so great as to lose the efficiency of window light. It should not be over $2\frac{1}{4}$ times the distance from floor to the window head

b. Seating capacity and area

- (1) The reading-room shall be provided with facilities to accommodate at one full period a class of from forty to fifty children
- (2) There shall be an alcove or anteroom adjoining the reading-room to accommodate two or three tables for children interested in individual reading. This may be secured by an inclosure of low shelving
- (3) The width of the room shall be ample to accommodate from two to three rows of tables placed with sides parallel to the short walls of the room, if the room is rectangular in form
- (4) A space of five feet should be allowed between the rows of tables and the adjacent walls

c. Wall space

- (1) All possible surface downward from a point six feet above the floor shall be utilized for shelving
- (2) Wood panelled wainscoting shall extend 8'-0" to 8'-6" above floor on wall surface not having shelving
- (3) In the wall back of the bulletin board suitable base-board shall be incorporated in panel design

d. Shelving

- (1) There shall be two three-foot sections of shelves 12" deep to take folio books and magazines such as the *Scientific American*
 - (a) The shelving should be built into the walls of the reading-room, and of the alcoves or ante-

rooms, if practicable. The shelves should be 8" wide

- (b) A built-in magazine rack should be substituted for two sections of shelving
 - (c) It is important that this rack or a similar one be so designed as to provide adequately for picture books for the little children
 - (d) If the capacity permits, a built-in newspaper rack should be substituted for one section of shelves
- (2) The top shelf shall be not more than six feet from the floor. The bottom shelf shall be at least nine inches above the floor with a four-inch base-board of slate or wood. Alternate space between the lowest shelf and the next above shall be made into cupboards with solid doors
 - (3) The normal arrangement of shelves shall be 10 inches apart. The two lowest shelves should be 12 inches apart
 - (4) In estimating the capacity of shelving, ten books to running foot shall be used as the basis
 - (5) There shall be shelving enough to provide not only for an adequate collection of books when the library is first organized, but for the probable additions for the next five years. The minimum capacity shall provide for two books for each child and teacher belonging to the school
 - (6) In schools of 1200 enrolment, there shall be shelving in the reading-room proper, outside the conference rooms, to accommodate at least 4000 volumes

e. Furniture

- (1) Tables 3 by 5 feet and seating six persons are the standard size recommended. Two thirds of these shall be 26" high; one third of them shall be 24" high
 - (a) The rows of tables shall be so placed that the fewest possible readers have to face the windows
 - (b) Two rows of tables shall be provided in small elementary schools and three rows in large schools

f. Bulletin Board

- (1) The wainscoting on each side of the entrance should be made of cork from a point 3' to 3' 6" above the floor of a design in character with the panelling, to serve as bulletin boards for announcements, etc.

- g. Lighting
 - (1) Artificial
 - (a) The artificial lighting should be by means of ceiling fixtures of either the indirect or semi-direct type
 - (b) There should be no table lights
 - (2) Natural
 - (a) The glass area of the windows should be equal to 20 per cent of the floor area (1 square of glass to each 5 square feet of floor space).
 - (b) Steel casement sash is advisable to insure that a maximum amount of glass area is obtained with wall opening
 - h. Finishes
 - (1) Ceiling
 - Color, ivory white
 - (2) Upper wall
 - Lichen grey, or light buff
 - (3) Wainscoting, or lower wall
 - Color, light buff, stone, or pale yellow
 - i. Woodwork
 - (1) Dark colors should be avoided in woodwork, trim, and furnishings
 - (a) Oak; fumed oak acid stein, filled with gray filler, consisting of white lead paint, with addition of lamp black to tone to the proper color of gray
 - (b) Birch
 - (c) Golden oak. Furniture shall, if possible, harmonize with wall finishing tone and match the woodwork. All golden oak
 - j. Floor
 - (1) The floor shall be covered with cork or linoleum carpet to deaden the sound. If a solid color is varied from, a plain material, in grey, green, or brown, with a simple border, if preferable to any pattern
 - (2) The color of the floor covering should harmonize with the finish of the room
2. Closets
- Ample provision shall be made for closet space for storing back numbers of magazines, new books, books for binder, store of supplies, etc.; unless this storage space is provided in connection with the librarian's workroom.
3. Workroom
- (a) Shelving shall be provided as in the library reading-room, the space between the two lowest shelves

to be utilized for built-in cupboards. Cabinet space, 12" deep, for storage purposes, shall be substituted for one or two sections of shelving.

(b) There shall be running water, sink, and drainboard

D. Administrative Requirements

(1) Distinction shall be made between library service and clerical service

a. Clerical Work

(1) Clerical work of the elementary school in the nature of office work shall not be demanded of the librarian

(2) Under no circumstance shall the librarian be expected to do clerical work properly required in the principal's office, such as keeping records of attendance and official records. To require such work of trained librarians is wasteful of educational resources and money

(3) Free textbooks shall not be handled by the library staff, but by the special book clerk. They shall not be stored in the library

b. Administrative Work

The administrative work may be summarized as follows:

(1) Directing the policy of the library, selecting books, ordering, planning the room and its equipment, keeping records of pupils, and planning the annual budget, planning and directing the work of trained or student assistants, and building up a working collection of pamphlets, clippings, and of illustrative materials

(2) The librarian shall be present at all teachers' meetings held with reference to courses and policy governing instruction, and be able to work for and with teachers in order to adapt the book collections to their needs

c. Technical Work

The technical work may be summarized as follows:

(1) Establishing a practical charging system to keep track of books and other materials borrowed; keeping records and statistics of additions to library, use of library, etc.; filing of all pamphlet material, that it may be readily available for use; keeping library in order, including simplest mending

(2) Collecting fines and tracing lost books

(a) Lost and damaged books shall be paid for by the borrowers responsible

(b) Overdue books shall be traced promptly by the library, so that fines may be unnecessary

- (c) It is desirable when penalties are necessary that they shall be adapted to the case in question, so as to have the greatest effect, such as deprivation of use of library, or a money fine

E. Library Instruction

The instruction is not to be formalized, but is to be in the nature of assistance to children in accordance with their needs. (See suggestions as to the nature of the needs of the various grades in list below of minimum essentials)

1. Aims

The aims of the course of study for library rooms in schools shall be:

- a. To introduce children to many kinds of books on many subjects in order to foster and stimulate a love of reading
- b. To develop an appreciative use of libraries through voluntary reading for information, recreational, or inspiration and to give skill in the use of reference materials and library tools in achieving those ends
- c. In communities having a public library, to give every child in the school such direct contact with the public library service that as a citizen he will both continue to make use of that service and to contribute gladly to its support and extension

2. Methods

- a. The methods of instruction shall be such that the children will acquire familiarity with library resources, arrangements, and manuals through the use of an organized library collection of attractive, interesting literature of the best types in each subject of the curriculum in a special library room suited to school purposes, under the direction of a school librarian. There should be allotted hours of library class work, and all grades of children should be brought under the influence of the library atmosphere and surroundings
- b. The school librarian shall work in close coöperation with the teachers of the school and with the public library. He shall aim to assist in vitalizing the curriculum through making available in the library current material related to the topics being studied in the various classrooms and by aiding teachers in securing material needed for classroom work
- c. The children are to be encouraged in their desire to read, and directed in their choice of books by the circulation of books in regular library ways at least once a week

3. Objectives

- a. The children should acquire understanding of the organization, equipment, and reference material of the library, through explanations by the school librarian as need arises, and skill in using the library through practice in finding materials needed in projects in other classes and subjects; voluntary reading for knowledge, pleasure, or inspiration and opportunity to borrow material for home reading
 - b. The children are to be introduced to many types of literature and their reading stimulated as need may arise
4. Minimum Essentials of Library Work for Grades 1-6

a. Grade 1

Instruction in the care of books and in library courtesy
 Reading for enjoyment books suited to the grade;
 story and verse

Use of picture books, with illustrations by such artists

as

Walter Crane

Boyd Smith

Leslie Brook

J. W. Smith

Randolph Caldecott

Willebeek LeMair

Kate Greenaway

Maud and Miska Petersham

Illustrated Editions of Mother Goose

b. Grade 2

Care of books

Use of picture books continued

Telling of simple folk tales, fables, and animal stories

c. Grade 3

Review work of Grade 2

Learning of alphabetical arrangement, in preparation for dictionary

Use and meaning of parts of book; contents, index, title page, information

Introduction to public library by illustrated talks, and by visits where feasible

Explanation of arrangement of books in room

Selection of books from the shelves through reading of shelf labels, e. g., "easy books," "picture books," "fairy tales"

Telling of fairy tales and reading of simple stories, as stories of children in other countries

Reading of poems

Discussion of public library facilities and needs, visits to branch and main library

Explanation of how to get a card and how to use the library

d. Grade 4

Review of use of parts of a book

Simple use of dictionary. Looking up words alphabetically and for definitions

Classification briefly explained, with selection by the children of books by subject-matter divisions, as history, geography, etc.

Discussion of public library rules and facilities

Reading of fairy tales continued

Reading of stories of other children continued

Reading of humorous stories, as *Lear's Nonsense Book*, Carroll's *Alice in Wonderland*

Explanation of how books are made, and the necessity for care in handling

e. Grade 5

Discussion of public library facilities and needs, visits to branch and central libraries, museums, etc., with visits for observation and investigation, including catalog lesson in children's room

Review care of books

Study of the dictionary—use, value, parts

Possibilities in individual use of the dictionary

Instruction in use of encyclopedia

Arrangement of books—use of call numbers

Simple use of card catalog

Reading of hero stories

Reading of biography

f. Grade 6

Review work of Grade 5

Practice in classifying books in the classes

Kinds of questions the catalog answers

Talks on ownership of books

History of making of books

Examples of fine editions with emphasis on illustrations

Use of reference books—Atlas, World Almanac, etc., as needed for school work

Reading of stories of heroes and biography continued

Reading of travel stories

Reading of adventure

Discussion of public library, museum, etc., with visits and lessons in finding books in classes by numbers

Also location of reference books referred to in the school books taught in the school

APPROPRIATIONS¹

A. Definition of Requirements for Annual Appropriations and Method of Allotment

1. Requirements

Requirements for annual appropriation shall include:

- a. Money to provide for initial equipment to meet standard library needs and to install new libraries
- b. Money to provide working funds for annual maintenance of school libraries

2. Allotments

The method of allotment shall provide that

- a. The library appropriation for each school be made annually
- b. Principal be responsible for expenditure in his school
- c. The money appropriated for library purposes be not transferable
- d. The librarian apportion the budget
- e. Expenditures be apportioned by time units (months, terms, etc.), as may be best adapted to given situation
- f. Librarian be directly accountable to the principal for all expenditures recommended

B. Essentials

1. Book Collections and Periodicals

Book collections and periodicals shall be provided for as follows:

a. Reference

- (1) Initial stock—\$600

Reference

Recreational reading

- (2) Additions and duplications—\$300 annually

- (3) Replacing and rebinding—\$300 annually

b. Recreational

- (1) Initial stock—amount to be based on school attendance of children above second grade—not less than \$600

- (2) Additions and duplications, not less than \$200 annually

- (3) Replacing and rebinding—\$200 annually

c. Periodicals

Selected list \$45

¹See also the Elementary School Library Defined in Dollars and Cents, p. 354.

2. Other Materials

a. Visual materials

(1) Initial stock

(For school of 1000)

Globes	\$30
Maps, set of dozen.....	200
Pictures	25
Portable motion picture machine.....	250
Stereopticon	50
Stereopticon slides, each.....	1
Stereoscope, \$1.50 each.....	—
Stereoscope sets	250
Victrola	200
Victrola records	100

3. Furniture

Atlas stand, 40" x 48".....	\$65.00
Bulletin board of corticine (\$1.25 per square foot) and frame.....	—
Built-in shelving	Contract prices
Catalog case and vertical file—two rows to unit— \$50 and \$65.....	115.00
Chairs—14" and 18" high, at \$5.35 and \$5.50..	75.00
Chair tips, per dozen.....	1.25
Desk for reference work.....	75.00
Film case	157.00
Floor covering—cork or battleship linoleum (\$2.17 per foot laid).....	—
Lantern slide case.....	40.00
Librarian's desk	55.00
Lockers for librarians.....	6.35
Magazine rack	75.00
Portable blackboards	16.50
Tables—24" and 28" high, at \$22.35 and \$22.75.	539.20
Typewriter	65.00
Typewriter chair (swivel).....	11.00
Typewriter desk:	
No drawers	50.00
One row drawers.....	65.00
Unit shelving per thousand volumes.....	133.00

4. Supplies

The Board of Education shall provide supplies as follows:
(Prices quoted are only nominal prices. Orders are placed on the basis of satisfactory bids.)

d. Alcohol, wood, for cleaning brushes, 1 pint..	\$0.35
Blotters (desk size), 6.....	.50
Blotters (small), 6.....	.10
Bone folders, 1.....	.35

	Book cards, 1500.....	\$5.63
	Book supports (olive green), 100.....	16.75
d.	Calendar (Perfection Desk), 1.....	1.50
	Cards for teaching care of books, 500	1.25
	Catalog cards, 4000.....	22.80
d.	Celluloid holders for pictures, 4 dozen.....	24.00
	Chair tips for quiet (unnecessary if floors are covered), 6 dozen.....	1.60
	Cheese cloth, 10 yards.....	1.25
	Clips (Gem), 6 boxes.....	.20
d.	Dating stamp and date holder, 2.....	1.80
d.	Envelopes, 100	Office
	Eraser (steel), 1.....	.80
	Erasers (ink and pencil), 1 each	.50
d.	Filing box, drop front, 1.....	1.50
d.	Gaylord binders (various sizes), 100.....	18.60
	Guides for catalog drawers (in thirds), 200.	1.60
	Guides for charging tray (numbered), 1...	.35
	Guides, vertical file, 100.....	16.00
d.	Holders for posters, 3	.60
d.	Ink, Higgins' black, 1 bottle.....	.35
	Ink, David's letterine white, 1 bottle.....	.25
d.	Letter paper, 100 sheets.....	Office
	Letters, Wilson ticket and tablet (white, as-sorted sizes), 1 box.....	3.50
d.	Magazine covers, 18	28.80
	Mounting board, 100 sheets.....	7.75
d.	Onion skin by sheet (ungummed), 6.....	.12
d.	Paper cutter for picture mounts, 15" blade, 1	17.00
	Paste (jar), 1 quart.....	1.40
	Paste brushes, 6.....	1.20
d.	Pen, tray glass, 1.....	.50
	Pencils, 1 dozen.....	1.00
	Pens—Judge's Quill 312, 1 box.....	1.20
	Periodical record cards, 11,000.....	.75
	Pockets, plain, 1500.....	7.05
	Post cards, 50.....	.50
	Posters for teaching use of library, 10.....	1.50
d.	Reading record cards, 1000.....	8.00
d.	Record book for circulation, 1.....	.75
d.	Roller for mounting pictures, 1.....	.35
	Rubber bands, 1 box.....	.50
	Rubber stamp (name of library), 1.....	.50
	Ruler, 15", 1.....	.25
d.	Scissors, 6", 6 pairs.....	3.50
	Scratch pads, 12 dozen.....	2.00
	Shellac holders (olive green), 6 dozen.....	13.25
	Shellac, 1 pint.....	.88

- | | |
|--|--------|
| d. Sponge cup, 1..... | \$0.35 |
| Stamp pads (red), 2..... | .60 |
| Thumb tacks, 500..... | 1.75 |
| Twine, 1 ball..... | .25 |
| Waste paper basket, 1..... | .75 |
| 60 sheets adhesive paper, @ .05..... | 3.00 |
| 1 gallon paste, @ \$1.50..... | 1.50 |
| 4 yards cloth, cheese, @ .04..... | .16 |
| 40 sheets cloth, gummed, @ .06..... | 2.40 |
| 3 dozen erasers, art gum, @ .24..... | .72 |
| 3 dozen erasers, ink, @ .24..... | .72 |
| 1 quart glue, Arabols, @ .80..... | .80 |
| 1 pint oil, olive, @ .60..... | .60 |
| 1 gallon alcohol, @ \$1.00..... | 1.00 |
| 3 quarts shellac, white, @ \$3.80 per gallon. | 2.85 |
| 5 pounds paste, Stecco (dry), @ .10..... | .50 |
| 50 yards stripping (roll), single 1½, @ .05. | .25 |
| 50 yards stripping (roll), double 1½, @ .15 | .75 |
| 3 spools thread, carpet, @ .06..... | .18 |
| 3 spools thread, Barbour's No. 40, @ .20 | .60 |
| 5. Ordering | |
| Provision shall be made for additional assistants necessary for routine in handling book orders | |
| 6. Cataloging | |
| Provision shall be made for such additional assistants as may be needed in the centralization and cataloging of this collection | |
| 7. Service | |
| a. Supervisor | |
| (1) The supervisor shall be paid by the Board of Education, the salary to be equal to that of other school supervisors | |
| b. School Librarian | |
| (1) The school librarian shall be paid by the Board of Education, the salary to be equal to that of the highest elementary grade teacher | |

APPENDIX I—THE BEGINNINGS OF AN ELEMENTARY SCHOOL LIBRARY ¹

The accompanying lists of books and magazines have been tested in some thirty school libraries of one city for at least three years. There are 212 titles at an approximate cost of \$400.

The arrangement of these books is as they stand on the shelves, according to the Dewey classification used in the school libraries.

New books are purchased in the schools annually. The recent books are not included in this list. The lists show only the beginnings and tested material after three years of use.

¹Compiled by Martha Pritchard and reprinted from the *Elementary English Review*, September, 1924.

INITIAL PURCHASE LIST OF BOOKS

For Elementary School Libraries

Arranged by Subject Classification Used in Libraries:

REFERENCE BOOKS

(Used in Library only or in classroom hour by hour.)

- Eastman, M. H. *Index to fairy tales*. Boston Book.
 Fay and Eaton. *Instruction in use of books*. Boston Book.
 Wilson, M. *School library management*. Wilson.
 Hunt, Clara. *What shall we read to the children*. Houghton.
 Olcott, F. J. *The children's reading*. Houghton.
 ———. *What shall we read now?*—Wilson.
 One of the best encyclopedias for children.
Bible—King James version—Nelson.
 New York World. *World Almanac* (cloth edition).
 Roberts, H. M. *Rules of order*. Scott (8 grades only).
 Strayer and Norsworthy. *How to teach*. Macmillan.
 Webster. *New international dictionary* (unabridged). Merriam.
 Trafton, G. H. *Teaching of science*. Houghton.
 Hopkins, A. A. *Scientific American cyclopedia*. Munn.
 Reinach, Solomon. *Apollo*. Scribner. (8 grades only).
 Champlin, J. D. *Young folks cyclopedia of literature and art*. Holt.
 Granger. *Index to poetry* (new edition). McClurg.
 Hoyt, J. E. *Cyclopedia of practical quotations* (new edition). Funk.
Who's Who in America, 1920-21. Marquis (purchase every 5 years).

PICTURE BOOKS

- Adelborg, Otilia. *Clean Peter*. Longmans.
 Brooke, L. L. *Story of the three bears*. Warne.
 ———. *Story of the three little pigs*. Warne.
 Burgess, Gelett. *The goop encyclopedia*. Stokes.
 Caldecott, Randolph. *Collection of pictures and songs*. Warne.
 ———. *Babes in the woods*. Warne.
 ———. *Golden goose*. Warne.
 ———. *House that Jack built*. Warne.
 ———. *John Gilpin*. Warne.
 ———. *The milkmaid*. Warne.
 ———. *Grand panjandrum*. Warne.
 ———. *Ride-a-cock horse*. Warne.
 Potter, Beatrice. *Tailor of Gloucester*. Warne.
 ———. *Tale of Benjamin Bunny*. Warne.
 ———. *Tale of Tom Kitten*. Warne.
 ———. *Tale of Peter Rabbit*. Warne.

MYTHS AND LEGENDS

- Bulfinch. *Age of fable*. Lothrop.
 Grierson, Mrs. E. *Children's tales from Scottish ballads*. Macmillan.
 Harris, J. C. *Uncle Remus; his songs and sayings*. Appleton.
 Mabie, H. W. *Norse stories retold from the Eddas*. Rand.
 Guerber, H. A. *Myths of Greece and Rome*. American Book.
 Hawthorne, Nathaniel. *Wonder book and Tanglewood tales*. Jacobs.
 Brown, A. F. *In the days of the giants*. Houghton.
 Lanier, Sidney. *Boy's King Arthur*. Scribner.
 Lansing, M. F. *Page, esquire and knight*. Ginn.

- Pyle, Howard. *Merry adventures of Robin Hood*. Scribner.
 Anderson, H. C. *Fairy tales*. Lippincott.
 Arabian Nights. *Arabian nights' entertainments*. Holt.
 ———. *Arabian nights' entertainments*. Longmans.
 Grimm, J. L. K. *Household stories*. Macmillan.
 Jacobs. *English fairy tales*. Putnam.
 Lang, Andrew. *Blue fairy book*. Longmans.
 Aesop. *Fables*; selected by Jacobs. Macmillan.

SCIENCE

- Fabre, J. H. C. *Secret of everyday things*. Century.
 Trafton, S. H. *Science of home and community*. Macmillan.
 Smith, D. E. *Number stories of long ago*. Ginn.
 Collins, F. A. *Boy's airplane book*. Stokes.
 Rocheleau, W. F. *Minerals*. Flanagan.
 Dopp, K. E. *Early cave men*. Rand.
 ———. *Early sea people*. Rand.
 ———. *Later cave men*. Rand.
 ———. *Tree dwellers*. Rand.
 Langford. *Pic, the weapon maker*. Boni.
 Van Loon, H. W. *Ancient man*. Boni.
 Slusser, E. T. *Stories of Luther Burbank's plant school*. Scribner.
 Keeler, H. L. *Our native trees*. Scribner.
 Matthews, F. S. *Familiar trees and their leaves*. Appleton.
 Rogers, J. E. *Trees that every child should know*. Doubleday.
 Collins, A. F. and D. D. *Wonders of natural history*. Stokes.

ANIMALS AND BIRDS

- Hornaday, W. T. *American natural history*. Scribner.
 Sharp, D. L. *The whole year round*. Houghton.
 Burgess, T. W. *Burgess animal book for children*. Little.
 Patch, E. M. *A little gateway to science*. Atlantic Monthly Press.
 *Dickerson, M. C. *the frog book*. Doubleday.
 Burgess, T. W. *Burgess bird book for children*. Little.
 Potter, Beatrice. *Tale of Pigling Bland*. Warne.
 ———. *Tale of Squirrel Nutkin*. Warne.
 Pyle, Howard. *The wonder clock*. Warne.
 Smith, E. B. *The farm book*. Houghton.

EASY BOOKS

- Adams. *Pioneer life for little children*. Bobbs.
 Dopp, K. E. *Bobby and Betty at home*. Rand.
 Fox, F. C. *Fox reader (third year)*. Putnam.
 ———. *Fox reader (second year)*. Putnam.
 Grover, E. O. *Folk-lore readers (book two)*. Atkinson.
 Grubb, M. B. *Industrial primary reader*. Heath.
 Lansing, M. F. *Rhymes and stories*. Ginn.
 Meyer, Zoe. *In the green fields*. Little.
 Mother Goose. *Mother Goose melodies*. Houghton.
 ———. *Real Mother Goose*; illustrated by Wright. Rand.
 Peary, J. D. *Snow baby*. Stokes.
 Pratt, M. L. *America's stories (5 vol.)*. Heath.
 Smith, M. E. *Eskimo stories*. Rand.
 Welsh. *Book of nursery rhymes*. Heath.

* Not enough used to warrant cost on an initial order.

BIBLE

Bible. Century.

Tappan, E. M. *Old old story book.* Houghton.

SOCIAL SUBJECTS.

Pritchard and Turkington. *Stories of thrift.* Scribner.

Bengston, N. A. *Wheat industry.* Macmillan.

Price. *Land we live in.* Maynard.

Toothaker. *Commercial raw materials* (new edition). Ginn.

Adams, E. W. *Community civics.* Scribner.

Cabot, Mrs. Ella. *Course in citizenship and patriotism.* Houghton (8 grades only)

Fryer, Mrs. Jane. *Community interest and public spirit.* Winston (8 grades only).

———. *Our home and personal duty.* Winston (8 grades only).

———. *Our town and civic duty.* Winston (8 grades only).

Waldo, Mrs. L. McLean. *Safety first for little folks.* Scribner.

Hughes, R. O. *Community civics.* Allyn.

Richman and Wallach. *Good citizenship.* American Book.

Woodburn and Moran. *Citizen and the republic.* Longmans.

Jackson and Evans. *Marvel book of American ships.* Stokes.

Olcott, F. J. *Good stories for great holidays.* Houghton.

Schauffler, R. H. *Arbor day.* Moffat.

———. *Christmas.* Moffat.

———. *Easter.* Moffat.

———. *Flag day.* Moffat.

———. *Lincoln's birthday.* Moffat.

———. *Mother's day.* Moffat.

Smith and Hazeltine. *Christmas in legend and story.* Lothrop.

Wynne. *For days and days.*

HANDWORK AND INVENTIONS

Pickard, A. E. *Industrial booklets.* Webb (8 grades only).

———. *Industrial work for boys.* Webb (8 grades only).

Pickard, A. E. and Henegren. *Industrial work for girls.* Webb (8 grades only).

*Spon. *Mechanics' own book.* Spon.

Burns, E. E. *Story of a great invention.* Harper.

Cochrane, C. H. *Modern industrial progress.* Lippincott.

Darrow, F. L. *Boys' own book of inventions.* Macmillan.

Ferguson, H. M. *Child's book of the teeth.* World.

Finch, V. C. *Geography of world's agriculture.* Government Print.

McReady, S. B. *Rural science readers.* Heath.

Rocheleau, W. F. *Products of the soil.* Flanagan.

Sanford, A. H. *Agriculture in the United States.* Heath.

Brooks, E. C. *Story of cotton.* Rand.

Burrell, C. F. *Saturday mornings.* Page.

———. *Little cook book.* Page.

Morgan, Mary E. *How to dress a doll.* Altamus.

Morgan, A. P. *Wireless telegraph construction.* Van Nostrand.

Bassett, S. W. *Paul and the printing press.* Little.

Rocheleau, W. F. *Transportation.* Flanagan.

———. *Manufacture.* Flanagan.

Adams, J. D. *Carpentry for beginners.* Moffat.

Griffith, I. S. *Projects for woodwork.* Manual Arts.

Kunou, C. A. *American school toys.* Bruce.

Conway, A. E. *Children's book of art.* Macmillan.

Oliver, M. I. *First steps in enjoyment of pictures.* Houghton.

* Not enough used to warrant cost on an initial order.

LITERATURE

- Stevenson, B. E. *Days and deeds (verse)*. Doubleday.
 ———. *Home book verse for young folks*. Holt.
 Wiggin, K. D. *Pinafore palace*. Doubleday.
 Bryce, C. T. *Storyland dramatic reader*. Scribner.
 Lutkenhaus, A. M. *Plays for school children*. Century.
 Payne, F. N. *Plays for any child*. Harper.
 Scudder, H. H. *Children's book*. Houghton.
 Stevenson, H. E. *Days and deeds (prose)*. Doubleday.
 Tappan, E. M. *Children's hour* (15 vol.). Houghton.
 Field, Eugene. *Love songs of childhood*. Scribner.
 Longfellow, H. W. *Poetical works*. Houghton.
 Riley, J. W. *Child rhymes*. Bobbs.
 Darton, F. J. H. *Canterbury pilgrims*. Stokes (8 grades only).
 Stevenson, R. L. *Child's garden of verses* (illustrated by Florence Stores). Scribner.
 Lamb, Charles. *Tales from Shakespeare*. Houghton.
 Church, A. J. *Iliad for boys and girls*. Macmillan.
 Colum, Padraic—*Adventures of Odysseus*. Macmillan.

HISTORY

- Tappan, E. M. *Old world hero stories*. Houghton.
 Terry, A. G. *History stories of other lands* (6 vol.). Row.
 Atwood, W. W. *New geography* (2 vol.). Ginn.
 Morris. *Industrial and commercial geography*. Lippincott.
 Rocheleau, W. F. *Geography of commerce and industry*. Educational Publishing.
 Smith, J. R. *Commerce and industry*. Holt.
 Allen, N. B. *New Europe*. Ginn.
 Gordy, W. F. *American beginnings in Europe*. Scribner.
 Hall, Jennie. *Our ancestors in Europe*. Silver.
 Rowell, C. W. *Leaders of great war*. Macmillan.
 Torrance, S. A. *Geographical results of the great war*. American Book.
 Sabin, E. L. *Boys book of frontier fighters*. Jacobs.
 Hart, A. B. *Source book in American history* (4 cols.). Macmillan.
 Marshall, H. E. *This country of ours*. Doran.
 Sabin, E. L. *Boys' book of border battles*. Jacobs.
 Semple, E. C. *American history*. Houghton.
 Smith, E. B. *Story of our country*. Putnam.
 Tappan, E. M. *Elementary history of our country*. Houghton.
 Blaisdell, A. P. *Pioneers of America*. Little.
 Coe, F. E. *Founders of our country*. American Book.
 Southworth, G. V. *Builders of our country*. Appleton.
 Henderson, W. J. and others. *Strange stories of 1812*. Harper.
 Baldwin, James. *Discovery of the old northwest*. American Book.
 ———. *Discovery of the northwest and its settlement by the Americans*. American Book.
 Drake, S. A. *Making of the Ohio valley states, 1660-1837*. Scribner.

MUSIC

- Sampson. *Prince Melody in music land*. Knopf.
 Upton, G. P. *Story of the operas*—McClurg.

DRAMATICS

- Mackay, C. D. *Costumes and scenery for amateurs*. Holt.
 ——. *How to produce children's plays*. Holt.

SCOUT BOOKS

- Beard. *Jolly book of funcraft*. Stokes.
 Coals, A. W. *Summer in a girl's camp*. Century.
 Withington. *Book of athletics*. Lothrop.
 Campfire Girls. *Book of campfire girls*. Campfire.
 Girl Scouts. *Scouting for girls*. Girl Scouts.
 Boys Scouts. *Official handbook* (cloth binding). Grosset.

TRAVEL

- Hunter, G. M. *When I was a boy in Scotland*. Lothrop.
 Quennell. *Everyday things in England* (2 vol.). Scribner.
 Winslow, Clara V. *Our little Czecho Slovak cousin*. Page.
 Meiklejohn, N. *Cart of many colors*. Dutton.
 Olmstead, E. *Ned and Nan in Holland*. Row.
 Mirza, Y. B. *When I was a boy in Persia*. Lothrop.
 Allen, A. E. *Children of the palm lands*. Educational Publishing.
 Barnard, H. C. *America in pictures*. Macmillan.
 Fisher, E. F. *Resources and industries of the United States*. Ginn.
 Rusmisl, L. C. *Industrial commercial geography in the United States*. Palmer.
 Tomlinson, E. T. *Places young Americans want to know*. Appleton.
 Brooks, N. *First across the continent*. Scribner.
 Muir, J. *National parks*. Houghton.
 Mitchell, A. F. *Paz and Pablo*. World Book.
 Schwatka, F. *Children of the cold*. Educational Publishing.

BIOGRAPHY

- Roosevelt, T. *Letters to his children*. Scribner.
 Smith, M. S. *Maid of Orleans*. Crowell.
 Edwards, C. *Treasury of heroes and heroines*. Stokes.
 McSpadden, J. W. *Book of famous soldiers*. Crowell.
 Sanford, C. M. *Modern Europeans*. Laurel.

FICTION

- Bailey, R. R. *Sure Pop and safety scouts*. World Book.
 Barrie, J. M. *Peter Pan in Kensington Gardens*. Scribner.
 Carroll, Lewis. *Alice's adventures in wonderland*. Macmillan.
 ——. *Through the looking glass*. Macmillan.
 Craik, Mrs. D. M. *Adventures of a Brownie*. Harper.
 Hopkins, W. J. *The sandman, his farm stories*. Page.
 Kingsley, Chas. *Water babies*. Jacobs.
 Lagerlof, Selma. *Wonderful adventures of Nils*. Doubleday.
 Lamprey, Louis. *In the days of the guild*. Stokes.
 ——. *Masters of the guild*. Stokes.
 Rolt-Wheeler, S. W. *Boy with the United States inventors*. Lothrop.
 Spyri, Mrs. Johanna. *Heidi*. Crowell.

THE ELEMENTARY SCHOOL LIBRARY DEFINED IN DOLLARS AND CENTS

To define the elementary school library in terms of dollars and cents is not an impossible task. Many so-called elementary school libraries are set up without a penny in the school budget to meet either initial costs or costs of maintenance. It should be said just here that the school that has no provision in the annual budget for the library has no library. This statement is made without qualification. Schools in this class resort to all kinds of make-shift arrangements for securing funds. The proceeds from parties, school plays, or waste paper are depended upon. Or perhaps the school receives gifts of books—in general, worthless old books rescued from the dusty darkness of bat-infested attics. If not books from this source, the principal garners sample copies from the textbook departments of publishing houses.

There are schools in another class which have budget provisions for books, but none whatever for equipment or salary. The school in this class often spends as much as \$150 over a period of four or five years for so-called library books. The result is not at all satisfactory, of course, and cannot be called even the nucleus of a library.

In a somewhat higher class than either of the foregoing are the schools which make provisions in the budget over a period of two or three years of about \$200 a year for books and equipment, although no provision is made for salary. This class of schools usually requires teachers to serve during rest periods, or asks the coöperation of upper-class pupils in caring for the books.

There is a fourth class which not only makes a moderate beginning, but annually thereafter makes budget appropriations of \$100 or more until a library is established requiring a trained librarian in charge full time.

Schools in the highest class definitely plan to develop a library and seek expert assistance in determining initial costs and maintenance. Schools in this class are building and maintaining adequate libraries on budget appropriations approximately as given in the following outline of costs.

For the satisfaction of persons who are endeavoring at the present time to develop libraries in their schools, the following graded outline of elementary school library facilities is arranged varying from the zero level to the well-organized, well-equipped library with a trained librarian in charge full time. The outline is presented in three parts: The first, descriptive of the rural school; the second,

of the school with enrolment of 500 or below; and the third, of the school with enrolment between 1000 and 2000.

It may be of interest to the reader to check on the outline the level of development of the library facilities afforded the children and teachers in his school. The outline gives approximate costs where the facilities afforded entail definite expenditures of money. The average costs per pupil is also given.

SERIES I—RURAL SCHOOLS

School A is a rural school with no provision whatever for a library. The children have a few textbooks with practically no supplementary books for reading.

School B is a rural school in a county with a system of extension school library service. Package libraries are received at regular intervals. These libraries consist of books selected not merely on the basis of requests from the teacher concerned, but also on the basis of reports upon actual experience in the use of books loaned in the school. The arrangement is maintained largely through the enthusiasm of those in charge of the county library extension system, although the teachers are not averse to receiving book loans.

School C is a rural school employing a teacher who is greatly interested in reading materials. She has had shelving built in one of the rooms to accommodate two or three hundred books. Through various ways she has raised money for buying many attractive, well-selected books. She secures loans, package libraries from the nearest public library, or from the county library. Manufacturing houses, insurance companies, State departments of education, and city health departments are sending her much pamphlet material and other printed matter prepared for free distribution. The teacher spends her own money in carrying out her plans.

School D is a rural consolidated school of 500 enrolment. In this school there is a room set aside for reading purposes. The room is open on given hours during the day when pupils from the upper classes are in charge. In some instances, a teacher is in charge during rest periods or after school, or older pupils are paid a small amount of money for their services.

The room is furnished with two tables, 34" by 60", 26" high; three tables 34" by 60", 30" high; 12 chairs 15" high; 18 chairs 18" high; one catalog case; one charging tray with guides.

Shelving was built in at a cost of \$75. The cost of the initial set of books was \$225. The furniture cost \$250. Supplies were bought

at \$25. The total initial cost of the library was \$575. About \$100 a year is spent on salaries. The average cost per pupil annually is 20 cents.

School E is a rural consolidated school with a special room set aside for the housing of a library. The enrolment is 700. A teacher librarian is in charge, giving at least half of her time to the library and the other half to teaching in the schoolroom.

The library reading room is large enough to accommodate two tables 34" by 60", 26" high; four tables 34" by 60", 30" high; twelve 15" chairs; twenty-four 18" chairs; one teacher's desk, one teacher's chair; one catalog case; charging tray and guides; one magazine rack.

There is built in shelving of standard, high-grade workmanship costing \$100. The initial cost of the furniture was \$360. The initial set of books cost \$400, and supplies \$70. The total initial cost of the library was \$930. Each year the amount of \$175 is spent on new books, magazines, book replacements, and rebinding. One-half of the librarian's salary, or \$900 is charged to the library annually. The average cost per pupil annually is \$1.53.

SERIES II—SCHOOLS WITH ENROLMENT NOT EXCEEDING 500

School A has no provision for library reading materials.

School B has two or three teachers in English, who in teaching English, geography, and history endeavor to secure supplementary materials. Some of this material they buy themselves, using their personal funds and some of it is secured in the form of supplementary readers.

School C has several teachers who borrow materials from the nearest public library. They raise through school entertainments each year funds amounting to about \$75 for books to be distributed in classrooms.

School D has a principal whose persistent garnering of books from book agents resulted in an office library. The books are stored in locked bookcases with glass doors. Occasionally a teacher borrows one of the books. As a rule, the books are not molested from the beginning of the year to the close of the school term.

School E has a library room with four tables, one card catalog, twenty-four substantial chairs, a teacher's desk, and built-in shelves to accommodate a thousand books.

A teacher librarian is in charge, giving about 75 per cent of her time to the library.

The total expense of this library is approximately as follows:

INITIAL COST

Shelving	\$60
Furniture	350
Supplies	50
Magazines	30
Books	250
Total	\$740

COST OF MAINTENANCE

New books	\$75
Magazines	30
Supplies	25
Rebindings	25
Replacements	25
Total maintenance	\$180
Salary	1,500
Total maintenance and salary	\$1,680
The average cost per pupil annually is	\$3.36

SERIES III—ELEMENTARY SCHOOLS WITH ENROLMENT OF 1000 TO 2000

School A has no library reading room. No teacher in the school makes any attempt to use books other than the regular textbook.

School B has in addition to the use of the textbooks a generous allotment of supplementary books of various kinds. These are apportioned to teachers once or twice during each term.

School C has several teachers who make use of classroom libraries largely consisting of books from their own personal libraries and borrowed on their own cards from the public library.

School D has a library in the principal's office. The library consists of a supply of textbooks left by visiting book agents or secured by the principal on requests from publishing houses. There is also a number of subscription books in the library, which shrewd book agents have been keen enough to sell to the principal. There are three sets of sectional bookcases filled with books of this character. The books are the pride of the principal, but afford little interest or service to any one else in the school.

School E has a library reading room open to teachers and pupils part of each day with a teacher in charge who volunteers to do the work during vacant periods. In this same type of school, pupils are sometimes put in charge as a special assignment or work for a small remuneration. Only about \$50 a year is spent on student services.

School F has a small library reading room with accommodations for about twenty readers. Three discarded tables have been brought

TABLE I—SHOWING COSTS OF THE LIBRARY IN TYPICAL SCHOOLS

	I Initial cost shelving	II Initial cost furni- ture equip- ment	III Initial cost books, maga- zines, supplies	IV Total initial cost	V Annual main- tenance books maga- zines, rebind- ing replace- ments, supplies	VI Salary	VII Total annual costs	VIII Average cost per pupil annually, based upon maximum enrolment
Rural Schools— 75 to 100 enrolment	\$25	\$150	\$100	\$275	\$80	0	\$80	\$.80
Rural	A 50	250	215	515	100	0	100	.20
Consolidated Schools— 250 to 500 enrolment	B100	400	425	925	175	900	1,025	2.05
Schools—	A 60	350	300	710	125	900	1,025	2.05
Enrolment below 500	B100	450	425	975	175	1,500	1,675	3.35
Schools— 500 to 1,000	150	450	500	1,100	175	1,800	1,775	1.77
Schools— 1,000 to 2,000	200	600	600	1,400	350	2,100	2,450	1.22

COST OF MAINTENANCE ANNUALLY

New books	\$150
Magazines	50
Supplies	50
Rebindings	75
Replacements	25
Total annual maintenance.....	\$350
Salary, annually	2,100
Total maintenance and salary.....	\$2,450
The average cost per pupil annually is.....	\$1.36

in from corridors and classrooms to serve the needs of readers. There are about a dozen and a half chairs in various stages of repair and of three or four different styles of manufacture. These chairs have been borrowed from other parts of the building, some from classrooms, and some from the gymnasium and the auditorium. The shelving is home-made. Boys more interested in reading than in manual arts volunteered to do the work. The shelving is not of standard length nor of standard width. In consequence it bends down and is badly twisted. Nevertheless it bears the load of about six hundred books. These books were selected by committees of pupils. Many of the books are unsuited to school work. Members of the student council of the school take turns in serving as librarians at least four periods every day. The principal recognizes the fact that the library is not an ideal one but is proud to say it is very largely a student project and has cost the taxpayers nothing.

School G is a school with a commodious room, well lighted, centrally located, and well-equipped. The enrolment of the school is 1800. There are accommodations for about fifty readers at one time. There are in the room six tables, 3' by 5' by 26" high, four tables 3' by 5' by 30" high, forty-five chairs, a teacher's desk, one teacher's chair, catalog case, a charging tray and guides, and a magazine rack. A trained librarian is in charge, giving all her time to the library. A regular course of instruction is given in the use of books and libraries.

The total expense of this library is approximately as follows:

INITIAL COSTS

Shelving	\$200
Furniture	600
Supplies	100
Magazines	40
Books	450
Total	<u>\$1,390</u>

CONCLUSION

The task of securing from the school boards, money to be expended upon the elementary school library is one involving many local problems. The foregoing estimates concerning costs are based upon figures received in actual bids from dealers in school furniture. These estimates should be of value to principals and superintendents who desire to develop and maintain standard elementary school libraries in their schools.

CHAPTER XX

THE DEVELOPMENT OF OUTSIDE READING OF ELEMENTARY SCHOOL PUPILS

WILLIAM A. KING

Principal, Bryant School, Seattle, Washington

THE THREE experimental studies reviewed in this article are being conducted in the Concord, the B. F. Day, and the Mercer elementary public schools of Seattle, Washington. These investigations are still in progress and, while the ends in view are somewhat identical, the methods of procedure indicate the distinctiveness of each study.

I. DEVELOPING THE INDEPENDENT READING HABITS OF UPPER GRADE GIRLS

1. *The problem*—A large percentage of the Concord school pupils are of foreign parentage, mainly Italian and Japanese. Many of the other children come from homes that depend almost entirely on the school to furnish reading materials and direct their use. With the exception of a very few individuals in the two classrooms included, there was only a meager interest in independent reading when this study was undertaken.

The distance from the school to the nearest branch of the public library was an additional factor in our problem. It was unusual for any of the girls to call at the branch library for books. It is true that quantities of books and varied reference materials were secured by their teachers from the central and branch libraries, but the girls required expert, sympathetic guidance over a considerable length of time before they would be able to make any appreciable progress in independent reading.

2. *Method of procedure*—Soon after the opening of school in September, 1923, the children's librarian from the nearest branch of the public library began making bi-weekly visits to the school. Through conferences with the teachers and principal, she soon found many ways in which she and the branch library could serve the school. Story hours, book talks, etc., were instituted in all rooms above the second grade. In the course of a few months, this experienced librarian found that a more vital and systematic contact with the seventh- and eighth-grade girls would have to be established if they were to

profit much through her visits. In January, 1924, the Concord Girls' Reading Club was organized with the usual officers that are necessary for conducting routine affairs in a parliamentary manner. The club met twice a month during the last hour of the school day.

During this period, the librarian and eighth-grade teacher worked out a developmental program with the girls. During the first part of each hour, attention centered upon biographical studies. Two or three girls reported orally on the life of some influential woman, their reports having been prepared on outside time. The purpose of this phase of the work was (a) to show how certain women have risen out of their environment; (b) to show the value of an education; (c) to show how much women contribute to the world's progress; and (d) to cultivate a higher type of reading and study habit.

The second part of the hour was devoted to the oral reading of certain literary selections. For several months, a study of Lamb's *Tales from Shakespeare* was made. Following this period, the girls read the Darton Edition of *Canterbury Tales*. Two copies of the book in use were provided in order that the librarian or eighth-grade teacher might help the reader when it became necessary. This plan resulted in a genuine audience situation, a condition we so much desire in oral reading but generally fail to secure.

During the last part of the hour, the librarian and different members of the club gave book talks for the purpose of stimulating further independent reading. The reader will surmise that the stirring biographical accounts, the pleasure-sharing oral readings accompanied by some discussion, helped to produce the "mental set" or receptive attitude for the book talks.

3. *Results*—Practically all the girls have formed the habit of patronizing the branch library. They make intelligent arrangements to call regularly to withdraw and to return books, Saturday afternoon being a favorite time with several of the girls who go in groups to the library.

The witnessing of a standard presentation of the "Merchant of Venice" at one of the leading theaters of the city by many of the girls in the club must be traced directly to the influence of the oral readings and discussions of Shakespeare's plays. These girls had never seen a high-class performance of this kind; it was indeed a great event in their lives.

This experiment has led to the organization of similar reading clubs in a neighboring school, one for girls and another for boys. Furthermore, the Boys' Civic Club, of the Concord school, decided to introduce a reading element into its own organization in order to

gain some benefits and pleasures which appeared to be unnecessarily limited to the girls.

The club spirit soon broadened into a higher regard for school and community welfare. In different ways, the club has been used to promote better citizenship throughout the community.

One of the major objectives in a modern reading program is the development of permanent interests in reading. This experiment has been a distinct factor in leading the club members to attain this goal.

II. THE OUTSIDE READING OF SIXTH-, SEVENTH- AND EIGHTH-GRADE PUPILS AS STIMULATED BY CLASSWORK IN THE SCHOOL

1. *Organization*—This study in the development of outside reading is in progress at the B. F. Day elementary school. The maintenance of a distinct department of reading in this school furnished adequate and systematic direction for an enterprise of this kind. The sexes are segregated in the academic classes which has proved to be a favorable point in the accomplishment of good results in the reading program.

2. *Procedure*—Preparatory to the direction or guidance of the individual's outside reading, the head of this department ascertains the interests of the child. Inquiry is made concerning his outside activities, favorite sports, books he has been reading, his ambition for the future, and the like. Having thus gained some insight into the child's chief interests, the teacher is in a position to make genuine appeals to him in the direction of his further independent reading.

It has been a policy here never to condemn a child for what he reads, but to begin at his particular level and gradually attempt to develop higher appreciation. Standards for judging wholesome reading materials are developed with the children. Books they have read are discussed and judged by their own standards.

Annotated lists of books are prepared by the pupils and a card index is made available to pupils of the department at any time. Short, interesting explanations of the contents of the books in the list are arranged for ready reference.

An important feature of this program has been the development of classified lists of books for the different grades. A single list consists of the titles of a series of books ranging in quality from that of the book a certain child is actually reading to books of unquestioned merit in the given field of interest. Brief accounts of the different books on the list accompany the titles. One of these lists follows:

ADVENTURE STORIES—GRADES SIX, SEVEN, AND EIGHT

If you like the books by Altscheler you will like the following books:

Wallace. *Arctic stowaways.*

Alfred Knowles and his friend Harry Metford were in danger of arrest for running down a man while speeding their automobile. They take refuge on a boat bound for Alaska and are taken north against their wishes.

Wallace. *Fur trail adventures.*

Wallace. *Gaunt gray wolf.*

Wallace. *Ungava Bob.*

Wallace. *Bobby of the Labrador.*

Wallace. *Grit a-plenty.*

Duncan. *Adventures of Billy Topsail.*

A fisher lad's hardy life in bleak Newfoundland, his dog companion, Skipper, his encounters with icebergs, whales, seals, and a giant squid.

Duncan. *Billy Topsail & Co.*

Duncan. *Billy Topsail, M.D.*

Hough. *Young Alaskans.*

Relates the summer adventures of three boys lost in Alaska.

Hough. *Young Alaskans on the trail.*

Hough. *Young Alaskans in the Rockies.*

Newberry. *Castaway island.*

Adventures of a gallant soldier of fortune and a sixteen-year-old lad wrecked on Charles Island off the coast of Ecuador.

Meador. *Black buccaneer.*

A story of bold and bloody encounters with pirates off the American coast in the early days.

Masefield. *Jim Davis.*

Story of smugglers a hundred years ago.

Pyle. *Story of Jack Ballister's fortunes.*

The experiences of a boy kidnapped from England and sent to a Virginian plantation, and his adventures with the pirate Blackbeard.

Stevenson. *Treasure Island.*

A story of hidden treasure, buccaneers, and adventures by land and sea.

Provision is made for individual conferences with pupils whose reading is meager or not up to standard. This conference is always of a friendly, stimulating nature and is not coercive.

In the promotion of this program, there has been a liberal use of dramatization. In order to stimulate outside reading of a general nature, a dramatic play, "The Court of Good Reading," was written by the pupils and edited by the teacher. It was presented in a school assembly. Extensive reference reading has been another well directed avenue leading to dramatization. The staging of an Americanization play, of "Electricity, Its Contribution to Modern Civilization," "A Girl's Dream of High School," and recently a Red Cross play, which involved the examination of nearly one hundred books resulted from purposeful reading in these varied fields.

The stimulation of the reading of certain types of books was gained through the use of pictures. Moving picture films on "The Court-

ship of Miles Standish," and the "Legend of Sleepy Hollow" induced the reading of these books; while an enlarged photograph of a dog team in Alaska was used to stimulate desire to read "The Call of the Wild."

Optional book parties after school have been provided for the reading classes of the department. Through these, the pupils who attend are able to gain extra honors on their report cards and to raise their reading grades.

Full coöperation with the city branch library in the vicinity of the school is maintained. The children's librarian keeps in close touch with the situation at all times. She visits the school frequently, conducts story hours at the library for the children, directs their reading during the summer, and awards certificates for the same at the first assemblies of the fall semester.

Extensive use is made of written book reports. A copy of the report used in grades four, five, and six follows:

READING REPORT—GRADES FOUR, FIVE, AND SIX

1. I have finished reading.....
Written by
2. Draw a line under the words that tell your opinion of the book.
a. A book no one should miss.
b. A good book.
c. A purely pleasure book.
3. What are some of the things you learned from your reading of the book?
a.
b.
c.
d.
4. Give three or four traits you like in the leading characters.

CHARACTER	TRAITS
a.	
b.	
c.	
d.	
5. Do the characters remain the same all the way through, or do they change?
Give an example.
6. Why did you choose the book?
7. If you like the book, write a paragraph in which you aim to give others a desire to read it. If you do not like it, tell why you do not.

This comprehensive and varied plan for the development of outside reading has given hundreds of girls and boys rich vicarious experiences through reading. That its influence has been felt in many homes of the community is evident from the numerous favorable reactions the teachers and principal have had both directly and indirectly.

III. A PLAN FOR THE IMPROVEMENT OF OUTSIDE READING

During the present year a comprehensive program for the improvement of several phases of reading is in progress at the Mercer elementary school. However, this account will deal only with the features of the study which bear upon the development of independent and outside reading.

1. *Difficulties encountered at the beginning*—A negligible amount of outside reading was being done. There were pupils in the different classes who were reading no books at all. The selection of outside reading materials showed poor standards of choice; while at the same time an indifferent attitude toward classroom reading was prevalent.

2. *Reading aims for the year*—The teacher who is in charge of the reading program in the intermediate and upper grades in this school defines three of the aims as follows:

a. To arouse a real interest in, and an appreciation for, good literature.

b. To create an incentive for the reading of good books.

c. To develop in each pupil the ability to improve his audience reading.

3. *Method of development*—In order to produce a more general reaction to clever phrasing, beauty of selection, and to develop an appreciation of humor, selections of real human interest were read to the pupils regularly once a week. At first it was necessary to use exaggerated animation and emphasis to "put over" subtle bits of humor or clever phrasing. All available texts and supplementary readers were searched for animal stories of genuine appeal to boys and girls. The telling of an interesting incident or two about the author, and the adoption of the magazine method—"continued in our next"—led the pupils to acquire the habit of finishing the story.

Three types of audience reading were employed:

a. Sight-reading exercises were read by pupils to an appreciative audience. This has been a very effective means of developing good expression.

b. Material selected from texts or library books was assigned for outside reading. Each pupil read to the class the part of the assigned story he especially liked, giving the reasons for his choice; as: Clever phrasing, apt choice of words, vivid pictures, interesting character sketch, etc. A wide variety of selections was chosen for assignment—narration, description, humor, and character study. Occasionally the pupils were grouped in order to facilitate varied types of assignments from certain selections, but each pupil still had his choice of the part which had made the greatest appeal to him.

c. Pupils were allowed to choose their own material and to read their selections to the class. The reading of an excerpt from a library book had to be justified on the basis of unusually good choice of words, clever phrasing, tense interest, etc. A pupil might select a good joke if he would endeavor to read it so the class should not miss the point and was ready to explain why he considered the joke especially clever. This phase of the program was introduced in order to discourage ribaldry and to develop an appreciation of real humor.

4. *Interest devices*—a. A chart device was used to encourage wise choice in library reading. Above each child's name, as it appears on the chart, is pasted a column of colored slips, which show the names of the books read. Credit for outside reading is recorded as follows:

- (1) Orange slips—books which correlate with the work of the grade.
- (2) Yellow slips—fiction or non-fiction books of high standard.
- (3) Blue slips—books of lesser value.

In order to secure the large number of books required for this scheme, the teacher prepared a list of books to be furnished by the public library. In addition to the books thus applied, a few donations of value came from private homes.

b. Illustrated booklets depicting the most interesting events in a story of the pupil's choice were made and exhibited at intervals. The work was voluntary, the response enthusiastic, and much interest was aroused.

c. Attractive posters made by the pupils gave the same incentive and served as an "advertising campaign" for better books. All posters and booklets are kept as reference and guides for new readers.

d. The incentive of a larger and more critical audience was afforded to those showing improvement in reading by allowing them to appear on assembly programs. This has been a much sought for opportunity.

e. Dramatization and "dialogue reading" were frequently employed.

5. *Results*—An attempt to state the results of this experiment at this time would be difficult and premature. The indications are decidedly hopeful. The effect of improvement of the reading background is noticeable in all the other social subjects. The pupils included in this program are gradually developing standards of choice in the different phases of reading and fields of interest.

They are learning to employ self-direction in certain significant reading skills and attitudes as well as to give some consideration to the pleasure and profit of others when oral reading is involved.

SECTION II
ADMINISTRATIVE

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CHAPTER XXI

THE PRINCIPAL AND THE EDUCATIONAL EXPERT

FREDERICK MAURICE HUNTER

Superintendent of Schools, Oakland, California

THE SCOPE of the work of the principal is as broad as the scope of the work of the public schools. Whatever may be the objectives of public education, whatever may be the methods used in its procedures, a single public school is a cross-section of these. The objective the principal seeks is good citizenship here and now and good citizenship ultimately for all children.

The principles of good school administration require that the principal be the officer-in-chief in his school. He has large responsibility. He must have equivalent opportunity and liberty to work out a program to attain his objectives. A sound policy in this regard requires the recognition of his supremacy in his school by all members of the staff, including superintendent, special directors, and supervisors, business department, and all the others.

In order to analyze the relation of the work of the principal to that of the special officer of the school system classified under the general term of "educational expert," I must first review briefly the general nature of the work of the principal. His duties fall under three rather general classifications. He is responsible first for the organization and administration of his school. The duties classified here we may term executive or administrative. He is also responsible for the more highly specialized and more strictly professional type of duty, which may be termed his supervisory function, largely concerned with the development of a technique of teaching and the improvement of teaching procedure. But a responsibility, even an opportunity it may be called, of more superlative value falls within the range of duties of every principal. These may be termed his creative functions. What the principal is responsible for and does in this direction determines the final contribution which he makes to the profession personally and which his school makes as an institution. Broadly speaking, the chief duties which fall to a principal under these main classifications might be listed as follows:

- a. Executive functions—organization and administration of the school
 - Making the program—getting it running; application of the time allotment; assignment of teachers
 - Classification and progress of pupils

- Caring for the physical well being of pupils and teachers
- Management of the physical plant
- Making the budget
- Maintaining the school spirit
- Management of extra-curricular activities
- Administration of attendance
- Maintaining leadership in the community
- Management of the office
- b. Supervisory functions—improvement of teaching
 - Application and use of the course of study
 - Supervision of methods—such as the use of demonstration lessons, project library, personal conferences
 - Establishment and maintenance of professional growth program for himself and his staff
- c. Creative functions
 - Original experimentation by principal and committees
 - Contributing to work of school system and to education
 - Stimulation of staff to contribute
 - Creation of adequate physical plant

A somewhat typical distribution of the time and efforts of principals is shown by the following summaries of quarterly reports made by all the principals of the Oakland public schools. The functions listed are to some degree indicative of the emphasis placed upon the classifications listed above. Of course, statistics cannot possibly show the efficiency with which any one of the major functions of being a principal is carried out, but such a table as the following does give the general trend of the school system as to the emphasis placed upon the various classifications of duties of the principal.

SUMMARY OF QUARTERLY REPORTS RENDERED BY ALL PRINCIPALS IN THE OAKLAND PUBLIC SCHOOLS

	Number visits to teachers	Time (Hours)	Number teachers' meetings	Conferences with individual teachers		Committee or other meetings	Homes visited by teachers	Consultations with parents at school
				Number	Time (Hours)			
1st Quarter (10 wks) 1924-25	4273	1668½	381	1546	503½	495	1409	8580
4th Quarter 1923-24	3935	1522½	313	1433	518½	438	1245	6312
3d Quarter 1923-24	4521	1744½	343	1309	390½	1046	1233	5978
2d Quarter 1923-24	4295	1610	297	1142½	490	283	1447	6480
1st Quarter 1923-24	4310	1539½	278	1579	444½	352	1378	6832
4th Quarter 1922-23	4147	1144½	215	1171½	287½	484	1323	5194
3d Quarter 1922-23	4009	1608½	209	1289	408½	543	1448	4824

The principal has placed upon him the same pressure that is so powerfully exerted upon every school administrative officer, that to allow himself to be overwhelmed by the unimportant detail of the routine of his office. Whether or not he is so overwhelmed depends mainly upon two things: *First*: Is reasonable clerical force provided? *second and more important*: Is the principal able to organize the routine of his school in such a way that most of the detailed duties are handled in an automatic and reflecto-active way? The former factor depends chiefly upon the viewpoint which the general school administration takes of the principal's function. The latter depends in the main upon the mental organization and the driving power of the principal himself. A typical assignment of clerical help is indicated by the following, which represents the rule in force in the Oakland public schools:

RULE FOR ASSIGNMENT OF CLERICAL HELP TO PRINCIPALS

High Schools—enrolling 500 to 2500 pupils—2 to 5 regular clerks and 1 to 7 student clerks.

Junior High Schools—a regular clerk for each school having an enrollment of 400 or more. (No junior high school enrolls more than 1300.)

Elementary Schools—a regular clerk for schools enrolling 1000; a half-time regular clerk for schools enrolling 800 with 200 or more in the seventh and eighth grades. Student clerks are provided whenever possible for all elementary schools not having regular clerks and which have an enrollment of over 600.

This provision of clerical help is not adequate. It represents an increase in the annual budget for principals' clerks of from \$12,000 paid five years ago to \$63,000 provided for the current school year. Moreover, it does give the staff of principals an opportunity to organize and mechanize the routine and detail duties of the office in a large degree. This affords correspondingly more time for the more professional type of responsibility.

Many of the functions indicated in the above list are highly specialized. They require the services of an educational expert. Just as the superintendent and his assistant executive officers are responsible for many specialized functions for which they themselves are not specifically trained, just so the principal of the single school requires the services of the educational expert to carry out efficiently numerous functions in the administration of his school, for which he is responsible but not specifically prepared. In order to enable him to do this properly many school systems place at his disposal a number of these experts. I shall emphasize and attempt to define the relationship which exists between the work of the principal and a few of the most important of these specialists.

First of these is the mental measurement and standard test expert. The principal is responsible for the classification and progress of

the pupils in his school. He is also responsible for the results obtained in the use of the course of study and the stimulation of his teachers to obtain the best results. It is within his power to classify according to the personal opinion either of himself or the teacher, according to general tradition, according to academic standards or by some scientific method brought to bear on the problem. Most principals cannot themselves expect to be mental measurement and standard test experts. A principal's professional study work in his own behalf should lead him to have a considerable knowledge in this field, but as a general officer of administration he cannot expect to do much of this himself in the large school; consequently, he calls in the bureau of research with its director of mental and standard tests to be his assistant and to afford him the data to classify his school in a scientific way or as nearly so as the finances at his disposal will permit. The initiative, of course, should come from the principal and the final disposition of pupils and assignment to classes should be his. He will also gradually develop among his teachers the expert ability to give mental tests and to use the standard subject tests properly. But even then he will need to compare his school with the general standards of the school system and also the general objective standards set up for the State or for the country as a whole. This means that he will maintain continued contact with the research department and the measurement expert.

A typical testing program for an entire school system is indicated below. The results of these tests are used by the principals in establishing three rates of progress wherever finances will permit.

SCHEDULE OF STANDARD TESTING—SPRING TERM, 1925

	Scheduled time
A. Mental Testing	
1. H-8 (All schools).....	Feb. 16-20
2. L-6 (All schools).....	March 9-13
3. L-4 (Optional).....	April 20-24
B. Subject Matter Testing (Optional)	
1. Grades 4-6 { Spelling	May 5
{ Arithmetic	May 12
{ Reading	May 19
2. Grades 7, 8 Reading.....	May 19
3. Grade 9 Reading.....	May 19
4. Grades 10-12 Reading.....	May 19

In checking up the course of study the use of both mental tests and standard tests should be combined. The Stanford Achievement Test is one of the most effective means of accomplishing this. The first illustration below indicates the way in which a principal is enabled to compare results in his school as shown by a standard test with the general norm and with the norm for the city.

A second group of experts with whom the principal must have much contact and whom he must call continually to his assistance are those from the business department, such as the business manager, the budget maker, the auditor, the purchasing agent, the architect, or superintendent of buildings. The principal is the business manager of his school. It is true that the greater portion of his budget is expended for the salaries of the staff. Over this he has little control, inasmuch as it is governed by general salary schedule rules. But over the maintenance and operation budget the principal must have considerable discretionary power. In a well-administered school system the budget allotment will be made largely upon a "per pupil" basis or a "per classroom" basis in most of the specialized budget classifications. For instance, the regular supplies required by the pupils of the school will be furnished in accordance with a definite number of portions or items allotted to each pupil or each classroom and requisitioned from the storeroom at a given time upon a form specially designed for this purpose. There would also be such a schedule for library books, for physical education supplies, for globes and maps, for science supplies, for shop and home economics supplies, and the like. There would also be a standard equipment for each type of class and instructional room in the school. The discretionary power of the principal will lie in his policy of securing the standard for his school and in purchasing in accordance with the "per pupil" or "per classroom" allotment. The power to requisition should rest wholly with the principal.

The relationship of the business department to the principal in the procedure of budget-making is exemplified by a quotation from a *Business Department Bulletin* of the Oakland public schools recently issued:

RULES GOVERNING BUDGET-MAKING FOR 1925-1926

BULLETIN No. 12

January 19, 1925

To the Directors, Supervisors, Heads of Departments, Principals, and Custodians of the Oakland Public Schools:

The following rules have been adopted for making budget estimates for the school year 1925-1926. All principals are expected to see that the budget estimates as submitted by departments or by the supervisors or directors conform to the plan as outlined in this bulletin.

SUPPLY ESTIMATES

1. In general, the per capita cost of supplies for 1920-21, 1921-22, 1922-23, 1923-24 and for 1924-25 are to be used by the business office in making budget estimates for supplies for the year 1925-26.

2. *Elementary and kindergarten supply estimates*—Elementary schools will not be asked to fill out budget estimate blanks for standard supplies or kindergarten supplies for 1925-26, it being understood that the semester requisition plan will

sufficiently indicate the quantity and nature of standard supplies desired for each school. The semester requisition forms for standard supplies will be sent to the elementary schools later with a bulletin from this office.

3. *High and junior high school supply estimates*—The high and junior high school principals are not to submit budget estimates of supplies covering stationery, pencils, crayons, blackboard erasers and such standard supplies. These needs can be taken care of by use of the semester requisition. Special department needs will be taken care of as outlined in paragraph 4. Principals and heads of departments should confer with supervisors and directors, in order that the exact needs of the various departments can be provided for. This particularly applies to recommendations in the high school shops, vocational training and home economics.

4. *Estimates for quantity purchases*—In order that purchases may be made in a quantity basis for departments, the supervisors and directors should follow the procedure hereinafter outlined. Principals, with the aid of heads of departments, supervisors, or directors, will prepare in triplicate a complete list of the supplies needed for the various departments; one copy to the head of the department, one to the assistant business manager, and one retained by the principal. These lists will then be consolidated by the assistant business manager. The business department will make purchases based upon the consolidated list. Later, before the close of the year, the principal will write requisitions from the copy of supplies on file in his office.

5. Supplies other than semester and for departments, other than those having supervisors and directors, should be listed in duplicate, one copy being sent to the business department with the buildings and grounds budget, and the other copy retained in the office of the principal.

BUILDINGS AND GROUNDS ESTIMATES

1. In preparing the buildings and grounds estimates for the year 1925-26 careful consideration should be given to the new buildings and improvements provided for in the bond issue of 1924. The budget estimate items for buildings and grounds will be classified, first, according to the nature of the need, and second, according to the degree of necessity. Alterations to buildings and improvements to grounds should be listed and estimated in accordance with a definitely determined and permanent plan for the development of the school plant.

2. *Classification as to nature of need*—There will be three different classifications of items as to nature of need in the buildings and grounds estimates. They are as follows:

Repairs to buildings and repairs to building equipment—Includes repairs to toilets, drinking fountains, wash trays, leaders, gutters, sewers, chimneys, furnaces, radiation, thermostats, pipes, motors, bell systems, telephone systems, doors and locks, window casings, ventilating systems, furniture, hardware, floors, walls, ceilings, stairways, roofs, shades, awnings, batteries, dry cells; also replacement of old roofs, re-bricking fire boxes, grates for furnaces and stoves, window replacement, interior painting, exterior painting, plastering, tinting, re-finishing desks, painting lavatories, re-surfacing blackboards, and seating changes, etc.

New buildings and alterations to old buildings—Includes additional classrooms, portables, partitions, fire-proofing, remodelling classrooms and offices, coal bins, supply rooms, cabinets, closets, windows, doorways, fire escapes; additional toilets, drinking fountains, radiation, heating units, showers, land; custodian cottages, auditoriums, screening of windows, and any alteration in the building which is not in the nature of a repair. Where additional classrooms or portables are contemplated, the number and type of desks which will be required for this portable or classrooms should be noted; and, under the classification of New Equipment for Buildings, later referred to in this bulletin, there should be noted the equipment and seating necessary for these rooms.

Improvements to grounds and repairs to ground equipment—Includes fences, gates, walks and steps, doorways, curbs, retaining walls, parking and lawns, gardening, removal of weeds, etc., shrubbery, trees, drainage, surfacing, handball courts, basketball courts, tennis courts, volley ball courts, slides, travelling rings, acting bare, sand boxes, platforms and benches, painting of courts, flagpoles new, flagpoles painted, repairs to surfacing, sumps, and all work to be done on the grounds and not on or in the building.

3. *Classification as to degree of necessity*—Each of the three kinds of buildings and grounds budget estimate forms, listed in the preceding paragraph, will be submitted by the schools on separate sheets, and principals are requested to itemize their needs in the order of their necessity, placing the most important at the head of the list and the least necessary at the bottom of the list. If principals will number the items on each sheet giving the item of greatest necessity number 1, it will facilitate the preparation of the budget.

EQUIPMENT

1. In general, budget estimates for new equipment for the school year 1925-26, will be classified as to the nature of need and the degree of necessity. Under nature of need, the classification will be New Instructional Equipment, New Building Equipment, and Repairs and Replacement of Equipment. The above classification of equipment needs will be submitted to the schools on separate sheets and principals are requested to list them according to their classification in order of their relative necessity, in the same manner as outlined above for the buildings and grounds estimates.

2. *New instructional equipment*—Includes all equipment used for instructional purposes, such as home economics, manual training, auto shops, printing shops, machine shops, utility shops, sheet metal shops, forge shops, cabinet shops, plumbing shops, electrical shops, drawing, science, commercial, physical education, sand tables, toys, tabourets, agricultural, musical, cafeteria, maps, kindergarten, and all equipment not used for the maintenance or operation of the building. This list should show specifically the instructional equipment necessary for new classes authorized.

3. *New equipment for buildings*—Includes teachers' lunch room equipment, custodians' equipment, classroom seating, desks, chairs, tables, waste paper baskets, clocks, principals' office equipment, auditorium chairs, restroom, nurses' room, dental room equipment, new window shades, platforms, bulletin boards, lockers, pencil sharpeners, new blackboards, new electrical bells, program clocks, fire extinguishers, storage batteries, safety switches; heating equipment, such as stoves, electric coils, and additional radiation, and all equipment not used for instructional purposes. Be sure to list all additional seating contemplated for your school.

4. *Repairs and replacements of instructional equipment*—Includes home economics equipment such as sewing machines, manual training equipment, all shop equipment, science, drawing, kindergarten, physical education, commercial department, cafeteria, pianos, and musical instruments, and such other repairs and replacements of equipment which are of an instructional nature.

5. *Purchase of equipment*—The above budget estimates prepared by the principals will be submitted to the budget committee for its approval. After the budget committee has approved the estimates, the principal's list will serve as a guide for authorization by the superintendent's council. It is urged that the greatest economy be exercised in requesting the purchase of equipment before the tax rate is fixed. Unless this is rigidly adhered to, it becomes necessary to hold up all requisitions for equipment. Only such equipment will be purchased as is absolutely essential for the opening of school and for new classes.

6. *Procedure*—With this bulletin each principal is being sent duplicate sets on which New Instructional Equipment, New Equipment for Buildings, Repairs and Replacements of Instructional Equipment, Repairs to Buildings, Repairs to Building Equipment, New Buildings, Alterations to Old Buildings, Improvements

to Grounds, and Repairs to Ground Equipment, estimates for the year 1925-26 will be made. These lists will be prepared and returned to the business department by February 24, 1925. The principal will retain a duplicate copy of his estimates for his own files.

7. *Portables and additional classrooms*—Be sure to note on the budget sheet, headed "New Buildings and Alterations to Old Buildings," the number of additional portables necessary for the coming school year and such alterations as will provide additional classroom facilities. In addition, on the budget form, headed "New Equipment for Buildings," you should list the number and size of classroom seating to be placed in the portables.

SUPPLIES AND EQUIPMENT FOR SUPERVISORS AND EXECUTIVE OFFICES

The dean of directors and supervisors is to submit budget estimates of supplies and equipment needed for the supervisors' and directors' offices. The assistant business manager is to submit a list of supplies and equipment needed for the executive offices, shops, and storeroom.

REQUISITIONS

The budget estimate sheets submitted by the principals are not requisitions; these estimates are used as a basis for budget preparation and a guide to the superintendent's council and business department when purchases are made. Principals are requested not to write blue requisitions for any work, or any equipment, unless it is absolutely necessary for the opening of schools. After the budget estimate sheets have been submitted to the business department, and the same have been estimated and analyzed, principals will be given an opportunity to confer with members of the superintendent's council and business manager. If principals desire to confer regarding the budget, kindly communicate with the business manager for appointment. At these conferences an attempt will be made to decide for what items requisitions should be written dated July 1, 1925. The forms upon which the budget estimates are to be submitted will be delivered to the schools Thursday, January 29, 1925.—*Business Manager*.

Approved by:

Superintendent of Schools.

The principal is also custodian of funds in large amount arising from the extra-curricular and community activities of the school. These funds are in no sense public funds except in the fact that they are raised in the name of the school and are administered by school officers for the school's benefit. In large school systems they accomplish a great deal of good, but they also offer a rich field for controversy and even scandal. Principals in many school systems with the best intention in the world use ill-advised business methods in handling them. I have known principals to deposit moneys of this type in their own personal checking accounts at the bank. In some school systems these funds go year after year without an audit. No principal can afford to permit such slipshod business practice. If he does, the welfare of his school and the school system is endangered, and his own personal integrity exposed to attack. Only one safe policy is possible—namely, a careful auditing system under the direction of the auditor of the school system, and the administration

of the funds in accordance with careful business rules set up under his direction. Such an auditing report is exemplified below. The amount of subsidiary funds in all Oakland schools totals \$245,434.47.

To the Superintendent's Council:

I am submitting herewith a copy of the audit of the high school, junior high school, and elementary school treasurers for the school year 1923-1924. A summary of this report follows:

High Schools

Balance on hand June 30, 1923.....	\$ 20,961.60
Receipts for the year.....	130,003.33

Total	\$150,964.98
Payments for the year.....	131,285.09

Balance on hand June 30, 1924.....	\$ 19,679.89
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Elementary Schools

Balance on hand June 30, 1923.....	\$ 12,231.92
Receipts for the year.....	82,237.57

Total	\$ 94,469.49
Payments for the year.....	82,220.88

Balance on hand June 30, 1924.....	\$ 12,248.61
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It will be seen from the above report that the total amount handled by the various school treasurers for the fiscal year 1923-1924 was \$245,434.47. I desire to report at this time that practically without exception I found the records of the school treasurers in first class condition. It was necessary to correct a few clerical errors in order to balance the books of the treasurers with the bank statements. The school treasurers are to be commended for the splendid work they have done and for their coöperation in carrying out the rules of the Board of Education governing subsidiary funds.

Respectfully submitted, *Auditor.*

The principal is vitally concerned with another function of the business department—namely, the improvement or expansion of the physical plant and the creation of new school buildings. Any work of remodeling or building additions should be initiated by the principal. He should present his recommendations in writing to the business department, and in so far as the finances of the school system will permit, his recommendations should be the guide for any such expansion or improvement. This, of course, should be subject to any general standard adopted for the school system as a whole. When a new school plant is erected the principal's originality, educational principles, and professional leadership are abundantly called for. It is a crime against the ideals of education which are uppermost in America for a municipality or a school district to erect a school building and present it ready-made to a principal and his faculty without having had worked into it their best composite judgment of what a school should be. Under such a policy the welfare of children

is always sacrificed to either the artistic emphasis of an architect or the financial policies of the business department or construction department.

A school system should inaugurate and maintain a policy which will make it possible for the best educational ideals of the school faculty to be properly expressed in the building. May I briefly sketch such an organization.

The department of buildings is essentially a division of the business department. It should have at its head wholly in the employ of the board an expert builder or architect, reporting to the business manager who in turn should function as an assistant superintendent of schools. All responsibility for the construction of buildings and additions thereto and all improvement to the physical plant should be placed upon this expert executive. Under his department in co-operation with the office of the superintendent there should be built up a set of standards expressed in terms of educational requirements of buildings. These should be developed by committees from the staff of principals of the school system, representatives of the superintendent's office, committees of the teaching force, committees of supervisors of special subjects, and representatives of any other expert divisions of the school organization. These sets of educational requirements should be developed in the terms of type buildings for elementary schools, junior high schools, and senior high schools. Clear-cut and definite descriptions and specifications of all kinds of classrooms and the standard equipment for the same should be reduced in writing, adopted by the committees, the superintendents' council, and the board of education. These standards should be accompanied by drawings showing floor plans for each type of room, elevations of the walls, definite locations for fixtures and equipment, and specifications for standard equipment. These drawings and descriptions, together with general conditions and instructions for contractors, together with the contract for the architects, should be published as a "book of standards." This should be the adopted program of the school system for the erection of school buildings. In it the principal will have had abundant opportunity to give full expression to his educational doctrines and to work them out as a part of the standards.

But his work with reference to the erection of the building for his school is not yet completed. As the preliminary plans are developed and before the working drawings and specifications are set up by the superintendent of buildings, the principal should be called in consultation, should have full opportunity to criticise the preliminary plans, and should be made responsible as the community

leader for securing community approval on such plans through the parent-teacher association or other allied organizations. No preliminary plans should go to the architect from the office of the superintendent of schools with instructions to erect a building in accordance with the same without the approval of the principal and his community representatives. This places a large responsibility on the principal as an expert and as a community leader. School systems should seek only principals who can measure up to this responsibility and carry it out in full.

The school principal is charged with the responsibility for the health and well-being and physical development of the children and also of the teachers of his school. He is the chief administrative officer in his school unit for this expert work. However, he has need of experts in this field and they are usually provided. No city school system is complete without a health program. There will be at the head of it a physician in all probability who is the head of the health department. This officer will be called upon by the principal to carry out routine physical examinations of all school children, to ascertain remedial physical defects, to make sanitary surveys of the school building, to give expert advice and direct campaigns in the prevention or suppression of epidemics. In factory or waterfront districts, the principal will in all probability have a baby clinic or a branch health center. He will include in this additional institution a system of advising mothers as to the care of children and he will maintain a day nursery, or at least a junior kindergarten. If a day nursery is maintained, a rather highly developed and somewhat separate establishment is necessary. The children will be from homes where both father and mother must work. The advice and help of the nurse and the physician from the health department are, of course, absolutely essential and should be under the direction of the principal of the school. A schedule of expert duties carried out in the school under this department is very essential. The following gives some idea of the type of duties expected of these experts:

SUPERVISORY SERIES

DEPARTMENT HEALTH DEVELOPMENT BULLETIN No. 2

December 4, 1924.

To the Principals and Teachers:

STANDARDIZATION OF ROUTINE DUTIES OF SCHOOL NURSES

I. Schedule of Nurses' Visits

1. A schedule showing the days on which the nurse will visit each of her schools will be sent to the principal at the beginning of each school year.

II. Arrival at School

1. Nurse must report at school scheduled not later than 8:45 A. M.
2. If ill or for any reason unable to report for duty, she must report by phone to School Health Office, Merritt 176. The office will report to school principal.
3. On arrival at the school the nurse shall first go to principal's office to register and to get key to her room or cabinet.

III. Announcing the Arrival of the Nurse

1. A definite signal shall be used to announce her arrival to teachers that all children needing health care may be sent to her.

IV. Departure of School Nurse

1. On leaving the school building, the nurse must report to principal's office where she is going—to another school, field, or office.

V. Functions of the School Nurse

1. Detection of Communicable Diseases:

The nurse shall:

- a. Inspect all children returning to school after absence for illness of 3 days or more who have not been already granted a permit to return by either the City Health or School Health Departments.
- b. Inspect any child referred to her by principal or teacher for any reason whatever.
- c. Inspect all children who show signs of contagious disease or states that any member in home has a contagious disease.
- d. Recommend to principal exclusion of any pupil who in her judgment shows signs or symptoms of a communicable disease or infectious condition. The Department of Health shall be notified immediately by telephone of any communicable disease, followed by a postcard notification provided for the purpose.
- e. In case of sore throat, take culture before the child is excluded.
- f. Obtain culture tubes from City Hall, police stations, or the Ethel Moore Memorial Building, and there shall always be a supply on hand.
- g. Take cultures according to the instructions which accompany culture tube.
- h. Permits for a child to return to school after having had smallpox, scarlet fever, diphtheria, poliomyelitis, can be granted only by the City Health Office. Other communicable disease permits may be given by the Health Development Department deputized by the Board of Health.
- i. Make home call at request of principal or teacher on absent sick pupils when in doubt about sickness.

2. Health Survey:

- a. To be made once a year by team of nurses, doctor and physical education department assisted by students as clerks from school.
- b. Record the results of survey on the pupil's health record card.
- c. Follow-up survey by notices to parents and by personal call referring them with children to local neighborhood center for examination by doctor and advice as to conditions found.
- d. Advise parents along lines of health development, directing them to public and social agencies for help if they cannot go to private physician or dentist.

- e.* Follow-up to see that corrections are made through treatment centers, visiting nurse, or by home calls.
 - f.* Send in as much social history as possible of the family when referring a member to treatment center.
- 3. Render First Aid:
 - a.* Gives first aid in case of accident or injury.
- 4. Classroom Inspection:
 - a.* Makes classroom inspection to detect communicable or infectious conditions.
 - b.* Advises as to light, ventilation, etc.
 - c.* Gives health talks.
- 5. Conducts Local Children's Health Center:
 - a.* Encourages parents to bring school children for doctor's examination and advice.
 - b.* Nurse visits other centers to meet parents of the children, if she has not a center in her own district.
 - c.* Babies and pre-school children are seen in center with the Baby Hospital Nurse responsible for follow-up of such cases.
- 6. Makes Sanitary Survey:
 - a.* A yearly sanitary survey is to be made of conditions of school building, and filed in the Health Development Department Office with copies being forwarded to the business department and superintendent's office.
 - b.* The director of the department makes recommendations to the business department for necessary corrections.
 - c.* General observation of sanitary conditions of school buildings at all times.
- 7. Milk Survey:
 - a.* A yearly milk survey is made to determine the number of schools serving milk, free cases carried, and by whom, number of times children are weighed, and need for assistance in weighing from high schools, etc.
 - b.* A report of the survey is made to Parent-Teacher Association which sponsors the milk program.
- 8. Work with Parents:
 - a.* Parent Consultation at School.
 - (1) The nurse shall urge parent to bring child to Children's Health Center.
 - b.* Home Visit.
 - (1) To urge correction of physical defects.
 - (2) To see that pupil who is ill is receiving medical attention.
 - (3) To explain to parents the advantages of attending speech defect, deaf classes, etc.
 - (4) To make post-operative visit where nurse has arranged for the operation.
 - (5) To give instruction, when necessary, in general sanitation, care of children, etc.
- 9. Health Talks:
 - a.* Before P. T. A. when requested.
 - b.* To classes.
- 10. Coöperate with:
 - a.* School dental program.
 - b.* Attendance department where absence is due to illness.
 - c.* Visiting teacher and vocational counsellor.
 - d.* Health department of city.
 - e.* Visiting Nurse Association.
 - f.* Public Health Center of Alameda County.
 - g.* Baby Hospital.
 - h.* Emergency Hospital.

- i. County hospital.
- j. Hall of Records.
- k. Detention Home and Juvenile Court.
- l. Associated Charities.
- m. Other social and welfare agencies.

(Signed) *Director Health Development Department.*

Approved by
Superintendent of Schools.

A carefully worked out program in health education for all pupils of all classes of the school system will be a part of the contribution of this department. It should in part represent a special course of study which should by no means be confined to the time allotment which would be possible for such a course. The supervision of this work should be in the hands of an assistant supervisor under the leadership of the director of health education. The principal, of course, will be interested in having his teachers continually at work under the advice and direction of this expert supervisor. The best type of person for this work is a highly trained science teacher who has served as a nurse some time during her career. If such a person is obtainable for this position, the principal will find a wonderful assistance and inspiration in her leadership.

The physical education program, while closely allied with the health development program, is usually carried out by a separate group of experts. This group usually consists of a head director or supervisor and as many assistant supervisors as are necessary to meet the requirements determined by the size of the school system. A course of study, of course, is usually developed and in the hands of all physical education teachers and heads of departments in the various schools. In addition, there is frequently a program of playground supervision. In many cities municipal playgrounds are conducted in connection with the school organization. The physical education expert is the essential right-hand man to the principal of the school. He assists in most of the extra-curricular activities, which are the basis of a great deal of the work directed by the social motive of the school. The play element is brought in and used effectively, if the principal knows how to make proper use of his supervisory advisers in this department. Proper corrective drills and health habits are developed, and proper posture is maintained through this department. Even the seating of the schools should be regulated under its advice.

The principal of each school is responsible for the attendance of all pupils of his immediate school territory. He may not be legally responsible for pupils attending private schools, but the general conception of most State school systems of the responsibility of the head

of the school system for attendance of all pupils really makes the principal responsible for the attendance of all pupils in his neighborhood whether in public or private schools. The expert officer who comes to the assistance of the principal in this work is the attendance director, the part-time school principal, and the head of the placement bureau. These three functions should be combined in one department or should work as a closely federated group. The principal is responsible for using the attendance officer to enforce the compulsory attendance laws, to do all follow-up and home work with reference to children who do not attend school regularly, who are truant or who are out of school for any cause whatsoever. He is responsible for the enforcement of the proper conveyance of transfers and the location of children transferred from school to school. He is likewise responsible for new children coming into the territory. The attendance officer should be used to search these out and see that they are in school. He is responsible for promotion to higher schools and for a system which sees that the children are properly located there. He is responsible for the drop-outs. They must either be placed in a position where they have employment, and are sent to part-time school, or are brought back to school. For all of these the principal is provided with the attendance director and his assistants, also the placement bureau and its workers, also the part-time school. Sometimes he has a part- or full-time vocational counsellor to use in connection with this work.

The principal also has placed at his disposal the subject expert to be used as his chief assistant in the improvement of teaching. Subject experts are usually somewhat as follows: Director of shops, director of home economics, director of drawing, director of music, director of penmanship, primary supervisor, elementary grade supervisor, director of social studies, and the like. The means used for the improvement of teaching usually consist in well-administered school systems of a program of professional study for teachers, of a series of meetings held by the various supervisors, of a series of demonstration lessons, of an exhibit hall for school work, a project library, of a system of personal conferences, and the like. The principal will, of course, make full use of the supervisors' expert knowledge in their respective fields and will call them regularly to his building, consult with them as to teachers' programs, methods, professional study, demonstration lessons, etc. No principal is sufficiently wise to undertake the supervision of all the subjects taught in his school if it is a large one. Full use of these expert helpers will enable him to carry out his school program and meet his full responsibility for the course of study.

In conclusion, the work of the principal is the work of the school system. He is the administrative chief on the firing-line of school work. As is his leadership, so will be the spirit of the school, the effectiveness of its results and the degree to which the objectives of education are attained. He has it in his power to mold the attitude of the community toward education and toward good citizenship for all its children. He has it in his power to shape the general policies of his faculty as to a forward-looking program in education, as to their own professional growth, and as to their conception in the full of the American purposes of the public schools. He cannot hope to accomplish all these things wisely and well without the assistance of expert workers. These he finds in the supervisors and directors and other educational experts employed by the same authorities to which he as principal is responsible. These authorities place the services of these experts at his disposal. One of the marks of his quality and leadership as a principal will be the effectiveness with which he coördinates their work and uses it in carrying out the program of his school and attaining the major objectives of education.

CHAPTER XXII

THE PRINCIPALSHIP AS AN ADMINISTRATIVE OFFICE

IDA L. BARLEY

Principal, Ashland School, Kansas City, Missouri

SCHOOL ADMINISTRATION is a coöperative enterprise that embraces the superintendent's office, the business office of the board of education, the supervisory force, the principal, the teacher, the pupil, and the parent. The principal is chief in this relationship as he occupies the position of keystone in the arch. It is his business to understand the policy and the aims of the superintendent and the board, and also of the supervisory force, and to see that the work in his building is organized and administered in such a way as to accomplish these desired ends with the least expenditure of time, money, and energy, and with the maximum amount of interest in school work from teachers, pupils, and parents.

Clearly then, the first rule of efficient service of the principal in relation to the superintendent's office and the board is unqualified obedience to authority. This is absolutely necessary as the principal is the coördinator and administrator of all the activities of the school. Hence his work should be at all times in harmony both in spirit and in effort with the established policy of the superintendent's office, which has, of course, been approved by the members of the board.

The principal becomes imbued with the policies of the superintendent by means of principals' meetings that are called by the superintendent, by circular letters sent to the school, by lectures, by personal interviews, and by professional articles published in newspapers and magazines. Accordingly it becomes the duty of the principal, as head of the school, to realize the aims for which the school stands. He is the leader to bring them to completion. This may be accomplished by talks given in the faculty meetings held in the school building, by circular letters to teachers, by notices placed on the bulletin board, by conferences with teachers, by brief enthusiastic announcements given in assemblies of pupils, or in the classroom.

The principal, as an administrator, is also responsible to the business department of the board of education in relation to the care of all property, building, repairs, and custodian service. Requisitions for supplies, furniture, equipment, textbooks, building, and repairs should be made promptly and in a thoroughly business-like manner. All deliveries should be immediately checked when received and the invoices filed for future reference. All reports on school property, pay rolls, school attendance, fire drills, and inventories should be

absolutely correct and sent in promptly on time. It is the principal's duty to see that all school property is taken care of, that waste is eliminated, and that school work is carried on with the least expenditure of money.

The supervisory force, consisting of specialists along certain given lines, may be of the greatest service to the principal. For the order of delegated authority is superintendent to the principal and to the special supervisor and thence to the teachers of the school. The burden of success very largely rests upon the supervisor, as the principal can be held responsible only for the work in his school. Each supervisor is therefore made responsible to put across the teaching technique of his particular field. Clearly then, coöperation must be the keynote and result in real teamwork between the supervisor and the principal.

When the supervisor enters the building, it is his duty to report to the principal. After a brief discussion of the work to be accomplished, the principal should give him advice as how best to see the work of the classes with the least loss of time and interruption of the teachers' daily programs. Before the supervisor leaves the building, the principal should hold a conference with him. A report of things well done, of things that were questionable, and of suggestions given to the teachers should be asked for. This is truly the means of promoting coöperation through understanding the teaching situation in the school.

From the very outset of the principal's work there are two kinds of duties that confront him—namely, those of administration and those of supervision. As the task of supervision constitutes the chief function of the principal, administrative duties should be taken care of in such a way as to allow time and opportunity for the principal to supervise instruction given in the classrooms.

On account of the many demands on the time of the principal and the great variety of tasks that beset him, this principle should be observed that no work should be undertaken by the principal that can be done by someone else. The best means of carrying out this fundamental principle is to place an executive secretary in the principal's office, to have a vice-principal chiefly engaged in scientific measuring and classifying, and to delegate certain duties to teachers, hygienist, custodian, and pupil patrols.

An executive secretary in the principal's office can look after clerical work, answering the telephone, checking the attendance of teachers and pupils, giving out of supplies and textbooks, making requisitions, receiving parents and other visitors to the school.

In schools of a thousand or more pupils, a vice-principal, in addition to the duties of assisting the principal, can render invaluable

service to the school organization by devoting the major part of his time to scientific diagnostic work and re-organization of classes. This work consists in giving mental tests, achievement tests, physical tests, and by making a survey of the school district. In the survey points to be noted are nationality, racial elements, occupations, home life, culture, relative wealth, belief in the school, general character of the people whose children attend school, and the relative patronage of private or parochial schools in the district.

From the findings of these tests and the analyses of the health and social situations of the pupils, classes should be organized according to the range of ability. Care should be given that there may not be too much spread. A pupil should be promoted when he has the ability to do the work of the next grade. If it is deemed advisable the school may be organized along the line of the Cambridge, the Batavia, or the platoon plan. The very bright should be sent to special classes; the very dull to an ungraded room; the subnormal to opportunity, or development, classes; and the physically weak to open-air classes. If the mental age is high and the achievement age is low, whose fault is it? Unless the principal and teachers can find some other cause for it, the school will have to accept the responsibility. If the mental age is low and the achievement age is high, it may be due to close application, to good teaching, to good opportunities, or other favorable causes. In a class where the mental ages are known, a teacher whose work is not up to standard, has no recourse.

The relationship of principal and teacher is a reciprocal one. As the teachers are the chief workers in the school plant, the principal's main administrative duty is to clear the way for them. The principal should consult with and advise the teachers about tardiness, truancy, disobedience of pupils, lighting of rooms, ventilation, adjustment of seats, care of school property, as well as many other things that come up from time to time. No innovations of important character should be attempted without having sufficient preparation previously made for them and enlisting the interest and sympathy of the teachers for them. The principal must take an interest in teachers' experiments and projects. Ask them how the problem arose, watch the development of it, and note the results.

In order to have each teacher feel that she has some specific part in the administration of school affairs, committees of teachers may be appointed to work with the principal. A committee on professional advancement can be of great assistance in helping to arrange programs for teachers' meetings, in bringing to the notice of other teachers new educational books, extension courses, and interesting lectures. A committee on social activities can work in connection with the parent-teacher association and the social life of teachers

and pupils. A committee on behavior and school management will aim at character-building. A committee on buildings and grounds will be of great assistance in the protection and beautifying of property and in the checking of waste. A committee on supply and equipment can render service by looking after the records of text and supplemental books, maps, charts, globes, art supplies, and all general equipment. A committee on health will take charge of school lunches, sanitation, contagion, weighing and measuring, milk-feeding, fire drills, Junior Red Cross, and Junior Safety Council work. A committee on finance will have charge of ways of raising money for the school budget, thrift, and banking. A committee on recreation will have oversight of civic affairs, playgrounds, games, folk-dancing, musical programs, Boy Scouts, Camp Fire Girls, Girl Reserves.

In all dealings with pupils the principal must strive to be impartial, just, and firm, for the morale of the school depends upon him. He should take an interest in the problems of the children, learn to know something of their home life and their amusements, and be ready to advise them whenever an opportunity presents itself.

By means of talks in the school assembly and by direct contact with the boys and girls in the classroom and on the playground, the high ideals for which the principal and teachers stand will serve to create the right kind of school spirit among the pupils. Also, pupil-participation in school government serves to develop group loyalty which engenders a spirit of fair play. Then, rules to enforce discipline arise naturally within the group. Therefore, it is of the greatest importance to get all the pupils to feel that *this is our school*. This is one of the greatest administrative tasks of the school principal.

Lastly, it is the duty of the principal to meet courteously all parents who come to the school and to listen to their requests or complaints. He must make the parents feel that he sincerely wishes to help them and that necessary investigations and corrections will be made. Here is a fine opportunity for leadership and also for stressing the aims and purposes of the school. Also, by means of the parent-teacher association the policies of the school and the school system may be explained and the support of the members may be enlisted. Pupils' reports, school entertainments, displays of school work, athletic contests, the school paper, and parents' days at school are excellent means of creating a variety of interests between the school and the community. These help to form the bases of real understanding and true coöperation between the school and the home and measure the strength of the principal as a leader and as an administrator of the school.

CHAPTER XXIII

THE STATUS OF THE ASSISTANT PRINCIPAL IN THE ELEMENTARY SCHOOL¹

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THIS CHAPTER embodies the results of an investigation made for the purpose of finding the answers to certain questions which might well be raised concerning the status of the assistant principal in the elementary school. These questions may not be answered in their entirety nor will the results found be in keeping with the ideas or ideals of those most interested in this phase of educational administration. The results do show conditions as they exist in representative cities of the United States. The following are the questions to be considered:

1. What are the qualifications and duties of an assistant principal at the present time?
2. Is the assistant principal really an assistant principal, or is he or she virtually an assistant to the principal?
3. Under what circumstances is an assistant principal necessary?
4. At the present time, there is a definite tendency toward making the principalship truly professional. What should be the duties of an assistant principal as determined by those outlined for the principal?

The answer to the first question is given in the light of responses to letters and questionnaires (see appendix at end of chapter) which were sent to superintendents and principals of eighty-five (85) representative cities of the United States. Every State in the Union is represented, and the cities have a population of 250,000 or they are the largest in the State. The answers to the other questions are conclusions drawn from the information received.

The following tables will show the general character of the responses and the information contained therein:

TABLE 1

Numbers of letters sent	
Superintendents	85
Principals	85
Cities represented	85
Number of responses received	
Superintendents	71
Principals	43
Cities represented	80
Character of the responses	
Cities having no assistants.....	39*
Cities having assistants.....	41

*This number (39) includes six cities having a school clerk.

¹This thesis is offered in partial fulfilment of the requirement for an M. A. Degree at the University of Cincinnati.

The number of responses received was most gratifying. The cities having no assistant principals in their school system represent, for the most part, cities having a population of less than 250,000 or those in which the size of the schools made the appointment of an assistant principal unnecessary except in the high schools.

TABLE 2 (QUALIFICATIONS)—SECTION 1

A. Educational (Academic)

Number of principals or superintendents naming specific qualifications	14
College degree required.....	10
Normal school diploma accepted.....	1
Training school diploma accepted.....	2
Good	1

The figures set forth in this table indicate that it seems to be an accepted fact that the academic qualifications for the position of the assistant principal should be comparatively high.

TABLE 2—SECTION 2

B. Educational (Professional)

Number of principals and superintendents giving specific recommendations	6
Additional college credits	3
18 hours additional work.....	1
Work in pedagogy	1
Same as teachers' requirements.....	1

It would seem that, from the facts brought out in Section 2, Table 2, it has been advisable to require special professional training for the office of the assistant principal.

TABLE 2—SECTION 3

C. Experience in Teaching

Number of principals and superintendents making definite recommendations	9
Length of experience	
1 year	1
2 years	1
3 years	1
5 years	1
15 years	1
20 years	1
Kind of experience	
Work of all grades.....	1
Work in five grades.....	1
Work in 7th and 8th grades.....	1

The length of time necessary to acquire experience varies decidedly in the minds of different individuals as shown in the figures of Section 3 of Table 2.

TABLE 2—SECTION 4

D. Sex Qualifications

Number of principals who expressed a preference.....	12
Man	2
Woman	6
Either	4

Section 4 of Table 2 would seem to indicate that there is little or no discrimination against placing women in administrative positions.

TABLE 2—SECTION 5

E. Personal and Social Qualities

Number of principals who specified certain qualities as essential	9
Tact	5
Executive ability	4
Leadership	4
Ability to approach people.....	4
Diplomacy	3
Ability to be a good mixer.....	3
Honesty	2
Pleasantness	2
Good judgment	2
Disciplinary qualities	2
Affability	1
Loyalty	1
Culture	1
Youth	1
Politeness	1
Uprightness	1
Dependability	1
Frankness	1
Agreeability	1
Calmness	1
Poise	1
Coöperation	1
Sympathy	1
Reliability	1
Fairness	1
Possessing ideals.....	1
Ability to meet a situation.....	1

The range of qualities seems large when viewed hastily but it is really no larger than the range required of a good teacher or of any other social being. It is not a difference of qualities, but rather a different emphasis which is placed upon certain qualities which are looked upon as prime factors in the making of a good assistant prin-

cipal. Certain qualities are very essential to an administrator or supervisor which, though necessary in a teacher, do not seem quite so important when compared with others which seem more essential to the classroom teacher.

TABLE 3—(SELECTION)

Recommendations for selection	
Number of principals and superintendents making definite recommendations	12
Appointment:	
By superintendent.....	6
(Recommended by principal)	
By Board of Education.....	4
(Recommended by principal, supervisor or superintendent)	2
(In accordance with definite rules).....	2
Choice of principal	1
Eligible list	1
(Based on written and oral examination, report of supervisors, and classroom tests.)	

It would seem logical that the person most concerned with the appointment of an assistant—that is, the principal, should be considered when the appointment is made. The table indicates that this is the practice in the largest number of instances in which the question of selection was considered.

TABLE 4 (SALARY)

Comparative study of the salaries of assistant principals and teachers in the same system

Teacher			Assistant principal		
Minimum	Rate of advance	Maximum	Minimum	Rate of advance	Maximum
\$ 900	\$100	\$1500	\$....	\$100	\$1600.00
900	50	1600	1500	50	.....
1000	...	1700	1200	...	1800.00
1000	120	2000	1700	120	2000.00
1000	100	1800	1000	100	1800.00
1080	...	1536	1536	60	1635.96
1200	...	1440	1800	...	2200.00
1200	100	2000	1200	100	2200.00
1200	100	2000	....	...	2300.00
1200	100	2100	....	...	.....
1300	100	1800	1800	120	1920.00
1300	100	2000	....	...	2700.00
1400	...	2000	2000	...	.....
1500	100	2500	....	...	2750.00
1500	125	2875	2500	150	3600.00
....	...	3250	....	...	.....

The salaries for both the regular teacher and the assistant principal vary throughout the United States. The figures in Table 4 will show, however, that the salary of the assistant principal is comparatively higher than that of the regular teacher. In a great number of instances, the assistant principal is recruited from the ranks of the regular teacher. It is to be supposed that, in most schools, it is the experienced teacher who is selected and the maximum salary for the regular teacher may have been attained before the appointment as assistant principal has been made. In such cases, the position of assistant principal offers a higher maximum salary.

DUTIES OF THE ASSISTANT PRINCIPAL

As indicated by responses from a large number of superintendents throughout the United States, the duties of the assistant principal are, for the most part, those which have been assigned by the principal. The duties included in the responses received have been classified in accordance with the classification now in general use in the consideration of the work of the principal—supervision, administration, community leadership, promotion of professional growth, and clerical work. Inasmuch as large numbers of assistant principals are in charge of regular classes, it was necessary to add teaching as one of the duties. Miscellaneous duties which have been assigned to the assistant principal and which seem to be just a little outside the bounds suggested in the classification used are included in the last section of Table 5 (Duties).

TABLE 5 (DUTIES)—SECTION 1

A. Teaching	
Number of hours per week	
All time	6
Half time	1
25 hours	1
20 hours	3
15 hours	1
10 hours	1
None	4
Indefinite	4
Gives model lessons.....	1
Serves as substitute.....	3
Grades or subjects taught	
All grades	3
Highest grade	2
English (7th and 8th grades).....	2
History	1
Geography	1
Literature	1
Drawing	1

The figures in Section 1 of Table 5 show that in many school systems the assistant principal is a teaching assistant. In many schools the assistant principal is teaching the larger part of the time. The grade or subject taught depends upon the situation which presents itself within the individual school. If the school is organized on a departmental plan, the assistant principal teaches one or more of the subjects of the upper grades. In a school which is not departmentalized, the assistant principal is usually in charge of the highest grade.

TABLE 5—SECTION 2

B. Supervision:

Number of hours per week:

None	6
10 hours	3
13 hours	1
15 hours	1
Indefinite	2
Assigned by principal	1

Grades or subjects:

All grades	2
Grades 1, 2 and 3	2
Kindergarten to 6th grade	1
Arithmetic (5th to 8th grade)	1
Arithmetic	1
Geography	1
History	2

A comparatively small part of the assistant principal's time seems given to the task of supervision. Where the assistant principal has definite duties along the lines of supervision, both the horizontal or grade supervision and the vertical or subject supervision are in evidence.

TABLE 5—SECTION 3

C. Administration:

Number of hours per week:

20 hours	1
12 hours	1
10 hours	2
4 hours	2
3 hours	1
None	1

Type of work:

Distribution of supplies	8
Keeping attendance	7
Minor cases of discipline	6
Preceptress of girls	5
Tardiness cases	3
Interviewing parents (minor visits)	2
Arranging school entertainments	2
Enrolling pupils (late entrants)	2
Transferring pupils	1

The time given to administrative duties by the assistant principal varies, the type of work assigned includes only that which is of such a character that it can easily be delegated and from which the principal might well be relieved.

TABLE 5—SECTION 4

D. Community Leadership:	
Type of work	
Parent Teacher Association	
Schools without associations.....	3
Assist principal	4
E. Promotion of Professional Growth:	
Type of work	
Teachers' Meetings	
Assist principal	4
Arrange programs	1
Preside in principal's absence.....	1
Conferences	
With teachers supervised	1

As far as definite responsibility for community leadership or promotion of professional growth is concerned, the assistant principal seems to have little or none.

TABLE 5—SECTION 5

F. Clerical Work:	
Number of hours per week	
15 hours	11
10 hours	1
8 hours	1
5 hours	1
3 hours	1
2½ hours	2
2 hours	2
None	1
Indefinite (outside of school time).....	1
Type of work	
Making reports	11
Preparing and keeping records.....	6
Making programs	5
Checking pupils' reports.....	2
Ordering supplies	2
Selling supplies	2
Making out pay-roll.....	2
Handling details of census	1
Making out grade sheets.....	1
Making out time sheets.....	1
Writing letters	1
Answering telephone	1
Preparing material for course of study.....	1
Assisting in giving educational tests.....	1

The kinds of clerical work done by the assistant principal varies somewhat in different cities. It consists largely of making of reports and handling other clerical work which becomes necessary in a large school system.

TABLE 5—SECTION 6

G. Other work not included in Sections 1-5

Type of work	
Supervision of yard.....	6
Supervision of pupils during intermission.....	10
Before school	1
During recess	5
At noon	4
In charge of athletics	2
Pupils' parties	3
Pupils' organization (clubs, etc.).....	3
Assigning duties to teachers.....	2

Section 6 of Table 5 might be considered as additional, though some of the duties could be included in some other part.

Tables 1-5 will give some idea as to what the work of an assistant principal includes. They indicate just what the status of the assistant principal is in various representative cities of the United States. The facts set forth in these tables answer the first question in so far as the conditions in these representative cities may be considered indicative of the general situation.

The answer to the second question—Is the assistant principal really an assistant principal, or is he or she virtually an assistant to the principal?—is based upon the facts as they appear in Table 5 (Duties of the Assistant Principal). Recent studies, which have been made of the work of the principal, show that the tendency is to classify the duties according to importance into the following: (1) Supervision; (2) administration; (3) community leadership; (4) promotion of professional growth; (5) clerical. The clerical and administrative duties assigned to the office of the assistant principal far outrank the others in importance. It would seem, then, that the person who is appointed as assistant principal is virtually an assistant to the principal.

The primary purpose of this thesis as set forth in the title was to show conditions as they are found today. Conclusions which might be drawn from the facts as given in these tables might readily lead to changes along the lines of organization and administration.

A large amount of clerical work is necessary in all schools, and, because the chief duty of the principal is supervision, he must either neglect his work or delegate the clerical. If this work is delegated, it usually falls to the lot of the assistant principal. The clerical

work is necessary; some one must do it. The person best qualified for this work is an efficient clerk. It would seem that if each school were supplied with a clerk, the principal would then be free to carry out the most important phase of his work—that is, *supervision*, and the assistant principal would be in a position to assist in that phase of the work which means most to educational progress.

If the clerical work is put into the hands of a trained clerk, the third question then arises—Under what circumstances is an assistant principal necessary? If the principal is no longer responsible for the minor details of clerical and administrative work, he is free to bend his efforts toward the big things in education—the *supervision of instruction, community leadership, and professional growth*.

In a small school, one person might easily carry out a complete supervisory program. In such a school an *assistant principal* would be unnecessary. A *vice-principal* would prove desirable in order to have some person definitely responsible for the work of the principal during his absence. This official would hold the same relation to the principal that a vice-president holds to a president.

In a large school, the number of classes or the variety of work might render it impossible for one person to supervise the teaching effectively. Here an assistant principal would prove expedient. Assistance should be confined, however, to the important work of education. Responsibility for supervision in a large school might be shared by the principal and the assistant principal by making a horizontal division of the work with the principal responsible for the upper grades and the assistant principal responsible for the lower grades. A vertical division of the work should prove effective in a school organized on the departmental plan. Here the responsibility would be divided according to subject, not grade. Through conferences and mutual agreement as to policies the principal and assistant principal could work together on matters relating both to *supervision* and *administration* and thus make the school a complete whole.

In the present, and still somewhat new concept of the position of the principal, *administration* ranks next to *supervision* in importance. (See page 393.) It is conceivable, however, that in some schools *administration* might outrank *supervision* and assume the first place. In a very large school which is organized on the departmental plan or in a school organized on the platoon system, the administrative problems might assume greater importance than those of supervision. A shifting school population has its peculiar administrative problems. If there is a large percentage of foreign children

in a school, the placement of these pupils within the system offers difficulties in administration.

At the present time, various administrative duties are being assigned to the assistant principal, and some are of such a character that they could not be delegated to a clerical office assistant. Parents who visit a school are often dissatisfied to be interviewed by a clerk. Usually they seem satisfied only when they have had dealings with some one in authority. Attendance cases and problems should be handled by an administrator and not delegated. In matters such as have been mentioned there should be a sharing of responsibility between the principal and his assistant.

If the principal is a man and the assistant principal is a woman, there are certain administrative problems which would come naturally within the province of the assistant. The adolescent girl presents problems at times which can best be handled by a woman. If it seem necessary and advisable that a series of "plain talks to mothers" be given, the one who is best qualified to handle the work would be the assistant principal.

In the measurement and testing programs which are being included in the administration of the schools of today there might be found an important place for the assistant principal. Some of the work in connection with the testing and measuring of the intelligence and achievement of school children is administrative; some is supervisory in character. An extensive program of tests and measurements would call for an assistant principal capable of handling any or all phases of the work.

There is still another vital reason for making the office of assistant principal a more responsible, more professional, and therefore more dignified one. The assistant principalship could furnish the best possible training school for principals. There is a tendency everywhere to fill vacancies which occur in the administrative and supervisory departments of the schools by making promotions within the service of the public schools. These positions are desirable, and there could hardly be found a better way than to recruit the future principals from the ranks of the present assistant principals.

If the assistant principal has had a share in the major fields of the work of the principal, he or she will, upon promotion to a principalship, be assuming full responsibility for that line of work in which adequate training has been given and where efficiency has been shown. At the present time newly appointed principals may find themselves required to carry out special lines of work for which they were not trained while acting as assistants.

When a regular teacher is appointed as an assistant principal the new position is considered a promotion. Is it really a promotion? The teacher whose work has won for her the title of "fine teacher" becomes an assistant principal and assumes the responsibility for the mere routine work of the school, the type of work which could so easily be handled by a clerk. Later a further promotion comes, the assistant principal becomes a principal. The chief work of the new position is the supervision of instruction. But talents which are not used decay and are lost, and the "fine teacher" may find herself fitted neither for teaching nor for assuming work for which no previous training has been provided.

The following are certain conclusions which the writer has drawn in connection with the work of this thesis:

First: The position of the assistant principal should be rendered truly professional. The necessary qualifications and the duties assigned should be of such character as to dignify the office.

Second: Each school should be provided with a clerk who has been trained to handle all work that is usually done by a clerical assistant.

Third: In addition to a clerk small schools should be provided with a vice-principal to assume the duties of the principal during the latter's absence. The vice-principal would be a teaching assistant and would become supervisor and administrator only in the absence of the principal.

Fourth: Large schools should have an assistant principal as well as a clerk. The assistant principal should be a supervising assistant and should be prepared to assume responsibility for a definite portion of the supervision and administration of the school. Conditions within the school can best determine just how the principal and assistant principal shall share in the responsibility.

APPENDIX

Since the writing of this thesis information has been received concerning the status of the assistant principal in Newark, New Jersey. The qualifications, selection, and salary do not differ materially from that already shown. The duties, however, vary according to the type of assistant. The duties of the "teacher clerk" seem to be largely clerical and administrative; the "grammar" and "primary vice-principals" are teaching assistants; the duties of the "floating or supervising" vice-principal are largely supervisory in character.

QUALIFICATIONS AND DUTIES OF THE ASSISTANT PRINCIPAL

.....School Date.....
 City.....

I. Qualifications:

1. Educational (Academic)
2. Educational (Professional)
3. Experience in teaching
4. Personal qualities considered.....
5. Social qualities considered
6. Preference (Man or Woman).....

II. How Selected:

III. Salary:

1. What is the salary of the assistant principal?
 MinimumRate of advance.....Maximum.....
2. What is the salary of the regular teacher?
 MinimumRate of advance.....Maximum.....

IV. Duties:

1. How many hours per week of *teaching*, if any?.....
 What grades or subjects?.....
2. How many hours per week of *supervision*, if any?.....
 What grades or subjects?.....
3. How many hours per week are spent in *administrative* duties, if any?
- What are the main administrative duties?.....
4. What responsibilities, if any, has the assistant principal in relation to teachers' meetings, Parent-Teacher Associations, community activities?
5. How many hours per week does the assistant principal give to clerical work in the office, if any?.....
 What are the main duties of this character?.....
6. What other responsibilities, if any, has the assistant principal, such as having charge of pupils during intermissions, etc.?.....

NOTE—I shall be glad to have any suggestions which you would care to make concerning the work of the assistant principal. If you have time and care to do this, kindly use the other side of this sheet.

CHAPTER XXIV

THE PRINCIPAL AND EXTRA-CURRICULAR ACTIVITIES

EDWIN B. TILTON

Principal, Memorial Junior High School, San Diego, California

TO THE MODERN principal of an elementary or junior high school the matter of extra-curricular activities has usually presented a problem which he was more or less unwilling or unable to grapple with fairly. That club life and the opportunity for activities not allied to the routine of classroom studies is a natural ambition for every normal school child is admitted by every forward-looking educator. But how to provide for this, in the face of a crowded curriculum, and by what circumvention it could be imposed upon the teacher whose vitality and powers of leadership were already drafted to capacity was a problem that baffled many a pioneer thinker in this field of school administration.

There are few progressive school men or school women but recognize the immense educational value residing in these so-called extra-curricular activities. And in most of the modern schools of today direct provision is made for the formation and function of club programs and allied enterprises.

Heretofore extra-curricular activities have been "extra" in the full sense of the word. That is, they have been purely voluntary associations of pupils who were brought together by a common interest in some avocational activity and who had extra time to spend in following it up. Also, the leadership fell to teachers who had more than the usual amount of extra-classroom interest in pupils, a surplus of energy above the daily requirements, and who had the extra time to spare after school hours or on Saturdays. Herein lies the greatest weakness of an extra-curricular program based upon voluntary participation and voluntary leadership. It is undemocratic in that only some of the most potential ones among the pupils may have the leisure to be actively identified, and the very teachers whose qualities of character and leadership are most essential to success could not spare the time and energy required. The above, in short, has characterized the whole question of extra-curricular activities from the principal's standpoint.

In the hope of working out a satisfactory solution in such a way that the tremendous social values involved in club activities might be conserved for educational increment our school, in common with

many others, has sought the incorporation of these activities within the program of the school day. A summary of our expansion and activities up to the present time may be of interest as pointing the way to more effective solution.

Permission was sought and obtained to incorporate the clubs into the curricular daily program. This was understood to be experimental, and the right was reserved to discontinue the plan if it proved disastrous.

Accordingly the afternoon periods on Wednesday were shortened to provide a club period of forty minutes. The dismissal hour came at 3:20, the same as on any regular school day, but a club might continue its activities beyond the closing hour by mutual consent of the leader and members. All details being planned out carefully in advance, Wednesday afternoon, October 29, was fixed upon as the date for the club machinery to be set in motion.

Events have more than justified our expectations. Anticipating indifference or lack of initiative on the part of a considerable minority in electing club membership (a certified list of all the clubs being published and proclaimed on repeated occasions in advance) several opportunity clubs were provided. The pupil who failed to indicate his club preference found himself automatically elected to the Opportunity Club whose program, under energetic leadership of picked teachers, included a brisk résumé of the weak spots of his daily work with the consequent opportunity for increasing his grade standing.

The net result of our plunge into this venture is that every pupil in school is actively tied up to some club activity, and every teacher is allied with the work in some capacity as leader. Being incorporated within the established school day, all problems of attendance and discipline are automatically disposed of.

At the present time we have an aggregate of 37 clubs in active operation, with a total membership of approximately 1050. One group of 25 or 30 boys who because of industrial occupations were scheduled for only five hours of the school day had heretofore lost out on all extra-curricular activities. This group was organized into a Workers' Club, and due to the abbreviated class periods for the afternoon a half-hour club period remained for them. An enthusiastic, well-chosen leader is making this club one of the liveliest and most progressive clubs in school.

By the arrangement here outlined a fine opportunity is afforded the National club organizations to function in our school program. For instance, the Girl Scouts have built up a large and impressive organization of several troops. The Boy Scouts' organization that

last year languished and faded away, has come into new life, and the district leader for the city comes out each week to take personal charge of the Scout group. The same is true of the Pioneer Club—much good work being done by the city leader, with a member of our faculty sitting in as an ex-officio assistant.

The Camp Fire Girls and the Girl Reserves are able to carry through a comprehensive program because of the assured full and regular attendance. Two large and zealous classes in camp cooking for boys are making good headway under the leadership of our cafeteria chef and two teachers.

The Shop for Girls' Club numbers more than threescore and is one with a real program and a real spirit to do things. At present three of our shop teachers are giving useful, rudimentary instruction to "capacity groups of girls," and the demand is not exceeded.

Following is the list of clubs as provided for at the present time:

Girl Scouts	Camera	First Aid (Girls)
Boy Scouts	Radio	French
Girl Reserves	Dramatic	Thimble
Pioneers (Boys)	Art-Sketching (Boys)	Whittlers
Camp Fire Girls	Art-Sketching (Girls)	Commercial
Rooters	Shop for Girls	Basketry
Nature	Press	Book
Spanish	Science (Boys)	Camp Cooking for Boys
	Industrial Workers (Boys)	

The residuary gains to the school in citizenship, in scholarship, in the incentive to school regularity, and in strengthening the link between the school and the daily life is increasingly recognized. As the true psychology of childhood is mastered, and the laws that govern the successful administration of school are understood, there will be more emphasis placed upon these activities that may rightfully come to be called "intra-curricular"—if indeed any term shall be needed to differentiate them from the other school and classroom activities.

CHAPTER XXV

THE PRINCIPAL AND HIS PHYSICAL PLANT AS AN AID TO PUPILS' HEALTH

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IN MOST COMMUNITIES, rules and regulations prescribe rather definitely the duties of janitors or custodians. In their hands rest the heating, the cleanliness, and the general maintenance of the school buildings.

Working jointly with the custodian, however, is the principal. He must see things as they are; and, then, with a vision of possibilities, must strive coöperatively with all agents involved to lift his plant to the highest ideal standard that it may be a worthy home for hundreds of children each school day.

As it has been suggested that this topic be treated from actual experience, I would ask the reader to relegate the personal element to the background, and picture changes in one physical plant as distinct aids to school health.

Trained under educational leaders, such as the late William T. Sedgwick, of the Massachusetts Institute of Technology, and Henry Suzzalo, formerly at Teachers College, Columbia University; and, with practical experience in elementary, high, and normal school work, I was assigned ten years ago to the position of principal in a district that dates back to 1821 in the school life of the City of Boston.

The Bowdoin buildings, on the northerly slope of Beacon Hill, were originally surrounded by fine estates with orchards and gardens, but the city's growth has caused open spaces to give way to apartment houses largely occupied by a foreign population.

The present main building on the site of Charles Sumner's birthplace is an admirable one considering the date of its erection, in 1896; but, at my appointment ten years ago, a quick survey showed certain needs. Heavy double windows protected the pupils from the outside air; and, accumulating dust from a busy street, lessened the light that could enter the classrooms. Surrounded by apartment houses, outdoor air seemed essential; and, as the fan had lost its early power to clear rooms of all odor, the time seemed appropriate for action.

The chairman of the schoolhouse commission caught a glimpse of what was longed for. Room by room the experiment was made, till

the inside double windows were removed from every side, except the north, where the wind comes sweeping across the Mystic and Charles Rivers.

Then, with rare insight, the wide casements, formerly inclosed by the inner windows, were stained a beautiful, golden yellow. Never can I forget the change that was so simply wrought in one of the most shut-in rooms on the ground floor. The casement stain caught the sun's rays that entered here and there, till the whole room seemed suffused with its golden glow, and through the single windows fresh breezes could easily be admitted bringing health and energy to the little ones within.

Then, we went further. In two rooms on the third floor, having windows to the east, south, and west, the older single windows were replaced by French windows on two sides of each room. There we gathered the underweight girls of nine and ten. The wonderful sunshine and air did their part. A well-planned equipment for serving milk and dark bread from home did its share. At the present time, it is difficult to find girls seriously enough underweight to fill these rooms, as in the early days.

The next step for health was taken in a primary building, an historic structure beautifully built in 1824. Today, its large rooms with their arched ceilings and their outlook upon the Charles River surpass in beauty many smaller rooms in the modern type of building.

Sanitation, however, had to be helped. Again, the schoolhouse commission responded to the need. A space in the schoolyard was excavated to the depth of six feet. In this deepened basement was installed the most modern sanitary toilets and lavatories for kindergarten and primary children. This water arrangement, requiring more heat, resulted in a large furnace with coils, and radiators being placed in each room.

Walls and ceilings were made fireproof by a metallic covering that was painted canary-yellow; and, again, the little people were to live in warmth, sunshine, and breezes from the Charles River. This building had its yard for play, but the main building, erected in 1906, had no yard for the seven hundred pupils within.

Boston was the home of playgrounds; yet, upon my assignment to the Bowdoin, indoor recess was common to all classrooms. Loud voices and noise prevailed; for, in the twenty minutes' recess, there was no other opportunity to expend physical energy. How these girls needed to run and play! Home yards had disappeared with the coming of the apartment houses. Naught remained but the sidewalks, but the curving streets with ever-increasing traffic for boys and girls of the first three grades, and for the girls going on toward adolescence

from the fourth to the ninth grades. Surely, this meant a crushing of all that girlhood craves, and thus a weakening of future womanhood and motherhood, because of expense on Beacon Hill.

Then, one Saturday, like a flash, the vision came. Grades could be assigned to specific places on side streets. Pupil leaders could care for each grade's allotment. Safety and courtesy could be supervised by a teacher and myself on either side of the building.

The plan went into effect. Mothers in apartment houses looked out of windows at the sight. Nearby storemen gathered on corners to see the pupils with balls, bean bags, and jump ropes at play in the streets. How the girls loved it! Physical energy rightly expended reinforced the mental attitude for study and transformed many a personality.

Did it stop here? Ah, no, that is the beautiful thing that always comes, when an entering wedge is made for progress! The superintendent and his staff, the school committee, the schoolhouse commission, all came to see the enjoyment of the pupils. One day, to another building, came the word that the chairman of the schoolhouse commission was at the office. With the chairman was Mayor Peters. Returning, I found that all classes were being sent to their assigned places in the streets. All the visits brought results, till it seemed that the school and city officials had focused upon one thing—a playground for the Bowdoin school.

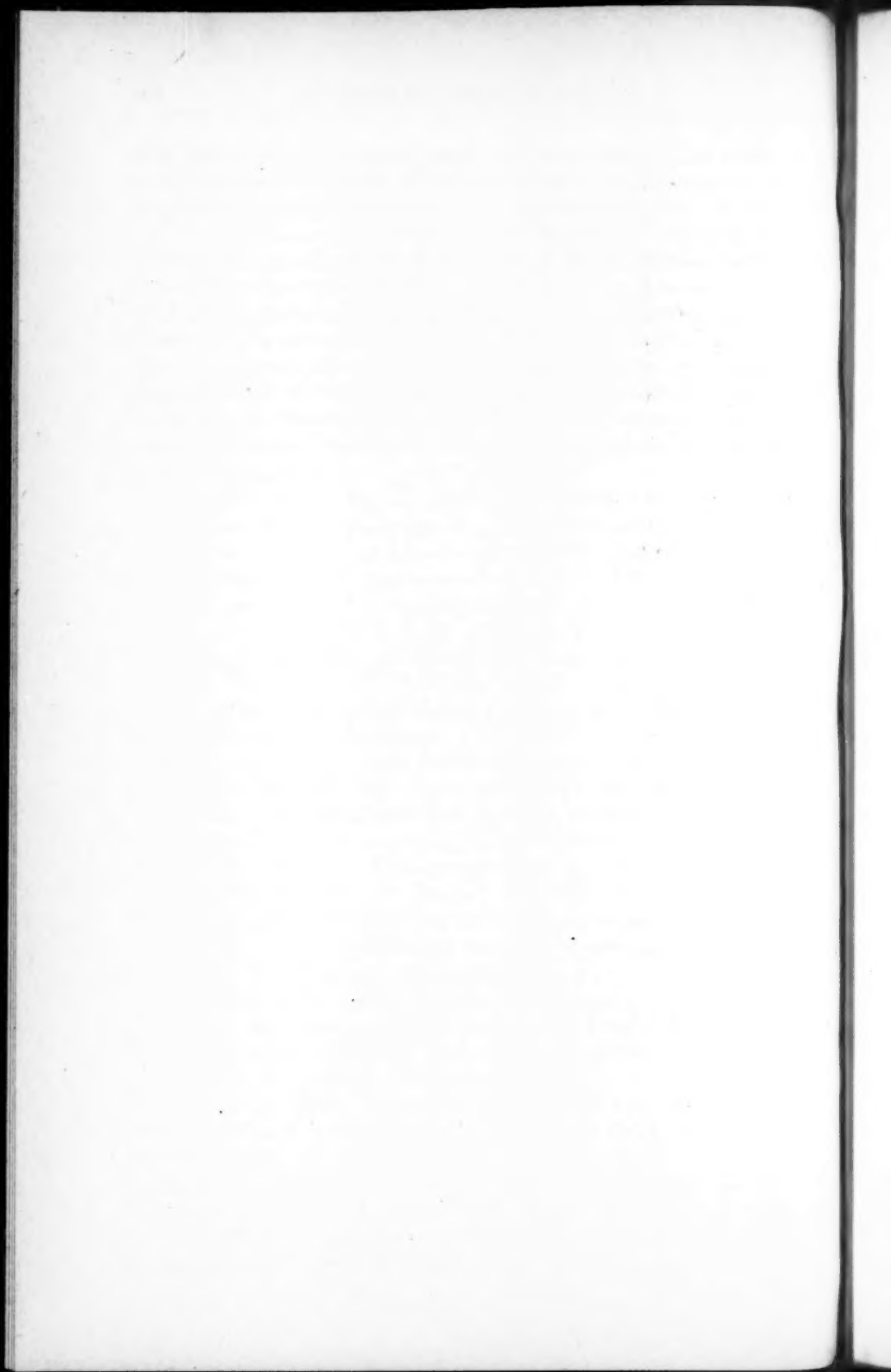
Within a year, old houses opposite the building began to be torn down, and a space of 7000 square feet was purchased at an expense of \$65,000. Two years later, the Bowdoin playground, beautifully surfaced and equipped, was opened. Real estate at the rear was improved. The owner of an apartment house on one side put in windows on every floor for his tenants. The Bowdoin classrooms were flooded with light and sunshine, while boys and girls, yea, even the two- and three-year-old tots cared for by their mothers, had a chance to play and grow strong as nature intended.

Would that a picture of this playground at six o'clock could be given you! In the warmer months, it is a fully organized playground in charge of a trained leader. With the coming of the snow, there are snow huts in the corners. Through the center little tots on flexible fliers are being drawn by an older brother or sister; and, here and there, as the snow melts and freezes, older boys and girls are trying out their skates.

The sight of the joyous throng deepens the conviction that even if expense in dollars and cents seems large, expense is negligible, when estimated in community welfare for the growth of boys and girls in citizenship and character.

These three major items have been outlined to indicate one principal's responsibility for furthering health through his physical plant. Countless minor ones whereby pupils show their care for health conditions could be cited, but this is not necessary.

My thought in closing is that each September, as the school doors swing open almost automatically, principals throughout the land could be of service, if they would but ask themselves, "What has my plant this year to give of health to the youth who are to spend so many hours within?" The question, starting the thought of possibilities, will cause the prayer from our hearts to be "not for tasks equal to our powers, but for God-given powers equal to the tasks" that confront us.



SECTION III
PERSONNEL

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CHAPTER XXVI

THE PRINCIPAL AND HIS HEALTH

L. H. DIX

Principal, School No. 1, Woodbridge, New Jersey

SOME PHILOSOPHER of what I would call the "dirt farmer" school has said that "the most important thing in any one day is the weather and in any one life, health." Like most of such sayings this is perhaps exaggerated but it has, nevertheless, a respectable element of truth, and seems to me to come from a wide and penetrating view of the variegated pageant of human activities. In our work we have so often sat at the feet of "whoop-it-up" inspirational prophets, full of vague but beautiful generalities, that it is worth our while occasionally to pause to reflect that after all there is little in life more important than doing the day's work and doing it well. And I would place health second only to the will in the doing of this essential job.

Great tasks make two requirements, both essential, if not equally so. These are creative vision and unlimited energy for details. Imagination winds up the main spring of a life in a few moments or a single instant and sets us buzzing for a week, a month, a lifetime or five centuries of painstaking dealing with detail. Failure of accomplishment may be from lacks in either direction. If the faculty of patient, tireless doing be absent, no less than that of vision, the undertaking falls down.

Whatever the source of creative imagination, that of free-flowing energy is certainly nothing else but abounding physical health. Effective leadership calls for both, and has so called from the beginning of time. Whatever may be said about the man who lacks vision, there can hardly be anyone more futile than a man of visionary gifts but lacking that faculty of attention to detail which spells actual accomplishment. The world is full of people of limited vision performing important services and doing them well. Can we say as much for these others?

What about the delegation of detail? Certainly it is possible but what does really successful delegating demand? Nothing less than the highest type of leadership—which is practically to say, such force of personality, such vigorous power of expression, such energy for supervision as only deep reserves of physical well-being can supply, and we are back once more to health. After all, how much delegating can really be done if the vision is to remain unimpaired until fruition? How much delegating did Stradivarius do? Just so much as

he could see and hear and touch and inspire by direct personal contact. What would have happened to the product if the process had been extended? The answer is to be found in the mail-order fiddle for \$6.89. There is enough of this sort of delegation in American schools, God knows! The inspiration is spread out so thin that the average youngster is able to shake off the few drops that distill upon him with a brief flick of impatience. He ought to be bathed in it; inundated at the very fountainhead—which is, what I conceive to be, the place of the principal in public education.

To be the source of inspiration in his shop, the master craftsman in human nature, the independent student and practitioner of his craft, the high priest of Truth in knowledge and behavior, the effective leader in education rather than the unthinking remorselessly grinding cog in a "fool-proof" automatic educational machine, no less than any other requirement, demands robust health in the pink of athletic condition. It is time for the principal to become the generator in the educational automobile instead of the friction-absorbing bearing in the rear axle. And no moribund office creature with a "delicate throat" or chronic gastric grouch or recurrent sciatica is going to achieve this transition.

The foregoing discussion has been extended a little because of a glimpse I have had of the tremendous opportunity which faces the principals of the country at the present time. They are on the firing-line of battle, at intimate grips with all the critical problems of education. There is no limit to their power of study and self-education except their own energies. Banded together in high devotion and scientific humility they could have a large part in bringing about the new day in education for which the world is ripe. If our civilization is to be taught to consider its head and its heart ahead of its body, some group must do the job. And if I read human nature aright, it must be some group that is willing and able to set an example of the kind of thing it stands for. Such a group would have a double-edged weapon in its physical fitness and its influence.

How can the school principal go about the achievement of the highest degree of health profitable to his particular organism? Does nature lay down any rules, discoverable to lay experience, for all of us? Apparently she does. Common experience would probably bear out the following statements:

1. The human organism thrives on habit.
2. Health is a means or incidental by-product rather than an end.
3. There is a psycho-physical circle of influence which may be either vicious or benign.
4. Living habits should be alternating or rhythmical.
5. When nature does a thing she is through with it. She spends no time in vain regrets, fussing, or fretting.

There is no particular order to these statements. They have been set down as they came to mind as principles which would cover one's organization of his living habits. They will at least help toward a proper fundamental attitude. Health is a by-product of proper adjustment to natural laws, and can be taken for granted if these laws are realized and obeyed. If one have faith in this fact he has gone some distance toward the right "mental set." Then if he will get the habit of pride in his good health, rather than a pitiful bragging about petty ailments he will have become truly hospitable toward good health. By giving his body the benefit of the doubt and by doing any bragging he does on the positive side he will have taken the first step to promote a benign circle of influence. And I am one who firmly believes that his faith will be abundantly justified. He may then set about the regulating of his habits in a cheerful optimistic spirit.

These habits may be considered as those of: Work, rest, recreation, and nurture.

Physicians whom I respect tell me that probably there is no such thing as harm from work in the absence of such factors as strain, lack of rest, worry, abuse, disease. If one does not fret or allow himself to get into uncalled-for emotional states, and if he allows himself sufficient opportunity for recuperation, nourishment, and elimination, it is probable that he may safely undertake all the work he can find energy to do. But these restrictions are most important for a school principal. He must cultivate a philosophical attitude toward things he cannot control and toward the vagaries of human nature. He has inexhaustible sources of satisfaction and enjoyment in his work if he will avail himself of them. If he will keep decently abreast of his job by sensible planning and learn to enjoy his pupils and teachers instead of deploring them, his work will be a tonic or a sedative as needed. I visited a principal recently who found nine occasions for a good laugh within the space of three hours. I did not keep account of smiles, chuckles, nor was I able to record his pleasurable thrills except to notice one or two evidences. He was no Pollyanna, but he was undeniably *healthy*! Incidentally he did considerably more work during the morning than I usually do and entertained me into the bargain.

I do not know how common it is for principals to curtail their rest, but many temptations in this direction do exist. It is to be doubted that many of the social affairs that one may dutifully attend are really relaxing or worth losing good sleep for, when the importance of the principal's work is considered. A little courage in breaking some of these bonds is likely to be amply repaid in the ability to greet the new day with a whistle rather than a groan. Individuals

differ somewhat as to the amount of sleep they find necessary. Possibly the larger differences are those of preference rather than need. I have always felt that at least seven hours of sound sleep was about a minimum. This presupposes plenty of open air and undisturbed digestive processes, not to mention getting to bed several hours before the period of lowest vitality which comes between two and four in the morning. Finally, in this connection, the time to get up is when one first comes broad awake.

In consideration of exercise as a part of recreation I would like to return to one of my fundamental principles. The best exercise is that obtained as an incident to getting something done. This seems to me to be most important. One of the saddest sights I know is that of some one "exercising" for the sake of the exercise. I am happy to say that our State department recognizes this distinction. I had a representative visit my school recently. In the room of a new teacher who had come from a system where they practised a formidable regimen of gymnastics, we watched a lesson of this dreary kind of "physical training." Then the visitor took the class and organized a game which provoked the utmost spirit and gales of laughter and left the children stimulated, rosy, and smiling, not to speak of exercising more muscles and most important muscles than the "lesson" of the teacher. The walking one does to get somewhere, the using of muscles to win a game, the exercises involved in making or growing something for one's pleasure or use, seem to me to be the only valuable exercise. Climbing a tree is the kind of exercise a boy needs. To the principal, walking to school in the morning is worth double the amount of walking done for its own sake.

Here is the place for hobbies. No school principal is treating himself right unless he has a hobby. Preferably it should involve physical activity but at any rate, it should take him out-of-doors and its call should be second only to that of the job. He need not limit himself to one, there being so many activities under this head to choose from, and a little dilettantism would not hurt a good many of us. Odd jobs of carpentry, gardening, the necessary tasks of a home, the care of one's own car or of a boat, the observation and perhaps collections of animal life and like activities, I would place ahead of old books or antiques and others which are more apt to take one into stuffy corners than out-of-doors. Such activities as these in so far as they involve considerable labor, have always seemed to me to be more valuable than games, although all active games are good if not played dutifully as exercise. Naturally games which put a strain on the heart and which are fatiguing to the point of strain are to be avoided by those who have passed the elasticity of youth. I would apply the

same principle to morning setting-up exercises. If they are enjoyable and done with a gusto that raises the spirits I believe them beneficial, if not, it seems to me one would get more out of a natural stretching.

The forms of recreation that might be called little vacations, fishing, camping, motoring, tramping and hunting expeditions, seem invaluable, especially if they include agreeable social contacts and more especially if they continue through the winter months. There is a great physical and spiritual lift to be obtained by dropping one's work for a day or two or three every once in a while, letting the mind lie fallow and using the body to as near full capacity as possible so that one goes back for the time being to childhood habits of eating and sleeping. Longer vacations are of course the great opportunity for building up a reserve by increased outdoor living and activity and widened interests and stimulation. It seems too obvious to say that every principal should plan seriously to get the last drop of benefit and pleasure out of these opportunities. Camp life, travel by boat, car, or train, or more humbly by cycle or on foot—the opportunities even within the average principal's reach are numerous enough.

The care of one's body is important enough to be thoroughly systematized. Regular habits in this respect are essential. A proper diet, sparing as to proteins and concentrated carbohydrates and rich in fruit and vegetables salts, should be the rule. I am no authority as to whether one's soul may be saved by keeping Lent, but I am sure that some Lenten restraint in the matter of foods would make March a less fruitful month for the doctors. We shut ourselves in during the winter and very likely increase our meats and sweets and decrease fruits and water. We are careful not to perspire and we put on too many clothes. We avoid the stimulating cold air and outdoor work. We stuff ourselves on fat meats and concentrated foods and then call it the inscrutable judgment of Providence if we have colds or rheumatism or pneumonia along about the time when the birds begin to sing again and the rest of nature is coming to life.

Life insurance people tell me that teachers are a very good risk. They do not know whether principals are better or worse than the whole class. I suppose there is a little difference. Harking back to my last paragraph, I wonder how much of the excellent mortality records made by teachers and preachers is not directly assignable to an enforced abstemiousness, which was common and still is, to a certain extent, in those classes of people. Whatever the cause, let's be thankful for long life and try not to sacrifice fullness of life to mere length. Let's not have too attenuated an existence. There is really no excuse for a life of a school principal to be otherwise than hugely enjoyable. It should be long and full for the sake of the great work

we have set ourselves to do. While recognizing the greatness of that work we need not become too smug and pious about it. We can be "regular fellows" if I interpret that expression correctly as "decently human," without becoming trivial. But we cannot forget the work is there, we cannot afford to have our decisions warped, our dispositions soured, our philosophy clouded, or our leadership weakened by anything less than the finest physical fitness.

CHAPTER XXVII

PROFESSIONAL STUDY AS VIEWED BY THOSE IN SERVICE

ARTHUR S. GIST

Principal, B. F. Day School, Seattle, Washington

CONSIDERABLE attention is now being directed toward the importance and type of professional study for the elementary school principalship. While those arranging and giving such topics of study are in a splendid position to select and to evaluate the relative importance of such topics, this investigation represents only the view of those in service—city superintendents and elementary school principals.

Four copies of the accompanying list of topics for the Professional Training and Study of Elementary School Principals was sent to the presidents of local principals' associations, with a personal letter stating that the Department of Elementary School Principals of the National Education Association was anxious to show the demand, by those in service, for certain phases of professional training. The letter also requested that the president of the local principals' association evaluate the topics on one of the blanks, and that he hand the other blanks to three elementary school principals in his city. Seventy-one principals returned the lists with topics graded. Their ratings are shown in Table 1.

Two copies of the list of topics were sent to thirty-seven outstanding superintendents of schools of the larger cities of the United States. Twenty-six lists were returned with topics graded. Their ratings are shown in Table 2.

Table 3 lists the topics in order of first choice by both principals and superintendents combined.

Table 4, submitted by Edwin W. Adams, principal of the Philadelphia Normal School, shows the rating of the topics by thirty-five selected district superintendents and elementary school principals of Philadelphia.

Table 5 shows the "A" ratings of the various groups.

Table 6 shows the relative importance of all topics.

No attempt has been made in this investigation to distinguish between *courses of study* and *topics for study*, courses of study being more inclusive than topics for study. Some topics fall under one classification, some under the other, and some overlapping. A logical arrangement is a problem for schools of education.

Copy of rating sheet sent to city superintendents and elementary school principals:

RATING OF TOPICS FOR THE PROFESSIONAL TRAINING AND STUDY OF ELEMENTARY SCHOOL PRINCIPALS

A—ESSENTIAL, B—DESIRABLE, C—NOT IMPORTANT

NOTE.—It is assumed that all of these topics will be given from the standpoint of the Elementary School Principal and his work as far as possible.

Rating		Rating	
	History of Education		Building Administration
	Philosophy of Education		Problems of the Adolescent
	Educational Psychology		School Morale
	Habits of Study		Measuring the Results of Instruction
	The Principal and the Community		Lesson Plans and the Use of Texts and Reference Material
	Principles of Education		The Principal's Relation to Administrative Officers
	The Content of the Elementary School Curriculum		The Effective Use of the School Assembly
	Methods of Instruction		The Psychology of the Elementary School Subjects
	Problems of Promotion and Classification		The Evaluation of Marking Systems
	Extra-curricular Activities		The Instruction of the Exceptional Child
	The Improvement of Teachers in Service		Educational Statistics
	Public School Finance		The Principal as a Professional Leader
	Public School Hygiene and the School Plant		Organization and Departmental Problems
	Educational and Vocational Guidance		The Principal and his Community
	Primary Education		Visual Education
	Americanization and Civic Education		ADDITIONAL TOPICS:
	Elementary School Library		
	Problems of Supervision		

Name Official Position

City

TABLE 1.—RATING OF TOPICS FOR THE PROFESSIONAL TRAINING AND STUDY OF
ELEMENTARY SCHOOL PRINCIPALS

(Rating made by 71 elementary principals)

Topic	Rating		
	A	B	C
1 Problems of Supervision.....	68	2	0
2 The Improvement of the Teacher in Service.....	64	5	0
3 The Content of the Elementary School Curriculum.....	60	7	0
4 Problems of Promotion and Classification.....	60	8	1
5 Measuring the Results of Instruction.....	60	10	0
6 Methods of Instruction.....	59	9	0
7 Principles of Education.....	54	13	2
8 Building Administration	53	13	4
9 The Principal as a Professional Leader.....	50	19	0
10 Educational Psychology	50	16	1
11 Habits of Study.....	48	18	3
12 Primary Education	47	20	0
13 School Morale	47	18	4
14 Organization and Departmental Problems.....	46	17	6
15 Public School Hygiene and the School Plant.....	44	21	4
16 The Psychology of the Elementary School Subjects.....	43	21	3
17 The Principal and the Community.....	42	24	0
18 Lesson Plans and the Use of Texts and Reference Material ...	39	26	5
19 The Principal's Relation to Administrative Officers.....	39	25	6
20 Americanization and Civic Education.....	36	30	3
21 Problems of the Adolescent.....	34	29	7
22 Philosophy of Education.....	31	29	6
23 History of Education.....	30	27	9
24 The Effective Use of the School Assembly.....	29	38	3
25 The Instruction of the Exceptional Child.....	29	37	3
26 The Evaluation of Marking Systems.....	22	44	5
27 Educational and Vocational Guidance.....	16	45	7
28 Visual Education	13	43	11
29 Extra-curricular Activities	9	53	5
30 Elementary School Library.....	8	50	11
31 Educational Statistics	7	44	19
32 Public School Finance.....	3	38	26
Additional Topics Suggested	Rating		
	A	B	C
Child Psychology	2	...	...
Personal Health and Energy.....	1	...	...
Public Speaking	1	...	...
Discipline	...	1	...

TABLE 2.—RATING OF TOPICS FOR THE PROFESSIONAL TRAINING AND STUDY OF
ELEMENTARY SCHOOL PRINCIPALS

(Rating made by 26 superintendents)

Topic	Rating		
	A	B	C
1 Problems of Supervision.....	25	1	0
2 Problems of Promotion and Classification.....	25	1	0
3 The Improvement of Teachers in Service.....	23	3	0
4 Methods of Instruction.....	23	2	1
5 The Content of the Elementary School Curriculum.....	23	3	0
6 Building Administration	23	2	1
7 Habits of Study.....	21	4	1
8 The Principal as a Professional Leader.....	21	4	1
9 Educational Psychology	19	5	1
10 The Principal and the Community.....	19	6	1
11 Principles of Education.....	19	5	1
12 The Principal's Relation to Administrative Officers	18	8	0
13 Public School Hygiene and the School Plant.....	17	8	1
14 Measuring the Results of Instruction.....	16	10	0
15 School Morale	16	10	0
16 Primary Education	15	10	1
17 Organization and Departmental Problems.....	15	8	3
18 Extra-curricular Activities	14	12	0
19 Philosophy of Education.....	13	12	0
20 Lesson Plans and the Use of Texts and Reference Material....	13	13	0
21 The Psychology of the Elementary School Subjects.....	12	13	1
22 Problems of the Adolescent.....	10	14	1
23 The Instruction of the Exceptional Child.....	9	14	3
24 Americanization and Civic Education.....	8	15	3
25 The Effective Use of the School Assembly.....	8	16	2
26 History of Education.....	6	18	1
27 Educational and Vocational Guidance.....	6	17	3
28 The Evaluation of Marking Systems.....	6	15	5
29 Elementary School Library.....	5	19	2
30 Educational Statistics	5	12	9
31 Visual Education	5	14	6
32 Public School Finance.....	3	10	13

TABLE 3.—RATING OF TOPICS FOR THE PROFESSIONAL TRAINING AND STUDY OF
ELEMENTARY SCHOOL PRINCIPALS

A—ESSENTIAL, B—DESIRABLE, C—NOT IMPORTANT

(Combined Rating of 71 Elementary Principals and 26 Superintendents of Schools)

Topic	Rating		
	A	B	C
1 Problems of Supervision.....	93	3	0
2 The Improvement of Teachers in Service.....	87	8	0
3 Problems of Promotion and Classification.....	85	9	1
4 The Content of the Elementary School Curriculum.....	83	10	0
5 Methods of Instruction.....	82	11	1
6 Measuring Results of Instruction.....	76	20	0
7 Building Administration	76	15	5
8 Principles of Education.....	73	18	3
9 The Principal as a Professional Leader.....	71	23	1
10 Habits of Study.....	69	22	4
11 Educational Psychology	69	21	2
12 School Morale	63	28	4
13 Primary Education	62	30	1
14 Organization and Department Problems.....	61	25	9
15 The Principal and the Community.....	61	30	1
16 Public School Hygiene and the School Plant.....	61	29	5
17 The Principal's Relation to Administrative Officers.....	57	33	6
18 The Psychology of the Elementary School Subjects.....	55	34	4
19 Lesson Plans and the Use of Texts and Reference Materials....	52	39	5
20 Problems of the Adolescent.....	44	43	8
21 Americanization and Civic Education.....	44	45	6
22 Philosophy of Education.....	44	41	6
23 The Instruction of the Exceptional Child.....	38	51	6
24 The Effective Use of the School Assembly.....	37	54	5
25 History of Education.....	36	45	10
26 The Evaluation of Marking Systems.....	28	59	10
27 Extra-curricular Activities	23	65	5
28 Educational and Vocational Guidance.....	22	62	10
29 Visual Education	18	57	17
30 Elementary School Library.....	13	69	13
31 Educational Statistics	12	56	28
32 Public School Finance.....	6	48	39
Additional Topics Suggested	Rating		
	A	B	C
Child Psychology	2	...	...
Personal Health and Energy.....	1	...	...
Public Speaking	1	...	...
Educational Experimentation	1	...	...
Principles of Coöperation and Management.....	1	...	...
Personnel Management	1	...	...
Human Relationships	1	...	...
A Positive Health Program.....	1	...	...
Essentials in Building Equipment.....	...	1	...
Warp of Deciding Curricular Content.....	...	1	...
Discipline	...	1	...
The Principal and the Pupil (Personal Touch).....	1	...	...

TABLE 4.—RATING OF TOPICS FOR THE PROFESSIONAL TRAINING AND STUDY OF
ELEMENTARY SCHOOL PRINCIPALS BY 35 DISTRICT SUPERINTENDENTS
AND ELEMENTARY SCHOOL PRINCIPALS OF PHILADELPHIA

35 REPLIES

Topic	Rating		
	A	B	C
1 Problems of Supervision ++.....	35	0	0
2 Methods of Instruction ++.....	35	0	0
3 The Improvement of Teachers in Service ++.....	34	1	0
4 Problems of Promotion and Classification ++.....	33	2	0
5 Educational Psychology ++.....	32	3	0
6 Primary Education ++.....	32	3	0
7 The Principal as a Professional Leader ++.....	32	3	0
8 Habits of Study ++.....	31	3	1
9 The Content of the Elementary School Curriculum ++.....	31	2	2
10 Principles of Education ++.....	30	4	1
11 Measuring the Results of Instruction ++.....	30	4	1
12 Lesson Plans and the Use of Texts and Reference Material +..	29	4	2
13 School Morale +.....	28	6	1
14 The Principal and His Community +.....	26	9	0
15 The Psychology of the Elementary School Subjects +.....	25	9	1
16 Organization and Departmental Problems +.....	25	10	0
17 Public School Hygiene and the School Plant.....	21	13	1
18 Problems of the Adolescent.....	21	12	3
19 The Effective Use of the School Assembly.....	21	13	1
20 Building Administration.....	20	11	4
21 The Instruction of the Exceptional Child.....	20	14	1
22 Philosophy of Education.....	19	15	1
23 Americanization and Civic Education.....	19	16	0
24 The Principal's Relation to Administrative Officers.....	19	15	1
25 Educational and Vocational Guidance ○.....	14	20	1
26 The Evaluation of the Marking System.....	14	15	6
27 Extra-curricular Activities ○.....	12	20	3
28 History of Education ○.....	11	21	3
29 Educational Statistics ○.....	11	21	3
30 Visual Education ⊕.....	7	25	3
31 Elementary School Library ⊕.....	5	26	4
32 Public School Finance.....	0	16	19

TABLE 5.—COMPARATIVE VALUES OF "A" RATINGS BY THE VARIOUS GROUPS

	71 Prins.	26 Supts.	35 Philadelphia dis. supts. and prins.
Problems of Supervision.....	1	1	1
The Improvement of Teachers in Service.....	2	3	3
The Content of the Elementary School Curriculum.....	3	5	9
Problems of Promotion and Classification.....	4	2	4
Measuring the Results of Instruction.....	5	14	10
Methods of Instruction.....	6	4	2
Principles of Education.....	7	11	10
Building Administration	8	6	20
The Principal as a Professional Leader.....	9	8	7
Educational Psychology	10	9	5
Habits of Study.....	11	7	8
Primary Education	12	16	6
School Morale	13	15	13
Organization and Departmental Problems.....	14	17	16
Public School Hygiene and the School Plant.....	15	13	17
The Psychology of the Elementary School Subjects.....	16	21	15
The Principal and the Community.....	17	10	14
Lesson Plans and the Use of Texts and Reference Material	18	20	12
Principal's Relation to Administrative Officers.....	19	12	24
Americanization and Civic Education.....	20	24	23
Problems of the Adolescent.....	21	22	18
Philosophy of Education.....	22	19	22
History of Education.....	23	26	28
The Effective Use of the School Assembly.....	24	25	19
The Instruction of the Exceptional Child.....	25	23	21
The Evaluation of Marking Systems.....	26	28	26
Educational and Vocational Guidance.....	27	26	25
Visual Education	28	31	30
Extra-curricular Activities	29	18	27
Elementary School Library.....	30	29	31
Educational Statistics	31	30	29
Public School Finance	32	32	32

TABLE 6.—THE IMPORTANCE OF ALL TOPICS

71 Principals

73 per cent of all ratings are "A"

25 per cent of all ratings are "B"

2 per cent of all ratings are "C"

26 Superintendents

55 per cent of all ratings are "A"

37 per cent of all ratings are "B"

8 per cent of all ratings are "C"

35 Selected Philadelphia District Superintendents
and Elementary School Principals

66 per cent of all ratings are "A"

29 per cent of all ratings are "B"

5 per cent of all ratings are "C"

CHAPTER XXVIII

THE RATING OF ELEMENTARY SCHOOL PRINCIPALS IN SERVICE

WORTH MCCLURE

Assistant to the Superintendent, Seattle, Washington

AS IS THE PRINCIPAL, so is the school. This sentiment has been heard so often that its acceptance is universal. It is generally conceded that the principal, above all others, is chiefly responsible for the effectiveness of instruction and the functioning of the course of study in the individual school.

One might naturally expect, therefore, that the efficiency of the principal himself might be a matter of universal concern and that the quality of his service would be carefully observed and closely checked. Strangely enough, however, educational literature is practically silent upon this point. Much has been written and said upon the rating of teachers. Extensive research has been made and educational writings are replete with score cards, rating blanks, and standards of efficiency. Does the absence of mention of principal-rating betoken the customary practice in this particular?

With a view to answering this and related questions, a study of the rating of principals in service has just been completed for the Department of Elementary School Principals. The scope of the investigation is as follows:

1. The extent to which principals are being rated in service in cities of 100,000 and over (1920 census).
2. The various types of rating plans employed, with their respective methodologies.
3. The judgment of superintendents and of principals themselves as to the value of principal rating: (a) To the system, and (b) to the professional vitality of the principal.

Questionnaires were sent to sixty-eight superintendents, forty-six of whom replied. Inquiries were also addressed to seventy-eight principals selected at random in cities where formal rating plans were in effect as indicated by the replies of the superintendents. Thirty-two principals replied.

Briefly, we are concerned with the "what," the "how," and the "wherefore" of the rating of principals in service. From the answers to these questions we arrive at a situation which is not without its implications in the professional life of the principal.

I. WHAT IS BEING DONE TOWARD RATING PRINCIPALS IN SERVICE?

From an examination of Table 1, it would appear that principal rating is not a customary procedure in the larger American cities. Thirty of the forty-six superintendents replying indicated that they were not rating the service of their principals. Five of the sixteen cities which follow the practice of rating do so informally.

TABLE 1.—THE EXTENT TO WHICH ELEMENTARY SCHOOL PRINCIPALS ARE BEING RATED IN SERVICE—IN 46 CITIES OF 100,000 AND OVER

Practices	Number of cities
Principals not rated.....	30
Informal ratings	5
Formal rating plans.....	11

II. RATING PROCEDURES

A. *The frequency of the rating*—Annual rating of principals is the common practice in the sixteen cities which regularly evaluate the service of their principals. Thirteen superintendents indicated that annual ratings were the rule, three failing to state how often ratings were made.

Annual ratings are best, according to seventeen of the thirty-two principals who answered the question as to how frequently, from the principal's standpoint, the estimate should be made. The willingness of principals to have judgments passed upon their service is indicated by the fact that ten desired ratings to be made semi-annually. Five preferred biennial ratings. The comparative agreement of the sixteen superintendents upon the yearly rating stamps it as the most feasible from the administrative point of view.

B. *The responsibility for making the estimate*—Superintendents, assistant superintendents, and district superintendents are mentioned most often in the superintendents' replies as the persons who actually estimate the worth of the principal's service. Assistant and district superintendents are indicated with the greatest frequency, being mentioned eleven times, as will be noted in Table 2, while the subject supervisors and directors of departments also have a less common share in the responsibility.

The assistant superintendent or the district superintendent is doubtless the usual rating official because of his direct contact with the schools and firsthand knowledge of conditions. Principals' replies indicated an overwhelming belief that the best judgment could be rendered by the principal's immediate superior. The replies of the

principals to the question, "Who in your judgment is best qualified to rate the principal?" are summarized in Table 3.

TABLE 2.—THE RESPONSIBILITY FOR RATING THE SERVICE OF THE PRINCIPAL IN 16 CITIES

Official	Frequency of mention
Superintendent	7
Assistant or District Superintendent.....	11
Subject Supervisors or Directors of Departments.....	4
Responsibility not defined.....	2

TABLE 3.—THE OFFICIAL BEST QUALIFIED TO RATE THE PRINCIPAL—COMBINED JUDGMENTS OF 32 PRINCIPALS IN CITIES WHERE PRINCIPALS ARE NOW BEING RATED

Official	Frequency of mention
Superintendent	2
Assistant Superintendent or District Superintendent in immediate charge	25
Supervisors	0
Teachers of the building.....	1
Miscellaneous	*4

* Miscellaneous statements were as follows: "Assistant superintendent plus supervisor"; "Teachers plus supervisors"; "Combined judgment of all"; "Worthwhile rating should be result of objective measures."

C. *Types of ratings*—1. *The informal rating*—Six cities follow the custom of evaluating the service of principals regularly but in an informal manner. Of this practice, the following statement of a superintendent is given as typical:

"The annual rating of principals is made by the assistant superintendent at the present time and it is not a written rating. It is arrived at in conference."

2. *The formal rating*—Ten cities follow what may be designated as formal rating plans, since they involve certain prescribed standards and procedures. There is, however, very little uniformity in the methods employed. Practice tends to vary even within the same city where district superintendents have initiated their own methods. It is found, however, that custom varies in two particulars: (a) The character of the final mark or rating that is assigned to the individual principal, and (b) the make-up of the rating sheet used.

(a) *Ranges of final estimates assigned*—There appear to be three well-defined practices with regard to the character of the final rating assigned to each principal. Certain cities use what approximates the five-point scale of marks, although designated by other than numerical terms; others permit more than this number of classifications to indicate strength or weakness. Another group records the estimate merely as "satisfactory" or "unsatisfactory." A third variation of

practice is to evaluate merit upon each of several predetermined elements in the work of the principal. No attempt is made to combine these separate judgments into a general average or grade. Table 4 shows that the idea of several classes of merit dominates the practice of rating principals, six of the eleven cities allowing a range of estimates to be assigned in excess of the two designations, "satisfactory" and "unsatisfactory," which are indicated in two cities. Three others record no "general estimates" at all.

TABLE 4.—CURRENT PRACTICE AS TO RANGE OF MARKS IN THE RATING OF PRINCIPALS IN ELEVEN CITIES OF OVER 100,000

Character of estimate	Number of cities
Three or more classes of merit.....	6
Satisfactory—Unsatisfactory only	2
No general estimate made.....	3

Comments of cities compiling no general estimates indicate that the subjective factor involved in the averaging or combining of the various elements of the rating is the deterrent consideration.

(b) *Types of rating sheets*—The rating sheets which were submitted were found to fall into four general classes:

(1) The method of general characteristics. Factors involved are broad enough to cover both teachers and principals.

(2) The method of unweighted analysis, being merely an outline of points upon which merit may be evaluated.

(3) The method of the weighted score card, similar to (2) except that each item is weighted.

Table 5 indicates that the method of unweighted analysis has found slightly more favor than the general blank, and that the weighted score card is the least frequently used.

TABLE 5.—TYPES OF RATING SHEETS USED IN ELEVEN CITIES FOR ESTIMATING THE QUALITY OF THE SERVICE OF THE PRINCIPAL

Type of sheet	Number of cities
The General Rating.....	4
The Unweighted Analysis.....	5
The Weighted Score Card.....	2

(1) The general type of rating sheet is best represented by Sample A. The "Human Scale" is to be used in making the estimate upon each of the nine important characteristics. It will be noted that these are all sufficiently general that they may be made to apply to principals as well as to teachers.

BOARD OF EDUCATION

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

DISTRICT SUPERINTENDENT'S REPORT ON THE RATINGS OF PRINCIPALS AND TEACHERS IN CHARGE

TO THE SUPERINTENDENT OF SCHOOLS

The following ratings of Principals and Teachers in Charge in Districts.....for the school year ending
.....192.....are respectfully submitted.

.....
District Superintendent

Indicate Exceptional Service and Specific Weakness by the abbreviations E. and W., respectively, and give details, on reverse side of blank, in case of unsatisfactory rating.

[illegible]

SAMPLE C

THE BOARD OF PUBLIC EDUCATION

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

CIRCULAR OF INFORMATION

SUPERVISION AND ADMINISTRATION

(Factors concerned in the consideration of the relative efficiency of school principals)

The following list comprises the most important factors to be considered. These factors are to be studied with special reference to the particular physical, community and other conditions of the problems presented by various schools.

I. SUPERVISION

1. Teacher training.
 - a. Helpfulness toward new teachers.
 - b. The principal as interpreter of curriculum.
 - c. The principal as demonstration teacher.
 - d. Encouragement of teachers' initiative.
 - e. The conduct of teachers' meetings.
2. Methods of instruction.
 - a. Lesson planning.
 - b. Establishment of standards of achievement.
 - c. Encouragement of pupils' initiative.
 - d. Formation of habits in pupils.
3. Methods of discipline.
 - a. Character of incentives.
 - b. Methods of punishment.
 - c. Character development.
 - d. The spirit of the school.
4. Inspection of school work.
 - a. Knowledge of conditions.
 - b. Testing results of instruction.
 - c. Application of results of tests.
 - d. Reaction of teachers and pupils.

II. ADMINISTRATION

1. Organization.
 - a. Grading and distribution of pupils.
 - b. Preparation of programs.
 - c. Distribution of administrative functions.
2. School movements.
 - a. Entrance and dismissal of pupils.
 - b. Assembly.
 - c. Recess.
 - d. Fire drill.
3. Office efficiency.
 - a. Records and reports (accuracy, neatness, promptness).
 - b. Files.
 - c. General business efficiency.

4. School property.
 - a. Care of plant.
 - b. Oversight of janitorial service.
 - c. Attractiveness of rooms and corridors.
5. School supplies.
 - a. Judgment in ordering.
 - b. Distribution.
 - c. Care of supplies.
6. Co-operation.
 - a. With teachers.
 - b. With supervisors of special branches.
 - c. With other school officials.
 - d. Team work in the school.
7. Relations with community.
 - a. Dealings with parents.
 - b. Community activities.
 - c. General attitude of community.

Personal Factors.

(To be taken into account, not separately, but as related to the functions outlined above.)

1. Health.
2. Vigor.
3. Industry.
4. Tact.
5. Sympathy.
6. Judgment.
7. Open-mindedness.
8. Attitude toward criticism.
9. Ability to see what is going on.
10. Leadership.

February 1, 1921.

(See letter under date of January 28, 1921.)

SAMPLE D

ASSISTANT SUPERINTENDENT'S REPORT ON PRINCIPALS

I hereby submit the answers written by me opposite the questions printed below, as my carefully considered report on the standing and qualifications of

Principal of the _____ School.

Assistant Superintendent.

_____ 19____

1.—PERSONALITY

(a) What is his scholarship?

(b) Is he active and industrious?

(c) Are his personal habits in every way such as you would expect from a teacher?

(d) What effort is he making to improve himself?

(e) Is the school of which he has charge, in your opinion, too large for his abilities?

2.—PROFESSIONAL QUALIFICATIONS

(a) Is he a progressive Principal, in the sense that he adapts himself readily to modern methods of management and instruction?

(b) Does he give any attention to other work that interferes with his school work?

(c) How does his present work compare with work observed heretofore? If there is any change, to what do you attribute it?

(d) Would you recommend his continuance in his present position?

3.—PRACTICAL EFFICIENCY

(a) What is the quality of the discipline of his school?

(b) What is your estimate of the educational work of his school?

(c) Does he give sufficient attention personally, to classroom work?

(d) Is he amenable to direction from his superior officers without difficulty or sensitiveness?

4.—EXECUTIVE QUALIFICATIONS

(a) Has he good executive ability?

(b) Is his care of the premises, textbooks and other school property sufficient?

(c) Are the reports required to be made by him satisfactorily rendered in points of candor, regularity, and completeness?

(d) Does he lend willing and intelligent support to the rules of the Board?

5.—RELATION TO TEACHERS

(a) Does he secure the respect and coöperation of his teachers?

(b) Does he show the necessary frankness and directness in his professional intercourse with them?

(c) Does he give them proper support in the discipline of their rooms?

(d) Is he efficient in training his teachers, through his general influence, teachers' meetings, etc.?

6.—RELATION TO THE COMMUNITY

(a) Is his relation to parents and community satisfactory?

(b) Is he courteous and considerate in his manner?

(c) Is he well adapted to the class of children and parents in the locality of his school?

7.—RECOMMENDATION

(a) Do you recommend him for next salary grade?

SAMPLE E
PRINCIPAL'S RATING BLANK

YEAR OF 1924-25

Name of Principal.....School

1. Care in grading and classification of pupils.....
.....
2. Respect secured from teachers as a principal and a leader.....
.....
3. Permanency of the building corps—based upon the confidences of teachers...
.....
4. Influence with pupils and parents.....
.....
5. Effort in professional improvement.....
.....
6. Professional leadership: Professional alertness and improvement shown by
his teachers
.....
7. Careful discrimination in the rating of teachers.....
.....
8. Care of the school plant.....
.....
9. Promptness and efficiency in handling building routine.....
.....

October, 1924

(3) The Weighted Score Card. Samples F, G, H, and I, the last three being from the same city, represent attempts that have been made to score the principal upon exact mathematical standards.

SAMPLE F—PROMOTION OF PRINCIPALS

The actual system of weights (relative values) to be allowed the various items is shown in the following tables:

ACADEMIC TRAINING

- (a) Graduation four-year college course.
- (b) Three years at college.
- (c) Two years at college.
- (d) One year at college.
- (e) Four-year high school course.
- (f) Three-year high school course.

PROFESSIONAL TRAINING

- (i) Post graduate 30 semester hours.
- (j) Post graduate 15 semester hours.
- (k) Two year standard normal.
- (l) Six semester hours extension work.
- (m) One year normal.
- (n) Three semester hours correspondence work.

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	Individual score
1. Academic Training	110	90	70	60	50	40	20	10	_____
	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	
2. Professional Training	110	90	70	50	40	30	20	10	_____
3. Personality	130	120	110	90	70	50	30	10	_____
4. Vitality	90	80	70	50	40	30	20	10	_____
5. Adaptability and coöperation	120	100	90	80	60	40	20	10	_____
6. Executive Ability	110	100	80	60	40	30	20	10	_____
7. Professional Leadership	130	100	80	60	50	40	20	10	_____
Total	800	680	570	450					Total
	100%	85%	71%	56%					

Name

Date

SAMPLE G—QUALIFICATIONS OF A PRINCIPAL

Personality	Adaptability
Vitality	Professional Leadership
Executive Ability	

These qualities to be considered in grades from 1 to 10, 1 being the highest, 10 the lowest. Final score obtained by adding points.

1 to 10—scoring Superior.
 11 to 20—scoring Excellent.
 21 to 30—scoring Good.
 31 to 40—scoring Fair.
 41 to 50—scoring Inefficient.

Name	Personality	Vitality	Ex. ability	Adapt-ability	Leadership	Total	Rate
Mr. A.	4	5	9	7	6	32	F
Mr. B.	1	1	8	4	1	15	E
Mr. C.	8	8	2	5	5	23	G
Mr. D.	1	1	1	4	3	10	S

SAMPLE H

	Rating (in %)
1. Character	
2. Personality	
3. Scholarship	
4. Initiative	
5. Progressiveness	
6. Willingness and ability to carry responsibility.....	
7. Influence on the community and ability to get its coöperation..	
8. Ability to secure hearty coöperation of the teachers.....	
9. Educational leadership	
10. Effectiveness as a supervisor (follow up system).....	
11. Courage	
12. Coöperation with the superiors.....	
13. Organizing ability	
14. Administrative ability	
15. Influence on the pupils.....	
16. Enthusiasm	

Total.....Average (Final Rating)

EXPLANATION

Superior	96-100
Excellent	90- 95
Good	80- 89
Fair	75- 79
Poor (Inefficient)	0- 74

STANDARD SCHOOL—DEPARTMENT OF EDUCATION

Report seen by Principal.....
Signature

Inspection made by.....
Signature

(This report may be made with pencil, ink, or typewriter. It should be shown to the Principal and transmitted to the Division Superintendent.)

Perfect on each item—10. Standard—80. Above standard—81 to 100.

Score

1. Buildings and Grounds—cleanliness and neatness; no papers, apple cores, litter on floors or lockers, etc.; no markings or defacement on buildings or furniture, no writing in the toilets.....
2. Reading—ability of highest class in getting thought from new matter (not stories), of standard difficulty.....
3. Pupils habitually prove all computations.....
4. Handwriting in compositions, answer papers, etc., legible and in good form. 80 per cent of writing is excellent according to the Ayres scale.....
5. Teachers' Records of Lesson-plans and of progress, adequate, not over done, available
6. Principal's conferences with teachers, sufficient, not excessive, minutes kept, proceedings valuable.....
7. Principal's provision for improving work of weak teachers adequate...
8. Principal's promptness and accuracy in reports and in compliance with instructions adequate
9. Fire Drill—compliance with all directions of bulletin 143 of 1924.....

10. Additional points recommended for consideration for RANKING A SCHOOL AS "above standard," "very much above standard"—instances of special features initiated by principal:

- (a) Efficient use of assemblies; (b) Use of pictures and art exhibits; (c) Community and neighborhood service; (d) Other features, specify below:

Total

These details are formulated as a result of suggestions by principals following Bulletin 156, paragraph 249, November 18, 1924. Propositions for modifying these details before issue of next appraisal sheet are invited from members of the department of education.

_____, Superintendent.

Perhaps the objection to the weighted rating is best summarized in the following statement of a district superintendent in a large system.

"In estimating the work of a principal, I study his work from as many angles as possible, but I have always shrunk from assigning a definite portion of the total estimate to any particular trait of character or work. I have felt, in my case at least, this would merely result in claiming an accuracy of knowledge which I did not have. This inaccuracy would be due to a lack of knowledge of the degree of excellence in any particular direction and a lack of knowledge of how large a proportion excellence in one trait should bear to the entire work of the principal."

(c) *The principal's functions as determined by rating schemes*—An interesting cross-section of the principalship is afforded by an analysis of the eight rating schedules submitted, which are summarized in Table 6. The principal's service in the supervision of instruction is most frequently considered, supervisory duties being indicated by various items on all eight of the blanks. Next to supervision, his professional relationships are most commonly evaluated, being included in six cases, as are also his relationships in the community. His supervision of the material conditions of the school and of the operation of the machinery of the school organization are each mentioned five times. Supervision of the pupils and the principal's personal relationships are rated specifically in three instances each.

TABLE 6.—THE MOST IMPORTANT FEATURES OF THE PRINCIPALSHIP
ACCORDING TO THE STANDARDS OF EIGHT FORMAL RATING PLANS

* Relationships and activities	Frequency of mention
Supervising the curriculum:	
Instruction	8
The professional relationships of the principal.....	6
Supervising the material conditions of instruction.....	5
Supervising the operation of the school machinery.....	5
Supervising the pupils.....	3
Personal relationships of the principal.....	3

* The following specific activities and relationships noted after each head are those mentioned on more than one rating sheet, numbers in parentheses indicating the number of schedules in which the respective items occurred.

Supervising the curriculum: Instruction—Leadership of teachers (8); supervision of staff (6); results of instruction (4); rating of staff (2).

Professional relationships of the principal—Coöperation with school officials (teachers, other principals, supervisors, superinten-

dents) (6); professional improvement (3); academic preparation (3).

Supervising the material conditions—Building and equipment (5); textbooks and supplies (3); janitorial service (2).

Supervising the operation of school machinery—Office procedure, reports, records, etc. (5); executive ability—undefined (4); organization—programming, school movements, etc. (3).

Supervising the pupils—Quality of discipline (2).

Personal relationships of the principal—Personality (3); adaptability (3); character (2); vitality (2); initiative (2).

D. *Utilization of the ratings*—There is a strong tendency to make use of the individual ratings, after they are compiled, chiefly in personnel administration. Table 7 shows that service ratings are considered in making promotions in eleven of the twelve cities that replied to the question. There is no evidence of a so-called merit system of automatic salary increases, dependent upon the maintenance of a satisfactory rating.

TABLE 7.—RECOGNITION OF SUPERIOR SERVICE RATINGS IN 16 CITIES

Rewards	Number of cities
Eligibility for promotion to higher administrative position or more desirable school.....	11
None	1
Not answering	4

There is less uniformity of procedure when unfavorable ratings are returned. Table 8 indicates that demotion or transfer to a less desirable school and loss of position are the most common penalties for unsatisfactory service. Two cities have sometimes withheld salary increases, one doing so regularly during the three-year probationary period only.

TABLE 8.—PENALTIES OF UNSATISFACTORY SERVICE RATINGS IN 16 CITIES

Penalties	Number of cities
Demotion or transfer to less desirable school.....	4
Scheduled salary increase sometimes withheld.....	2
Loss of position.....	2
None	1
Not answering	7

The utilization of ratings for the stimulation of professional growth on the part of the principal will be discussed under III, C.

III. THE VALUE OF THE PRACTICE OF RATING THE PRINCIPAL IN SERVICE

There are two purposes in rating the efficiency of the principal. One is the recording of information necessary to the efficient administration of the schools; the other is the stimulation of professional growth on the part of the principal himself.

There are, therefore, two viewpoints worthy of consideration—the viewpoint of the superintendent, and that of the professionally-minded principal.

A. *The superintendent's viewpoint.*

TABLE 9.—THE VALUE OF THE PRACTICE OF RATING PRINCIPALS
ACCORDING TO THE JUDGMENTS OF 16 SUPERINTENDENTS

Type of replies	Value to system as a whole	Value to principals in professional growth
Affirmative	6	3
Doubtful	2	1
Not valuable	1	1
Not answering	7	11

It is apparent at once from an examination of Table 9 that there is no great affirmative strength of opinion among superintendents as to the value of rating plans. Comments serve to explain this to a degree. One superintendent writes:

This plan of rating principals, like any other plan that might be devised, is only an aid to the superintendent and the real merit of the individual who is applying for principalship work or for promotion must be determined by the personal qualities of the individual, which are incapable of being enumerated on a rating sheet. In other words, the indefinable thing called personality, whatever may be the method of rating, is the deciding factor.

Others emphasize the importance of professional training in service. Our superintendent says:

We added this clause to our salary schedule: "Principals in their sixth or any subsequent year of service to receive \$150 per annum extra for an M. A. in Administration and Supervision.

Another emphasizes the same belief in the following:

We lay greater stress upon the educational advancement of principals than upon the customary work which they do. We are just recommending to the Board that all persons in order to become principals in any group in our schools shall be college graduates and shall have practically 24 units of university standard in education.

B. *The principal's viewpoint*—Principals in cities where rating plans are in use appear to have somewhat more confidence in the utility of rating procedures, but their opinions are not in entire agreement. Table 10 shows that less than half believed the system as a whole to have been benefited and that about the same proportion had found the rating to be of value as a professional stimulus.

TABLE 10.—THE VALUE OF THE PRACTICE OF RATING PRINCIPALS IN SERVICE ACCORDING TO THE JUDGMENTS OF 32 PRINCIPALS IN CITIES WHERE FORMAL RATING PLANS ARE IN USE

Types of replies	Value to system as a whole	Value to principal professionally
Affirmative	14	13
Not valuable	6	7
Not answering	12	12

C. *Making the rating valuable*—There can be no doubt at present as to the lack of enthusiasm for the rating of principals in service on the part of many superintendents and principals. We must, therefore, either assume that the attempt to estimate the worth of the principal's service is wrong in fundamental theory or else we must find the reason for lack of support in the present administration of rating schemes. It appears that the latter conclusion is the correct one, as disclosed in Table 11. Ratings which are made and filed year after year may be of some value when occasional vacancies arise, but their further usefulness, without an effective follow-up, is *per se* very much limited. Table 11 shows that in only three of the eleven cities making formal ratings are the principals advised of their standings. In three others it is stated that ratings are available to principals upon request.

TABLE 11.—THE UTILIZATION OF RATINGS OF PRINCIPALS IN 11 CITIES HAVING FORMAL RATING PLANS

Procedure	Number of cities
Principals advised of ratings.....	3
Principals not advised of ratings.....	5
Not indicating procedure.....	3

1. *Advising principals of their ratings*—If ratings are to be productive of good, the principal should know the superintendent's estimate of his service. In the three cities where principals are regularly advised of their ratings only one principal replied that the practice had not been of value to all concerned. In one city, each principal

receives annually an analysis of his rating, accompanied by a personal letter from the superintendent. In this particular city, the superintendent and all principals replying are unanimous as to the value of the rating plan. The superintendent's letter accompanying the rating for the past year is quoted:

My dear Mr. ———: I am giving you herewith a rating of your work as a principal as viewed by those in the Superintendent's office who have come most closely in contact with you personally, your teachers, pupils, and patrons.

My sole reason for making this report is to assist you and me in making the ——— school system better. Please accept any suggestions or commendations in that spirit. Very sincerely yours, ———, Superintendent.

The tabulation further showed that eighteen of twenty-one principals replying to the question had expressed the opinion that to advise the principals of their respective ratings was an essential part of a rating scheme. Comments of principals in cities where ratings are not disclosed are illuminating:

I believe the progressive principal will welcome any rating plans that will help him improve his service.

I presume that principals have received some sort of rating in ———. But if so, we never concerned ourselves about it.

So far as I know, principals are not advised of their ratings. I think it would be helpful if we were told.

It would seem to me that an annual report stating wherein the principal in question shows ability beyond the average would do much to stimulate professional growth. Points that need to be strengthened would better be discussed confidentially between superintendent and principal.

A superintendent's comment indicates ineffectiveness of ratings which are not disclosed:

Our ratings perhaps have not been very valuable to the principals, as they seldom see them, although they know to a great extent the general estimates of their work along the lines of duties of a principal. There is a strong inclination to put up an argument to disprove the rating to be correct. We are getting more service today out of unbiased but exactly scientifically administered tests in academic subjects. The school which is rated low after considering the type of community served by the school, is probably low in many ways. When this is true the principal is called in and allowed all freedom in objecting to or discounting the results of the test, but in the end he is clearly convinced that better work is necessary if his school is to remain where it should remain.

2. *The most helpful rating blank, from the principal's viewpoint*—The thirty-two principals were almost unanimous in rejection of the "score card" type of rating. They were asked to pass judgment upon the following types of rating the mechanics of the position:

(a) A rating blank of the "score card" type with numerous items, each carefully weighted.

(b) A blank covering a few general points such as care in classification and gradation of pupils, ability to help teachers improve in service, influence with pupils and parents, care of school plant, success in handling building routine, etc.

(c) A different type of rating from either (a) or (b). Comments will be greatly valued on this point.

Table 12 shows the overwhelming preference for the simpler form.

TABLE 12.—THE MOST HELPFUL RATING BLANKS IN THE JUDGMENT OF
32 PRINCIPALS

Type of form	Number preferring
(a)	2
(b)	26
(c)	4

Principals are more interested, likewise, in receiving constructive criticism than they are in the final "mark" which they receive. They were asked to indicate which type of final record is best from the standpoint of service to all concerned:

- (a) Several designations or ranks, indicating superior, good, fair, poor, etc.
- (b) Two designations only: Indicating either "satisfactory" or "unsatisfactory."
- (c) A simple analysis of the principal's work, based upon the main functions of the principalship, omitting entirely any designation of rank as referred to under (a) or (b).

Their judgment is summarized in Table 13.

TABLE 13.—TYPES OF FINAL RECORDS PREFERRED BY 32 PRINCIPALS

Type of records	Number preferring
(a)	9
(b)	7
(c)	15

SUMMARY

1. Because of his immediate relationship to the effectiveness of instruction, the evaluation of the quality of the principal's own efficiency is a matter of primary concern to education.
2. Nevertheless, the rating of principals in service is not a widespread procedure among cities of 100,000 and over.
3. Annual rating is the customary practice.
4. The majority of cities rating their principals in service do so by means of a predetermined schedule of standards.
5. Principals are usually rated by their immediate superiors in office.
6. Several cities rate principals and teachers upon the same blank.
7. In recording final ratings, the majority of cities recognize three or more classes of merit.
8. The type of final "mark" is of minor importance, however, in the minds of principals. They desire a constructive criticism primarily.

9. The method of unweighted analysis in rating is used by superintendents more frequently than any other.

10. The method of unweighted analysis is preferred overwhelmingly by principals as the most constructive and helpful to all concerned.

11. Supervision of instruction is the main function of the principal with professional relationships second, and the supervision of material conditions and of the operation of the school third, as indicated by a study of formal rating schemes now in use.

SUGGESTIONS FOR THE SUCCESSFUL RATING OF PRINCIPALS IN SERVICE

1. *Simplicity*—Rating standards should be simply and clearly stated; the list of activities included should be mainly functional rather than personal in character; it should be limited to those which can be readily observed and correctly evaluated by the rating official.

2. *Constructiveness of aim*—Component elements of the rating blank need not be weighted; in the interest of simplicity and general acceptability they *should not* be weighted. Exactness in determining the principal's final "mark" is less vital than constructive criticism or commendation based upon an understanding analysis of service rendered.

3. *Follow-up*—If the rating plan is to be productive of their fullest returns, principals should know the official estimate of service. They should be made to feel the administration's appreciation of their achievements, and not only its desire for the individual's success but its general readiness to be helpful in every possible way.

4. *Coöperation and support from the principals' corps*—The subject of rating in service is one which is worthy of the serious consideration of professionally-minded principals:

a. Clearer definition and wider recognition of the principal's status are logical results of a successfully administered rating plan.

b. The support and coöperation of the principals will be valuable in the formulation of practicable rating standards.

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CONSTITUTION AND BY-LAWS OF THE DEPARTMENT
OF ELEMENTARY SCHOOL PRINCIPALS—
ADOPTED 1921

PREAMBLE

A GREAT majority of our future citizens receive all their formal education in the elementary school. To it is intrusted the physical, mental, and moral training of the child during its tenderest years, and to it we must look for that basic training upon which all future education must rest. Educators everywhere and our Federal, State, and local governments are realizing more and more the responsibility placed upon the elementary school, but primarily it is the elementary school principal who must face these responsibilities intimately. In order to meet these responsibilities with a united mind and purpose, to study the problems of the elementary school with a broad and sympathetic outlook, to enlist the aid of educational forces everywhere, and in general, to give to the elementary child the advantages of united effort, we do hereby form the Department of Elementary School Principals and adopt the following Constitution:

Article I. Name—The name of the organization shall be the Department of Elementary School Principals of the National Education Association.

Article II. Membership—Membership in the Department of Elementary School Principals shall be defined to include State, county, and city supervisory principals of elementary school classes who are members of the National Education Association.

Article III. Officers—(a) The officers of the Department shall be the President, three Vice-Presidents, the Secretary, the Treasurer, and the Executive Committee.

(b) The officers of the Department, with the exception of the Executive Committee, shall hold office for a period of one year from the date of election.

(c) The Executive Committee shall consist of four members besides the Chairman. These members shall hold office for four years, one member retiring each year. The member receiving the largest number of votes at the first election shall serve four years, and the others three, two, and one respectively, according to the number of votes received. The President of the Department shall be an ex officio member and Chairman of the Executive Committee.

Article IV. Method of amending the Constitution—(a) An amendment to the Constitution or By-Laws may be proposed by the

Executive Committee or by a petition of at least ten regular members of the Department.

(b) The proposed amendment shall be read in regular session at least 24 hours before a vote is taken upon it.

(c) Two thirds of the votes of the members present in a regular session will be necessary to make the proposed amendment part of the Constitution.

Article V. Elections—(a) Election of officers will take place in business session held during the summer meeting of the National Education Association.

(b) Election shall be by ballot.

(c) Active members only are entitled to vote.

(d) A nominating committee of five members shall be appointed by the President at the first session of the summer meeting. This committee shall nominate one candidate for each office to be filled. Nominations from the floor shall be permitted.

Article VI. Duties of Officers—The President shall preside at all meetings of the Department and of the Executive Committee, appoint all committees not otherwise provided for, call meetings of the Executive Committee at his pleasure or upon written request of three of its members, sign all orders on the Treasurer and perform such other duties as may from time to time devolve upon him. He shall be ex officio member of all standing committees.

The Vice-President, in the absence of the President of the Department, shall perform all the duties of that office.

The Secretary shall keep in the minute book of the Department a careful record of the proceedings of the Department and of all its committees; and he shall be responsible for their preservation. He shall be custodian of the seal of the Department. He shall be the secretary of the Executive Committee. Within 30 days after any meeting of the Department and within 10 days after any meeting of the Executive Committee the Secretary shall furnish a copy of the minutes of such meeting to each member of the Executive Committee. He shall prepare and keep an accurate list of the members of the Department with their postoffice addresses, countersign all orders of the Treasurer, and perform such other duties as may, from time to time, devolve upon him. His compensation shall be such as the Department may direct before he assumes the office.

The Treasurer shall give bond, approved by the Executive Committee, in amount fixed by such committee, the expense of such bond to be paid from the funds of the Department. He shall collect and have the custody of all the funds of the Department, which shall be deposited in the name of the Department in an institution approved

by the Executive Committee. He shall pay out such funds only on orders signed by the President and the Secretary. He shall be ex officio member of the Enrolment Committee and shall give his receipt countersigned by a member of such committee to each member of the Department for payment of dues. He shall keep the accounts of the Department and his accounts shall be audited by the Committee on Audits before the annual meeting of the Department, and at such meeting he shall make an itemized report in writing of all receipts and expenditures. He shall perform such other duties as may, from time to time, devolve upon him. His compensation shall be such as the Department shall direct.

The Executive Committee shall be regarded as the administrative body of the Department, subject to the call of the President, except as otherwise provided for in the Constitution. To supplement and assist him in the conduct of his office, the Executive Committee shall, by a majority vote of all its members, fill all vacancies, except that of President, which is provided for in the Constitution. The Executive Committee shall prepare an advance program for each annual meeting of the Department not less than 30 days before such meeting convenes. The Executive Committee shall prepare an annual report of the Department and shall send a printed copy of same to each member of the Department.

The annual report shall contain a list of officers and committees of the Department, a list of members of the Department, together with their addresses and such other matter as the Department and Executive Committee may direct.

All bills before being paid shall be approved by the Executive Committee, and such action shall be placed in detail on the minutes of the committee.

BY-LAWS

Article I—There shall be the following standing committees and such other special committees as the President may appoint: Committee on Educational Progress, Committee on Resolutions, Committee on Enrolment, Committee on Coöperation with Civic Bodies.

Article II. Organization and Conduct of Committees—The first meeting of a committee shall be called by the first-named member thereof. All committees shall organize by the election by ballot of a Chairman and a Secretary unless otherwise provided for and may make rules for the conduct of their business not inconsistent with the Constitution and By-Laws. Minutes of the proceedings of each standing committee shall be kept in the minute book of such com-

mittee, and a copy thereof certified by the chairman and secretary shall be promptly furnished to the Secretary of the Department. All standing committees shall report to the Department in writing at the annual meeting. Vacancies in all committees except the Executive Committee shall be filled by the President of the Department.

Article III. Committee on Educational Progress—The Committee on Educational Progress shall consist of one member from each State. This committee shall bring before the Department such features of educational progress as it may deem worthy of consideration.

Article IV. Committee on Resolutions—All resolutions offered at an Annual Meeting of the Department shall be referred to the Committee on Resolutions, unless otherwise ordered by the Department. This committee shall submit to the Department for its consideration such resolutions as they may deem advisable.

Article V. Committee on Enrolment—The Committee on Enrolment shall consist of not less than one member from each State, but additional members may be appointed by the President of the Department. This committee shall secure members for the Department, collect the annual dues and pay them to the Secretary, furnishing him therewith a list of the names and postoffice addresses of members from whom such dues have been collected, and giving each member the Secretary's receipt, countersigned by a member of the committee.

Article VI. The Committee on Coöperation with Civic Bodies—The Committee on Coöperation with Civic Bodies shall enlist the support and coöperation of such civic organizations as shall increase the influence and scope of the Department.

Article VII. Books, Records, Papers, and Property—SEC. 1. The records and accounts of the Department and of its officers, committees, departments, sections, and divisions, shall be kept in books provided by the Department, which shall be the property of the Department.

SEC. 2. All books, papers, records, and accounts of the Department and its officers, committees, departments, sections, and divisions shall be open at all times to the inspection of the Executive Committee, or any member thereof.

SEC. 3. Every officer, member, committee, department, section, or division of the Department having funds, papers, books, records, or property of any description belonging to the Department shall give up the same on demand to his or their successors in office or to the person authorized by the Department or its Executive Committee to receive the same.

Article VIII. Fiscal Year—The Fiscal Year of the Department shall begin July first and end June thirtieth in each year.

Article IX. Roberts' Rules of Order—The rules and orders of Roberts' "Rules of Order," not inconsistent with this Constitution shall govern the meetings of the Department and its committees.

Article X. Rules on Debate—The Department shall be governed by the ruling of the National Education Association that debates shall be limited to five minutes unless otherwise ordered during the year.

ROSTER OF PRINCIPALS' CLUBS

Burlington, Vermont—Elementary School Principals Club

President, D. Henryetta Sperle, Elementary Demonstration School, University of Vermont

Secretary, Marjery Adsit, Pomeroy School

Chicago, Illinois—Chicago Principals' Club

President, George A. Beers, 64 East Van Buren Street

First Vice-President, Daniel J. Beeby, 64 East Van Buren Street

Secretary, Christine Bednar, 64 East Van Buren Street

Treasurer, Don C. Rogers, 64 East Van Buren Street

Evanston, Illinois—Principals of District Seventy-Five

President, Anne Cummins, Miller School

Secretary, Mrs. Frances H. Webster, Crandon School

Grand Rapids, Michigan—Elementary School Principals Exchange Club

President, Jessie H. Stevenson, Sibley School

Vice-President, Ada A. Fuller, Walker School

Secretary, Meda Bacon, 731 Lafayette Avenue, S. E.

Treasurer, Etta F. Jones, Finnley School

Los Angeles, California—Los Angeles Elementary Principals' Club

President, Menno S. Kuehny, Rowan School No. 149

Vice-President, Sidney Good, Garvanza School

Secretary, Louise Graf, Albion St. School

Treasurer, Roy Porter, 4412 Sunset Boulevard

Auditor, W. F. Hughes, San Pedro Street School

Memphis, Tennessee—Principals' Association

President, S. L. Ragsdale, F. M. Guthrie School

Vice-President, Mrs. Frances Landis, Merrill School

Secretary-Treasurer, D. C. Pardue, Jefferson St. School

Sioux City, Iowa—Administration Club

President, M. H. White, North Junior High School

Vice-President, Fannie Foster, Supervisor, Primary Grades

Secretary, Dora Finley, Secretary to Superintendent

Treasurer, L. W. Feik, West Junior High School

St. Louis, Missouri—St. Louis Club of Women Principals

President, Emily F. Taylor, William Stix School

Vice-President, Margaret K. Slater, Rock Spring School

Secretary, May B. Blanchfield, Walbridge School

Treasurer, Ida Lee Woody, Hamilton School

Tacoma, Washington—Tacoma Principals Association

President, B. W. Lyon, Rogers School

Secretary-Treasurer, Jennie M. Reed, Sheridan School

Washington, D. C.—Administrative Principals Association for Division 10-13

President, D. I. Renfro, Lovejoy School

Vice-President, K. C. Lewis, Garnet-Patterson School

Secretary, John C. Payne, Douglass-Simmons School

LIST OF MEMBERS

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

FOR THE YEAR 1924-25, CORRECTED TO APRIL 10, 1925

Unless otherwise indicated those listed are elementary school principals

- Abbott, Carlotta G., Emerson School, Denver, Colo.
 Abel, B. L., School 45, Buffalo, N. Y.
 Abraham, A. C., Supt. of Schools, Galesville, Wis.
 Abrams, Henry, 1014 L, Riverview Union, Reedley, Calif.
 Adams, Harold J., 83 Van Houten Ave., Passaic, N. J.
 Adamson, Belle, Norwood School, Marietta, Ohio.
 Adel, Edna P., Fieser School, Columbus, Ohio.
 Adsit, Margery, Pomeroy School, Burlington, Vt.
 Adsit, Ruth, Laramie, Wyo.
 Afferbach, Calvin E., Rural Supvr., State Dept. of Ed., Sussex Co. Court House, Georgetown, Del.
 Ager, H. W., Bench School, Portland, Ore.
 Agnew, Lizzie O., Walnut Grove Rural School, Moore, S. C.
 Ahau, Akuni, Kailua School, Waimanalo, Oahu, Hawaii.
 Akers, Winfred C., 54 Dwight St., Brookline, Mass.
 Alexander, Carter, Teachers College, Columbia Univ., New York, N. Y.
 Alexander, Mrs. Alevia, Woodmere School, Portland, Ore.
 Alexander Hattie, Elizabeth School, Charlotte, N. C.
 Alexander, J. A., Supt., of Schools, Windsor, Ill.
 Alexander, Miss Rae, Ethan Allen School, San Francisco, Calif.
 Allen, Lillie E., A. D. Bache School, Philadelphia, Pa.
 Allen, Lora, 99 W. Kansas, Pittsburg, Kans.
 Allen, Nell B., Emerson School, Hoquiam, Wash.
 Allen, Oliver E., High School, Springfield, Ohio.
 Aller, Blanche C., Greybull, Wyo.
 Allgood, R. V., Avondale School, Birmingham, Ala.
 Allhands, Mrs. Ida M., Fernwood School, Portland, Ore.
 Altamer, M. H., College Hill School, Cincinnati, Ohio.
 Alter, Harvey E., Thomas Street School, Rome, N. Y.
 Ames, Rena, Lafayette School, Hammond, Ind.
 Anderson, Cora S., Merriam Hotel, 106 So. 25th St., Omaha, Nebr.
 Anderson Emma C., 419 W. 76th St., Los Angeles, Calif.
 Anderson, Eylau, Purvis School, Brunswick, Ga.
 Anderson, John O., Bryant School, Duluth, Minn.
 Anderson, Paul R., Lanier High School for Boys, Macon, Ga.
 Anderson, William, Dunbar School 101, Baltimore, Md.
 Andrew, Ellen B., Kilgour School, Herschel Ave., Cincinnati, Ohio.
 Andrews, Alice L., Dickey Ave., Warren, Ohio.
 Andrews, Frank A., 47 Clark St., Worcester, Mass.
 Andrews J. O., 2825 May St., Fort Worth, Tex.
 Andrews, John H., Principal of School, Superior, Wis.
 Andrews, Mary, McKinley School, Santa Ana, Calif.
 Angland, Helen, 347 Van Houten St., Paterson, N. J.
 Anstice, Helen W., M. H. Landenberger School, Philadelphia, Pa.
 Anthony, John W., Franklin School, Pittsburgh, Pa.
 Ard, Lena, Clementsville, Idaho.
 Arehart, Claud A., Linnton School, Portland, Ore.
 Armour, Charles, 1015 N. Avenue, Rockford, Ill.
 Armstrong, Cora, Clarendon School, Canton, Ohio.
 Armstrong, Mrs. Mary F., Congress School, Grand Rapids, Mich.
 Armstrong, Nano E., Garfield Ave. School, Milwaukee, Wis.
 Arnold, Charles E., Stephen F. Austin School, San Antonio, Tex.
 Arnold, E. G., Alcott School, Denver, Colo.
 Arnold, Frank J., 622 Mansfield Place, Brooklyn, N. Y.
 Arnold, M. A., Horace Mann School, Everett, Mass.
 Arrington, Mrs. Empress, Lamar School, El Paso, Tex.
 Arrington, Mrs. Stella P., Primary Supervisor, Sanford, Fla.
 Askin, Bessie D., Madison School, Pittsburgh, Pa.
 Atkins, George F. B., Puritan School, Bessemer, Mich.
 Atkins, Robert S., Thomas N. Hart School, South Boston, Mass.
 Atkinson, F. H., Henry Ford School, Highland Park, Mich.
 Atterbury, Lydia, John Muir School, Berkeley, Calif.
 Atwater, Jane S., 6938 E. End Ave., Chicago, Ill.
 Atwell, E. E., 1008 Hughes St., Middletown, Ohio.
 Atwell, Lottie E., Shady Park School, North Braddock, Pa.
 Atwood, Clinton H., 104 Center St., Solvay, N. Y.
 Austin, Mary N., Bancroft School, Omaha, Nebr.
 Avery, Susanne, Lowell School, Sioux City, Iowa.
 Axe, Fred W., 147 N. Pine St., Tujunga, Calif.
 Axtelle, George E., Honokaa, Hawaii.
 Ayers, Sadie B., Henry Williams School, Petersburg, Va.

- Bache, Ada G., George Washington School, Louisville, Ky.
 Bacon, Meda, 731 Lafayette Ave., S. E., Grand Rapids, Mich.
 Bader, Edith M., High School, Ann Arbor, Mich.
 Baker, Della F., North School, Geneseo, Ill.
 Baker, Elizabeth S., 159 Paxton St., Harrisburg, Pa.
 Baker, Ira W., Lincoln School, Oklahoma City, Okla.
 Baker, L. L., 1378 Tabor Court, Portland, Ore.
 Baker, N. A., Hosford School, Portland, Ore.
 Balch, A. E., Washington Junior High School, Fresno, Calif.
 Baldwin, Agnes M., 122 College St., Buffalo, N. Y.
 Baldwin, C. W., Kaahumanu School, Honolulu, T. H.
 Baldwin, Paul, Baker School, Evansville, Ind.
 Barbee, F. H., Scaritt School, Kansas City, Mo.
 Barber, E. Olive, 110 N. Main St., Gloversville, N. Y.
 Barber, Gertrude L., McKinley School, Coffeyville, Kans.
 Barclay, Mrs. Mayme G., Lindsay, Calif.
 Barker, Esther J. W., 3730 N. Oakley St., Chicago, Ill.
 Barker, Mary C., John B. Gordon School, Atlanta, Ga.
 Barley, Ida L., Ashland School, Kansas City, Mo.
 Barnard, Margaret, Humphreys Ave. School, Los Angeles, Calif.
 Barnes, George P., 539 Clay St., Colusa, Calif.
 Barnes, Harold, Girard College, Philadelphia, Pa.
 Barnes, Percival S., Supt. of Schools, East Hartford, Conn.
 Barns, B. A., Supvr. of Visual Ed., Detroit, Mich.
 Barr, Gertrude, Park Place School, Chattanooga, Tenn.
 Barrett, Ellen J., 4026 Baudin, New Orleans, La.
 Barrett, Jennie M., School 50, Baltimore, Md.
 Bartows, Howard F., Junior High School, Oak Bluffs, Mass.
 Barry, Miss A. P., Rincon School, San Francisco, Calif.
 Bartels, Alma, Larimer School, Pittsburgh, Pa.
 Bartholf, Harriet, Barret School, Shreveport, La.
 Bartholf, Mrs. Kate J., Whittier School, Minneapolis, Minn.
 Bartine, Helen W., Cramp School, Philadelphia, Pa.
 Bash, Eugene H., Henry C. Kumpf School, Kansas City, Mo.
 Bassett, A. F., Route B, Box 174, Sanger, Calif.
 Bates, Elizabeth, 365 So. Highland Ave., Los Angeles, Calif.
 Bates, Guy, Dwyer School, Detroit, Mich.
 Bates, W. L., Lowell School, Boston, Mass.
 Batman, Anna C., Longfellow School, Lincoln, Nebr.
 Baugh, Lila, 2909 Fannin St., Houston, Tex.
 Baughman, W. L., Jefferson School, East St. Louis, Ill.
 Baum, Millicent, Public School 101, New York, N. Y.
 Baur, Florence L., 441 S. Maple Ave., Glen Rock, N. J.
 Beal, Mamie G., 4510 So. 20th St., Omaha, Nebr.
 Beall, Ross H., Supt. of Schools, Bellevue, Iowa.
 Beardley, Inez, East Ward School, Greeley, Colo.
 Beatty, Willard W., Skokie School, Winnetka, Ill.
 Beaudry, Wilfred, George E. Tracy School, Milford, Mass.
 Becher, William O., Trowbridge St. School, Milwaukee, Wis.
 Bechmann, Albertina, 12th District School, Cincinnati, Ohio.
 Beck, Miss E. Leone, Alabama School, Cleveland, Ohio.
 Beck, J. O., Westwood School, Cincinnati, Ohio.
 Beck, Julia F., Schools 66 and 67, Baltimore, Md.
 Beckham, Blanche, James Monroe School, Washington, D. C.
 Beckwith, Alma M., Jackson School, Atlantic, Iowa.
 Bedell, Bess C., Rosehill School, Omaha, Nebr.
 Bednar, Christine, Sherwood School, Chicago, Ill.
 Beers, George A., 1310 S. Ashland Ave., Chicago, Ill.
 Beggs, V. L., 941 So. Grove Ave., Oak Park, Ill.
 Belding, Alice H., Abbott St. School, Worcester, Mass.
 Belisle, John H., Winterhalter School, Detroit, Mich.
 Bell, Nellie, Second District School, Chattanooga, Tenn.
 Bell, O. E., Central Junior High School, Idaho Falls, Idaho.
 Bell, William M., Jr., 629 20th St., San Pedro, Calif.
 Bellamy, W. S., Cracken School, Dallas, Tex.
 Benedict, Myrtle L., Kentucky School, Cleveland, Ohio.
 Benedict, William Howard, School 8, Elmira, N. Y.
 Bennett, Lewis A., Supervisor of Schools, Paterson, N. J.
 Bennett, Arthur, East Park School, Avalon, Pa.
 Bennett, Mrs. V. B., Moorhead School, Pittsburgh, Pa.
 Benson, Bertha, 1616 So. Avers Ave., Chicago, Ill.
 Benson, J. R., Elliot School, St. Louis, Mo.
 Benthack, Emil, Supt. of Schools, Arnold, Nebr.
 Berard, Elvina L., Commodore Sloat School, San Francisco, Calif.
 Berg, Selmer H., Supt. of Schools, Stoughton, Wis.
 Bergan, K. W., Simms, Mont.
 Berry, W. T., Forest Ave. School, Maysville, Ky.
 Bettes, Lucy M., Madison School, Grand Rapids, Mich.
 Bickler, Peter, Grant St. School, Milwaukee, Wis.
 Biffer, Mary C., California Street School, Los Angeles, Calif.
 Bigelow, Gertrude E., Hancock School, Brookline, Mass.
 Bigger, Lillian, North Ward School, Clearwater, Fla.
 Bildersee, Dorothy, Public School 105, Manhattan, New York, N. Y.
 Bill, Carrie V., Jefferson St. School, Memphis, Tenn.
 Billings, Myra C., Rogers School, Chicago, Ill.
 Bingham, H. Beth, South Side School, Mishawaka, Ind.
 Birkenhauer, Louise, Linwood School, Kansas City, Mo.
 Bisset, Mary C., Jenks School, Philadelphia, Pa.

- Black, Mary I., Liberty School, Pittsburgh, Pa.
 Blackmore, Ida, Monmouth Park School, Omaha, Nebr.
 Blake, Katherine D., Public School 6, Manhattan, New York, N. Y.
 Blakemore, Edith E., Lincoln School, Pomona, Calif.
 Blandford, Mrs. E. W., Glenhaven School, Portland, Ore.
 Blankenship, Mrs. Essie, Wesley Heights, Charlotte, N. C.
 Blessing, Louise, Roosevelt School, Pittsburgh, Pa.
 Blish, Elizabeth, 5525 S. Morgan St., Chicago, Ill.
 Biles, Carrie W., Acushnet Ave. School, New Bedford, Mass.
 Block, Louis J., 3250 W. Adams St., Chicago, Ill.
 Blondin, Camilla M., Thayer School, Burlington, Vt.
 Bloom, George W., 723 E. State St., Fremont, Ohio.
 Blough, H. B., 321 E. 22nd St., Portland, Ore.
 Blumb, Joseph L., 2223 Durant Ave., Berkeley, Calif.
 Boeckel, Alexander, Public School 100, Coney Island, Brooklyn, N. Y.
 Bogan, L. E., Okay, Okla.
 Bogan, William J., Lane Technical School, 1225 Sedgwick St., Chicago, Ill.
 Boland, Teresa M., Union School, Rutherford, N. J.
 Bolen, Elizabeth, South Park School, St. Joseph, Mo.
 Bolenbaugh, George B., Fairview School, Cincinnati, Ohio.
 Bolton, Belle, Hicks School, Cleveland, Ohio.
 Bomford, Mrs. M. A., 215 Eagle St., Tampa, Fla.
 Bond, Elizabeth, Washington School, Salt Lake City, Utah.
 Bond, L. L., Hubbard, Iowa.
 Bond, Mary E., Henry Polk School, Washington, D. C.
 Bonfield, Q. Louise, St. Clair School, Cleveland, Ohio.
 Bonfield, Susan, 3211 Giles Ave., Chicago, Ill.
 Booz, Mrs. Mary Convery, Columbus School, Trenton, N. J.
 Bopst, M., Columbia St. School, Cumberland, Md.
 Bortle, Helen, Beck St. School, Columbus, Ohio.
 Boucher, M. D., Sherman School, San Diego, Calif.
 Boughan, Mary J. W., Sabin School, Chicago, Ill.
 Boughton, O. B., Penna. Ave. School, Cumberland, Md.
 Boukofsky, Rebecca M., Paul Revere School, San Francisco, Calif.
 Bovee, Earl E., Whittier School, Sioux City, Iowa.
 Bowden, Garfield A., Dept. of Science, University School, Cincinnati, Ohio.
 Bowen, Warren R., Wallis School, Salem, Mass.
 Bowen, Wayne F., 403 So. Tamarind St., Compton, Calif.
 Bowers, Frances L., 1906 W. Tioga St., Philadelphia, Pa.
 Bowman, Calvin, Crafton School, Crafton, Pa.
 Bown, R. F., Bryant School, Tacoma, Wash.
 Bowring, H. F., Lincoln School, Modesto, Calif.
 Boyce, Thomas W., Cass St. School, Milwaukee, Wis.
 Boyd, Charles H., Highland School, Portland, Ore.
 Boyer, Martha E., 6420 N. 12th St., Philadelphia, Pa.
 Boyer, Monta J., Alameda School, Denver, Colo.
 Boyington, Jo Mae, Wilson School, Spokane, Wash.
 Boyle, Minnie E., Public School 22, Paterson, N. J.
 Boysen, Mrs. Agness, Lyndale School, Minneapolis, Minn.
 Bracken, J. L., Supt. of Schools, Clayton, Mo.
 Bradfield, Emma, Junior High School, Dowagiac, Mich.
 Bradley, Anne M., Peralta School, Oakland, Calif.
 Bradshaw, Ruth, 606 W. Pine St., Fairbury, Ill.
 Brady, Mary, King's Highway, Mt. Ephraim, N. J.
 Brady, William, Washington School, East Orange, N. J.
 Bragg, Mrs. Elizabeth, State Teachers College, Springfield, Mo.
 Brainard, Charles E., Supervising Principal, Somerville, Mass.
 Braine, Elizabeth M., Public School 39, Far Rockaway, New York, N. Y.
 Bramble, G. T., Irving School, Tacoma, Wash.
 Branson, Mrs. Lilla T., 34 Union St., Mount Holly, N. J.
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 Brossard, Julia E., Clayton School, Kirkwood, Mo.
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- Brown, W. Q., Kennedy School, Cincinnati, Ohio.
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- Burdick, W. H., Union School, Schenectady, N. Y.
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- Burke, Hanna J., School 29, Buffalo, N. Y.
- Burke, Lottie C., Riverside School, Memphis, Tenn.
- Burke, Margaret E., Robert E. Lee School, San Antonio, Tex.
- Burke, Sarah T., Rose Hill School, Lewiston, Maine.
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- Buster, N. E., Dillow School, Fort Worth, Tex.
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- Butler, Eugene B., Graham High School, Rushville, Ind.
- Butler, Katherine T., Thomas Street School, Worcester, Mass.
- Butler, Margaret F., Douglas School, St. Paul, Minn.
- Butler, William F., Belmont Street School, Worcester, Mass.
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 Cleveland, Jessie, East Ward School, McCook, Nebr.
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- Craig, Christine, Yorkville School, Whitesboro, N. Y.
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- Crandall, J. Myrtle, Emerson School, Great Falls, Mont.
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 Follmer, Katherine, North Elementary School, Normal, Nebr.
 Folsom, H. B., Webster School, Salt Lake City, Utah.
 Folsom, Sylvia A., Harrison School, San Francisco, Calif.
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 Gohmert, Emilie G., Millam School, San
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 Graham, Minnie S., DeWitt Clinton School,
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 Grant, Mrs. Belle G., Hemet School,
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 Harding, Ernest A., Peapack-Gladstone School, Gladstone, N. J.
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 O'Malley, Margaret, School 66, Buffalo, N. Y.
 O'Mara, Elizabeth, School 6, Indianapolis, Ind.
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 O'Neill, Cordelia L., Gilbert School, Cleveland, Ohio.
 O'Neill, Jennie M., Duggan School, Waterbury, Conn.
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 Osborn, Charlotte, Emerson School, Sioux City, Iowa.
- Osburn, Burl N., Washington School, Sioux City, Iowa.
 Ostrom, Mrs. Ivy Douglas, James Lack School, San Francisco, Calif.
 Oswald, Irene G., Cavetown School, Cavetown, Md.
 Otis, Elizabeth, Center School, Bloomfield, N. J.
 O'Toole, Margaret K., Lathrop School, Omaha, Nebr.
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 Page, Miss J. E., Randall-Cordoza School, Washington, D. C.
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 Palmer, Helen M., Fox Dist. School, Haverhill, Mass.
 Palmer, Nirma E., Columbian School, Pueblo, Colo.
 Palmer, U. G., Supervising Principal, Verona, Pa.
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 Parr, Eunice E., Fannin School 12, San Antonio, Texas.
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 Parsons, Addie M., Mt. Hermon School, Salisbury, Md.
 Parsons, Caroline H., Emerson School, Oak Park, Ill.
 Parsons, Emily R., Harvey School, Madison, Wis.
 Parsons, George W., Lincoln School, Medford, Mass.
 Partridge, Mrs. Clara M., Oxford School, Berkeley, Calif.
 Pate, Florence, Lawlor School, Binghamton, Tenn.
 Pattee, Ida M., Bryant School, Spokane, Wash.
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 Paxton, Agnes M., Lafayette School, Jacksonville, Ill.

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 Pearson, Mrs. Vera, Hialeah School, Miami, Fla.
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 Peasley, Florence E., Brant School, Kenosha, Wis.
 Pechin, Mrs. Cellna, Jean Parker School, San Francisco, Calif.
 Pedlow, Ella, School 22, Indianapolis, Ind.
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 Peffer, Ernest, East School, Meriden, Conn.
 Peikoto, Bridget C., Public School 96, 45 Queens, New York, N. Y.
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 Peters, Florentine, Garfield School, Chicago Heights, Ill.
 Peters, Leone E., Eugene Field School, Minneapolis, Minn.
 Peterson, L. D., DeGraff, Minn.
 Peterson, Oda K., William Junior High School, Williamson, W. Va.
 Petseys, W. A., Peninsula School, Portland, Oregon.
 Pettit, J. E., Mayfair School, East Cleveland, Ohio.
 Pfahler, Carrie, Roosevelt, Jackson and Madison Schools, Mason City, Iowa.
 Pfeiffer, Anna, Fourth Street School, Columbus, Ohio.
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 Phillips, Hannah, Denman School, San Francisco, Calif.
 Phillips, H. M., High School, DeKalb Junction, N. Y.
 Phillips, Mrs. Jane E., Eastwood Ave. School, Columbus, Ohio.
 Phillips, Jerry, Supt. of Schools, Tivoli, Texas.
 Phillips, Martha, Washington School, Omaha, Nebr.
 Phillips, Mary F., Battell School, Mishawaka, Ind.
 Phillips, W. T., Athens, Wis.
 Pickett, Lillian, Kearsley St. School, Flint, Mich.
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 Porter, Fannie, Farling School, Portland, Oregon.
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 Potter, Mrs. Edna H., Auxiliary School for Exceptional Children, Grand Rapids, Mich.
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 Robinson, Beatrice, Jackson School, Everett, Wash.
 Robinson, Henrietta A., Maybee School, Detroit, Mich.
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- Rowley, Ruby Elizabeth, Foster School, Evanston, Ill.
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- Sproule, Marlon K., Hamilton School, Philadelphia, Pa.
- Spuller, Minnie J., Bowen School, Akron, Ohio.
- Spurgin, Lucy, 1416 S. Brook St., Louisville, Ky.
- Squibb, F. W. Fifth Ave. School, McKeesport, Pa.
- Squibb, H. L., Supt. of Schools, Selah, Wash.
- Stafford, C. M., Sabin School, Portland, Oregon.
- Stafford, Susie F., 511 E. Davis St., Burlington, N. C.
- Stahl, John C., Fifth St. School, Connersville, Ind.
- Stahle, Pauline W., High St. School, Westerly, R. I.
- Staley, Raymond E., Beall High School, Frostburg, Md.
- Stallings, Lila, 1017 Egmont St., Brunswick, Ga.
- Stallman, Elsie, Mark Twain School, Sioux Falls, S. D.
- Standley, James W., Roosevelt School, Gary, Ind.
- Stanley, Elizabeth, Holland School, Minneapolis, Minn.
- Stanton, George A., Washington School, Seattle, Wash.
- Stapleton, Mrs. Louise V., Dickinson School, Grand Rapids, Mich.
- Stapleton, Mayme, Whittier School, Sioux Falls, S. D.
- Stauffer, Daisy, Hawthorne School, Dayton, Ohio.
- Stauffer, Harry F., Franklin School, Newark, N. J.
- Steele, Jesse F., Tooele, Utah.
- Steele, Julia M., Fourth St. School, Ansonia, Conn.
- Steele, Laura, School 5, San Antonio, Texas.
- Steele, R. R., Richmond School, Portland, Oregon.
- Steffens, Alice M., Racine, Minn.
- Stehman, J. H., Avondale School, 2616 N. Spaulding Ave., Chicago, Ill.
- Steinberg, David L., 5133 North Fairhill St., Philadelphia, Pa.
- Stellwagen, H. P., 4543a Red Bud Ave., St. Louis, Mo.
- Stephens, Ada, Chicago Ave. School, Columbus, Ohio.
- Stephens, C. E., Emerson School, St. Louis, Mo.
- Sterling, Amanda G., 202 Fifth St., Lakewood, N. J.
- Stevens, Eugene C., Clayton School, Denver, Colo.
- Stevens, Nellie M., Sitton School, Portland, Oregon.
- Stevens, P. Jr., Public School 44, New York, N. Y.
- Stevenson, Carlile A., 1417 Lake Shore Drive, Muskegon, Mich.
- Stevenson, Jessale, Sibley School, Grand Rapids, Mich.
- Stewart, Clara, Wm. H. Brett School, Cleveland, Ohio.
- Stewart, Mrs. Emma, Woodrow Wilson School, Houston, Texas.
- Stewart, Mrs. Eva L., Box 14, Mount Union, Pa.
- Stewart, I. Daniel, Sumner School, Salt Lake City, Utah.
- Stewart, L. P., Denton Bldg., Cincinnati, Ohio.
- Stitely, Marshall, 1532 Linden Ave., Baltimore, Md.
- Stivers, Samuel A., Detroit St. School, Milwaukee, Wis.
- Stock, Annie K., 245 W. 57th St., Chicago, Ill.
- Stockley, Callie L., Edwin T. Merrick School, New Orleans, La.
- Stoll, Caroline F., Fairmount School, Fairmount, Mo.
- Stolz, Mrs. R. B., Parkside School, San Francisco, Calif.
- Stolz, Rose, Bay View School, San Francisco, Calif.
- Stone, Fannie O., Pacific Ave. School, Glendale City, Calif.
- Stone, Mrs. Genevieve L., Bremer School, Minneapolis, Minn.
- Stone, Grace, 1708 No. 11th St., Waco, Texas.
- Stone, Helen M., 172 Highland Ave., Winchester, Mass.
- Stone, Josephine, Lowell School, Bakersfield, Calif.
- Stone, Louise K., Drake School, Chicago, Ill.
- Stone, Mary E., Public School 33, Jersey City, N. J.
- Storm, Eugene M., Lincoln School, Napa, Calif.
- Stott, Maud, Franklin, Mass.
- Stough, Elizabeth, 2000 Cleveland Ave., S. W., Canton, Ohio.
- Strachan, Mary G., 4268 Warner Road, Cleveland, Ohio.
- Strahan, Margaret, Lexington School, Grand Rapids, Mich.
- Straub, Lizzie, 2816 W. Chestnut St., Louisville, Ky.
- Strauss, Bella, Public School 88, 300 Livingston St., New York, N. Y.
- Street, E. B., Supt. of Schools Independence, Mo.
- Strickland, W. S., Kirby Road School, Cincinnati, Ohio.
- Stromberg, Martha, A. Lincoln School 86, Baltimore, Md.
- Strong, C. L., Brooklyn School, Portland, Oregon.

- Stuart, Mrs. Marjorie, Henry Durant School, San Francisco, Calif.
 Stuyland, A. L., Supt. of Schools, Tyler, Minn.
 Suchanek, Minnie M., Lafayette, Marquette, Foster and Division St. Portable Schools, South Bend, Ind.
 Sullivan, Jane, North School, Thompsonville, Conn.
 Sullivan Katharine C. V., Westall School, Fall River, Mass.
 Sullivan, Mary C., Brady School, Detroit, Mich.
 Suter, Ethel, N. B. Cook School, Pensacola, Fla.
 Sutton, Gertrude K., Hamilton School, Minneapolis, Minn.
 Swaim, Laura G., Supervisor of Schools, Maple Shade, N. J.
 Swan, Grace G., Hancock School, Pittsburgh, Pa.
 Swan, Ione D., San Pedro Dev. School, Walnut Park, Los Angeles, Calif.
 Swann, Alicia, Crockett School, El Paso, Texas.
 Swanzy, Linah, Bessemer School, Pueblo, Colo.
 Swasey, Marion H., 58 Maple St., New Bedford, Mass.
 Sweeney, Ellen C., Thomas Donaghy School, New Bedford, Mass.
 Sweeney, Thomas H., Public School 70, Queensboro, Long Island City, N. Y.
 Sweet, George H., 321 High St., Fall River, Mass.
 Swihart, J. Lehr, R. 3, Fostoria, Ohio.
 Swope, Lena D., 2101 N. New Jersey, Indianapolis, Ind.
 Swope, Mary B., Hartford School, Canton, Ohio.
 Sykes, A. J. J., Waterford School, South Norfolk, Va.
 Sykes, Marion, 4451 St. Lawrence Ave., Chicago, Ill.
 Sype, George, 820 S. Sholto St., Chicago, Ill.
 Syphax, John E., 1338 Q St., N. W., Washington, D. C.
 Taggart, Alice C., Chandler School, Manchester, N. H.
 Taggart, T. E., Ward School, Enid, Okla.
 Talbott, Adele, School 69, Baltimore, Md.
 Tallafarro, Sallie C., 3314 Elgin Ave., Baltimore, Md.
 Tallman, H. C., George School, Portland, Oregon.
 Tantum, Emma U., 70 Grandview Ave., Plainfield, N. J.
 Tapper, Inga B., Hayes School, Cedar Rapids, Iowa.
 Taylor, A. P., 502 W. 20th St., Owensboro, Ky.
 Taylor, Edith B., 1430 W. Minnehaha St., St. Paul, Minn.
 Taylor, Mrs. Ellen L., Dunbar School, Louisville, Ky.
 Taylor, Emily F., William Stix School, St. Louis, Mo.
 Taylor, F. W., High School, Yukon, W. Va.
 Taylor, George D., 392 Augustine St., Rochester, N. Y.
 Taylor, Isabelle, 2108 Marshall Ave., Newport News, Va.
 Taylor, Jessie E., Logan School, Minneapolis, Minn.
 Taylor, Mary, LaSalle School, Chicago, Ill.
 Taylor, Nell, Rusk School, El Paso, Texas.
 Taylor, W. F., Junior High School, Warren, Mass.
 Teach, Charles E., Supt. of Schools, Bakersfield, Calif.
 Teague, C. R., Texhoma, Okla.
 Teague, Grace L., Wallace School, Lewiston, Maine.
 Thalheimer, Florence, School 59, Baltimore, Md.
 Tharp, Elizabeth, Coe School, Seattle, Wash.
 Thaxter, B. A., Couch School, Portland, Oregon.
 Thayer, Mary E., 412 Amherst St., Manchester, N. H.
 Theilgaard, Sophie A., Kosciuszko School, Chicago, Ill.
 Thelander, Elynn, Laurelhurst School, Portland, Oregon.
 Thies, Lillian C., Walnut St. School, Milwaukee, Wis.
 Thom, Bernard E., Kempton, W. Va.
 Thomas, Alfred, Rockland St. School, Lancaster, Pa.
 Thomas, Catherine E., Shamrock Apt., Paducah, Ky.
 Thomas, J. Q., Supt. of Schools, Flagstaff, Ariz.
 Thomas, Lilla, Villas School, El Paso, Texas.
 Thomas, Mrs. Lillie D., 737 Talbot Road, Portland, Oregon.
 Thomas, Lily M., Dana Avenue School, Columbus, Ohio.
 Thomas, Mary Eva, Winfield Scott School, San Francisco, Calif.
 Thomas, Miles C., Border Star School, Kansas City, Mo.
 Thomas, Oscar D., Edgar Allan Poe School, Philadelphia, Pa.
 Thompson, Anna, Mills Open Air School, Portland, Oregon.
 Thompson, Anna E., Slater-Langston School, Washington, D. C.
 Thompson, Augusta Cary, Hodge School, Cleveland, Ohio.
 Thompson, Carrie A., Makaweli Kawai 1, Hawaii.
 Thompson, Cecil T., Sabin School, Portland, Oregon.
 Thompson, Cornelia B., Bond Street School, Asbury Park, N. J.
 Thompson, F. R., Washington High School, Washington Court House, Ohio.
 Thompson, Harriet E., Second Ave. School, Columbus, Ohio.
 Thompson, Harriet S., Herbert Spencer School, Chicago, Ill.
 Thompson, Idah, McKinley School, Sioux City, Iowa.
 Thompson, Lou H., Fairwood School, Columbus, Ohio.
 Thompson, Lucy, Hubbard Ave. School, Columbus, Ohio.
 Thompson, Mary A., George Dewey School, St. Louis, Mo.
 Thompson, Mary D., Ogden Ave., School, LeGrange, Ill.
 Thornall, Dillie F., Clara Barton School, R. F. D. 1, Perth Amboy, N. J.
 Thorne, Leona L., Moseley School, Chicago, Ill.
 Thornley, Mary, Simon Muhr School, Philadelphia, Pa.
 Thornton, Grace E., Old Branch Ave. School, Providence, R. I.
 Tierney, Ann C., Grant School, Menominee, Mich.
 Tindall, Emma V. Thomas, Holmes Jr. High School, Philadelphia, Pa.
 Tillman, Opal, Logan School, Macomb, Ill.
 Tinker, Dorcas M., 3208 Baring, Philadelphia, Pa.
 Tireman, L. S., Postville, Iowa.
 Tobin, Mary E., 1820 Yeaton Ave., Chicago, Ill.
 Tomkinson, Samuel, Sheridan School, Philadelphia, Pa.
 Torrey, Eleanor C., Emerson School, Duluth, Minn.
 Torrey, Sue B., 241 W. Eighth St., Erie, Pa.

- Torreyson, C. T., Lauderdale School, Memphis, Tenn.
- Tower, Willis E., Calumet High School, Chicago, Illinois.
- Towne, Lillian M., Bowdoin School, Brighton, Mass.
- Towne, R. H., Supt. of Schools, Glencoe, Minn.
- Townsend, Salome, Roskrige School, Tucson, Ariz.
- Tracy, Bettie M., 400 West 118 St., New York, N. Y.
- Trainor, Harry J., Box 842, Crystal Falls, Mich.
- Traphagen, Martin H., Mt. Vernon, N. Y.
- Trent, Mabel, 3134 W. 25th St., Cleveland, Ohio.
- Tregallas, Ida M., 3046 Logan Blvd., Chicago, Ill.
- Trisler, Earl, Peaslee School, Cincinnati, Ohio.
- Troeller, Mrs. Edith S., P. O. Box 415, Lihue, Kauai, T. H.
- Trott, John H., Supervising Principal, W. Manchester, N. H.
- Truby, Charlotte C., Brinton Ave. School, North Braddock, Pa.
- Truitt, W. J. B., John Goode School, Norfolk, Va.
- Tubre, B., Boyce High School, Boyce, La.
- Tuck, Sara E., 60 Sterling St., Atlanta, Ga.
- Turmo, U. A., Obert, Nebr.
- Turnage, Mrs. A. J., Junior High School, Richmond, Mo.
- Turnbull, F. A., 1812 W. 6th St., Aberdeen, Wash.
- Turnbull, Lillian, Woodland School, Canton, Ohio.
- Turpin, L. T., Washington Senior High School, Cedar Rapids, Iowa.
- Tweedy, Ira, Supt. of Schools, Rupert, Idaho.
- Twigg, Templeton P., George School, 4110 Russell St., Detroit, Mich.
- Twito, Helmer, Supt. Nottmimer Consolidated Schools, Valley City, N. D.
- Tyson, John H., Upper Darby High School, Upper Darby, Pa.
- Underhill, Frances A., 1458 State St., Schenectady, N. Y.
- Underwood, Franklin M., 3942 Connecticut St., St. Louis, Mo.
- Unruh, Leah B., Lincoln School, Flint, Mich.
- Unthank, Emma, Lincoln School, Tacoma, Wash.
- Upham, Mrs. Margaret S., 211 Washington St., Cumberland, Md.
- Van Auker, W. D., Public School 13, Paterson, N. J.
- Van Buren, Frances, Lafayette School, Grand Rapids, Mich.
- Vandegriff, Cella, Clinton School, Columbus, Ohio.
- VanderBie, Hiltiya, Clinton School, Minneapolis, Minn.
- Vander Las, Mrs. Gertrude, Central School, Oelwein, Iowa.
- Van Hoesen, Ralph, High School, Alma, Mich.
- Van Liew, Helen F., 2930 W. Harrison St., Chicago, Ill.
- Van Tine, D. T., Williams School, Portland, Oregon.
- Vaughan, J. T., Bush School, Birmingham, Ala.
- Vincent, H. D., School 18, Troy, N. Y.
- Vinson, Cecil, Cruft School, Terre Haute, Ind.
- Vogelsang, Dorothy, Columbus School, San Francisco, Calif.
- Volles, Stephens H., 1732 No. Mariposa Ave., Los Angeles, Calif.
- Vose, Vivian, Fair St. School, Houlton, Maine.
- Wagner, Olive E., Spurgeon School, Santa Ana, Calif.
- Waite, Ida M., Colorado School, Glendale, Calif.
- Walcott, E. Forrest, Northrop School, River Rouge, Mich.
- Walcott, Helen, Sylvan School, Rutherford, N. J.
- Walden, Emmett S., Calhoun County High School, Blountstown, Fla.
- Waldorf, May, Sandison School, Terre Haute, Ind.
- Wales, Waldo V., Oak St. School, Youngstown, Ohio.
- Walker, Anna W., Northern Liberties School, Philadelphia, Pa.
- Walker, Hattie E., Ruhrer School, Cleveland, Ohio.
- Walker, James Jr., 6039 Washington Ave., Philadelphia, Pa.
- Walker, Leona I., 44 Church St., New Rochelle, N. Y.
- Walker, Mary I., Walton School, Cleveland, Ohio.
- Walker, Mary V., Belmont School, Hopkinsville, Ky.
- Walker, Nannie, Wildeboor School, Pueblo, Colo.
- Walker, Sadie A., Central Grade Bldg., Fargo, N. D.
- Wallace, Lillian, McIntyre School, Philadelphia, Pa.
- Waller, Beulah H., Whitney School, Minneapolis, Minn.
- Walsh, Frances, 27th St. School, Milwaukee, Wis.
- Walters, R. J., 2045 So. Clarkson St., Denver, Colo.
- Walters, William Wade, Mark Twain School, St. Louis, Mo.
- Waltz, Jessie B., Bryan School, Akron, Ohio.
- Wanfield, Ellen, Brentwood, Calif.
- Ward, Clara, Franklin School, Grand Rapids, Mich.
- Ward, Evelyn, Fountain School, Grand Rapids, Mich.
- Ward, Susie A., Guadalupe School, San Francisco, Calif.
- Ward, W. H., Walterboro, S. C.
- Warden, K. W., Lenox School, Memphis, Tenn.
- Warner, Harold E., Hine Junior High School, Washington, D. C.
- Warren, Nellie G., 718 W. 15th St., Des Moines, Iowa.
- Walsh, John S., R. F. D. Box 430, Fresno, Calif.
- Washburn, Annie C., Supervising Principal, Melrose, Mass.
- Wathley, Rose J., East School, Hartford, Conn.
- Watkins, Lida E., Wells and McComas School 5, Baltimore, Md.
- Watson, Mrs. A. E., Kerns School, Portland, Oregon.
- Watson, Isabel, Washington School, Bartlesville, Okla.
- Watson, Martha A., Lincoln School, San Francisco, Calif.
- Waymire, Florence S., Garfield School, Dayton, Ohio.
- Weakley, Guy A., Supt. of Schools, Princeton, Kans.
- Weatherwax, Anna P., North Division School, Grand Rapids, Mich.
- Weaver, Alice M., Wall St. School, Norwalk, Conn.
- Webb, Edgar W., 100 Park Ave., Hinton, W. Va.
- Webb V. L., 604 Boyle Bldg., Little Rock, Ark.

- Webber, Evangeline, 2015 Linwood, Kansas City, Mo.
- Webbing, G. H., 1932 Bingham St., Kane-
ohe, Ohio, Bu. T. H.
- Weglein, D. E., Bd. of Ed., Administration
Bldg., Baltimore, Md.
- Welbel, Elise, Emerson School, Louisville,
Ky.
- Weidman, Mary E., Special Help School,
Parkersburg, W. Va.
- Weisman, Frances, Webster Jr. High
School, Spokane, Wash.
- Weisman, Sara E., Hawthorne School, Spo-
kane, Wash.
- Weid, Mildred A., School 8, Indianapolis,
Ind.
- Weiday, Samuel O., Roosevelt School,
Santa Barbara, Calif.
- Welker, Jean, Irving School, Sioux Falls,
S. D.
- Wellenvoss, Nora E., Emmet Field School,
Louisville, Ky.
- Wellers, Emma, Supervising Principal,
Wakefield, Mich.
- Wells, Virginia, Madison Heights School,
Memphis, Tenn.
- Welte, Adeline K., Holmes St. School, Lan-
sing, Mich.
- Wenner, Dorothy, 1225 Churchman Ave.,
Indianapolis Ind.
- Wenner, E. Virginia, West Brunswick
School, Brunswick, Md.
- West, Henry S., Supt. of Schools, Balti-
more, Md.
- West, Nathaniel G., Andrews School,
Rochester, N. Y.
- Wetzel, Marie C., Farnam School, Omaha,
Nebr.
- Weymouth, Edith M., Fairmount School,
Denver, Colo.
- Wheatley, Emily G., Woodland Hills
School, Cleveland, Ohio.
- Wheeler, Ada, Windsor School, Cincinnati,
Ohio.
- Wheeler, Mrs. Ann Delker, Third St.
School, Owensboro, Ky.
- Wheeler, Harriet E., North Pond School,
Worcester, Mass.
- Wheeler, R. S., Glenview Jr. High School,
Oakland, Calif.
- Wheelock, Alice H., Garfield School, Mo-
line, Ill.
- Whelan Mary, Miles Standish School,
Cleveland, Ohio.
- White, Carl M., Junior High School 1,
Camden, N. J.
- White, F. U., Supt. of Schools, Galva, Ill.
- White, Mrs. Henry, 710 1st St., S. E., Lit-
tle Falls, Minn.
- White, Mrs. M. Elizabeth, Lincoln School,
Wenatchee, Wash.
- White, Laura C., Junior High School, Jack-
sonville, Ill.
- White, Mariah D., 7923 Panola, New Or-
leans, La.
- White, Zada A., Lake Harriet School, Min-
neapolis, Minn.
- Whitesides, E. M., Layton, Utah.
- Whitfield, G. M., Jefferson School, Tacoma,
Wash.
- Whitley, George T., High School, Kenly,
N. C.
- Whitlow, Effie H., 1321 Nokomis St., Pitts-
burgh, Pa.
- Whitty, Mary E., Hosmer School, Fitch-
burg, Mass.
- Whitzel, Mary Effie, Ninth Ave. School, Co-
lumbus, Ohio.
- Wicker, Albert, Blenville School, New Or-
leans, La.
- Wickersham, Miss J. B., Fifth St. School,
Los Angeles, Calif.
- Wickey, Rose, Whittier School, Kansas
City, Mo.
- Wierwille, H. A., Lincoln School, San Ber-
nardino, Calif.
- Wilbur, Howard, Old High and Kimball
Schools, Needham, Mass.
- Wilcox, Walter E., Divoll School, St. Louis,
Mo.
- Wildeman, Edward, Shields School, Chi-
cago, Ill.
- Wilkinson, E. W., Dyer School, Cincinnati,
Ohio.
- Wilkinson, James G., Roosevelt School,
New Rochelle, N. Y.
- Willand, Alta C., Straw School, Manches-
ter, N. H.
- Willard, Chauncey C., 1231 S. Robey St.,
Chicago, Ill.
- Willard, Frank E., Asst. Supt. of Schools,
Seattle, Wash.
- Willard, Mary F., Kenwood School, Chi-
cago, Ill.
- Williams, Ann Carol, 385 Broadway,
Youngstown, Ohio.
- Williams, Clara Martin, Melrose Ave.
School, Los Angeles, Calif.
- Williams, Fannie C., 2027 Seventh Ave.,
New Orleans, La.
- Williams, Iona P., McLaughlin School,
Muskegon, Mich.
- Williams, J. D., Woodlawn School, Bir-
mingham, Ala.
- Williams, Mrs. Jeanette, Theodore Potter
Fresh Air School, Indianapolis, Ind.
- Williams, M. E., Chambers School, E. Cleve-
land, Ohio.
- Williams, M. Iola, Firestone Park School,
Akron, Ohio.
- Williams, Winnie M., South and Edwards
School, Beverly, Mass.
- Williamson, Anna, 22 Arbor St., Pitts-
burgh, Pa.
- Williamson Edith, Lemington School,
Pittsburgh, Pa.
- Williamson, Lillias M., 10354 Charles St.,
Chicago, Ill.
- Williamson, Lurana J., Alexander Henry
School, Philadelphia, Pa.
- Willis, Clyde, Supt. of Schools, Worthing-
ton, Mo.
- Willis, Minnie I., Emerson School, Erie
Pa.
- Wilmans, Beatrice, Hawthorne School,
Berkeley, Calif.
- Wilson, Albert H., Nassau School, East
Orange, N. J.
- Wilson, Albert M., Monroe School, St.
Louis, Mo.
- Wilson B. O., Ringling, Mont.
- Wilson, C. A., Avondale School, Cincin-
nati, Ohio.
- Wilson, Elsie E., 641 29th St., Newport
News, Va.
- Wilson, George H., Supervising Principal,
Narberth, Pa.
- Wilson, Irvin A., 1711 E. 72nd St., Chi-
cago, Ill.
- Wilson, Olive, 200 Seevel Apt., Vallejo,
Calif.
- Wilson, Sarah, E. Spencer Miller School,
Philadelphia, Pa.
- Wilson, W. A., Lakeside School, Pine
Bluff, Ark.
- Windsor, W. B., Greensboro, N. C.
- Wineman, Mrs. Katherine, Scripps School,
Detroit, Mich.
- Wing, Clara B., First Ave. School, Colum-
bus, Ohio.
- Winkworth, Jessie L., 220 Ninth Ave.,
Haddon Heights, N. J.
- Winn, J. W., McKinley School, Fresno,
Calif.
- Winslow, Charles S., 936 N. Ashland Ave.
Chicago, Ill.
- Winter, Mae I., Park School 8, Casper,
Wyoming.
- Wise, Carl T., Lincoln Junior High
School, Duluth, Minn.
- Witt, Lena E., Roosevelt School, Spokane,
Wash.

- Witter C. E., 5182 Maple Ave., St. Louis, Mo.
 Wolf, Eva H., Stanley School, Kansas City, Kans.
 Wolf, M. Elizabeth, James E. Rogers School, Pittsburgh, Pa.
 Wolfe, H. Alena, Merritt School, Duluth, Minn.
 Wolfe, Inez M., Swinney School, Kansas City, Mo.
 Wolfe, J. B., Jones School, Houston, Texas.
 Wolfe, Townley R., School 207, Baltimore, Md.
 Wolverton, Charles V., Carteret School 6, Bloomfield, N. J.
 Wonders, Winifred M., 133 E. Maple, Fullerton, Calif.
 Wood, Blanche, Lincoln School, Superior, Wis.
 Wood, Jennie D., Huntington School, Meriden, Conn.
 Woodall, Annie, Longfellow School, Berkeley, Calif.
 Woodbury, Ernest Rolleston, Thornton Academy, Saco, Maine.
 Woodbury, Mrs. Florence M., Lincoln School, Maywood, Ill.
 Woodbury, Marjorie S., 73 Pleasant St., Manchester, N. H.
 Woods, Ethel, Columbia School, Wenatchee, Wash.
 Woods, Maude, 5004 Austin, Houston, Texas.
 Woodward, Adelaide H., Flanders Hotel, Atlantic City, N. J.
 Woodward, Lovina M., Lawrence St. School, Framingham, Mass.
 Woody, Ida Lee, Hamilton School, St. Louis, Mo.
 Worthley, Mrs. Amy Dickinson, Junior High School, Sterling, Colo.
 Wright, Ida J., 544 W. Fourth St., Dayton, Ohio.
 Wright, Louise B., 1120 South Negley Ave., Pittsburgh, Pa.
 Wright, L. Zenobia, Lawton School, New Orleans, La.
 Wright, Norman A., South Ave. School, Bridgeton, N. J.
 Wright, Owen B., Washington School, Rock Island, Ill.
 Wright, Robert H., Pres. East Carolina Tchrs. College, Greenville, N. C.
 Wright, W. McK., Henley School, Birmingham, Ala.
 Wuthrich, Maude G., Lincoln School, Bartlesville, Okla.
 Wyman, P. H., Marysville School, Portland, Oregon.
- Yeager, Tressa C., Mt. Lebanon School, Pittsburgh, Pa.
 Yeomans Rosanna, Paul Revere School, Revere, Mass.
 Yeaton, Miss Clyde E., Clara Barton School, Minneapolis, Minn.
 Yerkes, Helen K., Walton School, Philadelphia, Pa.
 York, Edna, Widdicombe School, Grand Rapids, Mich.
 Young, Mrs. A. D., Keating School, Detroit, Mich.
 Young, Ethel, D'Antignac School, Augusta, Ga.
 Young, Mrs. Ethel B., 148 Clifford St., Whitneyville, Conn.
 Young, G. A., Santa Barbara Ave. School, Los Angeles, Calif.
 Young, M. Gertrude, Peabody-Hilton School, Washington, D. C.
 Young, Kate, 360 E. 9th St., N., Portland, Oregon.
- Young, Nora B., 302 E. So. St., Lebanon, Ind.
- Zinn, D. D., Webster School, Sioux City, Iowa.
 Zirkle, H. W., Whittier School, Denver, Colo.
 Zollman, Dora W., 1027 E. 53d St., Chicago, Ill.
 Zook, Carl S., Atkinson School, Portland, Oregon.

The following were received after April 10:

- Aarvig, Bertha O., Fort Dodge, Iowa.
 Adams, A. Virginia, E. Landis Ave., Vine-land, N. J.
 Alderman, Grover H., School of Ed., Bloomington, Ind.
 Assmann, Edward C., Washington School, W. Allis, Wis.
 Banning, Eva L., Warner School, Cleveland, Ohio.
 Barber, Gertrude L., McKinley School, Coffeyville, Kans.
 Beeby, Daniel J., 7646 Green St., Chicago, Ill.
 Borden, Nellie Gray, Winchell School, Fresno, Calif.
 Brightwell, Mamie, Sixth Ward School, Fort Worth, Texas.
 Burke, James A., Garfield School, Spokane, Wash.
 Carey, Nelle G., 560 Wahnonsa Annex, Fort Dodge, Iowa.
 Cavanah, Lucretia LeR., 5009 Franklin Ave., Cleveland, Ohio.
 Comstock, W. H., 2031 E. 72d Place, Chicago, Ill.
 Cox, Philip W. L., School of Ed., N. Y. University, Washington Square, New York, N. Y.
 Edwards, Margaret W., Cleveland School, Dayton, Ohio.
 Engleman, Rose L., 3741 Agnes, Kansas City, Mo.
 Evans, Martha E., Jefferson School, Pocatello, Idaho.
 Feinauer, Christine, Derry, N. H.
 Fithian, Maud M., 1527 7th St., Sacramento, Calif.
 Flint, Robert S., Station No. 1, Hunting-ton, W. Va.
 Goodspeed, David H., 202 Taylor St., Wal-laston, Mass.
 Grafton, Elizabeth M., Barberton High School, Barberton, Ohio.
 Greer, Loula, Pennsylvania Ave. School, Beaumont, Texas.
 Hanson, Theodore, 320 Walsh St., Grand Forks, N. D.
 Hart, Ida M., 5720 Thomas Ave., Phila-delphia, Pa.
 Hatch, Henry D., 1540 East Marquette, Chicago, Ill.
 Hearne, Clara, Elementary School Supvr., Roanoke Rapids, N. C.
 Holmes, Lindsey R., 1604 Iowa St., Cedar Falls, Iowa.
 Johnston, Ida E., Mills St. School, Morris-town, N. J.
 Katz, Samuel, Public School 156, Brooklyn, N. Y.
 Keen, H. F., Curtis School, Orange, Texas.
 Kniseley, J. N., Green Lake School, Seattle, Wash.
 Lightbody, William, Lillibridge School, Detroit, Mich.
 Liming, O. L., Junior High School, Holton, Kans.
 Luebke, Emma J., 872 Tenth St., Mil-waukee, Wis.
 Lusk, L. Elizabeth, Isaac Sprague School, Wellesley Hills, Mass.

- McLaughlin, Roy L., Sockanosset School for Boys, Howard, R. I.
 McPherson, R. A., Supvr. Principal, 1809 17th St., Parkersburg, W. Va.
 Meyer, Florence L., Hutton School, Spokane, Wash.
 Miller, Peralis K., 722 Wyndhurst Ave., Baltimore, Md.
 Monce, U. L., Morgan School, Cincinnati, Ohio.
 Montillon, Adeline B., Cleveland School, Cedar Rapids, Iowa.
 Moore, Mary, Young School, St. Joseph, Mo.
 Moulton, Mary E., 265 Milford St., Manchester, N. H.
 Mulholland, Mary, 848 Reed St., Kalamazoo, Mich.
 Nevins, C. V., Jefferson School, Oshkosh, Wis.
 O'Connor, Margaret A., Lakewood, Ohio.
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 Stevenson A. L., Eugene Field School, Chicago, Ill.
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 Vance, J. M., Perdido, Ala.
 Vining, Frances, Allen School, Kansas City, Mo.
 Vitalis, Earl L., High School, Tyler, Minn.
 Waldo, Ada C., Wight Platoon School, Rockford, Ill.
 Wauffe, Grace G., 1655 Portland Ave., St. Paul, Minn.
 Wells, Mrs. Annie L., Wyatt School, St. Joseph, Mo.
 Williams, Mollie, Belle Point School, Fort Smith, Ark.
 Wilson, Florence, Lafayette School, New Orleans, La.